

# **CHAPTER ONE**

## **INTRODUCTION**

This study is on “Exploring meta-discourse markers in the conclusion section of English master's theses. This part of the study comprises the background of the study, statement of the problem, research objectives, research questions, significance of the study, delimitations the study and the operational definitions of the key terms.

### **1.1 Background of the Study**

Discourse is the way of exchanging our expressions, thoughts, feelings, emotions, ideas, etc. either in written or spoken form. It is a stretch of language larger than a sentence. Discourse is a process in which writers simultaneously create propositional content, interpersonal engagement and the flow of text as they write (Hyland, 2005). Discourse analysis analyses all the spoken and written forms of discourses in terms of cohesion, coherence and contextual meaning.

In order to make writing clear, communicative and acceptable, the writers use many devices and the factors in their writing. In this sense, Hyland (2005, as cited in Moghadam, 2017, p. 483) writes that constructing persuasive text relies on a number of factors including an awareness of audience, purpose and mastery of necessary linguistic resources. Regarding this, Crismore, Markkanen and Steffensen (1993, p. 39) write, “both professional and non-professional writers project themselves into text, guiding and directing readers so that readers can better understand the content and the writer’s attitudes towards the content and the readers”. It means writers have to consider many factors, such as audience, discourse markers, etc. to make a sort of bond between readers and themselves and to pass the message in comprehensive way. And out of these essential factors of discourse, metadiscourse is the one.

Metadiscourse is the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a view point and engage with readers as the members of a particular community (Hyland, 2005). The theoretical basis for metadiscourse comes from the works of the modern linguist M.A.K. Halliday (Moghadam, 2017, p. 483). Halliday (1973) discusses that there are three macro functions of language: ideational, textual and interpersonal. “Ideational meaning” is the meaning of writer’s ideas. It is the propositional material. “Textual meaning” is the meaning that helps the readers navigates through the text. The “Interpersonal meaning” is the meaning about the relationship between the writer and the reader. The interpersonal function encompasses the relation between the addresser and the addressee in a discourse situation.

Hyland (2005) writes that metadiscourse is a widely used term in current discourse analysis and language education, referring to an interesting, and relatively new approach to conceptualizing interactions between text producers and their texts and between the text producers and users. In the same respect, Crismore et al. (1993) say that metadiscourse is linguistic material in the texts, written or spoken, which does not add anything to the propositional content but that is intended to help the listener or reader organize, interpret and evaluate the information given. Same way, Vande Kopple (1985) considers metadiscourse as the “discourse about discourse” that refers to the author’s or speaker's linguistic manifestation in his/her text to interact with his/her receivers.

According to Hyland (2005), interactional metadiscourse concerns the ways writers conduct interaction by intruding and commenting on their message. The writer's goal here is to make his or her views explicit and to involve readers by allowing them to respond to the unfolding text.

Interactive metadiscourse concerns the writer's awareness of a participating audience and the ways he or she seeks to accommodate its probable knowledge, interests, rhetorical expectations and processing abilities (Hyland,

2005). The writers use interactive metadiscourse in their writing to shape and constrain a text to meet the needs of particular readers, setting out arguments so that they will recover the writers' preferred interpretations and goals.

## **1.2 Statements of the Problem**

The use of metadiscourse in academic and non-academic text has become the major consideration of the present day researchers. Writers use metadiscourse markers to make the text comprehensive. Vande Kopple (2002, as cited in Ho & Li, 2018, p. 53) considers metadiscourse as resources that convey a secondary level of meaning of a text in that it helps readers to “connect, organize, interpret, evaluate, and develop attitudes towards the materials”. Metadiscourse stresses the facts that as we speak or write, we negotiate with others, making decisions about the kind of effects we are having on our listeners or readers (Hyland, 2005, p. 3).

The use of metadiscourse in writing seems very important as per the definitions of the metadiscourse given by various scholars such as Hyland (2005), Vande Kopple (2002), etc. Various scholars have conducted their researches on metadiscourse such as, Ho and Li (2018), Moghadam (2017), etc.

However, though the understanding of metadiscourse markers and its use is important in writing, very few Nepalese researchers have showed their concerns to experience the term ‘metadiscourse’ and conduct different researches on it. Moreover, few researches have been done to explore whether our Nepalese writers use metadiscourse markers in their writing or not and if they use then to what quantity. Along with other devices of writing, metadiscourse seems integral part of writing but it has been less researched area in our context. Thus, as a researcher, I explored the use of metadiscourse markers in the conclusion section of English master's theses.

### **1.3 Objectives of the Study**

The actions and procedures that I employed during this research were in order to achieve the following objectives.

- I. To explore the use of meta-discourse markers in the conclusion section of English master's theses.
- II. To investigate whether there is significant differences between the use of interactive and interactional metadiscourse markers in the conclusion section of English master's theses.
- III. To suggest some pedagogical implications.

### **1.4 Research Questions**

This study was guided by the following research questions.

- I. What discourse markers are used in the conclusion section of master's theses?
- II. To what extent interactive and interactional metadiscourse markers have been used in the conclusion section of master's theses?

### **1.5 Significance of the Study**

The awareness of meta-discourse markers for the writer is important. Regarding its importance, Crismore et al. (1993) argue that meta-discourse plays a vital role in the creation of solidarity between the addresser and the addressee since it helps to construct a coherent text and reflects the writers' "personality, credibility, considerateness of the reader, and relationship to the subject matter and to the readers". The awareness of meta-discourse markers causes the writer to see himself/herself as a reader or as a "self-reflective linguistic material" referring to the evolving text, to the writer and imagined reader of that text (Hyland & Tse, 2004). Similarly, Vande Kopple (2012) emphasizing on the importance of meta-discourse writes that meta-discourse

shows how intricately structured language is and how attentive to detail one must be in the study of language and its effects.

These above definitions show that anyone who tends to write either academic or non-academic text should be familiar with the term 'meta-discourse' markers and its function in writing. This study is helpful to the students who are eager to know about meta-discourse and its use in formal writing. Similarly, it also assists the English teacher to know about what sort of metadiscourse markers the Nepalese thesis students use in their writing and to what extent. More specifically, it assists the Nepalese thesis English students to know about their own use of meta-discourse markers in their writing and work further accordingly. It also make them inform about the kinds of meta-discourse markers they used in the master' theses. Finally, it can be the base for the new researchers who want to conduct other researches related to meta-discourse.

## **1.6 Delimitation of the Study**

The study had the following delimitations:

- i. This study was limited to the theses of master's students.
- ii. Only 30 extracts of conclusion section were selected as a corpus for this study.
- iii. The total number words in the selected extracts were 8490.
- iv. The corpus was collected from the theses done by the English master's students between 2015 and 2018 at the department of English education, Kirtipur.

## **1.7 Operational Definitions of the Key Terms**

The operational definitions of the key terms that have been used in my study are defined as below:

**Meta-discourse:** Meta-discourse is a set of linguistic markers which are used in a text or speech to guide readers as well as to engage them in the particular

genre. Similarly, it signals the presence of the author or speaker in the text. It is also an important means to facilitate communication, support a writer's position in the text and build a relationship with an audience.

**Interactive metadiscourse:** Interactive metadiscourse concerns the writer's awareness of a participating audience and the ways he or she seeks to accommodate its probable knowledge, interests, rhetorical expectations and processing abilities.

**Interactional meta-discourse:** Interactional meta-discourse refers to the ways in which authors use to engage their readers in the text as well as to express their ideas about what they are writing.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Literature review is a very important component of a research proposal. It is the description of the literature relevant to a particular topic or field. It incorporates two types of information, i.e. theories related to the research area and the summary of the researches already carried out in that area. This chapter includes review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

#### **2.1. Review of Related Theoretical Literature**

Review of related theoretical literature is inevitable in doing research in the sense that it assists the researcher to find out the gaps, problems and to explore new ideas from the existing theories and findings. Similarly, the researcher also conceptualizes the core idea to carry out the research in systematic and scientific way. In order to get in-depth theoretical knowledge and make my research study easy, systematic and scientific, I have made my review in terms of the following aspects.

##### **2.1.1. Metadiscourse**

The term metadiscourse was first coined by Zellig Harris in 1959 to offer a way of understanding language use, representing a writer's or speaker's attempts to guide a receiver's perception of a text (Hyland 2005, p. 3). Later, it was developed by other writers such as: Williams (1981), Vande Kopple (1985), Crismore et al. (1993) and Dafouz (2008). Hyland (1998) argues that metadiscourse is not an independent stylistic device which authors can vary at will. It is integral to the context in which it occurs and is intimately linked to the norms and expectations of particular cultural and professional communities. He further says that it is an essentially heterogeneous category which can be

realized through a range of linguistic devices from punctuation and typographic marks to whole clauses and sentences. Similarly, regarding this, Zellig (1959, as cited in Hylland, 2005, p. 3) writes that metadiscourse is an umbrella term referring to text elements which contain unnecessary information but put emphasizes on the main information of the text. Metadiscourse embodies the ideas that communication is more than just the exchange of information, goods or services, and also involves the personalities, attitude and assumptions of those who are involved in the communication (Hyland, 2005). He further writes about metadiscourse as:

Metadiscourse offers a framework for understanding communication as social engagement. It illuminates some aspects of how we project ourselves into our discourses by signaling our attitude towards both the content and the audience of the text.

With the judicious addition of metadiscourse, a writer is able not only to transform what might otherwise be a dry or difficult text into coherent, reader-friendly prose, but also to relate it to a given context and convey his or her personality, credibility, audience-sensitivity and relationship to the message (p. 4).

Metadiscourse is very broad term and incorporates various lexical items from different grammatical clauses and even punctuation. However, many scholars like Vande Kopple (1985), Crismore et al. (1993), Dafouz (2008) and Hyland (2005) consider it as an umbrella term which falls into two main categories, i.e. textual metadiscourse and interpersonal metadiscourse. According to Dafouz (2008, as cited in Moghadam, 2017, p. 484), “textual metadiscourse refers to the organization of the discourse, while interpersonal metadiscourse reflects the writer’s stance towards both the content in the text and potential reader”. Similarly, Lyons (1977, as cited in Hyland, 2005, p. 26) considers textual



metadiscourse as ‘text reflexivity’. Hyland (2005) believes that textual function of the language in fact serves the interpersonal function, and that ‘textual function cannot be seen as ends in themselves’. Likewise, Vande Kopple (1985, as cited in Hyland, 2005, p. 26) believes that textual metadiscourse ‘shows how we link and relate individual propositions so that they form a cohesive and coherent text and how individual elements of those propositions make sense in conjunction with other elements of the text’.

On the other-hand, Vande Kopple (1985) defines interpersonal metadiscourse as the device that can help us express our personalities and our reactions to the propositional content of our text and characterize the interaction we would like to have with our readers about that content. Similarly, regarding this, Hyland (1998) writes:

Interpersonal metadiscourse alerts readers to the author’s perspective towards both the propositional information and the readers themselves. Interpersonal metadiscourse acts like liaisons which connect the writer as the producer of the text, with certain attitudes and view points toward what he or she writes, to the reader as the recipient who actively tries to decode the meaning and connect to the writer as a member of a community and also simply as a person (p. 443).

Moreover, Fairclough (1992, as cited in Hyland, 2005, p. 18) sees metadiscourse as a kind of ‘manifest intertextuality’ where the writers interact with his or her own text. Metadiscourse is also a part of language that provides a relationship between texts and disciplinary cultures.

### 2.1.2. Classification of Metadiscourse Marker

Metadiscourse marker is very important aspect and linguistic device of a text. It is closely related to the term such as meta talk (metalanguage and meta communication) (Schiffrine, 1980, as cited in Vande Kople, 2012, p. 37). A variety of metadiscourse taxonomies have been proposed by different scholars such as Vande Kople, Crismore and Dafouz, which include different types of metadiscourse markers. Vande Kople's (1985, as cited in Hyland, 2005, p. 32) categorization consists of seven kinds of metadiscourse markers divided into textual and interpersonal type. They are;

#### A. Textual metadiscourse

According to Vande Kople (1985), textual metadiscourse shows how we link and relate individual propositions so that they form a cohesive and coherent text and how individual elements of those propositions make sense in conjunction with other elements of the text. This type of metadiscourse includes the following sub- types.

- I. **Text connectives** - These types of metadiscourse are used in the text to show how parts of a text are connected to one another. It includes sequencers such as, first, next, in the second place, and reminders like, as I mentioned in chapter 2. Similarly, it also includes topicalizers which focus attention on the topic of a text segment. For example, with regard to, in connection with, etc.
- II. **Code glosses**- These are used in the in the discourse to help readers to grasp the writer's intended meaning. Based on the writer's assessment of the reader's knowledge, these devices reword, explain, define or clarify the sense of a usage, sometimes putting the reformulation in parentheses or marking it as an example, etc.
- III. **Validity markers** - Vande Kople (1985) argues that these markers are used to express the writer's commitment to the probability or truth of a statement. These include hedges (perhaps, might, may), emphatics

(clearly, undoubtedly), and attributors which enhance a position by claiming the support of a credible other (according to Einstein).

- IV. **Narrators**- these types of metadiscourse markers are used in the discourse to inform readers of the source of the information presented in the text (Vande Kopple, 1985). For example, according to Smith, the Prime Minister announced that, etc.

## **B. Interpersonal metadiscourse**

Vande Kopple (1985) states that interpersonal metadiscourse helps us to express our personalities and our reactions to the propositional content of our texts and characterizes the interaction we would like to have with our readers about the content. He categorized interpersonal metadiscourse into following sub topic.

- i. **Illocution markers** - Vande Kopple (1985) illustrates that these markers are used to make explicit the discourse act that the writer performs at certain points. For example, to conclude, I hypothesize, to sum up, we predict, etc.
- ii. **Attitude markers**- These are used to express the writer's attitudes to the propositional material he or she presents (Vande Kopple, 1985). For example, unfortunately, interestingly, I wish that, how awful that, etc.
- iii. **Commentaries**- These types of metadiscourse are used to address readers directly, drawing them into an implicit dialogue by commenting on the reader's probable mood or possible reaction to the text, (Vande Kopple, 1985). For example, you will certainly agree that, you might want to read the third chapter first.

Further, Crismore et al. (1993) categorized metadiscourse markers into two groups, i.e. textual metadiscourse and interpersonal metadiscourse. Textual metadiscourse were sub divided into textual markers and interpretive markers. Similarly, interpersonal metadiscourse were sub categorized into five different

markers. They are: hedges, certainty markers, attributors, attitude markers and commentary.

Taking these all categorizations into consideration, Hyland (1998) divided metadiscourse markers into two categories; textual and interpersonal. The textual metadiscourse markers are based on the functions they have in the text. Textual metadiscourse markers were divided into five sub-types; logical connectives, frame markers, endophoric markers, evidential and code glosses. Similarly, he divided interpersonal markers into five sub-types. These are hedges, emphatics, attitude markers, relational markers and person markers.

When writer is uncertain about the truth of his/her claims she/he uses linguistic features such as might, perhaps, it is possible, etc. which is referred to as “hedges”. Emphatics refer to metadiscourse markers that writers use to express their certainty relating to an idea or to stress their claims in the text by using the linguistic features like certainly, definitely, and it is obvious. Similarly, “attitude markers” are used when writer is in need of communicating their attitudes towards the propositional content of the text such as surprisingly, I agree, and I hope, that fall into such category. The other type is “relational markers” (or engagement markers, Hyland, 2005) that a writer directly use to build relationship with the readers. Phrases like dear reader, please consider, and note that, are a few examples of relational markers. Moreover, there are situations in which a writer needs to convey their presence in the text. In such situation, they use linguistic items called “person markers” such as I, we, my, and mine.

### 2.1.3 An Interpersonal Model of Metadiscourse

Hyland (2005) has proposed a very comprehensive model of interpersonal metadiscourse. This model distinguishes interactive and interactional resources of metadiscourse. Interactive resources are concerned with the ways of organizing discourse and reflect the writer's assessment of what needs to be made explicit to guide readers to what should be recovered from the text. Interactive resources allow the writer to manage the information flow to establish his/her preferred interpretations. According to Hyland (2005), interactive resources include the following sub-resources:

- I. **Transitions:** These resources comprise an array of devices, mainly conjunction and used to mark additive, contrastive, consequential relation between main clauses. For example, in addition, however, but, thus, and, etc.
- II. **Frame markers:** These are references to text boundaries or text structure, including items used to sequence, to label text stages, to announce discourse goals and to indicate topic shifts. For example, finally, to conclude, my purpose is etc.
- III. **Endophoric markers:** The use of these resources makes additional materials salient to the reader in recovering the writer's intentions by referring to other parts of the text. For example, noted above, see Fig., in section 2, etc.
- IV. **Evidentials:** According to Hyland (2005), we use these resources in text to indicate the sources of information which originates outside the current text, mainly consisting of citations and explicit evidential markers, for example, according to.
- V. **Code glosses:** The use of these resources in the text signal the reworking of additional information. For example, for instance, in other words, such as, etc.

Similarly, Hyland (2005) also states that interactional resources concern the writer's effort to control the level of personality in a text and establish a suitable relationship to his or her data, arguments and audience, marking the degree of intimacy, the extent of reader involvement and the expression of attitude and commitments. Interactional resources focus on the participants of the interaction and display the writer's persona and a tenor consistent with community norms.

Likewise, Hyland (2005) also states that interactional resources include the following sub-resources. They include:

- I. **Hedges:** These resources are used in the text to withhold the writer's full commitment to a statement. For example, might, perhaps, possible and about.
- II. **Boosters:** These markers are used in the text to express certainty and emphasize the force of propositions. For example, in fact, definitely, it is clear, etc.
- III. **Attitude markers:** These markers are used in the text to express the writer's attitude to propositions, conveying surprise, obligation, agreement, importance, and so on. Such as, unfortunately, I agree, surprisingly, etc.
- IV. **Engagements markers:** The use of engagement markers explicitly address readers by focusing their attention or including them in the text through second person pronouns, imperatives questions and asides. Such as, consider, note that, etc.
- V. **Self- mentions:** These markers are used in the text for the explicit references to authors. For example, I, we, my, our, etc.

The identification of these features emerges from a long and distinguished engagement by linguists in the pragmatic and rhetorical features of discourse (e.g. Chafe & Nichols, 1986; Nystrand, 1989; Crismore, 1989, etc.) and elaborated in the work of Hyland (2005; Hyland & Tse, 2004). The model foregrounds the linguistic devices

writers employ to shape their arguments to the needs and expectations of their target readers. This model has been shown below.

<b>Category</b>	<b>Function</b>	<b>Example</b>
<b>Interactive</b>	<b>Help to guide the reader through the text</b>	<b>Resources</b>
Transitions	express relations between main clauses	in addition; but; thus; and
Frame markers	refer to discourse acts, sequences, or stages	finally; to conclude; my purpose is
Endophoric markers	refer to information in other parts of the text	noted above; see Fig; in section 2
Evidential markers	refer to information from other texts	according to X; Z states
Code glosses	elaborate propositional meanings	namely; e.g.; such as; in other words
<b>Interactional</b>	<b>involve the reader in the text</b>	<b>Resources</b>
Hedges	withhold commitment and open dialogue	might; perhaps; possible
Boosters	emphasize certainty or close dialogue	in fact; definitely; it is clear that
Attitude markers	express writer's attitude to proposition	unfortunately; I agree; surprisingly
Self-mention	explicit reference to author (s)	I; we; my; me; our
Engagement markers	explicitly build relationship with reader	consider; note; you can see that

(Source: Hyland, 2005, p. 49)

## 2.1.4 Factors Affecting the Use and Distribution of Metadiscourse Marker

The use and distribution of metadiscourse markers are affected greatly due to many factors. These factors illustrated in Amiryousefi & Rasekh (2010) are discussed below:

- i. Metadiscourse and genre:** The use of metadiscourse differs from genre to genre. Swale (1990, as cited in Amiryousefi & Rasekh, 2010, p. 161) being as the pioneer of GA (genre analysis) defines genre as communicative events specified by the series of communicative purposes and features recognize by the members of the community. In the same way, texts, accordingly, can be classified into one genre to another based on their key linguistic or rhetorical features. And the use of metadiscourse also differs from the purposes of one text to another. Adel (2006, as cited in Amiryousefi & Rasekh, 2010, p. 161) also argues that some kind of metadiscourse can be more appropriate than others or even necessary in some kinds of text.
- ii. Metadiscourse and community:** This is another aspect that affects the use and distribution of metadiscourse markers. Swales (1990, as cited in Amiryousefi & Rasekh, 2010, p. 161) characterizes a discourse community as follows: It has a broadly agreed set of common public goals; has mechanism of intercommunication among its members; uses its participatory mechanisms primarily to provide information and feedback; utilizes and hence possess one or more genres in the communicative utterance of its aims; has acquired some specific lexis (specializes terminology); and has a threshold level of members with a suitable degree of relevant content and discursual expertise. Accordingly, Hyland (2005) states that metadiscourse entails the fact that knowledge is the social justification of ideas, and writers must take into account their intended receivers' norms, expectations and responses which are embedded in the community they belong to, to construct a



persuasive writing . It means metadiscourse features are sensitive to these differences and are used accordingly.

**iii. Metadiscourse and culture:** This is also one of the factors that affects in the use and distribution of the metadiscourse. Regarding cultures, Williams (1983, as cited in Amiryousefi & Rasekh, 2010, p. 162) argues that culture has been one of the two or three most complex words in English. Similarly, Lantolf (1999, as cited in Hyland, 2005, p. 114) states that culture has been viewed differently by different scholars, but the view which commands the most influence in language studies sees it as a historically transmitted and systematic patterns of meanings which allow us to understand, develop and communicate our knowledge and beliefs about the world. That is, cultural factors help shape our background understandings, or schema knowledge, and have a considerable impact on what we write and how we organize what we write, and our responses to different communicative contexts. Cultural values are carried by language and provide us with taken-for-granted ways of engaging others in writing. They can affect perception, language, learning, communication and particularly the use of metadiscourse (Hyland, 2005, pp. 113-115).

“In a writer-responsible culture like English”, for example, “metadiscourse markers are used to guide readers through a text; in a reader- responsible culture like Japanese, connections between various parts of a text are more commonly left implicit” (Adel, 2006, as cited in Amiryousefi & Rasekh, 2010, p. 162). In English, therefore, the person responsible for effective communication is the writer, but in Japanese it is the reader (Amiryousefi & Rasekh, 2010, p. 162).

### 2.1.5 Key Principles of Metadiscourse

Metadiscourse is self -reflective linguistic material referring to the evolving text and to the writer and imagined reader of that text (Hyland & Tse, 2004). They, in order to suggest a new model for metadiscourse in academic writing, have identified the three principles of metadiscourse. They are:

**i. Metadiscourse is distinct from propositional aspects of discourse**

According to this principle, metadiscourse is different from propositional discourse. The definition of metadiscourse usually make a clear distinction between metadiscourse and propositional content, often regarding later as ‘primary’ and earlier as ‘secondary’. For this distinction, Vande Kopple (1985) defines metadiscourse as ‘the linguistic material which does not add propositional information but which signals the presence of an author’. Similarly, Crismore et al. (1993, as cited in Hyland, 2005, p. 34) state that metadiscourse is ‘linguistic material in texts, written or spoken, which does not add anything to the propositional content but that is intended to help the listener or reader organize, interpret and evaluate the information given. On the other hand, Hyland and Tse (2004) state that what is understood by the term ‘proposition’ is often left vague, but it is generally used to refer to all that which concern thoughts, actors, or state of affairs in the world in the text. For example, Halliday (1994) states that propositional material is something that can be argued about, affirmed, denied, doubted, insisted upon, qualified, tempered, regretted and so on. Hyland and Tse (2004) argues that metadiscourse is not somehow ‘secondary’ to the meaning of the text, simply supporting propositional content, but the means by which propositional content is made coherent, intelligible, and persuasive to a particular audience. Moreover, regarding this distinction, Hyland and Tse (2004) also write:

A rigid conceptual separation between proposition and metadiscourse relegates the latter to a commentary on the main informational purpose of the text rather than seeing it as an integral process of communicating meaning.

Metadiscourse is not simply the 'glue' that hold the more important parts of the text together, but is itself a crucial element of its meaning that which helps relate a text to its context, taking readers' needs, understanding, existing knowledge, prior experiences with text, and relative status into account (p. 161).

It means metadiscourse help in making the text coherent, contextual and persuasive.

**ii. Metadiscourse refers to aspects of the text that embody writer reader interactions:**

The second principle sees metadiscourse as embodying the interactions necessary for successful communication. It rejects the strict duality of textual and interpersonal functions found in much of the metadiscourse literature. Hyland and Tse (2004) argue here that all metadiscourse is interpersonal in the sense that it takes account of the reader's knowledge, textual experiences and processing needs and that it provides writer with and armoury of rhetorical appeals to achieve this. Similarly, according to this principle, the interactive resources of metadiscourse concerns the ways writers signal the arrangement of their texts based on their appreciation of the reader's likely knowledge and understandings. This influences the 'reader- friendliness' of a text and primarily involves the management of information flow, addressing how

writers guide readers by anticipating their likely reactions and needs. On the other hand, interactional resources are more personal and involve the reader collaboratively in the development of the text. It means metadiscourse markers are used in the text to have good interaction with the readers.

**iii. That metadiscourse refers only to relations which are internal to the discourse:**

This principle believes that the use of metadiscourse distinguishes external and internal relations of the text. Connective items offer the clearest example of this division as they can function to either connect steps in an exposition (internal), organizing the discourse as an argument, or connect activities in the world outside the text (external), representing experiences as a series of events (Martin 1992, as cited in Hyland & Tse, 2004, p. 165). It means an internal relation connects the situations describe by the propositions and is solely communicative, while an external relation refers to those situation themselves (Hyland, 2005). Similarly, Halliday (1994, as cited in Hyland, 2005, p. 45) argues that many temporal conjunctives have an internal as well as external interpretation. Palmer (1990, as cited in Hyland & Tse, 2004, p. 166) recognizes this distinction as epistemic and dynamic modality, the latter ‘concerned with the ability or volition of the subject of the sentences rather than opinions of the writers’.

## **2.2 Review of Empirical Literature**

Numerous studies regarding metadiscourse in abroad have been conducted but very rare in Nepal. Metadiscourse has been an important area in discourse analysis because it helps writers to convey their intended message by creating a social and communicative interaction with the reader. Its use also helps the writer to create a coherent text. Some of them related my study have been reviewed here.

Hyland (1998) conducted a research on “Talking to students: Metadiscourse in introductory course books”. He explored the possible role of university textbooks in students’ acquisition of a specialized disciplinary literacy, focusing on the use of metadiscourse as a manifestation of the writer’s linguistic and rhetorical presence in a text. He compared such features in extracts from 21 textbooks in microbiology, marketing and applied linguistics with a similar corpus of research articles. The finding showed that the ways textbook authors represent themselves, organize their arguments, and signal their attitudes to both their statements and their readers differ markedly in the two corpora.

Rahimpour (2006) conducted a research entitled “Contrastive rhetoric of English and Persian texts”. The researcher studied metadiscourse features in the discussion sections of 90 English and Persian applied linguistics research articles: 30 articles written in English by Iranians as nonnative speakers of English; 30 articles in Persian written by Iranians; and 30 articles written by native speakers of English. According to Hyland's (2004) model of metadiscourse, writers of all three groups of applied linguistic discussion sections employed all sub-types of metadiscourse. Transitions and hedges were used more than other subtypes. Native speakers of English utilized more textual metadiscourse than the other groups did. Moreover, textual metadiscourse was used considerably more than interpersonal metadiscourse by all groups.

Mirshamsi and Allami (2008) investigated cross-cultural similarities and differences in the use of meta-discourse markers in the discussion and conclusion sections of the master thesis of three categories: native English speakers, native Persian speakers, and non-native English speakers. They had used Hyland's (2005) meta-discourse taxonomy to search meta-discourse markers used in the corpus of sixty master theses. They found that native English writers used more interactive and interactional meta-discourse markers than native Persian and EFL learners.

Faghih and Rahimpour's (2009) study entitled "Contrastive rhetoric of English and Persian written texts: Metadiscourse in applied linguistics research articles" examined 90 discussion sections of applied linguistics research articles. The corpus consists of English articles written by native speakers of English, English articles written in English by Iranians non-native speakers of English in English, and Persian articles written in Persian. The data were then analyzed based on Hyland's (2004) model. The findings revealed that native speakers of English used more interactional metadiscourse than Iranians did. Frame markers and code glosses were utilized more by Iranians than native speakers of English. By comparing both groups of Iranians, they found out that evidential, code glosses, attitude markers, engagement markers, and self-mentions were employed more when Iranians wrote in Persian. Conversely, transitions, frame markers, endophoric markers, hedges, and boosters were utilized more when they wrote in English.

Noorian and Biria (2010) carried out a research on "Interpersonal metadiscourse in persuasive journalism: A study texts by American and Iranian EFL columnists". They studied the frequency and degree of the use of interpersonal metadiscourse markers in persuasive discourse. The metadiscourse markers employed in English opinion articles written by American and Iranian columnists were compared. It was analyzed being based on Hyland (2005) interpersonal model of metadiscourse. The findings showed that interpersonal metadiscourse markers were present in both sets of corpora. There were significant differences between the two groups concerning the occurrences of interpersonal markers, particularly in the case of Commentaries. The findings revealed that different reasons for instance culture-driven preferences, genre-driven conventions, and Iranian non-native English writers' extent of foreign language experience interrelated in selecting the interpersonal metadiscourse markers by the columnists.

The study of Farzannia and Farnia (2016) entitled "Metadiscourse markers in introduction sections of Persian and English mining engineering articles"

examined cultural variations in the use of metadiscourse between Iranian mining engineerings' research articles and their English counterparts. Hyland's (2005) taxonomy was adopted as a framework and the corpora was a total of 68 articles written in English, 34 articles from native English researchers and 34 from Iranian researchers. The analysis showed that there were some cultural differences in the amounts and types of metadiscourse markers. The occurrence of interactional metadiscourse markers in the English corpus was generally more than the Persian corpus. However, hedges were more frequently in Persian corpus than the English one. On the other hand, self-mentions and attitude markers were used frequently in the English corpus. Nevertheless, apart from self-mentions, there was not any significant difference in the application of interactional metadiscourse markers between in the two corpora. The findings showed that interactional metadiscourse markers had been used significantly more in English corpus than the Persian one.

Davoodi's (2016) study entitled "On the use of interpersonal metadiscourse markers in conclusion section of language testing articles" examined the use of interpersonal metadiscourse markers in 100 conclusions of testing articles written by Iranian & European language testing experts. The selected corpus was analyzed through the Dafouz's (2003) taxonomy of interpersonal metadiscourse markers model. The finding showed that the metadiscursive resources are used differently between the two languages. As for the two authors, the results revealed that interpersonal markers were present in both groups of texts while Iranian scholars use interactional elements more frequently in comparison with their Europeans.

Moghadam (2017) in his study entitled "Persuasion in journalism: A study of metadiscourse in texts by native speakers of English and Iranian EFL writers" explored the frequency of occurrence of metadiscourse devices, and the role they play in the construction of persuasion in opinion articles written by English native speakers and Iranian EFL (English as a Foreign Language) writers. A corpus of 60 opinion articles, 30 by American writers and 30 by

Iranian EFL authors, was collected and examined using Hyland's (2005) model of metadiscourse. The articles were taken from newspapers and news websites in October 2014 and were published in the period from May, 2013 to October, 2014. A quantitative analysis was conducted to determine the frequency of occurrence of metadiscourse devices and the non-parametrical Mann-Whitney U test was used to see if the frequency counts in the two corpora differ statistically. Moghdam found that metadiscourse devices were present in the both groups; however, there were variations as to the number of code glosses, hedges, self- mentions and engagement markers. Genre-driven conventions, culture-driven tendencies and Iranian columnists' extend of English command were the factors affecting the choice and frequency of metadiscourse markers.

Ho and Li (2018) in their study entitled "The use of metadiscourse and persuasion: an analysis of first year students' timed argumentative essays" attempted to obtain a better understanding of the way first- year university students construct persuasive arguments in writing by exploring their pattern of use of metadiscourse. They analyzed total 181 argumentative essays produced by first year university students while completing a timed writing task being based on the Hyland (2005) interpersonal model of metadiscourse. The findings indicated that, while writers of low- rated essays differ significantly from those of high- rated ones only in the use of a few metadiscourse markers, they have problems using metadiscourse in constructing convincing arguments.

However, though the above scholars have studied and explored the term metadiscourse in different genres and areas, very rare studies have been carried out in Nepal to explore the use of metadiscourse in different genres. Moreover, few researches have been conducted to explore the use of metadiscourse in master's theses. But, my study is different from the above researches in the sense that it explored the use of metadiscourse markers in the conclusion section of the English master's theses done in English Education by Nepalese theses students at the Department of English Education, Kirtipur.



### **2.3 Implication of the Review for the Study**

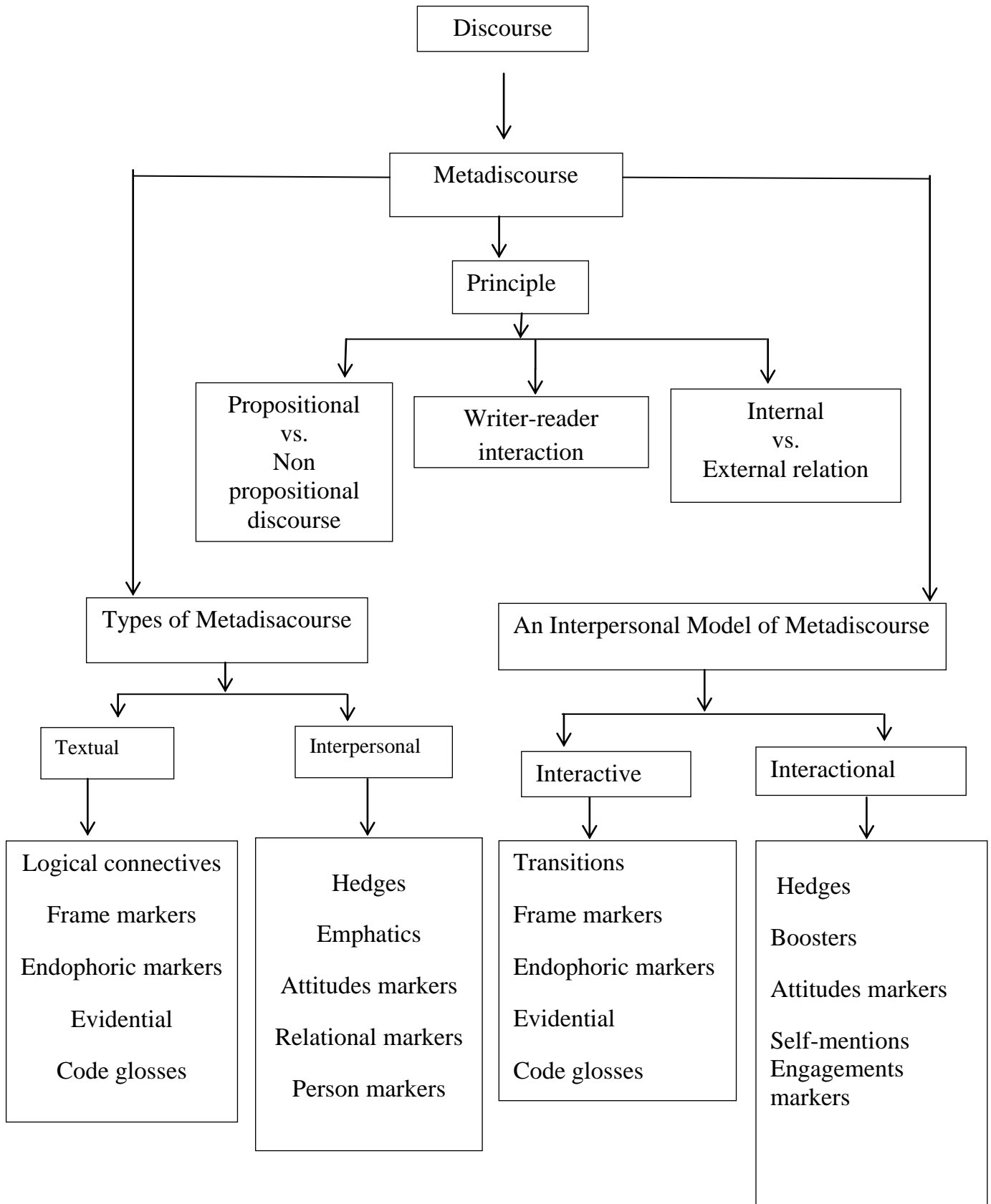
In order to get full insights on my study, to select the research problems, appropriate methodology and tools, I rigorously went through different articles, journals and books carried and published by different scholars. Reviewing these materials made me more familiar with the history and present condition of the term ‘metadiscourse’. To understand the theory and principles of metadiscourse, I studied the book entitled “Metadiscourse: Exploring Interaction in Writing” of Hyland (2005) and “An Introduction to Functional Grammar” of Halliday (1994). The book of Hyland also helped me to revisit the history of metadiscourse. Similarly, the Journal of Hyland and Jiang (2018) assisted me in understanding the different model of metadiscourse. The article of Amiryousefi and Rasekh (2010) became useful to define metadiscourse and understand the factors that affect in the use and distribution of metadiscourse markers. Moreover, the reappraisal of Hyland and Tse (2004) informed me about the major principles of metadiscourse in comprehensive way. To know about the importance of metadiscourse, I studied the essay of Vande kopple (2012).

Similarly, the empirical literature review of different scholars’ researches, articles and journals is very important for all operational steps. Empirical review helped me to understand the components and example of the metadiscourse in real context. It helped me in determining my study objectives, constructing research questions, framing appropriate research designs, data collection tools and in selecting the appropriate model. The study of Tavanpour, Goudarziand Fernia (2016) became useful in writing the research questions and data collection procedures. Similarly, Ho and Li (2018), Moghadam (2017), Ferzannia and Fernia (2016), Noorian and Baria (2010) and Faghieh and Rahimpour (2009) made me familiar about different ways of data analysis and other important process of research study.

## **2.4 Conceptual Framework**

A conceptual framework is the representation of the understanding of the related theories by the researcher and her/his own conceptualization of the relationship between different variables. It is also known as the visual presentation of the main things to be studied. The area of my study is discourse and metadiscourse is one of the aspects under this area. Metadiscourse is based on different principles and have been categorized into different types by different scholars. This study explored the use of metadiscourse including interactional metadiscourse, i.e. hedges, attitude markers, boosters, self-mention and interactive metadiscourse, i.e. code glosses, endophoric markers, frame markers, transitional markers. These above ideas interrelated to each other have been shown in the other side of the page with the help of conceptual framework. Please see overleaf.

Conceptual Framework Continued.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter includes the design of the study, corpus, sampling procedures, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration.

#### **3.1 Design of the Study**

A research design is a plan, structure and strategies of investigation. According to Jaeger (1988, as cited in Nunan, 1992, p. 140), "in survey research design, the researcher does not do anything to the objects or subjects of research, except observe them or ask them to provide data. The research consists of collecting data on things or people as they are, without trying to alter anything". In order to complete this study, a quantitative analysis was used to determine the frequency of occurrence of metadiscourse devices, find out the percentage of both interactive and interactional metadiscourse markers and to investigate the difference between the use of interactive and interactional metadiscourse devices in the data collected from the English master's theses.

#### **3.2 Population, Sample and Sampling Strategies**

The corpora of the present study consist of thirty conclusion section of master's theses written by Nepalese postgraduate students in the field of English education. The corpora were collected from the theses done between 2015 and 2018. I selected different theses of different years in order to be sure that whether the thesis students of different years use metadiscourse in their theses conclusions or not. The total number of the words in 30 corpora was 8490. In order to collect the required corpora, I used quota sampling procedure.

### **3.3 Research Tools**

The selection of research tool is very important for the researcher to collect the required data for his/her study. Without appropriate selection and use of the research tools, a researcher cannot collect the required data for his/her study and make the study effective, reliable and valid. Thus, to collect the required data, I did the detail observation of the corpora collected from the theses done by the English postgraduate students in the Department of English Education, T.U., Kirtipur.

### **3.4 Source of Data**

Data are unit of information that can be numbers, opinions, image, figures, facts and other relevant materials from which further analysis can be drawn up. It helps the researcher to justify, analyze, and draw appropriate findings. Mainly, there are two types of data. They are primary and secondary sources.

In my study, thirty conclusion sections of the theses written between 2015 and 2018 by English education postgraduate students in the Department of English Education were the primary source. Similarly, metadiscourse related books, journal, theses, articles and dissertations such as Hyland (2005), Halliday (1973) and Vande Kopple (2012) were the secondary sources of data for my study.

### **3.5 Data Collection Procedures**

To collect authentic and reliable data, at first, I visited to the Curriculum Resource Centre of University Campus, Kirtipur. Then, I built rapport with administrative person. I informed the objective and process of this study to the administrative person. Then after, with his permission, I collected 30 theses and took the photo of the conclusion section of each thesis.

### **3.6 Data Analysis Procedures**

The process of data analysis started after the collection of the raw data. The conclusion section of the texts was carefully read word by word with specific attention to the functions and meanings of the words in order to identify and locate the meta-discourse markers. The selected corpus was analyzed being based of Hyland's (2005) interpersonal model of metadiscourse. All the metadiscourse markers were underlined in the text in coded color in order to make counting easier. After clarifying and classifying the metadiscourse markers, a quantitative analysis was done to investigate the frequency, differences between the data (i.e. interactive and interactional) and to find out the percentage of metadiscourse markers. The frequency, difference between interactive and interactional metadiscours markers and their percentage have been shown with help of appropriate tools. Such as, table and illustration.

### **3.8 Ethical Consideration**

Ethical consideration is one of the important aspects of the research study. Every participant has the right to privacy and safety. The participant should feel that they are not going to get any risk in future by providing the data. Thus, to maintain this in my study, I did not do anything that makes the Nepalese postgraduate students to bow down their head. I paid attention on the accuracy, honesty and truthfulness of the corpus in my study.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF THE DATA**

This chapter deals with analysis and interpretation of the corpus collected from the 30 master's theses. In this section, I have analyzed and interpreted the use of interactive and interactional metadiscourse markers in 30 conclusion sections of master's theses. Similarly, I have calculated the frequency and investigated the differences and percentage of metadiscourse markers used in thirty conclusion sections of master's theses from both macro (interactive and interactional MDs markers) and micro (transitions, frame markers, endophoric markers, evidentials, code glosses and hedges, boosters, attitude markers, self mentions, and engagement markers) level.

#### **4.1 Result and Discussion of Metadiscourse Markers in English Master's theses**

Metadiscourse is a new and interesting field of inquiry which is believed to play a vital role in organizing and producing persuasive writing, based on the norms and expectations of people involved. Metadiscourse embodies the idea that writing and speaking are more than just the communication of ideas and presentation of ideational meaning.

Here, the thirty conclusion sections of the master's theses were carefully read word by word with specific attention to the functions and meanings of the words in order to identify and locate the meta-discourse markers. The selected corpus has been analyzed being based upon Hyland's (2005) interpersonal model of metadiscourse. All the metadiscourse markers were underlined in the text in coded color in order to make counting easier. After clarifying and classifying the metadiscourse markers, a quantitative analysis has been used to investigate the frequency, differences between the data (i.e. interactive and interactional) and calculate the percentage of metadiscourse markers. The frequency, difference between interactive and interactional metadiscourse markers and their percentage have been shown below.

#### 4.1.1 The Whole Analysis of Metadiscourse Markers used in the Conclusion Sections

In order to explore the use of metadiscourse makers in the conclusion section, I read 30 conclusion sections of postgraduate students' theses. The total number of the words in 30 conclusions was 8490. Out of 8490 word, eight hundred twenty one metadiscourse markers were used in the thirty conclusions for different purposes by the master's thesis students. In all selected corpora, the postgraduate students preferred to use different types of metadiscourse markers for the different purposes. They used more transitional markers like 'and', 'but' and 'thus' to express the relations between main clauses as suggested by Hyland (2005). But, they preferred to use very few edophoric markers like 'in the five chapter', 'in the third chapter', etc in their writing to make the readers aware that the information is also in the other parts of the text. Some extracts from the conclusion sections are as follows.

##### Sample Extract 1

*"Likewise, 87.67% (26) of the students had a view that mid- term examinations are useful to get high score in end term examination. Students responded that presentation is a good tool to develop the confidence level of the students and it also develops the reading skill".*

In the given sample, the underlined words (i.e. likewise, and) are the example of the use of metadiscourse markers.

##### Sample Extract 2

*"In the first chapter, I discussed background of the study, statement of the problem, objective of the study, research question, significance of the study, delimitation of the study and operational definition of the key terms".*

In the given sample, the underlined word (i.e. in the first chapter) is the example of the use of metadiscourse markers.



The use of metadiscourse markers in total has been presented in the following table. Table 2 indicates the frequency and percentage of total metadiscourse markers used in 30 conclusion sections.

**Table 1**

**Whole Analysis of Metadiscourse Markers**

<b>Metadiscourse markers</b>	<b>Frequency</b>	<b>Percentage</b>
Interactive and Interactional metadiscourse markers	821	9.7

The above table shows that out of 8490 words, postgraduate students used 821 (9.7%) metadiscourse markers (i.e. interactive and interactional) in the conclusion section of their theses.

From the above data, it can be concluded that postgraduate students preferred to use very less number of metadiscourse markers in the conclusion part of their theses. It shows that postgraduate students are either not well familiar with metdiscourse devices or they do not prefer to use the metadicourse markers in their writing.

**4.1.2 Analysis of Metadiscourse Markers in English Master's theses from Macro level**

In this section, I have analyzed the distribution of metadiscourse markers from macro level. In the thirty conclusions, students preferred to use both interactive and interactional metadiscourse markers for the different purposes. They preferred to use interactive metadiscourse (i.e. code glosses, endophoric markers, frame markers and transitional markers) to guide the reader through the text and interactional metadiscourse markers (i.e. attitude markers, boosters, self-mention, engagement markers and hedges) to involve the reader in the text. Some extracts from 30 conclusion sections are as follows.

### Sample Extract 1

*"The forgoing result and discussion highlight detailed on the tools of internal assessment and how the semester system students have perceived these internal assessments system".*

In the above sample, the underlined words (i.e. and, and) are the example of the use of interactive metadiscourse markers.

### Sample Extract 2

*"The 90% agreed on internal system".*

In the above sample, the underlined word (i.e. agreed) is the example of the use of interactional metadiscourse markers.

The use of interactive and interactional metadiscourse in thirty conclusions sections has been presented in the following table. The following table shows the frequency and percentage of interactive and interactional metadiscourse markers used in the conclusion sections. Similarly, it also shows the difference between interactive and interactional metadiscourse.

**Table 2**

#### **Macro level analysis of metadiscourse**

<b>Metadiscourse markers</b>	<b>Frequency</b>	<b>Percentage</b>
Interactive metadiscourse markers	606	73.8
Interactional metadiscourse markers	215	26.2
Total	821	100

The above table shows that postgraduate students used 73.8% (606) interactive metadiscourse markers and 26.2% (215) interactional metadiscourse markers in

conclusion part of their theses. It also shows that they used 391 more interactive metadiscourse than interactional metadiscourse markers.

The higher frequency of interactive markers shows that postgraduate students preferred to use more interactive markers than interactional markers in conclusion section of their theses. It also indicates that they preferred to guide the reader through the text by using more interactive metadiscourse markers. They preferred less to involve the reader in the text by using less interactional metadiscourse markers.

#### **4.1.3 Analysis of Interactive Metadiscourse Markers in English Master's theses from Micro level**

In this section, I have analyzed the use of interactive metadiscourse markers including code glosses, endophoric markers, evidential markers, frame markers and transitional markers. Postgraduate students used these markers in their conclusion sections for various purposes. They preferred to use transitions like and, whereas, furthermore, because, etc to express relation between main clause. Similarly, they used frame markers like over all, finally, the final chapter, etc to sequence the writing and endophoric markers like the third, in the fourth chapter, etc to inform the readers that the information is in other parts of the text. Likewise, they used evidential markers like according to, according to the data, etc to inform the readers about the sources of information included in the text. Finally, they used code glosses like such as, it means, etc to elaborate the propositional meanings of the text in their conclusion sections. Some extracts from the conclusion sections are as follows.

##### **Sample Extract 1**

*"Similarly, almost all 100% students had a view that classroom participation is necessary to develop the rapport between teacher and students and within students".*

In the given sample, the underlined words (i.e. similarly, and, and) are the example of the use of transitional markers.

Sample Extract 2

*"Finally, it can be said that the students' perceptions on the practice of internal assessment in semester system is positive".*

In the given sample, the underlined word (i.e. finally) is the example of the use of frame markers.

Sample Extract 3

*"In second chapter, I have reviewed related theoretical literature, review of empirical literature, implication of the review for the study and conceptual frame work".*

In the given extract, the underlined word (i.e. in the second chapter) is the example of the use of endophoric markers.

Sample extract 4

*" A study conducted by Fan and Che (2001) investigated that there is a small to moderate relationship between parent's financial status and student's academic achievement using a sample survey".*

In the given extract, the underlined word (i.e. Fan and Che, 2011) is the example of the use of evidential markers.

Sample Extract 5

*The informants (i.e. 65%) are neutral".*

In the given extract, the underlined word is the example of the use of code glosses.

The use of code glosses, endophoric markers, evidential markers frame markers and transitional markers in thirty conclusion sections have been shown below.

The following table shows the frequency and percentage of code glosses, endophoric markers, evidential markers frame markers and transitional markers used in the conclusion sections.

**Table 3**

**Micro level distribution of interactive metadiscourse markers used in the thirty conclusions**

<b>Interactive metadiscourse</b>	<b>Frequency</b>	<b>Percentage</b>
Code glosses	54	8.9
Endophoric markers	3	0.5
Evidential markers	7	1.2
Frame markers	124	20.5
-level stage	6	4.8
-shift topic	17	13.7
-sequencing	93	75
-Announcement goal	8	6.5
Transitional markers	418	68.9
Total	606	100

The above table shows that postgraduate students used 68.9% (418) transitional markers, 20.5% (124) frame markers, 8.9% (54), code glosses, 1.2% (7) evidential markers and 0.5% (3) endophoric markers in the conclusion section of their theses. Moreover, out of 20.5% (124) frame markers, postgraduate students used 75% (93) sequencing markers, 13.7% (17) shift topic markers, 6.5% (8) announcement goal markers and 4.8 (6) label stage markers.

From the above table, it can be concluded that postgraduate students used the higher number of transitional markers in the conclusion section. It means, they preferred more to express relation between main clauses by using more transitional markers in their writing. Similarly, they preferred less to inform

the readers that the information is also in the other parts of the text by using less number of endophoric markers in the conclusion sections of their theses. Moreover, under frame markers, postgraduate students use more sequencing markers to make the text coherent instead of other markers like shift topic, level stage and announcing goal markers.

#### **4.1.4 Analysis of Interactional Metadiscourse Markers in English Master's theses from Micro level**

In this section, I have analyzed the use of interactional metadiscourse markers including attitude markers, boosters, self-mentions, engagement markers and hedges markers. The postgraduate students used all interactional metdiscourse markers (i.e. attitude markers, boosters, self-mentions, engagement markers and hedges markers) in their writing. They used these all types of interactional metadiscourse in their conclusion sections for different purposes. They used attitude markers like agreed to express their attitude to the proposition, boosters like must, always, obviously, found, etc to emphasize certainty or to close dialogue in the text. Similarly, self- mentions like I, my, our, etc were used to explicit their presence in the text, engagement markers like considered, do not, etc to explicitly build relationship with the readers and hedges like almost, seems, likely, may be, etc to withhold commitment and open the dialogue in the text. Some extracts from the conclusion sections are as follows.

##### Sample Extract 1

*I have subsumed this study in to five chapters".*

In the above extract, the underlined word (i.e. I) is the example of the use of self-mention markers.

##### Sample Extract 2

*Almost all students are benefited from internal assessment of semester system".*

In the above extract, the underlined word (i.e. almost) is the example of the use of hedge markers.

#### Sample Extract 3

*"It was found that most of the students have been using new technology for learning English for more than two years".*

In the above extract, the underlined word (i.e. found) is the example of the use of booster markers.

#### Sample Extract 4

*"Majority of respondents agreed to apply the techniques of connecting the previous related knowledge to the text".*

In the above sample, the underlined word (i.e. agreed) is the example of the use of attitude markers.

#### Sample Extract 5

*"They need to be preserved firstly and translated in a suitable way".*

In the above sample, the underlined word (i.e. need to) is the example of the use of engagement markers.

The use of attitude markers, boosters, self-mentions, engagement markers and hedges markers in the thirty conclusion sections have been presented below.

The following table shows the frequency and percentage of the attitude markers, boosters, self-mentions, engagement markers and hedges markers used in the conclusion sections.

**Table 4**

**Micro level distribution of interactional metadiscourse markers used in the thirty conclusions**

<b>Interactional metadiscourse</b>	<b>Frequency</b>	<b>Percentage</b>
Attitude markers	10	4.6
Boosters markers	55	25.6
Self- mentions markers	22	10.3
Engagement markers	98	45.6
Hedges markers	30	13.9
Total	215	100

From the above table, it is clear that postgraduate students used more engagement markers (45.6%). Similarly, they used 25.6% (55) boosters, 13.9% (30) hedges markers, 10.3% (22) self- mention markers and 4.6% (10) attitude markers.

From the data, it can be concluded that postgraduate students preferred to use the higher number of engagement markers in order to explicitly address the readers to focus their attention and include them as discourse participants. Similarly, they seemed weak to express their own attitude to the proposition by using less number of attitude markers in the conclusion section of their theses.



## CHAPTER FIVE

### FINDING, CONCLUSION AND RECOMMENDATION

This chapter deals with the findings of the study. Similarly, it also deals with the conclusion and recommendations of the study. They are based on the analysis of the data and interpretation of result looking once back to the objectives of the study.

#### 5.1 Findings

The major findings based on the interpretation and analyses of the obtained data are presented below.

- I. The postgraduate students used very less number (i.e. 821 words out of 8490 words) of metadiscourse markers in the conclusion part of their theses.
- II. They preferred to use more interactive metadiscourse markers (i.e. 73.8%) like in the first chapter, such as, over all, so, finally, goal, however, etc than interactional metadiscourse markers (i.e. 26.2%) like agreed, I, should, never, mostly, etc in the conclusion section of their theses.
- III. They used the higher number of transitional markers (i.e. 68.9%) like and, similarly, whereas, etc in the conclusion section. Similarly, they use very less number of endophoric markers (i.e. 0.5%) like in the first chapter, in the second chapter, etc in the conclusion section of their theses.
- IV. Moreover, under frame markers, postgraduate students used more sequencing markers (i.e. 75%) like finally, listing, the final chapter, etc instead of other markers like shift topic (i.e. 13.7%), level stage (i.e. 4.85) and announcing goal markers (i.e. 6.5%).
- V. Similarly, they used less number of level stage markers (i.e. 4.8%) like over all, to sum up, in conclusion, etc under frame markers.

- VI. They used the higher number of engagement markers (i.e. 45.6%) like should, find, evaluate, etc and very few number of attitude markers (i.e. 4.6%) like 'agreed' in the conclusion section of their theses.

## **5.2 Conclusion**

This research was carried out in order to explore the use of metadiscourse markers and to investigate the difference between interactive and interactional metadiscourse markers used in the 30 conclusion section of English master's theses. I examined the data being based on Hyland's (2005) interpersonal model of metadiscourse. Metadiscourse markers help the writers make coherent and reader friendly texts, which is important in academic writing.

The result of the analysis showed that Nepalese English postgraduate students used very less number of metadiscourse markers (i.e. interactive and interactional metadiscourse) in their theses conclusion parts. It means while writing the conclusion, they did not focus more on how to guide the reader through the text and how to involve them in the text. The example of this can be seen in the appendices. According to Hyland (2005), the use of metadiscourse helps the writer guide the reader through the text and involves them in the text but our postgraduate students did not use metadiscourse more in their theses conclusions. Similarly, the statically significant difference was found between the use of interactive and interactional metadiscourse markers. Postgraduate students used more interactive metadiscourse to guide the reader through the text. But, they focused less on how to involve them in the text. Moreover, the result of interactive metadiscourse showed that the English master's theses students used more transitional markers like and, but, thus, etc. to express relation between main clauses and very few endophoric markers like in the five chapter, in the first chapter, etc. to inform the reader that the information is in the other part of the text in their writing. Moreover, the result of interactional metadiscourse showed that postgraduate students used more engagement markers like should, contrast, regard, etc. to build relationship with

the reader and very less attitude markers like 'agreed' to express their own proposition in the text in the conclusion section of their theses.

Regarding the importance of metadiscourse markers in writing, Vande Kopple (2002, as cited in Ho & Li, 2018, p. 53) considers metadiscourse as resources that convey a secondary level of meaning of a text in that it helps readers to “connect, organize, interpret, evaluate, and develop attitudes towards the materials”. Similarly, Hyland (2005, p. 3), stressing on the importance of metadiscourse, also writes that metadiscourse stresses the facts that as we speak or write, we negotiate with others, making decisions about the kind of effects we are having on our listeners or readers. These definitions reveal that fact that any writer should use the metadiscourse markers as much as he/she can in his/her writing.

In conclusion, it can be said that though metadiscourse is very important linguistic device to make the texts cohesive, coherent and comprehensive to the readers, our Nepalese English education students used very less number of metdiscourse markers in the conclusion section of their theses. It means, they are not well familiar about the importance and use of metadiscourse markers in their academic writing. Thus, regarding the importance of metadiscourse in academic writing, postgraduate students should be taught by the teachers in class.

### **5.3 Recommendation**

The Recommendations based on findings of this research are as follow.

#### **I. Policy related**

The policy related recommendations are as below:

- On the basis of findings and conclusions, I feel that it will be better if the Department of English Education includes the metadiscourse markers in master's courses as a specific unit for the study of postgraduate students.

- The seminar and workshop should provide the knowledge regarding the use of metadiscourse markers to the postgraduate thesis students.

## **II. Practice related**

The practice related recommendations are as below:

- The thesis students should be familiar with the term metadiscourse markers and their use in academic and non-academic texts.
- The teacher should teach the students about the importance of metadiscourse devices in academic writing.
- Metdiscourse can be also presented as separate items to be learned in the text to raise students' awareness and make them a better writer and reader.
- Although teachers do not need to spend significant parts of their class time teaching the met-discourse markers, there is a need to make learners aware of these markers and their functions in the text.
- Teacher should teach language samples from prominent writing pieces uploaded in different websites so that students could learn the appropriate use of metadiscourse in academic writing.

## **III. Further research related**

This study has only explored the use of metadiscourse markers in the conclusion section of the English education master's theses. Moreover, it has only investigated the difference between the use of interactive and interactional metadiscourse. Regarding the medadicourse further researchable issues are as follows:

- This study is limited to the University Campus, T.U., so further research can be done in other universities and campuses.
- This study is based on quantitative analysis but qualitative research can be conducted on metadiscourse.

- This study is limited to the postgraduate students' theses but further researches can be done with the students of bachelor level.
- This study has explored the use of metadiscourse markers in the conclusion section of master's theses but further researches can be done to explore the use of metadiscourse markers in the abstract and methodology section of the English master' these.

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## **Appendix**

### **Metadiscourse items investigated from thirty conclusion sections of master's theses**

#### **Interactive metadiscourse**

##### **Code glosses**

Such as, ( ), i.e., ( ), i.e., i.e., ( ), i.e., i.e., or, i.e., ( ), ( ), ( ), ( ), i.e., ( ), i.e. ( ), i.e., that is, ( ), ( ), ( ), ( ), i.e., or, that is, such as, such as, ( ), ( ), ( ), for example, viz, ( ), i.e., or, i.e., or, i.e., it means, ( ), or, or, such as, ( ), ( ), ( ), such as, or, or, for example

##### **Endophoric Markers**

In the five chapter, the third chapter, in the fourth chapter

##### **Evidential Markers**

According to, Fan and Che (2001), 1990, 2000, Sirin (2005), (Newmark, 1998), according to the data,

##### **Frame Markers**

Under this marker the following markers were used.

##### **Level stage**

Over all, to sum up, in conclusion, to conclude, in nutshell, to conclude

##### **Shift topic**

So, so, well, so, with this regard, so, so, so, well, so, so, so, so, so, so, well, well

##### **Sequencing**

Finally, finally, finally, 20, 26, 28, 27, 20, listing (a, b, c, d, e), second, 40, 40, 30, 35, 40, listing (i, ii, iii, iv, v, vi), first, thirty, listing (i, ii, iii, iv, v, vi, vii), forty, five, third, finally, numbering (i, ii, iii, iv, v), (50, 46, 67, 33, 53, 33, 60, 30), numbering (1, 2, 3, 4, 5, 6, 7), in the first chapter, in the second chapter,



the final chapter, 30, 30, 30, firstly, finally, 30, 1.06, 3.72, 3.8493, 1.76,  
101157, 6871, 128, 47, second, third, finally, 89,44, 1, 2, 3, 4, 6, 1, 2, 3, 4, 5, 1,  
3

### **Announce goal**

Objective, objective, objective, goal, goal, goal, goal, goal

### **Transitional Markers**

Likewise, similarly, also, also, also, though, and, and, and, and, and, and, and,  
and, similarly, in the same way, also, and, and, moreover, and, also, in contrast,  
but, but, and, similarly, and, thus, and, although, and, thus, and, and, and, and,  
and, and, and, and, and, and, and, and, and, and, and, and, and, and, and,  
further, and, and, further, and, since, and, and, and, and, and, and, and, and,  
and, and, furthermore, also, and, similarly, and, in the same way, and,  
moreover, thus, and, so, and, however, and, also, and, and, also, and, and, and,  
and, and, and, and, and, and, and, and, and, and, and, and, and, and, and, and,  
and, and, and, and, and, and, and, but, also, and, and, and, and, and, and, and,  
and, but, yet, and, and, and, therefore, though, and, and, and, though, and, and,  
and, and, whereas, likewise, and, and, whereas, and, and, and, so, and, and, but,  
also, and, so since, and, and, and, but, rather, and, also, and, and, and, further,  
and, and, and, similarly, and, in the same way, also, and, and, further, and, and,  
and, similarly, and, and, and, and, and, also, and, and, and, similarly, also, and,  
and, similarly, and, and, but, and, moreover, in the same way, and, and,  
likewise, and, and, because, and, and, and, and, and, because, similarly, and,  
and, similarly, and, and, and, and, and, and, and, and, and, further, and, and,  
and, but, and, and, and, and, because, and, however, and, and, thus, and, but, in  
addition, thus, and, in the same way, and, and, likewise, and, and, on the other  
hand, because, and, moreover, and, and, and, therefore, and, and, whereas, in  
addition, and, and, moreover, and, as a result, hence, moreover, and, thus, and,  
similarly, but, and, and, also, and, but, likewise, and, and, in the same way, and,  
similarly, and, and, and, and, and, similarly, and, and, also, and, because, and,  
however, but, also, similarly, whereas, likewise, and, but, in the same way, and,

and, moreover, but, but, whereas, on the other hand, likewise, and, and, also, and, and, and, however, and, and, and, and, and, and, and, but, and, and, and, whereas, and, and, but, similarly, whereas, and, and, while, and, while, and, and, and, and, because, and, likewise, and, and, and, and, and, on the other hand, and, because, and, but, also, and, and, thus, and, but, also, because, and, and, also, and, and, therefore, also, because, and, and, moreover, and, because, and, furthermore, hence, and, and, thus, and, and, and, and, and, and, and, and, and, and, and, similarly, and, and, because, and, and, furthermore, because, however, and, and, and, and, and, also

## **Interactional Metadiscourse Markers**

### **Attitude Markers**

Agreed, agreed, agreed, agreed, agreed, agreed, agreed, agreed, agreed, agreed

### **Boosters**

Find, shows, shows, showed, shows, shows, obviously, shows, show ,shows, believed, show, always, find, shows, found, found, found, shows, shows, found, found, found, found, found, found, found, found, found, must, found, found, found, found, showed, shows, found, shows, found, found, found, never, never, showed, found, always, shows, shows, found, found, found, found, found, found

### **Self-mention**

I, I, I, I, I, I, I, I, I, I, I, I, I, I, I, I, I, I, my, my, we, we, our

### **Engagement Markers**

Develop, develop, develop, develop, develops, develops, should, selected, consulted, developed, should, must, develop, develop, see, use, use, use, use, do not, do not, use, use, use, use, should, do not, should, assumed, considered, use, used, used, contrast, used, used, used, used, find, select, use, use, used, should, use, use, used, should, used, use, should, used, used, find, used, find, find, used, used, find, evaluate, find, used, used, used, used, used, need to, need

to, need to, must, must,, should, should, do not, considered, must, develops,  
find, develops, develops, calculate, used, should, used, used, find, notice, used,  
develops, used, regard, should, calculated, find, find, should

### **Hedges**

Almost, should, argued, almost, seemed, almost, almost, almost, almost,  
seems, seems, almost, almost, almost, mostly, mostly, mostly, mostly, may be,  
likely, likely, doubtful, about, about, could, could, mostly, would, seems,  
should