

METADISCORSE IN ACADEMIC WRITING: CORPUS BASED ANALYSIS

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Abstract

In academic writing, the study of metadiscourse is crucial for organizing the interplay between writer and reader. As per the expectations of the individuals concerned, it is a fascinating field of study that is thought to play a crucial part in persuasive writing. This study focuses on the typology of metadiscourse used in scholarly writings. Fifty native English research papers are retrieved from scindirect for this study. A corpus-based mixed method research technique was used for this study. All metadiscursive devices are quantified using a corpus-based methodology and then qualitatively assessed. The findings indicate that academic authors use interactional markers more often than interactive indicators. The findings indicate that interactional markers are more convincing in their research writing because they successfully direct readers through the text and engage them via a variety of markers.

Keywords: metadiscourse, interactive metadiscourse, interactional metadiscourse

INTRODUCTION

Recently, in the fields of language research and discourse analysis, a new method called metadiscourse has emerged as an intriguing new way of thinking about the theoretical interactions that take place between producers and the texts they create, as well as between readers and writers within the texts themselves (Hyland 2004). The study of how people communicate with one another and interact socially is an important aspect of

linguistics and other branches of the social sciences. Metadiscourse will assist us in seeing the connection that exists between the language we use in our communication and the social circumstances in which it occurs. In addition, direct the recipients, who may be readers or listeners, toward a more complete comprehension of the material.

Metadiscourse is a study that helps readers and listeners understand how the primary talks of authors and speakers are to

be much better understood. In other words, it is the study that assists both readers and listeners.

A viewpoint like this contends that authors do not only construct a text in order to communicate information and portray an external world. Nevertheless, authors work hard to ensure that the material they give is not only accurate but also accessible to their readers. Because of this, writing is seen as a social activity that facilitates communication between the author and the reader, just as how speaking facilitates communication between the speaker and the audience (Hyland and Tse 2004). In point of fact, metadiscourse is a tough and complicated phrase that refers to the act of discussing discourse about any discourse or communication about communication, as well as writing beyond the scope of a particular writing and talking about a specific talk.

According to Hyland (2004) and Adel (2006), elements of metadiscourse may serve a variety of purposes across a variety of texts, or they can serve two, three, or even more purposes simultaneously inside a single text. Textual and interpersonal metadiscourse are the two categories that may be distinguished from one another. However, they serve more

specialized purposes within the two primary categories of this kind.

The field of study known as metadiscourse focuses on the idea that communication via text includes more than simply the passing of information; rather, it also incorporates the personality, credibility, assumptions, and attitude of the individuals doing the speaking. This subcategory of metadiscourse is concerned with the management and organizing of information that is propositional or ideational inside the texts themselves, and how textual resources are used to do so. This category is used by writers in order to communicate their chosen interpretation to the readers who are expected to read the discourse. The utilization of interactional resources allows for the creation of a suitable reader-sensitive ambiance as well as a connection between the writer and the reader in discourse. They concentrate on the people who took part in the conversation and make an effort to convey the author's identity while maintaining a tone that is in line with the expectations of the discipline community.

LITERATURE REVIEWS

Hyland and Tse (2004) assumed that metadiscourse, commonly known as "discourse about discourse," is a relatively new approach that refers to the ways in which

writers and speakers interact and communicate with their receivers, including readers and listeners, by showing their projects in text. It is a concept that is based on how the writer engages the audience and signals the writer's or speaker's attitude toward the content and the readers or listeners.

Based on writing, metadiscourse as social and communication between writers and readers or speakers and listeners. And also, allow us to see how writers guide and direct readers' understandings of both the text and the writer's attitudes toward the content and the audiences, or readers. Halliday (1994) believes when using language, people usually use three macro functions, including trying to show expression to their experience, interact with their audience, and organize their expressions.

Based on Vande Kopple's (1985), there are seven kinds of metadiscourse, but we kept the two types: The first is textual metadiscourse, which is divided into four parts: (a) text connectives, which metadiscourse is used to help readers recognize how parts of text are connected to one another and how the text is organized; (b) code glosses, which metadiscourse is used to help readers grasp and interpret the writer's

meaning of words and phrases; (c) illocution markers, which metadiscourse is used to make explicit what speech act is being performed at certain points in texts; And the second metadiscourse is interpersonal, which consists of three parts: (a) validity markers, which are used to assess the truth value of the propositional content and express the author's commitment to the statement; (b) attitude markers, which are used to reveal the author's attitudes toward the propositional content he or she presents; and (c) commentaries, which draw readers into an implicit dialogue with the writers.

According to the research mentioned above, discourse is about how writers engage the audience and show how they feel about the content and the readers or listeners by using words, phrases, main clauses, and even punctuation and typographical marks in their writing.

In this part, the study is presented by giving some brief explanations and discussions on the theories used in analyzing the data in this study. In the past two decades, writers from various theoretical backgrounds have theorized the concept of "metadiscourse." These attempts have resulted in numerous definitions and categorizations. A common theme in the

various theories is that writing involves interaction between the writer and reader.

The theme is explicitly or implicitly revealed in the definitions of metadiscourse by scholars such as Crismore, Markkanen, and Steffensen (1993), Hyland (2004), and Adel (2006). These scholars believe that academic communication means a lot more than the theoretical material. They consider metadiscourse a useful part of a text, contributing to text structuring and interaction between a writer and his or her reader. All these theories consider academic writing a social activity that involves interaction between the writer and reader. Therefore, acknowledged:

"In one way or another, all of the models are based on the idea that language is used not only for communication or the transfer of information and knowledge but also for things like organization, evaluations, feelings, and engagement."

Among the various theoretical perspectives on metadiscourse, the one that has received the most attention is the SFG-based. The reason for this could be that metadiscourse is a functional category in and of itself (Hyland and Tse 2004). All the SFG-based theories, except for Hylands (metadiscourse, the one that has received the

most attention is the SFG-based. The reason may be due to the fact that metadiscourse itself is a functional category (Hyland and Tse 2004). All the SFG-based theories, except for Hylands (2004), distinguish between "idealist discourse" and "textual-interpersonal discourse," which is the focus of metadiscourse. However, (Hyland 2004) argued that metadiscourse relates to only the interpersonal resources, implying that any linguistic element which is metadiscoursal is also an interpersonal resource. This characteristic of Hyland's model distinguishes it from all the other models of discourse.

Hyland (2017) model of metadiscourse forms the theoretical thrust as well as the analytical framework of this study. Hyland (2005) describes "metadiscourse" as "an umbrella term used to include an apparently heterogeneous array of cohesive and interpersonal features that help relate a text to its context." Within Hyland's (2005) framework of metadiscourse, the concept of *metadiscourse* is considered a linguistic, pragmatic, and rhetorical phenomenon. Writers, therefore, use metadiscoursal resources to "discourse about discourse" for a rhetorical purpose and also establish rapport with the participants in the internal world of discourse (Hyland and Tse 2004).

Metadiscourse is seen as a medium through which interpersonal relations in a text are established, thereby perceiving the writer and the anticipated reader as people in a social world (Hyland, 2005). Hyland (2005) provided three key parameters for identifying metadiscourse: 1). Metadiscourse is distinct from propositional aspects of discourse. 2). Metadiscourse refers to aspects of the text that relate to writer-reader interaction. 3). Metadiscourse refers to only those relations that are internal to the discourse.

Guided by these three principles, Hyland (2005) divided metadiscourse into two major categories: interactive and interactional.

Intractive Metadiscourse

This category of metadiscourse concerns how textual resources are deployed in the management and organization of propositional or ideational information within the texts. Writers use this category to convey their preferred interpretation to the anticipated readers of the discourse. Hyland and Tse (2004) argue that interactive resources "are concerned with ways of organizing discourse to anticipate readers' knowledge and reflect the writer's assessment of the readers' processing abilities, background resources, and intertextual experiences in order to decide what needs to

be made explicit to constrain and guide what can be recovered from the text." Hyland (2005) classifies interactive resources into five subcategories, which are discussed below.

Transitions markers are the interactive resources that writers use to link their arguments to make them coherent and cohesive. They signal additive, causative, contrastive, and consequential steps in a discourse. They express semantic relations among main clauses in texts. They include conjunctions, for example, and, however, and..., adverbials, for example, similarly, sometimes, whenever..., and the like.

Frame markers refer to the discourse acts, sequencers, or text stages or boundaries of schematic text structures. They make references to text boundaries or elements of text structure to label text stages, announce discourse goals, and indicate topic shifts. In short, frame markers, according to Hyland (2005), provide framing information about the ideational materials of the discourse. Examples include, Finally, To sum up, our focus is to, first, etc.

Endophoric markers are interactive resources that are used to make cataphoric and anaphoric references to other parts of an on-going discourse. Thus, they refer to earlier materials or propositions yet to be made in a discourse. Some examples are: "In Chapter One," "Refer to Table 2 Below," "The Next Section," etc.

Evidentials are the interactive resources used to show the source of propositional information in a discourse. They make references to "community-based literature" and provide "support for arguments" (Hyland, 2005: 51). Examples of evidentials are "According to Z," "They state," "In their opinion," etc. These metadiscoursal resources reveal the authorities cited in a discourse thereby indicating to the readers the source or the origin of the writer's proposition.

Code glosses signal the reformulation, restatement, or exemplification of ideational information. They help readers grasp the detailed meanings of propositional information, especially when

unfamiliar or technical expressions are used in a discourse. Consequently, it has been argued that code glosses "function in the semantic system of language use in texts to help make meanings clear to readers." Examples of code glosses include "in other words," "such as," "for example," "this means that," etc. Code glosses are sometimes marked off by parentheses and commas.

Interactional Metadiscourse

Interactional resources are used to create an appropriate reader-sensitive atmosphere and a writer-reader relationship in discourse. They focus on the participants of the interaction and seek to display the writer's persona and a tenor consistent with the norms of the disciplinary community (Hyland, 2005: 50). Burneikaitė (2008) refers to interactional resources as participant-oriented metadiscourse. Interactional resources, therefore, focus on rapport establishment and management, as well as attitude demonstration towards the proposition in a discourse. Heng and Tan (2010) noted that they relate to the socio-affective level, where writer-reader engagement is given much prominence in discourse. Hyland (2005)

subclassifies interactional resources into five categories, which are discussed below.

Hedges, which include "about," "perhaps," "to some extent," and "may," are the interactional devices that indicate writers' reluctance to present propositional information categorically. They, therefore, withhold the writers' full commitment and help writers present facts as opinions and, most importantly, present academic discourse as "the domain not of closed-fisted logic but of open-handed rhetoric."

Boosters are regarded as counter-hedging metadiscourse devices because, unlike hedges, they declare writers' certainty and absolute confidence in a proposition made in a discourse. Hyland (2005: 53) notes that "boosters suggest that the writer potentially presents diverse positions but has chosen to narrow this diversity rather than enlarge it, confronting alternatives with a single confident voice." suggest that the writer potentially presents diverse positions but has chosen to narrow this diversity rather than enlarge it, confronting alternatives with a single confident

voice." Boosters include "clearly," "it is true that," and "definitely."

Attitude markers show the writer's appraisal or judgment of an idea. They indicate the writer's affective rather than epistemic attitude toward propositions (Hyland, 2005). Attitudes are expressed by the use of subordination, comparatives, progressive particles, and punctuation. Specific examples are "most strikingly," "unfortunately," "I find it worthwhile," etc.

Engagement markers are the resources used by writers to register their readers in a discourse. Engagement markers create a reader-sensitive environment, thereby revealing the writers' awareness of the anticipated readers. In effect, "they explicitly address readers either by selectively focusing their attention or by including them as participants in the text through second-person pronouns, imperatives, question forms, and asides" (Hyland, 2004: 139). Specific examples are imperatives/directives (e.g. 'Note that', 'See Page 4'; interrogatives (e.g. 'Do you agree to this?', 'Is it true?', and

pronouns (e.g. you, your and inclusive we).

Self-mentions signal the projection and representation of a writer in a text. Through these, writers construct "contextually situated authorial identities." Hence, Blagojevic (2004) refers to it as the author's presence. Examples are 'I', 'exclusive we', 'me', 'mine' and 'our/ours'.

RESEARCH METHODS

This research study focuses on the many forms of metadiscourse that are seen in scholarly writings. The study of metadiscourse focuses on the concept that communication includes more than simply the passing of information, products, or services between parties; rather, it also involves the personalities, attitudes, and assumptions of the parties involved in the communication (Hyland 2007).

At the level of methodology, this research makes use of corpus-based mixed approaches. Using qualitative data to augment primary quantitative research and then explaining it qualitatively to support the findings of the quantitative study is an example of one form of mixed approach.

For the purpose of data collection, we make use of the corpus, which is comprised

of fifty journal articles obtained from the Indonesian Journal of Applied Linguistics. The statistics were compiled from many distinct volumes, each of which was published five years apart, beginning in 2007, and extending all the way back to 1982. The high production rate of the Indonesian Journal of Applied Linguistics, which is now 12 issues each volume, was a major factor in our decision to publish in this publication. In addition to this, it is one of the very few publications that had previously published a research piece by the time the 1980s rolled around.

We make use of mixed approaches that are based on corpora in order to learn about and analyze the ways in which research authors employ interactive and interactional metadiscourse. Using a methodology that is based on the corpus, the interactional metadiscourse is tracked down from its source.

In order to do this study data analysis, we make use of a technology called LancsBox. The textual analysis toolbox known as LancsBox is a corpus analysis toolset (LancsBox 2018). This software was developed by BY-NC-ND Creative specifically for the purpose of doing text analysis on the corpus. A word or keyword

frequency generator, a concordance, tools for cluster analysis and lexical bundle analysis, and a word distribution are some of the tools that are included in this comprehensive suite of applications. Research makes use of this program since it is the software that is most suited for the study being conducted. In addition, there is no cost associated with downloading the program via the Internet.

FINDINGS AND DISCUSSION

On the basis of the data that was obtained, there is some categorization of Metadiscourse that can be found classified on the Interactive Marker and the Interactional Marker. Regarding the total number of words, the study journal provided some information. Each research journal has three sections that are used for the construction of the corpus. These sections are the abstract, the data analysis and discussion, and the conclusion. Instances of interactive and interactional markers are put into the search bar of Lancsbox, and their frequencies are quantified in order to show statistical data in the form of a graph.

Table 1

Interactive Marker of Metadiscourse

Interactive Markers	Frequency
Transition	190
Frame Markers	24

Endhoporic Markers	1
Evidentials	81
Code Glosses	218
TOTAL	317

Figure 1

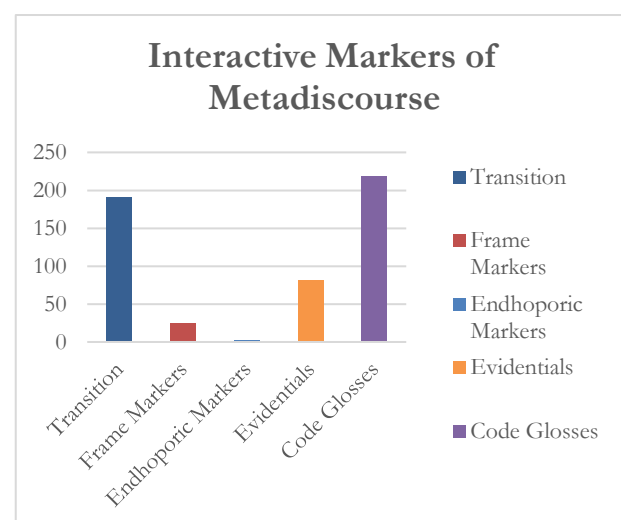


Table 2

Interactional Marker of Metadiscourse

Interactional Markers	Frequency
Hedges	196
Boosters	13
Attitude Markers	5
Engagement Markers	35
Self-Mention	272
TOTAL	521

Figure 2



The findings and interpretations of our study are presented here. Under the category "frequency," the presentation of the findings is arranged such that it is structured according to the primary categories of interactive metadiscourse. The descriptive statistics broken down by frequency for each of the five primary categories of interactive metadiscourse that may be discovered in the corpus are summarized in Table 1. The most common types of markers were found to be code glosses and transitions, followed by evidential markers, endophoric markers, and frame markers. In addition, the corpus provided us with descriptive data organized by frequency for each of the five primary categories of interactional metadiscourse.

See Table 2 for a breakdown of which types of markers appear most frequently: self-mention and hedges, followed by engagement markers, boosters, and attitude markers. According to the findings of the corpus,

authors in academic research using metadiscourse, which is marked by interactive and interactional markers, direct their readers' attention more and more with the assistance of text. It should come as no surprise that all interactional markers have a larger contribution in frequency in the texts as compared to interactive markers., see Figure 1 and Figure 2.

Types of Metadiscourse

Interactive Markers

1) Transition

The author connects two phrases or sentences by using transitional metadiscourse to bring them together. Example: The outcomes of the research indicated that instructors have a significant impact in either launching learners' enthusiasm toward language acquisition or demotivating them to pursue such an endeavor. **Similarly**, Alizadeh (2016) conducted a literature review on the influence of motivation on the acquisition of a second or foreign language. The researcher makes use of the transition marker in this particular illustration. Furthermore, the word **Similarly** is analogous to connecting two clauses

together in order to provide semantic meaning and cohesiveness.

2) Frame Marker

The writer uses a frame marker, which is meant to refer to the text stage, explaining a phenomenon and helping the readers better understand it through the text. Example: "Then", descriptive statistics were provided to present the findings and the rank order of the macro-practices. ***Finally***, the teaching practices that are likely to be motivating as perceived by learners were computed and compared.

3) Endophoric Markers

The writer uses the Endophoric Marker to give readers the information in other part of the text. Example: "Greimas offered a model of six actants which consists of sender, receiver, object, subject, supporting hero, and opponent (see Figure 3)". In the preceding example, the researcher instructs the readers by making use of the text while simultaneously referring to other sections of the text.

4) Evidential

The writer uses to guide the readers to know sources of information or text in their writing. Example: "The findings

of the present study revealed that this macro-practice adopted by teachers ranked second ***according to*** the learners' responses". In this example the writer give analogy refer to some other text or discussion which guides the readers.

5) Code Glosses

The writer uses code glosses to help readers to grasp meaning of ideational conception. Example: "Teaching in an Arab setting such as Yemen seems to follow what ***called*** 'teacher-centered approach' in which learners are not engaged in determining their preferred learning topics and style".

Interactional Markers

6) Hedges

Hedges is the marker how writer involves the readers in the text and allow them to make their point view about the idea that discussed, and accept or reject the writer's statement. Example: "...as the writer balances ***claims*** for the significance, originality, and correctness of his work..."

7) Booster

The boosters are contrary to hedges. Boosters are the metadiscourse markers which imply the readers is

give no chance to debate the judgments of the writer's statement. Example: *In fact*, reading activity is a significant are of an individual's learing“.

8) Attitude Marker

Attitude Markers is the metdiscourse marker how writer involves the readers to sharing the writer's attitude toward a judgment and named as attitude marker in the text. Example: “*Surprisingly*, amidst the hectic dialogue on education, no school or study room appears in the scene”

9) Engagement Marker

Engagement Marker is the metadiscourse marker which is used to build a relationship and rapport between writer and readers, involve the readers and make them better understand the viewpoint into the text. Example: “It is important to *note that* these results do indeed warrant the view that...”

10) Self-Mention

Self-Mention, the metadiscourse which is talking about where the writer referred in the text in order to involve the readers to author's viewpoint or opinion. Example: “Following Ho&

Li's (2018) study, *we* chose the highest-rated and lowest-rated ones as the data source”.

CONCLUSION AND IMPLICATIONS

This research article is an attempt to know types and contribution research writings in the employment of metadiscourse markers that are interactive markers and interactional markers and the results show that the norms of both types are different frequency in some ways. The quantitative analysis exhibits that interactional markers are frequent in research writing which suggests that by applying various interactional markers such as hedges, boosters, attitude markers, engagement markers, and self-mention. The interactional markers are higher in frequency than interactive markers. Here, the most considerable interactional marker is hedges which help the writers to convey their viewpoint with authenticity.

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