

Role of Meta-discourse Markers in Persuasive Content: A Corpus-Based Analysis of Punjab English Text-books in Pakistan

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ABSTRACT

Metadiscourse markers (MMs) are linguistic features that scholars use to express their messages persuasively. Metadiscourse not only aids the reader to comprehend the essential message through construction and content, but also it suggests the pursuer with the specific inclinations and points of view in the essential discourse. This study aims to explore how far the use of these markers is appropriate in the Punjab Curriculum & Textbook Board English language books. A comprehensive model of metadiscourse markers adapted from Siddique et al. (2018) has been used, with focused on interactive and interactional metadiscourse markers. The division and frequency of interactive and interactional features have been examined in the data for the academic year 2018-2019 and further studied metadiscourse markers functionally based on one word, two words, and three words in the text. The data was collected through AntConc 4.0.10 software. According to obtained results, interactive metadiscourse features have been more frequently used than interactional metadiscourse features in the data. The sub-categories of interactive metadiscourse markers such as transition markers and code glosses have been frequently observed in the data. The sub-categories of interactional metadiscourse markers such as engagement markers and self-mention have been frequently observed in the data. In conclusion, this study claimed that the Punjab Curriculum & Textbook Board English language books are appropriate and reader-friendly because of the frequent use of interactive metadiscourse markers. This study provides an exciting opportunity to advance our knowledge of metadiscourse features and highlights the significance of metadiscourse markers in academic writing and syllabus designing from a pedagogical perspective.

KEYWORDS

Metadiscourse Markers, Corpus, Interactive Markers, Interactional Markers, Self-mention, Engagement markers, Transition Markers.

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INTRODUCTION

Metadiscourse is "talk about talk" (Williams, 1981, p. 40) Metadiscourse features are utilized as one of the tools that make writings more worthy in the natural environment. Metadiscourse plays a significant role in the learning of pedagogical English composition. Hyland's propounded a model of metadiscourse features, he gave a total edge work on how scholars can make their compositions more understandable and valuable for second language learners. Has a matter of fact, these discourse markers play a very important role in developing different discourses.

Hyland and Tse (2004) state that we have two levels of metadiscourse: one is interactive and the second is interactional. The interactive metadiscourse features guide the reader through the text and arrange the speech in an organized way. The Interactive features of the Hyland model include transitional markers, code glosses, frame markers, evidential markers and endophoric markers. The reader's contribution in developing the text involves interactive expedient. On the other hand, interactional metadiscourse features build reader and writer relationships the use of these markers make an engagement between the reader and writer, In the interactional features of the Hyland model are included as boosters, hedges, engagement markers, attitude markers, and self-statements (Hyland, 2010).

The fact is that in the past, scholarly writings were very thematic and it was not the responsibility of the authors to make their writings comprehensible to the readers. While in present times, this trend has modernized and subjectiveness is not admissible in academic writings. Hyland developed a model in (2005) of metadiscourse markers to make reader and writer great relationship while reader peruses any text, he must understand what the writer wants to convey through the text. Metadiscourse markers plays a significant role in academic writings. In Pakistani academic writings context different research did their researches on metadiscourse for instance markers Siddique et al. (2018) investigated metadiscourse markers in different Pakistani newspaper editorials Mina et al. (2017), explored the metadiscourse markers in medical research articles, Shah et al. (2021) investigated metadiscourse markers in a comparative content analysis of journalism and economics research articles in Pakistani context. Mahmood et al. (2017) explored metadiscourse markers in undergraduate students essay writing. The pervious researchers have investigated interactive and interactional metadiscourse markers in different genres but no one yet interested in Punjab Curriculum & Textbook Board English books so this work will fill the gap of discursal markers in textbook designing.

Pakistani syllabus designers, authors generally ignored Metadiscourse features in their writings. Pakistani writers especially the researchers, syllabus designers did not consider the value of metadiscourse markers while forming their textbooks, research articles, etc. The present study investigates the frequencies of discourse markers based on Hyland's taxonomy 2005



among primary and secondary levels Punjab curriculum and textbook board English language books. The frequency has been investigated by the famous tool AntConc 4.0.10.

This study provides an exciting opportunity to advance our knowledge of Metadiscourse features in primary and secondary PCTB English language books. In the previous studies one word, two words, and three words, metadiscourse markers frequencies and functions have not been examined. This research makes the work novel and significant in the academic field. The study has high educational significance and opens a new horizon for academicians' authors, it would also contribute to syllabus designing, and academic writing. If Pakistani researchers understand the value of metadiscourse features their works would be more intelligible a worldwide level acknowledgment.

AIM OF THE STUDY

This research aims to determine what functions do metadiscourse markers and their sub-categories and how far the use of Metadiscourse markers is appropriate in the Pakistan Punjab Curriculum & Textbook Board English language books at Primary and Secondary Levels.

PROBLEM STATEMENT

The problem statement of this study is to identify how far the use of Metadiscourse markers is appropriate in the Punjab Curriculum & Textbook Board English language books.

RESEARCH QUESTIONS

This research seeks to address the following questions:

- 1) What type of Metadiscourse markers are used in the PCTB corpus?
- 2) What are the frequencies of Metadiscourse markers in the primary and secondary PCTB English language books?
- 3) What functions do these Metadiscourse feature in the textbooks?
- 4) How far the use of Metadiscourse markers is appropriate in the PCTB textbooks?

LITERATURE REVIEW

Metadiscourse is perceived as a significant method for working with correspondence, supporting an essayist's situation, and building a relationship with listeners and readers. Its main role is the interpretation of the text and building a relationship between the speakers and the audience or social groups. Hyland (2004). (Disciplinary interactions)

The taxonomy of metadiscourse features developed by Hyland, K. (2004) has assisted with conceptualizing the speculation of the study. Hyland states that hedges are generally used in text to express Uncertainty, ambiguity, probability, caution instead of full accuracy surety, and decisiveness. Hedges also has some categories like Epistemic Model action words like composing, composed, composed, and so on), Adjective (happy, enchanting, awesome), Adverbs (totally, unobtrusively, and so on), Noun as a possibility, hazard, elective, and so on) and another semantically unique investigation. For capabilities stamping (similarly, essentially generally, and so on). Code glosses are one of the interactive features that indicate the interpretation of writers mostly most used this feature to elaborate their discourse of the content or make it clear for the audience. Code glosses are, apparently in any event, quite often worried about the explanation of the essayist's informative reason. The term addresses various fundamental correspondence techniques utilized in the exchange of significance in a wide range of settings, happening in both communicated in and composed language, to work with the peruser's agreement (Hyland, K. p. 268, 2007).

Code glosses' have two subcategories to construct or explain the words. Code glosses have used the discourse more exemplary and elaborative in the text which is more comprehensive and understandable for the audience or readers. Code glosses can be a decent source and may become supportive for audience members and readers to comprehend the significance and proposed data. Transitional markers signal logical links as causative, consequential prepositions, additive, and conflict by using the variety, like the conjunction, transition markers assist in building textual cohesion. (Hasan & Halliday, 1976; Rose & Martin, 2003), Linking adverbs discourse connectional and logical markers with their functions of contextual, transitional markers may be more categorized into three sub-forms: 1) Addition 2) Comparison 3) Inference (for example interestingly, or accordingly, therefore) Frame markers are indicating the units of the schematic writing structure and the writing limits or boundaries. The text for the reader's arrays ranges by Hyland (1998). The text including speech target announcement, item sequence, concept shifting, and text stages are internalized by frame markers. Endophoric markers indicate another side of the text. They add additional prepositional information to the text to make it understandable for the readers. There are two types of endophoric markers; cataphoric and anaphoric markers. The motivation behind endophoric is to help cognizance through supporting materials to help clarify an argument. Evidential markers are used to represent and show that idea has come to another source and help establish the writer's auctorial command.

Attitude markers portray the author's evaluation of the proposed information, which passes on shock responsibility, getting, importance, and so on (Hyland, 2004), These markers are set of expression in language and can be achieved through lexico-syntactic resources, including modals verbs (for instance need to, should), attitudinal adjectives (for case alluring, awful), emotional intensifiers (e.g., unusually, amazingly), and various enunciations passing on position or evaluation (for instance, what is huge, it is significant). Self-mentions markers are the markers that the author has used to the extent that first-person and

possessives, addressing the decision of the essayist to stay behind the proclamations or to avoid such liabilities (Hyland, 2004). The writer used first-person pronouns (e.g., we, I), and possessive pronouns (e.g., our, my), Writers can perform different social limits in their identity, from the relationship of talk to the piece of the author in research. Self-mentions markers are valuable features that can build an abuildrtant image in academic writing. Boosters are more uncommon in scholarly composition, yet they are utilized to reinforce the position when essayists are dedicated to their assertions. A few instances of promoters incorporate without a doubt, totally, positively, and I immovably accept. Underline words and expressions that are utilized to support and lift claims. Siddique et al. (2018) investigated metadiscourse markers in different Pakistani newspaper editorials. The researcher highlights the metadiscourse markers importance in newspapers editorials and explored the frequencies of interactive and interactional and their different uses in newspaper writing. Mina et al. (2017) highlighted the importance of interactive and interactional features and their uses in medical discourse. Mahmood et al. (2017) explored the appropriate and inappropriateness use of metadiscourse markers in argumentative essays writing in undergraduate students. The researcher emphasized on the training of the students should give to use metadiscourse markers appropriately.

Shah et al. (2021) expressed inappropriateness in the academic writings of Pakistani research scholars, mostly, Pakistani scholars face so much hurdles during the process of their research report in high-ranking research journals due to inappropriate use of interpersonal markers. The researcher suggested that metadiscourse markers should be included in the curriculum. The current study seeks to address the appropriate use of metadiscourse markers also highlighted objections on previous studies they were lacking in corpus size and development detail. The taxonomy of interactive and interactional metadiscourse markers and their subcategories is presented in this section in the form of a table.

Table 1: Hyland's Model of Meta-discourse markers

Interactive Metadiscourse Features		Examples
1. Transition Maker	a) addition b) comparison c) consequence	And, furthermore. moreover, also, in addition anyway in contrast, however, but, on the other hand, on the contrary consequently, after all, then, therefore, as a consequence
2. Frame Markers	a) to sequence b) to label stages c) to announce goals d) to shift the topic	(in) Chapter X, first, next, lastly, I begin with, I end with all in all, at this point, in conclusion, on the whole my focus, goal, and objective is to, I seek to, and my purpose is to back to, regarding, return to, turn to
1. Endophoric Markers	refer to information in other parts of the text	earlier, later, handout, page
2. Code Glosses	elaborate propositional meanings	I mean, in fact, like, or
3. Evidentials	refer to information from other texts	quote, according to X
Interactional Metadiscourse Features		Examples
1. Hedges	a) Epistemic verbs b) Probability adverbs c) Epistemic Expressions	May/might/it must be two o'clock... Probably/perhaps/maybe... unlikely, unclear
2. Boosters	a)Emphatics b) Amplifying adverbs c) Cognitive verbs	certainly, demonstrate, really totally, always in fact; definitely; it is clear that
3. Attitude markers	a) Deontic verbs b) Attitudinal adverbs c)Attitudinal adjectives d) Cognitive verbs	Have to/need to/we must know... Unfortunately/remarkably... It is absurd/it is surprising... I feel/I think/I agree/I believe
4 .Self-mentions	first-person pronouns	I, me, my, mine
5.Engagement markers	a)Second-person pronouns b) Interjection c) Imperative verbs	you, your, yourself by the way, you may notice consider, note that see, look at must, have to, should

	d) Necessity modals	
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METHODOLOGY

The current research dealt with metadiscourse markers and their categories of interactive and interactional metadiscourse markers. The researcher has selected the post-positivist approach because the research investigation is based on a particular theory propounded by Hyland’s model of metadiscourse markers 2005. The corpus was retrieved at primary and secondary level Punjab Curriculum and Textbook Board English language books. Hyland's model has been used to investigate metadiscourse markers in primary and secondary PCTB English language books. A combination of quantitative and qualitative approaches was used in the data analysis. All the corpus was taken from the English language Punjab Curriculum and Textbook Board primary to secondary level students for the academic year 2018-2019 to identify the metadiscourse markers (MM). These books were published under the supervision of PCTB. At the first point, we searched out the relevant primary and secondary levels Punjab Curriculum & Textbook Board English language books from PCTB official website. Then, downloaded the English language books for the academic year 2018-2019 from grades 1 to 10 in Pdf form all the books were available in pdf on PCTB’s official website. After the downloading process, we built a corpus comprised of grade 1to grade 10 Punjab Curriculum & Textbook Board English language books. As for as metadiscourse markers analysis is concerned all the data have been investigated under the taxonomy of metadiscourse markers 2005 which has been divided into two categories 1) interactive metadiscourse markers and 2) interactional metadiscourse markers. The interactive metadiscourse markers consisted of transition Markers, frame markers, endophoric, evidential markers, and code glosses on the other hand interactional markers were hedges, boosters, attitude markers, self-mentions, and engagement markers. Another crucial thing that is necessary to mention here was the preparation of lists of metadiscourse markers which is retrieved from Siddique et al. (2018). After the preparation of the corpus, the developed corpus has been uploaded on AntConc4.0.10 software, and the investigated frequencies of metadiscourse features through manual tagging. In the fourth step, concordance has been noticed and the proper utilization of metadiscourse was examined in light of Hyland's model discourse features (2005). In the next step, one word, two words, and three words, metadiscourse markers have been examined. Finally, the frequencies of discourse markers have been examined in the corpus.

RESULTS

The results have been shown in the form of tables and graphs. The frequencies of interactive and interactional markers have been mentioned with examples and detailed descriptions. In this study, a qualitative and quantitative research approach has been used to determine the frequency of metadiscourse features in the corpus. The graphical representation of results showed significant differences in the interactive and interactional metadiscourse markers in PCTB English language books. The total numbers of interactive markers are 10,429. Likewise, interactional metadiscourse markers’ total numbers are 9491. The subcategories of interactive and interactional metadiscourse markers have been mentioned in graphs and result tables. As obtained results showed, interactive metadiscourse features have been more frequently used than interactional metadiscourse features in the data.

Table.2 Interactive Discourse Features

Interactive Categories	Interactive Features Frequency
	Primary and secondary textbooks
1. Transition Markers	
a)addition	4355
b)comparison	1371
c) consequence	396
2. Frame markers	
a) Sequencing	653
b) label stages	139
c) announce goals	148
d) shift topic	205
3. Endophoric markers	267

4. Evidential	501
5. Code glosses	2394
Total numbers of interactive markers	10,429

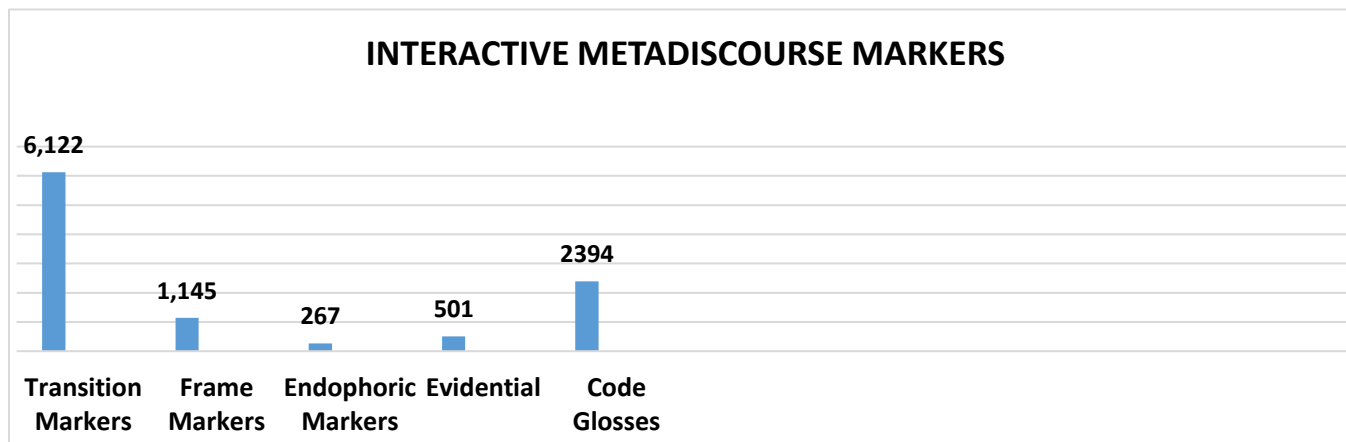


Fig 1. Results of Interactive Metadiscourse Markers

Table 3. Interactional Discourse Features

Interactional categories	Interactional Features Frequency	
	Primary and secondary textbooks	
1. Hedges		
a) Epistemic verbs	1673	
b) Probability adverbs	79	
c) Epistemic expression	178	
2. Boosters		
a) intensifier adverbs	298	
b) intensifier adjectives	87	
c) intensifier verbs	677	
3. Attitude markers	500	
a) attitude verbs	77	
b) Attitudinal adverbs	148	
c) Attitudinal adjectives		
4. Self-mentions	2890	
5. Engagement markers		
a) reader pronoun	2390	
b) interjection	224	
c) directive imperatives	270	
d) obligation modals		
Total numbers of interactional markers	94,91	

DISCUSSION

Results and discussions were presented according to the research questions. In addition, one word, two words, and three words, metadiscourse features categories have been described individually with examples. All the highlighted words that have been mentioned below with examples indicated the different metadiscourse features and their function in (PCTB).

Nevertheless, the first question answered that metadiscourse markers have been used in the data. The second question answered the division and frequency of metadiscourse markers used by the Punjab Curriculum and Textbook Board English language books. According to obtained results, interactive metadiscourse features have been more frequently used than interactional metadiscourse features in the data. The total numbers of interactive markers are 10,429 likewise interactional metadiscourse markers total numbers are 94,91. The subcategory of interactive and interactional metadiscourse markers has been mentioned in the form of tables and graphs. The frequency of interactive features including transitions markers 6122, frame markers 1145, and code glosses 2394, in the corpus has been observed, but there was no significant difference in applying the endophoric markers and evidential markers. As obtained results showed, the frequency of interactional markers is less frequently used in the corpus. Nevertheless, PCTB authors have used interactive metadiscourse markers more frequently in their textbook design. The frequency of engagement markers 2884, self-mentions 2890, hedges 1930, boosters 1062, and attitude markers 725 have been observed. As results show the most frequent feature Transitions markers 6122 and least feature Endophoric markers 267 have been used in the corpus.

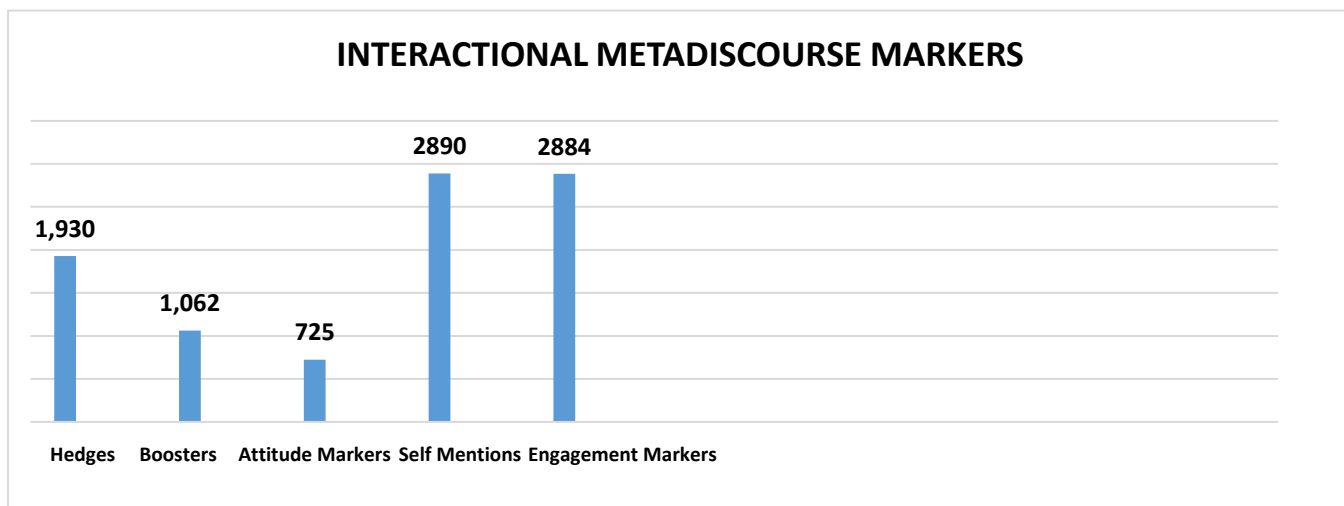


Fig 2. Results of Interactional Metadiscourse Marker

Our third query was what functions do these discourse features in the text? The interactive and interactional markers are used to make the writer writing comprehensive and understandable. Interactive metadiscourse guides the reader through the content. The results show that in the interactive categories Transitions markers and code glosses and interactional categories such as Engagement markers, and Self-mentions are frequently used in PCTB English language books. As a matter of fact these discourse markers play a very important role in developing different discourses. Transition_Markers come at the beginning of the sentence to relate to its preceding content for example *Moreover, listening to loud music or TV at a loud volume is another source of noise pollution. In addition, he played a key role in proselytizing the new faith, and in establishing the religious practices. Code glosses: One is known as Eid-ul-Fitr while the other is known as Eid-ul-Azha.* The interactional metadiscourse includes the reader in the contention and demonstrates the writer's viewpoint toward the propositional content. It has been observed that Self-mentions and engagement markers are frequently used in Interactional metadiscourse markers these features developed a connection between audience and speaker, and the use of self-mentions in PCTB English language books are constructed social engagement between students and books.

The final research question was how far the use of metadiscourse markers is appropriate in the PCTB textbooks? The answer is that the results of the study show that Punjab curriculum textbook designers are aware of the usage of discourse features. Transitions markers Self-mentions and code glosses were excessively used in the data but ignored the rest of the discorsal features in the data which shows ambiguousness on the part of the syllabus designers. Curriculum designers at primary and secondary levels followed traditional aspects of writing and did not use advance techniques and gadgets for developing the content. The syllabus designers designed the content randomly and did not make proper planning, this is one of the main causes that create ambiguousness on the part of the syllabus designers. Syllabus designers should keep in mind the importance and functions of Metadiscourse markers during content designing.

INTERACTIVE METADISOURSE FEATURES

Transition markers come at the beginning of sentence to relate to its preceding content. One word transition markers frequency of 5022, two words 790, and three words 310 have been observed in the data. The total amount of Transition Markers

6,122 has been investigated as you have seen all the frequencies in the graphs. One word example: *Moreover, listening to loud music or TV at a loud volume is another source of noise pollution.*

Two words example: *In addition, he played a key role in proselytizing the new faith, and in establishing the religious practices*

Three words example: *It provides us information as well as entertainment.*

Table.4 Interactive Discourse Features

Interactive Categories	Word by word Interactive Features Frequency			
	One word. Frequency	Two words Frequency	Three words Frequency	Total Frequency
1. Transition Markers	5022	790	310	6122
2. Frame markers	792	348	5	1,145
3. Endophoric markers	200	0	67	267
4. Evidential	480	21	0	501
5. Code glosses	2230	164	0	2394
Total numbers of interactive markers				10,429

Frame markers refer to text sequence, topic shift discourse act, and different text stages. One word frame marker frequency 792, two words 348, and three words 5 have been observed in the data. The total amount of frame Markers 1,145 has been investigated.

One word example: *She finally admits it was her fault in the end.*

Two words example: *I wish every place would be so beautiful.*

Three words example: *In this chapter, Yousuf writes a letter to his cousin*

Endophoric markers refer to information from another part of the text, They add additional prepositional information in the text to make it understandable for the readers. One word endophoric marker frequency 200, two words 0, and three words have been observed in the corpus. The total amount of endophoric Markers 267 has been investigated.

One word example: *Nadia: Maybe she's got flu. It is better to see a doctor?*

Two words example: I never found in the corpus.

Three words example: *In this chapter, you see how Yousuf is writing a letter to Jamal telling him about an amazing.*

Evidential markers: Evidential markers are used to represent and show that idea has come to another source and help establish the writer's auctorial command. One word evidential marker frequency 480, two words 21 observed in the data. The total amount of endophoric Markers 501 has been investigated.

One word example: *There is an important exception to this rule; make sure you know how a word SOUNDS because this is what shows you which article to use.*

Two words example: There are three kinds of sentences **according to** structure: simple, compound, and complex,

Three words example: I never found in the corpus

Code glosses are one of the interactive features that indicate the interpretation of writers most writers used this feature to elaborate their discourse of the content or make it clear for the audience. Code glosses are used the discourse more exemplify and elaborative in the text which is more comprehensive and understandable for the audience or readers. Similarly, code glosses one word frequency 2230, two words 164 have been observed. The total amount of code glosses 2394 has been investigated.

One word example: *What does the author mean by saying "the seeing see little" Explain it in a paragraph*

Two words example: *One is known as EidulFitr while the other is known as EidulAzha.*

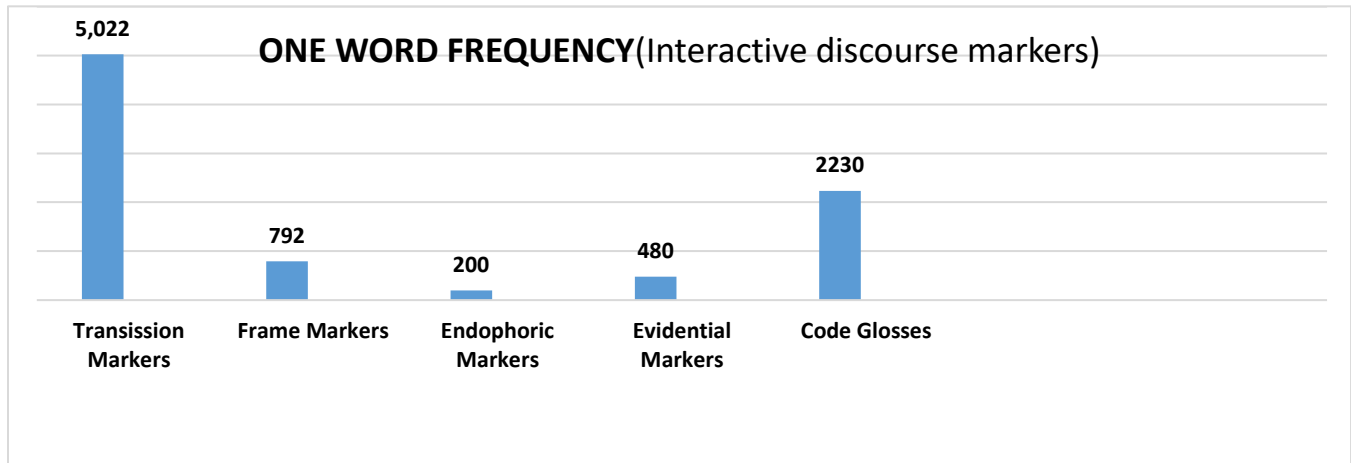


Fig 3. One word (Interactive Discourse Markers)

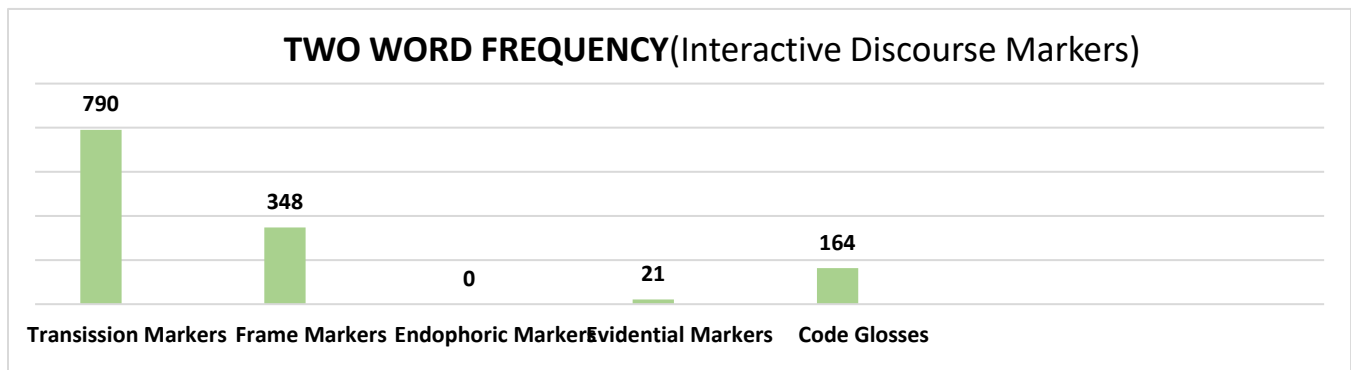


Fig 4. Two words (Interactive Discourse Markers)

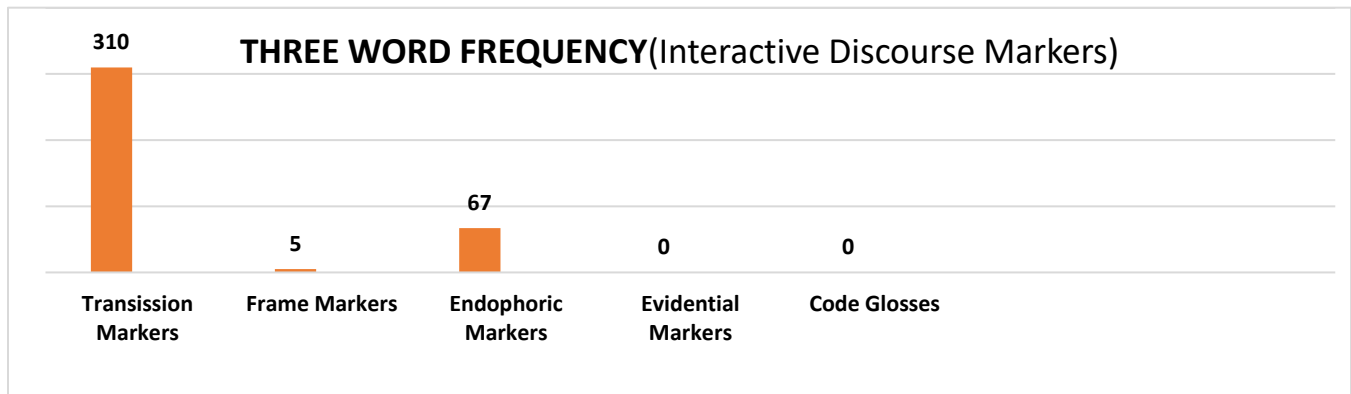


Fig 5. Three words (Interactive Discourse Markers)

INTERACTIONAL METADISOURSE FEATURES

Hedges are generally used in text to express Uncertainty, ambiguity, probability, caution instead of full accuracy surety, and decisiveness. One-word frequency 1752, two words 178 have been observed. The total amount of hedges were 1930.

One word Example: *Drug addiction is a very serious threat to any society In Pakistan alone, there are **almost** five million drug addicts undergo numerous economic*

Two words Example: Every inch of Lahore seemed like magic, and I **couldn't** stop asking Abu questions.

Three words Example: Madam, **in my opinion**, media plays a very constructive role in the society

Boosters refer to the certainty and assurance of something in the text. One-word frequency 1045, two words 17 have been observed. The total amount of boosters was 1062 investigated.

Table.5 Interactional Discourse Features

Interactional Categories	Word by word Interactional Features Frequency			
	One word. Frequency	Two words Frequency	Three words Frequency	Total Frequency
1. Hedges	1752	178	0	1930
2. Boosters	1045	17	0	1062
3. Attitude markers	577	200	25	802
4. Self-mentions	2820	70	0	2890
5.Engagement markers	2748	70	0	2818
Total numbers of Interactional markers				9,502

One word Example: *I am a student at ABC School Our class is working on a water resources project and would like to request a map of the Mangora watersheds in Khyber Pakhtun Khawa Thank you for your consideration We **certainly** appreciated your department's help with last year's project*

Two words Example: *I didn't see Akram at the gym. **In fact**, I didn't see.*

Three words Example: I never found in the corpus

Attitude markers portray the author's evaluation of the proposed information, which passes on shock responsibility, getting, importance, and so on (Hyland, 2004; p.) One-word frequency 577, two words 200, and three words 25 frequency have been observed. The total amount of Attitude markers was 802 investigated.

One word Example: *There is an **important** exception to this rule.*

Two words Example: ***I wish** every place would be so beautiful.*

Three words Example: ***In this chapter**, Yousuf writes a letter to his cousin*

Self-mentions: are valuable features that can be built an important image in academic writing. The writer used first-person pronouns (e.g., we, I), possessive pronouns (e.g., our, my), One-word frequency 2820, and two words with 70 frequencies have been observed. The total amount of Self-mentions was 2890 investigated.

One word Example: ***I am** playing with my car.*

Two words Example: What message **the writer** gives in this story?

Three words Example: I never found in the corpus

Engagement markers are involved for the reader explicitly in the text. One-word frequency 2748, two words 70 frequency has been observed. The total amount was 2818 investigated.

One word Example: if you were asked **about** me, what would you say?"

Two words Example: **Look at** the paragraph of the lesson in which the phrase 'dull and boring' has been used. Three words Example: I never found in the corpus.

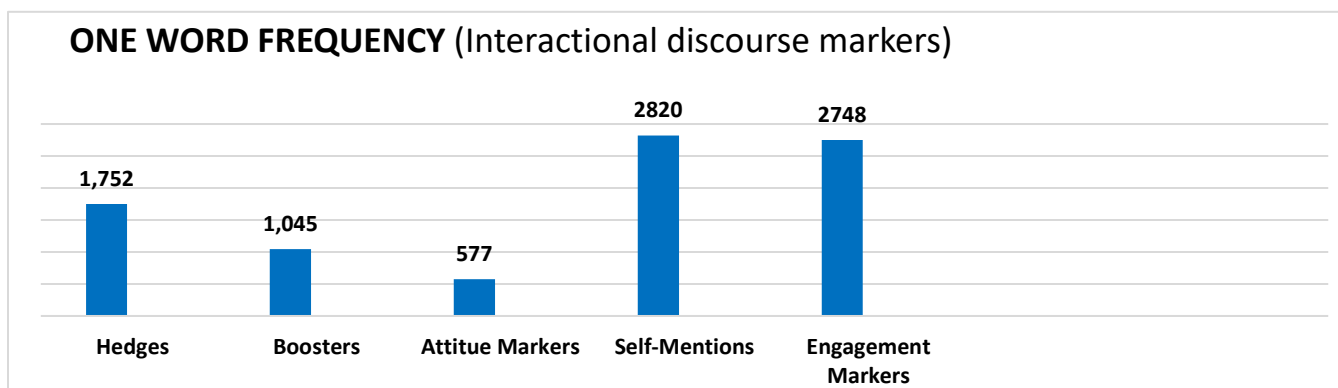


Fig 6. One word (Interactional discourse markers)

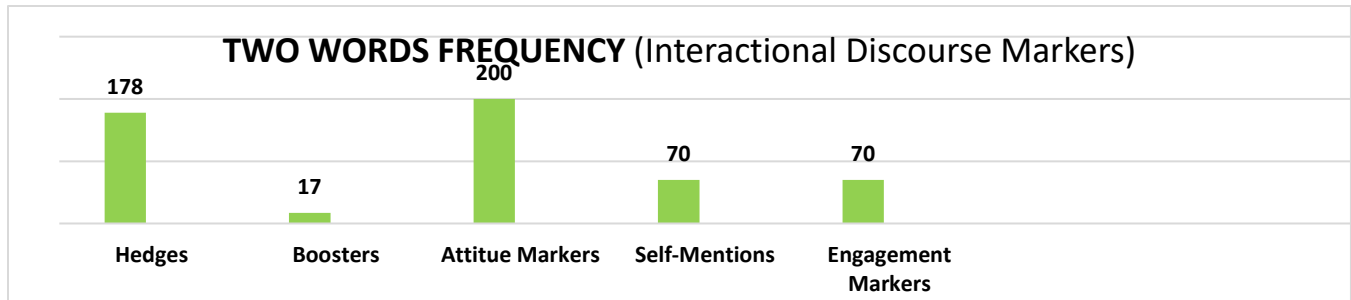


Fig 7. Two words (Interactional discourse markers)

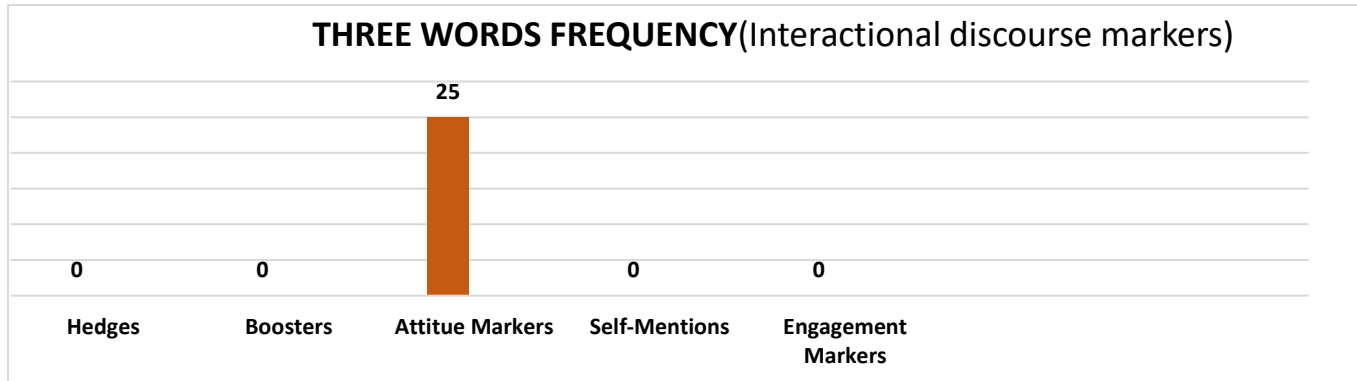


Fig 8. Three words (Interactional discourse markers)

CONCLUSION

From the results, it is clear that the interactive metadiscourse features have been more frequently used than interactional metadiscourse features in the data. The interactive metadiscourse refers to the author’s attention to crowd and the way he passes on its plausible information, interest, expository desire and handling capacities (Zali at al, 2021). Whereas the interactional metadiscourse marker includes the reader in the contention and demonstrates the author’s view point towards the propositional content planned understandings and objectives are met. In more detail, the excessive amount of Transitions markers and code glosses have been explored in the data. It is inferred that such excessive use of Transitions markers and code glosses metadiscoursal features organize the text of books purposefully for delivering the intended meanings. Pakistani writers, especially the researchers and syllabus designers, usually, ignore the value of metadiscourse markers while editing the textbooks, research articles, etc. If Pakistani researchers understand the value of metadiscourse features their works would be more intelligible at a worldwide level acknowledgment. It implicates the benefit of upcoming writers being professional and persuasive. Consequently, metadiscourse markers should be included as part of coursework in content writing at the university level. It will help the researchers update their writing and designing abilities. The reader should bear in mind that the study has certain limitations for the researcher has investigated certain aspects as mentioned earlier. Further researchers could conduct a comparative analysis and find out inappropriate use of metadiscourse in the data the results can be generalized to the broader level to enhance researchers writing and designing abilities.

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