A Corpus-Based Analysis of Interactive Markers in English Editorials of *The News* and *Dawn News*

Hafiz Muhammad Qasim
Assistant Professor, Govt. College University, Faisalabad.
muhammadqasim@gcuf.edu.pk

Feroza
M. Phil, Govt. College University, Faisalabad.
ferozafatima@icloud.com

Muhammad Shafqat Nawaz
Ph D Scholar, Govt. College University, Faisalabad.
nawazshafqat123@gmail.com

Abstract

The language of newspapers is characterized by the use of interactive markers. Such markers enhance the reading ability and make the text more reader-friendly. The study aimed to explicate two interactive markers used in Pakistani English newspaper editorials (PENE). It examined the use of frame markers and transitional markers in editorials of Pakistani English newspapers. The study followed the mixed-method technique as it was both qualitative and quantitative. The data for the analysis consisted of editorials of The News (TN) and Dawn News (DN). The corpus comprised 250 editorials from each newspaper published during 2017 and 2021. The data was inspected through AntConc 3.4.4.0 by following the interpersonal model of Hyland (2005). The frequencies of interactive markers in the editorial of TN and DN were identified, and the functions served by the use of interactive discourse markers were explained. The results indicated that DN contained more frame markers as well as transitional markers than TN. Frame markers were being used as a tool to shape and frame the discourse in the writing. The use of frame markers helped establish the meaning contextually in the minds of the reader. The transitional markers were used to refer to the categories of contrasts and resemblances.

Introduction

Discourse markers are a group of linguistic elements that serve as resuming communicative, communal, and stylistic components of discourse. The meta-discourse resources are a significant feature of the discourse's structure, and these features encourage addressees to participate and be highly aware. Interpersonal communication requires the use of markers of text, connectives, remarks, markers of validity, and markers of attitude. Two types of metadiscourse exist: textual and interpersonal. Crismore et al. (1993) divided these two classes even more into smaller subgroups. While the textual meta-discourse is made up of two groups—interpretive markers and textual markers—the interpersonal component is made up of hedges, qualities, certainty markers, attitude markers, and comments. One aspect of interpersonal component is commentary. There are even more subgroups within each of these two divisions. Examples of stylistic indicators are cues, links, logical sequencers, and tropicalises. Announcements, code glosses, and illocution markers comprise the body of an explanatory indication. Discourse markers are natural language strings whose primary function is to indicate the coherence, interactions, and conclusions of a particular discourse segment as well as other nearby segments or aspects of the communicative state. This frees up the listener or reader to handle the discourse's processing. Based on Feroza (2022), the focus of the present study is on the investigation of interactive markers used in editorials of two Pakistani English newspapers – The News and Dawn News.

Statement of the problem

The use of discourse markers in newspaper editorials is significant as the section of editorials is full of TN and DN paper's ideological associations. Editorials are used for opinion-building on certain matters among the masses. Therefore, it is important to analyze the use of discourse markers in editorials. The present study, therefore, aims at analyzing interactive markers in editorials of TN and DN. Specifically, the research focuses on examining the use of two types of interactive markers: transition markers and frame markers in Pakistani English Newspaper Editorials (PENE).

Objectives

The objectives of the study have been provided below:

1. To classify the transition markers and frame markers used in editorials of TN and DN.

2. To determine the frequency of the markers and the functions they serve.

Research Questions

The study intends to answer the following questions:

1. What kind of transitional and frame markers appear in the editorials of The News and Dawn News?

2. What are the frequencies of interactive discourse markers (transitional and frame markers) appearing in the editorials of both Pakistani English newspapers?

3. What roles do interactive discourse markers play in editorials of Pakistani English newspapers – The News and Dawn News?

Significance of the Study

The study is significant for the teachers and students of linguistics. It can help them understand the way discourse markers work in the structuring of discourse. It can also help in understanding the language pertinent to the opinion section of TN papers. The study can also be useful for researchers interested in the area.

Literature Review

Theoretical Framework

Hyland's (2005) model has been used to compare the transition markers and frame markers to highlight the difference between the use of these markers in the editorials of both newspapers. The components of the model have been discussed below.

Interactive Markers

Interactive discourse markers are associated with the author's knowledge of the reader, as stated by Hyland (2005). Additionally, they help writers arrange the text's content according to the reader's needs. For the explanation of interactive markers, the author may take into account the reader's knowledge, interests, rhetorical expectations and processing abilities with their assistance. To meet the demands of both readers and the requirements of the textual organization, authors specifically concentrate on this

group of markers. This aids readers in comprehending the topic the author has covered. Additionally, it aids the writers in keeping the content to a minimum and offering reasons that assist the reader in comprehending the necessary interpretation of the writers. Interactive markers were categorized into five subcategories. These have been explained below.

Transition Markers

Conjunctions and adverbial phrases are the primary types of transition signals (Hyland, 2005). The authors use these expressions to make the relationships between steps in an argument clearer to their readers. Transition markers also consist of internal components that serve various functions. Addition, comparison, and consequence are all included. The writers utilize the addition, for instance, to add details to an argument (e.g., moreover). In the argument, comparison markers are employed for many reasons. As an illustration, consider the terms "similar" and "different" (although, on the other hand). Relationships that let readers know that a conclusion is reached or supported are referred to as consequences (in conclusion, therefore, etc.).

Frame markers

The second subset of Interactive metadiscourse indicators is called frame markers. Frame markers, according to Hyland (2005), have a variety of metadiscourse elements that are specifically employed for various objectives in discourse organization. Sequencing, labeling phases, objectives, and shift subjects are all included. Announcing goals is used to make announcements in the discourse (my purpose, the goal of the study), shift topic is used to point the way to the next topic or idea (back to, shift to), sequencing is used to order different parts of the text (first, then) and label stages are used to explicitly discuss the stage of the text. The expressions such as 'to summarize' and 'at this stage', etc. are used for labeling stages in the text.

Endophoric markers

A group of terms known as endophoric markers are employed inside the text itself to allude to different portions and sections of the text. Additionally, pointing them to the relevant passages or information in the text facilitates the readers' understanding of the key ideas in. the text.

Evidential

In academic writing, evidential is used to cite information sources from other texts such as books, research articles, reviews, conference papers, and so on. Evidentials are the techniques used by researchers and authors to cite other texts as a source of further information, (Hyland & Tse, 2004).

Code Glosses

The final marker in the interactive metadiscourse category is code glosses. It uses a variety of terms, such as by rephrasing, explaining, or elaborating what has been said, to convey more information in various ways (Hyland, 2005). This is the tactic writers use to make sure their readers comprehend and derive the writer's intended meaning. Code glossing phrases often begin with something like "this is called", etc. Table 1 below shows the details of the elements of Hyland's model.

Table 1

Hyland's (2005) model

Category	Functions	Examples
Interactive Metadiscourse		
Transitions	The direct lexical relationship concerning central clauses	Moreover, but, hence, like, also.
Frame markers	Denote speech performances, goal announces, or label stages	Firstly, to sum up, my objective, my opinion,
Endophoric Markers	Mention the data additional portion of the writing	In section 3, see figure 1
Evidentials	state to the foundation of data from additional writings	according to this
Code glosses	Support students hold purposes of ideational substantial	in other words, such as
Interactional Metadiscourse		
Hedges	Authors complete focus assurance to proportion	Perhaps, might, possible
Boosters	Highlight strengths or the author's inevitability	Surely, in fact, it is obvious that
Attitude Markers	Direct author's approach to proposition	I agree, is surprising
Engagement Markers	Openly mention or shape association with a person who read	Deliberate, we notice that, see that
Self-Emotions	Obvious orientation to writer	I, me, my

Procedure

The functional nature of the Hyland Taxonomy makes it suitable for text comparison in linguistics. This taxonomy allows linguistic terms to be grouped based on the tasks they perform inside texts. Consequently, the current study's tools for data analysis and comparison were the meta-discourse components of the Hyland taxonomy.

Frame markers connect to discourse actions, sequences, or text stages, whereas transition markers provide the semantic relationships between key phrases (Hyland, 2005). Connectors within a discourse are used to indicate the relationships between propositions. The performances of discourse actions are shown by action markers. To identify the connectors utilized as met text categories in the corpora of B.com students, Halliday and Hasan's (1976) categorization of conjunctions based on cohesive linkages (additive, adversative, causal, and temporal) was used. The word count on the corpus was determined by running word count. First, to find the occurrences of higher-level meta-discourse devices, the research theses were carefully reviewed and analyzed. To exclude any possibility of error, this step was carried out three times. The difference between the research essays was determined in the last step by calculating the percentages of meta-discourse components.

Studies on meta-discourse

The importance of meta-discourse as a component of writing has been the topic of several studies (Adel & Mauranen, 2010; Hyland, 2004). The use of meta-discourse has been the focus of articles, intercultural studies, and research across a broad range of academic fields. Numerous research has been conducted on it, all of which highlight its importance in writing, especially instructional writing. Hyland (2004) looked into how meta-discourse was used in research articles and introductory textbooks for university students.

Several researchers have explored metadiscourse markers in various types of texts. For example, Siddique et al. (2019) explored attitude markers in editorials of Pakistani newspapers. Further, Tanveer et al. (2023) investigated the boosters and strategies of self-mentions in opinion sections of Pakistani English newspapers. Moreover, the studies have explored the use of metadiscourse markers in academic reviews of books, research dissertations, gothic fiction, political discourses, cross-cultural sports news, spoken registers, and social media advertisements (Bal-Gezegin, 2016; Azher et al., 2023; Faiz & Adnan, 2023; Abusalim et al., 2022; Tavanpour et al., 2016; Zhang et al., 2017; Al-Subhi, 2022; Xia, 2020).

Using Halliday and Hasan's (1976) taxonomy of interrelated techniques, Li and Wharton (2012) examined the usage of cohesive devices in academic writing as well as the relationship between cohesive devices and writing quality. They concluded that

additional gadgets had been utilized often as a result. Rahimi (2011) found similarities between native speakers and EFL learners' DM practices. Trillo (2002) gave some data showing that native English speakers use the DMs "well" and "you know" significantly more frequently than EFL students.

Shahid et al. (2020) carried out a cross-linguistic analysis of metadiscourse markers in editorials from Pakistani Urdu and English newspapers: "A Cross-Linguistic Analysis of Metadiscourse Markers in Editorials of Pakistani Urdu and English Newspapers". A corpus of 100 editorials published in 2020 was analyzed to indicate some significant differences between the two languages, including that the group with interactional metadiscourse was much more prominent, however, the most frequent in both was attitude markers.

In Pakistan, there are very few studies in this area despite the importance of meta-discourse categories. Given the lack of metatextual analysis of Pakistani English Newspaper Editorials (PENE) across disciplines, this research is particularly significant. Investigating the use of meta-text methods to direct and orient the audience about the interpretation of the academic genre is the aim of this study. This study does an empirical analysis of one hundred distinct argumentation writings. The purpose of this study is to determine whether or not elements of meta-discourse influence how clear text structure becomes. Thus, the goal of this research project is to examine how meta-discourse elements are used in PENE that are published by TN and DN.

Methodology

Research Design

In the current study, a mixed-methods research design was adopted. Quantitatively, each FM and TM used in PENE of TN and DN was identified and the frequencies were calculated. Qualitatively, the functions of FMs and TMs were explained.

Data

To carry out this study, a specialized corpus was compiled from two sources of newspaper editorials from TN and DN written in English. Here, the term corpus is defined as a collection of texts that are compiled for a purpose and stored and accessed electronically. It is specialized in that it was built for a specific purpose to explore the use

of particular items and it includes the texts written specifically for analysis in a particular genre, i.e., as newspaper editorials. In this regard, minimal specialized corpus yields valuable insights into the texts specifically the patterns of language in use in particular. The corpus of the study consisted of a total of four years of data on newspaper editorials from Pakistani English newspaper editorials (PENE) from two different Mediums TN and DN. Data for the following years from 2017 to 2021 through online sites and Google searches was collected. All these editorials were written between 2017 and 2021.

Analysis

AntConc (3.4.4) Software was used for text analysis. Concordances were identified and the TMs and FMs were identified and classified. The classification was done by using the Hyland (2005) model.

Based on the current study's examination, the researcher generates a collection of concordance for different types of interactive text markers. To achieve this, the actions listed below were taken: First, the open file option in the file menu was used to open a tagged file. Second, some categories were searched for search phrases in the search box on the left side of the button bar to create concordance lines. Thirdly, the window search's size was increased to 100 to examine the context of the specific text markers (50 characters is AntConc software's default value) under the 'Search Window Size' title on the right side of the button bar. Fourth, the researcher hit the start button to begin the concordance procedure. The 'Stop' option allows you to end the concordance process whenever you'd like. Fifth, the search key was assigned different categories of markers, and the three 'Kwic Sort' levels were sorted into 1R, 2R, and 3R, in that order. The sorting procedure was then initiated by clicking the sort button. The global setting was opened to modify the tag category after each searched item on the concordance sheet was highlighted in terms. Through feature recognition, the researcher concealed the tag to verify the precise concordance of the conjunctions—whether or not they are employed as conjunctions. Every kind of marker that was retrieved from AntConc underwent this procedure again.

Analysis and Results

In this research, the researcher followed a mixed-method research design. Firstly, the researcher collected and analyzed the quantitative (numeric) data with the help of concordance from AntConc software. Secondly, data was qualitatively analyzed through content analysis and feature identification keeping in view Hyland's (2005) model of interactive markers. The analysis of the use of interactive markers was carried out by calculating the frequencies. The frequencies of frame markers and transitional markers in editorials of TN and DN have been given below in Table 2

Table 2

Frequencies of Interactive Markers

Number of newspapers	Distribution of interactive markers	
	Frame markers	Transitional markers
DN	1246	1957
TN	1396	2142

The table illustrates how fewer interactive metadiscourse indicators are used in DN compared to TN. TN employed 2142 transitional markers and 1396 frame markers, whereas DN utilized 1246 frame markers and 1957 transitional markers. Using interaction markers, writers and presenters inject their own opinions and sentiments into their work. The writer may choose to emphasize their position in the work or keep it hidden by using, for instance, passive roles. They may also take on urgent, emotive, sympathetic, amicable, or distant roles in connection to the readers. In writing, the writer-reader interaction can take on several forms. The written duties, which all take the shape of words and expressions, constructions, and metadiscourse, show a variety of relationships with the readers, including maintaining a distance or drawing near to them, speaking out or keeping them in passivization, and many more. In summary, a writer's aim on how to come across may be seen in their choice of words, their expression, their structures, and their metadiscourse.

Figure 1 contains the graphical representation of interactive markers in TN.

Figure 1
Graphical representation of Interactive Markers in TN
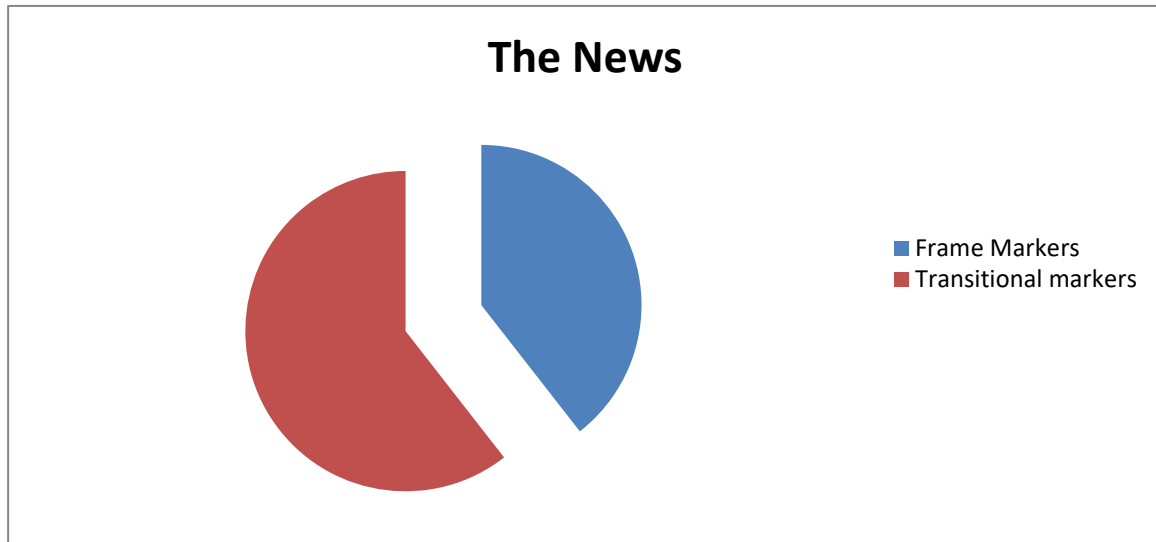
In English newspaper corpora, frame markers—the first subcategory of interactive markers—are employed as the least often occurring markers. The frequencies were lower. Conversely, in the respective newspapers, transitional markers are the most often used interactive markers. On the other hand, frame markers are discovered with a reduced frequency, indicating that their use is minimal. The second subcategory of interactive markers, known as transition markers, is the one that appears most frequently in PENE corpora. The interactive markers in DN are shown graphically in Figure 2 below.

Figure 2
Graphical representation of Interactive Markers in DN
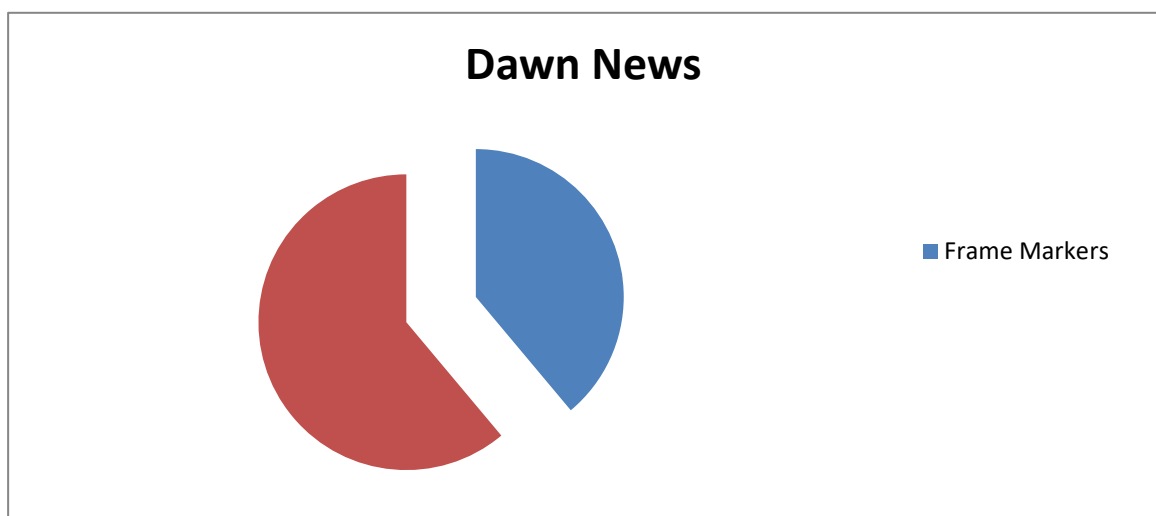
Writing is understood to be more than just words on a paper, independent of the reader, writer, or setting in which it is produced. Writing is considerably more than just producing language structures and textual data. It preserves an interactive contact between the author and the reader and is intricately tied to a variety of communication aims (Juez, 2009). Consequently, when reading a written work, readers and the author engage in a mental dialogue. Scholars and theorists alike have agreed in recent years that EFL learners now face greater difficulties in developing their academic writing abilities. University students are usually taught how to write texts. This is especially true for those learning English as a second language. Less attention is placed on the social and contextual view of writing, which enables students to complete their academic assignments and projects. According to Correa and Echeverri (2017), the emphasis is solely on fixed activities related to lexical forms, grammatical structures, and textual forms that remain constant across various contexts, purposes, and readers.

It is widely acknowledged that one of the key rhetorical devices for structuring discourse and examining the interaction between the author and reader is metadiscourse. It is an essential element that facilitates the writer's communication with the reader inside the text. As a result, written texts are identified by metadiscourse as social interactions that include writers and readers negotiating meaning. For such an exchange to occur, both the author and the reader must use specific rhetorical devices while creating written texts. Table 3 contains the accumulative frequencies of interactive markers across DN and TN.

Table 3
*Accumulative frequencies of Interactive Markers*

Number of Newspapers	Accumulative frequencies of Interactive markers
DN	3203
TN	3583

The table demonstrates that the two categories of interactive markers—frame markers and transitional markers—are used more frequently in TN than in DN in the combined corpora of the two Pakistani newspapers. There were 3583 interactive markers (frame markers and transitional markers) in TN and 3203 interactive markers in DN.

Figure 3 below shows the graphical depiction of these markers in both newspapers.

Figure 3

Graphical Representation of Accumulative Frequencies of Interactive Markers
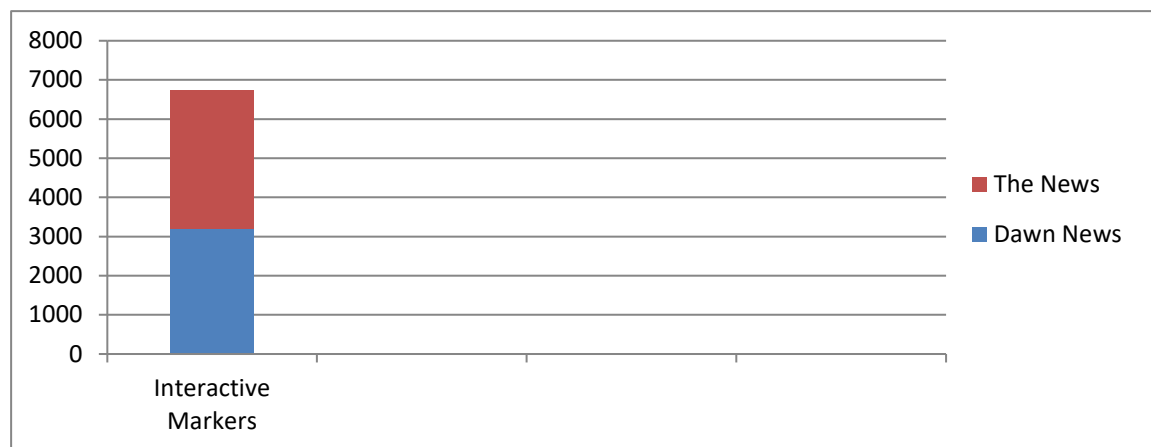
Metadiscourse markers are linguistic strategies and traits that students use to help them organize and reconstruct text content. They also help readers decode and comprehend the text and build writer-reader connections to promote communication. Many scholars who work on language research and study have defined discourse in various ways. The definition of metadiscourse, however, is not widely agreed upon, and several academics have provided differing interpretations of the word. According to Hyland (2015), a writer's use of language or rhetorical strategies to structure discourse and express their goals and points of view is referred to as metadiscourse. According to Ädel and Mauranen (2010), metadiscourse refers to the writer's commentary that is included throughout the written discourse. It conveys the writer's opinion about the text's topic and how the reader is involved in choosing the text's language and phrasing.

Text borders, items of sequence, subject transitions, text phases, and discourse aims are all considered frame markers. For instance, this part concludes, my goal in writing this is to, and so on. The frequency of each of these subcategories of frame marks utilized by *TN* and *DN*, the two most significant and reputable newspapers, was displayed in the study's corpora. The frequencies of the frame marker subcategories that were compiled from the newspapers' corpora are displayed in the table below. This provides a thorough explanation of the frequencies in each publication. Regarding the outcomes, *TN* employed greater frequencies for each of the frame marker subcategories in comparison to *DN*.

Table 4 presents the frequencies of frame markers across *DN* and *TN,* while the frame markers have been graphically represented in Figure 4 below.
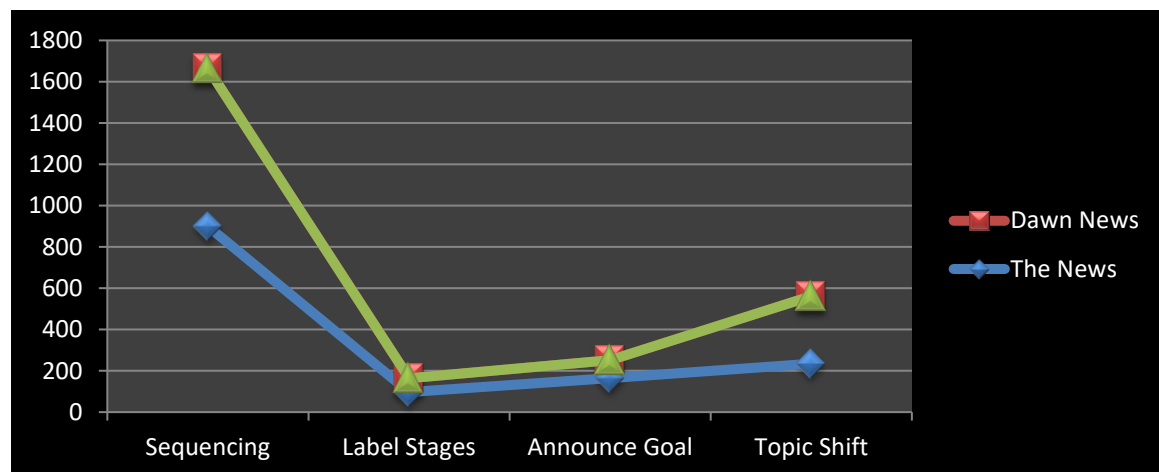
Table 4

Frequencies of Frame Markers

Subcategory	*TN*	*DN*
Sequencing	900	765
Label stages	97	67
Announce goal	165	87
Topic shift	234	327
Total	1396	1246

Figure 4

Graphical Representation of Frame Markers

The focus of metadiscourse is on tying the written content to its environment and highlighting the reader's role in creating meaning. Furthermore, a variety of strategies are employed in metadiscourse to help readers reconcile the authors' intended meaning with the implications and recommendations made in the text. As such, language, content, and the setting in which a written discourse is presented are all entwined in metadiscourse.

Table 5 below shows how frequently these transitional markers occur, and Fig 5 presents the graphical representation of transition markers across *DN* and *TN*.

Table 5

Frequencies of Transition Markers

Sub-category	*TN*	*DN*
Addition markers	876	657
Comparison Markers	712	546
Consequence Markers	554	74
Total	2142	1997

Figure 5

Graphical Representation of Transition Markers
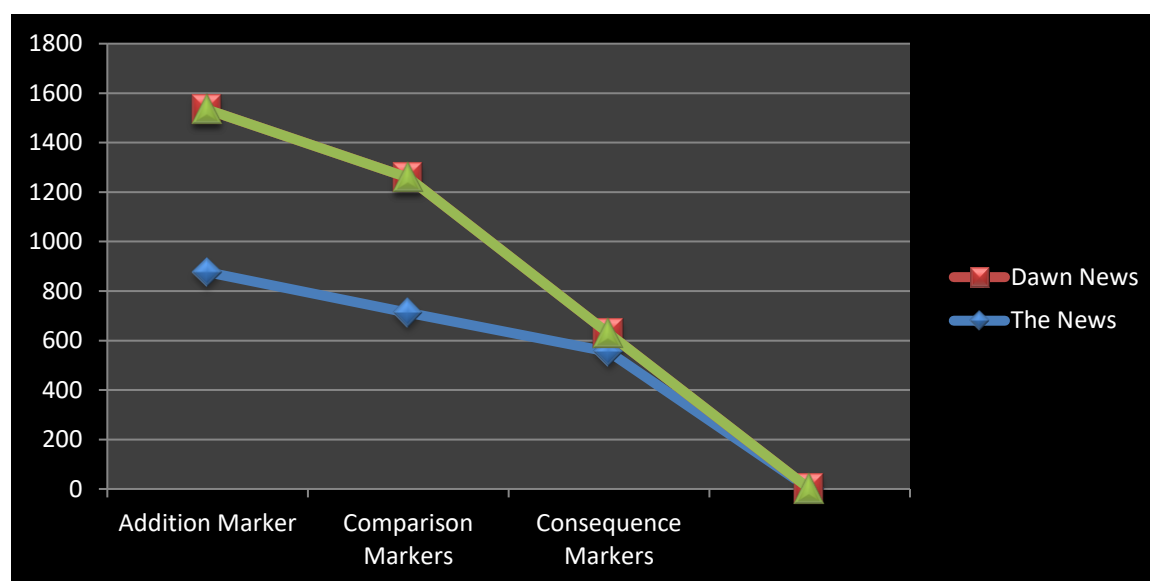
"Transition markers are mainly conjunctions and adverbial phrases," claims Hyland (2005, p. 50). The authors use these expressions to make the relationships between steps in an argument clearer to their readers. Transition markers also consist of internal components that serve various functions. Addition, comparison, and consequence are all included. The writers utilize the addition, for instance, to add details to an argument (and, more over). In the argument, comparison markers are employed for many reasons: similar (equally, similarly), for instance, differ (but, on the other hand). Relationships that let readers know that a conclusion is reached or supported are referred to as consequences (in conclusion, therefore, etc.). In both corpora, transitions are less common than frame markers.

Some Examples of Interactive Markers from TN and DN Sub-Corpora

Transitional markers

Transitional words, including conjunctions and conjunctive adverbs, assist readers in identifying logical connections between ideas. These adverbial markers help clarify the pragmatic relationships between claims and events. Various scholars have proposed classifications of these markers, including the well-known framework by Halliday and Hasan (1976). One such category, additive markers (e.g., "additionally," "similarly"), serves as metadiscourse devices that establish relationships within an argument, helping to engage readers and guide them toward persuasion through the text.

Comparison

The example identified below illustrates the marker of comparison.

> *He states most of the different features of individualism which are **clarified in contrast to** previous conditions, he implies organizational ordered causalities (on the first step, the effects of financial economics), **but** he teaches it more than other things with real issues of humanity in all individual levels.*

Figure 6 and 7 below show the results of the AntConc concordance search obtained from the results by using keywords *contrast* and *like,* respectively.

Figure 6
Anthony Search for Keyword 'contrast'

a progressive future political agenda. In sharp contrast, raising the standards of accountability surround
consumption to a minuscule two percent. By contrast, renewable sources account for 16 percent of glob
in the province. This is in sharp contrast to other provinces, especially for example Sindh,
features of individualism which are clarified in contrast to previous conditions, he implies organizational
n Switzerland surrounding the President. In sharp contrast to the seriousness of the charges, the

Figure 7

AntConc Search for Keyword 'like'

Consequence

The examples are given below:

*Questionnaire-based survey has been conducted by construction managers (i.e. project engineers, construction engineers, project managers, architects, etc.) through an online web-based system, **as a result**, random data sampling is achieved.*

*One way to explain **the result** is with reference to the satisfaction on natural boundary conditions in a finite number of terms.*

***Moreover**, particular attention must be given to rescuing minors from slavery.*

Figure 8 shows the results of the AntConc concordance search obtained from the results by using the keyword *result*

Figure 8

AntConc Search for Keyword 'as a result'

In the above examples, as a result, the result, moreover by the writer has directed and organized an argument appropriately in the propositional content. Causal markers (i.e., as a result, it follows that, therefore) refer to the consequences of a cause in an argument. The following examples are given below:

Therefore, the final outcome of "Panama politics", be zero plus zero: zero.

Nevertheless, this is a step in the right direction and it is hoped that the textbooks will include such topics as gender equality and the rights of minorities as well.

Similar to this, the author has used an example nevertheless in situations where it is necessary to provide opposing viewpoints and arguments. An MM is a marker type like this one. Temporal markers are a kind of transition that are employed to indicate a chronological or logical order. Examples of these markers include *second, then*, and *last*. Example of the application of temporal transition is provided below:

Finally, Fata communities will not be rebuilt by economic incentives alone—there has to be a sense of local ownership in the rebuilding and revival of post-conflict areas.

Finally shows logical connections persistent among arguments. This works as a sequential transition.

Frame markers

Discourse actions, text phases, and sequences are all referred to as frame markers. The propositional content is framed by these indicators to draw readers in and make it seem appealing. By using these markers, the author achieves his objectives, creates a beautiful piece of writing, and presents the ideas in the right order. Figure 9 and the examples that follow help understand the point.

Figure 9
AntConc Search for Keyword 'at this point'

-carry junket. This did not happen overnight. At this point, it is important to note
terrorism being the most important to deal at this point. The writer is Editor, National
: form 1 (alif), form 2 (bay) and form 3 (jeem). At this point, Zeeshan was allowed to modify

Sequencing

> *The idea of individuality from Simmel's point of view is designed as below:* **first,** *individuality is a separate entity (but not unique or full) and consequently, it is understood as the idea of quantitative individualism.*

Label stage

> **In summary**, *this is the first study demonstrating the effect of exercise training on visceral fat ABCG1, ABCG5, and satisfying gene expression.*

Announce goal

> *One existing study has focused on the effects of unsaturated free fatty acids on plasma concentration of adipokine peptide: Cooper et al. showed that dietary fatty acid composition significantly reduces plasma PYY concentration and can increase plasma ghrelin concentration which is not significant.*

Shift topic

> **With regard** *to the socio-economic situation of the Iranian society in this period, the following factors can be considered influential in the increase in the number of employed population in the agricultural sector, decrease in the degree of self-sufficiency in the production of agricultural products, and increase in the import of agricultural products.*

Frame markers such as *the aim, to conclude, I would like to, finally, I wish, firstly, etc.* have been seen in the below examples.

> *Keeping in mind the end* **goal** *to examine and make realities about an episode, we require dependable data from all parts and areas of the network.*

> **At this point**, *it is important to note that Equation (6) is valid only for smoothly varying bathymetry, that is, it cannot model shallow flow at a vertical bed step or a hydraulic jump formed at a steep slope exactly.*

> *Lastly,* **I would like** *to get something straight. While Egypt is on the path to democracy the road remains long and strewn with boulders, as the president admits.*

> *Preservation of history has two major benefits:* **firstly**, *it shows that we value our heritage and are concerned about holding on to it.*

The addition of a sequence marker *for instance* gives the text greater depth and direction for the readers. The writer's thoughts on how he has arranged various arguments and concepts using the specified marker are demonstrated by the usage of *first*.

A thorough analysis of the many characteristics of metadiscourse has led to the introduction of multiple categories due to the interest in metadiscourse research. Ädel and Mauranen (2010) made a distinction between the narrow and the wide approach when it came to metadiscourse. The relationship between the writer and reader is eliminated in the restricted approach, which restricts the notion. It disregards the reader's prior knowledge in favor of highlighting the linguistic components of the text. Put differently, it does not acknowledge that all metadiscourse markers are experienced and interpersonal; rather, it merely acknowledges the employment of these techniques as components of language structural patterns.

Meaning is not solely constructed through interpersonal functions but is instead shaped by the language itself, particularly through textual functions. However, a more comprehensive view recognizes that metadiscourse involves interpersonal functions, which emphasize the reader's knowledge, experiences with the text, and processing needs, as well as textual functions (Hyland & Tse, 2004).

Based on the broad approach, Hyland (2005) presented the interpersonal model of metadiscourse. A paradigm like this distinguished between interactive and interactional metadiscourse, the two primary types of metadiscourse. The author uses a variety of techniques to lead readers through the material, anticipate their interests and background knowledge, and help them understand it. These strategies are all part of the interactive metadiscourse. This includes structuring the writing to meet the demands of readers, meeting their expectations, and laying out an argument utilizing certain strategies.

Evidentials, code glosses, frame markers, transitions, and endophoric markers are a few types of interactive markers. The purpose of the interactional markers is to show how readers engage with the text and how the author creates a suitable connection between the reader and his thoughts (Hyland, 2004). This enables readers to engage with the propositional information, react to it, and contribute to the collective meaning-making process.

According to Hyland (2005), hedges, boosters, attitude markers, self-mentions, and engagement markers are a few types of interactional indicators. Metadiscourse analysis emphasizes the functional approach to text more than other approaches, according to studies on the subject. According to Fa-gen (2012), the term "function" describes how certain linguistic techniques are used to accomplish communication goals. The emphasis lies not on dictionary definitions but rather on how the language is utilized in context.

In this regard, Halliday and Matthiessen (2013) outlined the three language metafunctions that serve as the foundation for the coding and structuring of data used by metadiscourse analyzers. To create the meaning of a written text, these metafunctions— the ideational, interpersonal, and textual functions—are combined concurrently. Fa-gen (2012) states that the ideational function reveals how thoughts and experiences are expressed through language. Utilizing language to foster communication, involve the author with readers, and comprehend emotions and thought processes is all part of the interpersonal function. The term "textual function" describes the use of language to uphold a structure of organization that establishes a connection between the written word and its audience.

Conclusion

The purpose of this research was to explore the use of interactive markers in the English editorials of two Pakistani newspapers; *TN* and *DN* using Hyland's (2005) metadiscourse model. The findings show that there exist differences in the use and placement of the interactive markers in the two newspapers. It might mean that *TN* intentionally pays attention to the structure of the text and the structure of the argument, more specifically, *TN* uses more frames, frame markers, and transitional markers, than *DN*.

Nonetheless, out of all the subcategories, transitional markers are the most frequently occurring markers. The same findings were made in the *TN* paper and worked to link the ideas and make the text engaging to readers as well as guaranteeing that the argument TN paper brings forth is a coherent one. They are not quite as often as the other types of text but they help the reader in moving from background text to a switch in point of view, which can be seen as the frame of rationale.

Based on the findings of this research, one may argue that metadiscourse is a strong force that aids writers and readers engage; it applies to strictly business or editorial modes. Comparing the two newspapers, it is also noticeable that the extent and frequency to which these two interactive markers have been used also seem different from each other which sheds light on the differential editorial policy and the way and manner TN paper prefers to communicate with the readers: *TN* is more systematic, more concerned about the reader than *DN*.

However, the study also underscores the need to include interactive markers in the teaching of academic writing, especially for EFL learners due to their failure to understand the social and contextual use of writing. Forcing the students to think about how the decisions in language affect the readers helps the students develop more effective and long-lasting arguments in their compositions. This study contributes to the understanding of metadiscourse in journalistic writing and emphasizes the need for further research on how other media genres and contexts provide insights into the use of rhetorical facets in addressing the English language.

References

Abusalim, N., Zidouni, S., Alghazo, S., Rababah, G., & Rayyan, M. (2022). Textual and interpersonal metadiscourse markers in political discourse: A case study. *Cogent Arts & Humanities*, *9*(1), 2124683.

Ädel, A., & Mauranen, A. (2010). Metadiscourse: Diverse and divided perspectives. *Nordic journal of English studies*, *9*(2), 1-11.

Al-Subhi, A. S. (2022). Metadiscourse in online advertising: Exploring linguistic and visual metadiscourse in social media advertisements. *Journal of Pragmatics*, *187*, 24-40.https://doi.org/10.1016/j.pragma.2021.10.027

Azher, M., Jahangir, H., & Mahmood, R. (2023). Constructing Gender through Metadiscourse: A Corpus-Based Inter-Disciplinary Study of Research Dissertations of Pakistani M. Phil Graduates. *CORPORUM: Journal of Corpus Linguistics*, *6*(2), 81-101.

Bal-Gezegin, B. (2016). A corpus-based investigation of metadiscourse in academic book reviews. *Procedia-Social and Behavioral Sciences*, *232*, 713-718. https://doi.org/10.1016/j.sbspro.2016.10.097

Correa, D., & Echeverri, S. (2017). Using a systemic functional genre-based approach to promote a situated view of academic writing among EFL pre-service teachers. *How*, *24*(1), 44-62.

Crismore, A., Markkanen, R., & Steffensen, M. S. (1993). Metadiscourse in persuasive writing: A study of texts written by American and Finnish university students. *Written communication*, *10*(1), 39-71.

Faiz, M. A., & Adnan, M. (2023). Analysing the Impacts of Metadiscourse Markers in Gothic Fiction: A Corpus-Based Study of Poe's Short Stories. *Journal of Excellence in Social Sciences*, *2*(2), 24-41.

Fa-gen, L. (2012). Identification and Functions of Meta-Discourse. *US-China Foreign Language.*

Feroza (2022). *Interactive Markers in English Editorials of TN and Dawn: A Corpus-based Study*. (Unpublished MPhil thesis) Govt. College University, Faisalabad, Pakistan.

Halliday, M.A.K. & Hasan, R. (1976). *Cohesion in English*. London: Longman.

Halliday, M. A. K., & Matthiessen, C. M. (2013). *Halliday's introduction to functional grammar*. Routledge.

Hyland, K., & Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. *Applied linguistics*, *25*(2), 156-177.

Hyland. K. (2004). Disciplinary Interactions: Meta-Discourse in L2 Postgraduate Writing. *Journal of Second Language Writing.*

Hyland. K. (2005). *Meta-Discourse*. John Willey & Sons, Inc.

Hyland, K. (2015). *Teaching and researching writing*. Routledge.

Juez, L.A. (2009). Perspectives on discourse analysis: Theory and Practice. *Cambridge Scholarship Publishing.*

Li, T., & Wharton, S. (2012). Metadiscourse repertoire of L1 Mandarin undergraduates writing in English: A cross-contextual, cross-disciplinary study. *Journal of English for Academic Purposes*, *11*(4), 345-356.

Rahimi, M. (2011). Discourse markers in argumentative and expository writing of Iranian EFL learners. *World Journal of English Language*, *1*(2), 68

Shahid, M. I., Qasim, H. M., & Hasnain, M. (2020). A cross-linguistic study of metadiscourse in English and Urdu newspaper editorials. *Corporum: Journal of corpus linguistics*, *3*(1), 33-56.

Siddique, A. R., Mahmood, A., & Qasim, H. M. (2019). Attitude markers as metadiscourse in Pakistani English newspaper editorials: a corpus-based study. *Journal of Corpus Linguistics1 (2)*, 2-10.

Tanveer, S., Arslan, F., & Mahmood, M. I. (2023). Columnist Insights: A Corpus-Based Analysis of Boosters and Self-Mentions in Pakistani English Newspaper. *Pakistan Journal of Language Studies*, *7*(1), 138-155.

Tavanpour, N., Goudarzi, Z., & Farnia, M. (2016). Interactional metadiscourse markers in sports news in newspapers: A cross-cultural study of American and Iranian columnists. *The Philologist*, *1*(1), 1-13.

Trillo, J. R. (2002). The pragmatic fossilization of discourse markers in non-native speakers of English. Journal of Pragmatics, 34, 769-784

Xia, J. (2020). "Loving you": use of metadiscourse for relational acts in WeChat public account advertisements. *Discourse, Context & Media*, *37*, 100416. https://doi.org/10.1016/j.dcm.2020.100416

Zhang, M., Sun, W., Peng, H., Gan, Q., & Yu, B. (2017). A multidimensional analysis of metadiscourse markers across spoken registers. *Journal of Pragmatics*, *117*, 106-118. https://doi.org/10.1016/j.pragma.2017.06.004