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**COLLEGE STUDENTS' USE OF METADISOURSE ACROSS TWO  
LANGUAGES: A CASE OF COLLEGE STUDENTS AT THE COLLEGE OF BASIC  
EDUCATION, KUWAIT**

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**ABSTRACT:** *This study investigates college students' use of metadiscoursal markers across two languages: Arabic and English. It is a corpus-based study of 25 female college students' essays of approximately 500 running words from each student. The results reveal that in both languages students have frequently used more interactive resources than interactional resources. It also reveals that there are many differences of the use of metadiscoursal markers between the English and Arabic corpora. The findings of this study suggest some teaching implications which include the incorporation of metadiscoursal markers into the school curriculum at all levels. Teachers should raise the awareness of their students of the typical features of metadiscoursal markers, which are associated with both the English and Arabic languages, so that the students may establish a stronger interaction with their informational content and readers, as well as teachers becoming more sensitive to, and knowledgeable about, metadiscoursal markers and their use in different discourse communities and cultures.*

**KEYWORDS:** metadiscourse, interactive resources, interactional resources, college students, corpus-based analysis.

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## **INTRODUCTION**

The ability writers use in their academic essays to organise and present a well-informed text is one of the fundamental successes of academic writing across disciplines (Wolfe, 2011; Hyland and Tse, 2004; Basturkmen & Randow, 2014; and Gholami, Tajalli, & Shokrpour, 2015). Students' academic writings are mostly graded by their teachers and supervisors, particularly in terms of their ideas and informational contents, however, ideas and informational contents 'need to be understood not only in terms of the meaning of individual ideas', but rather with regard to how the academic text develops. It is also concerned with how ideas and informational contents inter-relate (Basturkmen & Randow, 2014). In addition, it is concerned with how writers use language to project themselves and their work, as well as to acknowledge and negotiate social relations with their readers (Hyland, 2004, 2005; Hyland, & Tse, 2004; Crismore, Markkanen, and Steffensen, 1993). To achieve this, academic writers employ an effective use of metadiscourse.

Several studies have been conducted on metadiscourse across many genres, disciplines and languages; for example, Intaraprawat and Steffensen (1995) investigated metadiscourse in

undergraduate second language learners. Dafouz-Milne (2008) conducted a study on a cross-linguistic of metadiscourse in newspapers; Steffensen and Cheng (1996) examined students' awareness of metadiscourse on their writing abilities; Hyland (1999) examined metadiscourse in university textbooks; Kuhi & Behnam (2011) focused their study on metadiscourse in applied linguistics research articles; Kawase (2015) conducted a study on metadiscourse in the introduction section of his PhD theses and research articles, and Basturkmen & Randow (2014) examined metadiscourse in argumentative essays' of postgraduate students.

Some comparative studies across languages of using metadiscourse have also been established; for example, Mauranan (1993) investigated metadiscourse in English and Finnish economic texts; Valero (1996) compared metadiscourse in English and Spanish economic texts; Breivega et al. (2002) compared metadiscourse across three disciplines - medicine, economics and linguistics, as well as across three languages - English, French and Norwegian; and Gholami, Tajalli, and Shokrpour (2015) focused their study on the comparison of metadiscourse written in English medical articles translated into Persian. However, there has been less attention focussed on published research on students' metadiscourse practices in colleges than has been accorded to research articles, undergraduate and postgraduate students' writing, a particular lack of such published research on comparisons between English and Arabic metadiscourse in students' essays in colleges. This study aims to investigate first year college students' use of metadiscourse across languages: English and Arabic, and its teaching implications in the Kuwait College of Education Studies. The rationale for this is to determine to what extent students have used metadiscourse and its teaching implications across the languages. The research questions are:

1. To what extent do first year college students use metadiscourse across the languages?
2. What are the teaching implications for students' metadiscourse practices across these languages?

## **THEORETICAL FRAMEWORK**

### **The concept of metadiscourse**

The concept of metadiscourse was coined by Harris (1959) and has received a wider attention among researchers who engaged in instruction in composition, reading, and text structure (Hyland, & Tse, 2004; Hyland, 2005b; Williams, 1981; Vande Kopple, 1985; and Crismore, 1989). Williams (1981) perceives the concept as 'writing about writing, whatever does not refer to the subject matter being addressed'. For Hyland and Tse (2004) the concept refers to 'the linguistic resources used to organise a discourse or the writer's stance towards either its content or the reader'. Our concern here is not to engage in extensive debate on the concept, but rather its significance in the construction of a coherent discourse. One of the significant features of metadiscourse is cohesive and interpersonal features. Writers employ these features to relate a text to its context in such ways to assist their readers to connect, organise, and interpret informational content in a way preferred by the writers, and with regard to the understandings and values of a particular discourse community (Hyland, 1998, 2005b, Hyland & Tse, 2004; and Vande Kopple, 1985). This suggests that metadiscourse functions at two levels in a text - textual and interpersonal functions. The former is concerned with how a text is organised by the use of specific devices such as signalling sequences, cross-

referencing, previewing materials, pointing out topic shifts, connecting ideas, and so forth (Hyland and Tse, 2004). The latter is concerned with how writers modify and highlight aspects of the text and offer their attitudes to it with specific linguistic features such as boosters, hedges, self-mention, and evaluation (Thompson, 2001; Martin, 2001; and Hyland & Tse 2004). For example, in terms of the interpersonal function writers may employ such linguistic devices to project themselves into their text and to express their attitude towards both the readers and the informational contents of the texts.

Hyland and Tse (2004) claim that there are three key principles of metadiscourse in academic writing: firstly, metadiscourse is distinct from the informational aspects of discourse that both the informational contents and the metadiscoursal elements appear together in a stretch of texts within the same sentences. Thus, a stretch of discourse may include both functions. They argue further that each element of these dual functions expresses its own content. For example, the informational content is concerned with the world, whereas the metadiscoursal is concerned with the text and its reception. Secondly, metadiscourse is concerned with the writer-reader interactions on the premise that it takes into cognisance the 'readers knowledge, textual experiences, processing needs, and that it provides writers with an armoury of rhetorical appeals to achieve this'. For example, as mentioned above, the interpersonal metadiscourse facilitates writers to express their personalities and their reactions to the informational contents of their texts, as well as 'characterise the interaction we would like to have with our readers about that content'. Finally, metadiscourse is concerned with the distinction between internal and external reference. For example, some metadiscoursal elements may perform more than one function that in the 'internal' can function as either to connect steps in the discourse (internal). On the other hand, it can function as 'external' that it organises discourse as an argument, or it may link several activities in the world outside of the text. For example, Hyland and Tse's (2004) data provide a clear distinction between the 'internal' and 'external' relations:

*In contrast*, these findings were not found among the low collectivists (PA Msc)

In this instance, the connective metadiscourse 'in contrast' expresses a relationship between propositions; whereas in the below citation it expresses a relationship between processes.

Firstly, the importance of complete images in compression is described in the second one. Secondly, predictors used for lossless image coding is introduced. Thirdly, the results and analysis are used to show the performance of the proposed compression. (EE PhD) (p 166)

Having defined the concept of metadiscourse, and highlighted three key principles of metadiscourse proposed by Hyland and Tse, our attention will turn to a model of academic metadiscourse of Hyland and Tse (2004). I will situate my research work within this model on the premise that it is specifically concerned with academic writing discourse and it has an extensive coverage of the concept, which previous studies did not cover.

### **A model of academic metadiscourse**

As noted above, that we will adopt Hyland and Tse's model of metadiscourse. According to this model 'metadiscourse represents the awareness of the unfolding text as discourse: how writers situate their language use to include a text, a writer and a reader'. In other words, it is

concerned with how writers engage in interpersonal interactions with readers and organise informational contents.

As discussed above, there are several studies on metadiscourse, as well as several taxonomies of the concept, which researchers have classified according to the metadiscoursal form, meaning, or function (Vande Kopple, 1985, 1997; Crismore, 1984; and Hernandez, 2008). As mentioned above, I adopted Hyland and Tse's model of metadiscoursal category. This category is divided into two: *interactive resources* and *interactional resources*. We will now discuss these resources with relevant examples:

a. **Interactive resources** refer to linguistic features which the writer uses in order to establish their preferred interpretations. These features are concerned with ways of organising discourse. They are also concerned with how writers 'anticipate readers' knowledge and reflect the writer's assessment of what needs to be made explicit to constrain and guide what can be recovered from the text' (Hyland, 2005b; Hyland & Tse, 2004). In other words, these features are concerned with how writers use such features to organise their informational content in ways that readers may find it coherent and convincing. These features are classified into five areas:

1. **Transitions** are mainly linguistic features which comprise contrastive, conjunction, additive, and consequential steps in the discourse. For example, the contrastive features are - in contrast; additive, moreover, furthermore; conjunction, and; as well as consequential, as a result, consequently and so forth.

2. **Endophoric markers** refer to other parts of the text in order to provide the readers with further information of the writer's intentions. For example, as noted above, see Figure 5, see Section 3, on page 6; and so forth.

3. **Evidentials** the primary function of these features is to indicate the source of the textual information, which originates outside of the current text. For example, according to X, cited, quoted, to quote X and so forth.

4. **Frame markers** are primarily used to sequence parts of the text, as well as to order argument in the text. These features have four specific functions - to label stages, such as at this point, in conclusion, on the whole, in summary, to repeat, and so forth. The second feature is to sequence, such as finally, lastly, secondly, numbering (1, 2, 3, etc.), subsequently, in this section, and so forth. The third feature is to announce goals, such as my aim, my purpose, I seek to, would like to, in this chapter, and so forth. The fourth feature is to shift topic, such as return to, in regard to, move on, turn to, with regard to, back to, and so forth.

5. **Code glosses** are features which mainly provide additional information by explaining, illustrating, or rephrasing the informational contents in other ways. Such linguistic features are, as a matter of fact, for example, I mean, known as, put another way, specifically, in other words, this means, and so forth.

b. **Interactional resources** refer to how writers involve readers in the argument by signalling the readers towards the authors' views on both informational contents and readers themselves (Hyland & Tse, 2004; Hyland, 1999; 2005a, 2005b). In other words, they are primarily concerned with evaluation and engagement which express the degree of intimacy,

epistemic judgment, attitude, and commitment, as well as the degree of reader involvement. It also has five features, which I will now discuss.

1. **Hedges** refer to how writers withhold a total commitment to the informational content presented in their work. Some of these devices are - almost, about, doubt, could, claim, argue, approximately, indicate, probably, possibly, perhaps, plausible, may, uncertain, and so forth.
2. **Boosters**, on the hand, refer to how writers express a total commitment, assurance and certainty to the informational content presented in their work. Some of these devices are - always, clearly, demonstrate, finds, indeed, definite, known, evident, establish, show, obviously, of course, no doubt, surely and so forth.
3. **Attitudinal markers** refer to how writers express their appraisal on the informational contents presented in their work by conveying surprise, agreement, obligation, importance and so forth. Some of the examples of such features are amazingly, curiously, agree, admittedly, disappointed, hopefully, important, shocking, surprisingly, unbelievable, unfortunate, and so forth.
4. **Self-mention** refers to how writers explicitly make themselves present in their texts by the use of first person pronouns and possessives, such as I, we, me, my, our, us, the author, the writer, and so forth.
5. **Engagement markers** refer to how writers explicitly address readers in order to build relationships. Some of these devices are allow, analyse, compare, imagine, assume, apply, define, evaluate, recall, review, see, should, look at, and so forth.

Having discussed the taxonomy of metadiscourse, we will position my research within this model. We will now turn my discourse into studies on metadiscourse.

## 2.2 Studies on metadiscourse

As noted above, several studies have been conducted across various genres, disciplines and languages. We will present an overview of some of these studies and will argue that there is a lack of metadiscourse studies in students' college writing across languages, and particularly a lack of such published research in the Kuwaiti context.

For example, in terms of research on genre, Kuhl and Behnam (2011) conducted a corpus-based study on metadiscourse across the genres in applied linguistics: 20 research articles, 20 handbook chapters, 20 introductory textbook chapters, and 20 scholarly textbook chapters. This study reveals that institutional and social differences determine the production and reception of metadiscourse across these genres. For example, self-mention appeared 3.7 times per 1000 words in the research articles, 1.7 times in handbook chapters, 2.6 times in scholarly textbook chapters, and 1.9 times in introductory textbook chapters, per 1000 words each. In another study, Gillaerts and Velde (2010) investigated interactional metadiscourse using a corpus-based quantitative survey of 75 research abstracts in the Journal of Pragmatics over three decades, from the 1980s to the 2000s. The results reveal that the overall usage of boosters, hedges, and attitudinal markers are sharply decreased over time. In the same vein, Kawase (2015) examined metadiscourse in the introductory sections of his PhD, and its corresponding sections in research articles. This study indicates that there is a greater usage of metadiscourse in research articles compared to PhD theses. This study suggests that the variation may probably be due to the fact that research article writers engage in severe

competition in order to persuade members of the disciplinary community or editors to accept their work for publishing.

In studies on students' genres, Adel (2005) conducted a corpus-based study on the use of metadiscourse by both native English and Swedish speakers at undergraduate level. The results of this study indicate that there are considerable differences of using metadiscourse markers across the languages. Again, Adel (2005) reports another study on metadiscourse practices between British and American writers on the use of 'personal' and 'interpersonal' metadiscourse markers across three corpora. This study shows that the beginning and end sections of students' texts have higher frequencies of personal metadiscourse markers than any other textual sections. It also reveals that learners tend to use more personal metadiscourse markers in the opening sections than anywhere else. Again, it indicates that American writers use high frequencies of personal metadiscourse markers in the closing sections of their texts, whereas British writers use less in their closing sections. However, in the opening sections, British writers use a greater amount of such personal metadiscourse markers than American writers. In a similar study, Martinez (2004) conducted a study on metadiscourse markers of Spanish undergraduates' expository essays. The results of this study reveal that students frequently use elaborative and contrastive metadiscourse markers. It also reveals that there are significant relationships between the frequencies of metadiscourse markers and the students' score.

Furthermore, Firoozian Pooresfahani, Khajavy & Vahidnia (2012) investigated metadiscourse markers in research articles written by Iranian engineering and Iranian applied linguistics writers. This study reveals that in both groups writers frequently used interactive resources more than interactional resources. In a similar study, Zarei and Mansoori (2007) examined metadiscourse patterns across two languages - English and Persian, in the disciplines of applied linguistics and computer engineering. The results of this study indicate that both languages emphasise the significance of text coherence over interpersonal functions of language. It also reveals that Persian texts are frequently expressed assumptions, which the readers will have to uncover the meaning of by themselves. In addition, Parvaresh (2007) conducted a study on metadiscourse markers across English and Persian texts on the impact of proficiency levels, and the presence of metadiscourse markers in high and low level learners. It reveals that low-level learners benefit from metadiscourse markers more than high-level learners. In another study, Gholami, et al. (2015) focused their study on comparisons of metadiscourse written in English medical articles and translated into Persian. It is a corpus-based study of 35 English medical journals translated into Persian. The aim was to investigate whether the metadiscourse markers have similar functions within these two languages. The results of this study show that there is a significant difference between the two languages in terms of the frequency and type of metadiscourse markers, as well as the distributional patterns of metadiscourse markers across the languages.

The above literature review on studies of metadiscourse indicate that much attention has been accorded to research on research articles, as well as undergraduate and postgraduate writing genres, than has been accorded to college students' writing genres. Again, it also demonstrates that a considerable number of studies have been established on metadiscourse markers across languages. However, as mentioned above, there is a lack of published

research on students' college writing on metadiscourse, and a lack of such published research across Arabic and English languages in the Kuwaiti context. Thus, as mentioned above, this study is aimed at investigating Kuwaiti college students' metadiscourse practices across Arabic and English languages, as well as its teaching implications. In the next section, we will discuss my study and the research design.

### **The Study**

The Basic Education College of the State of Kuwait is one of the biggest educational institutions responsible for preparing teachers in the country which awards its graduates a degree in education. The degree programme in this college lasts for four academic years, which has a total of eight semesters, with two semesters per year. A student must pass 13 educational modules, including practical or field training, before they graduate from the college.

The College aims at preparing specialised teachers to work in all stages of educational sectors, according to the needs of the work force and the Kuwaiti society. It also provides institutions and individuals with consultation services. In addition, the college also offers opportunities for training and continuous learning for workers in the educational field, so as to develop their professional abilities.

## **METHODOLOGY**

### **Quantitative research**

In order to investigate how the college students use metadiscourse in their writing across two languages, Arabic and English, we have conducted a quantitative study. The rationale is to identify the variation of the use of metadiscourse across these languages, particularly the non-native speakers of English language. Furthermore, Van and Gillaerts (2010:130) claim that a quantitative approach may provide 'small yet significant divergences of the standard patterns, which may be the result of conscious or unconscious decisions'. As a result of this, we will be examining the use of metadiscourse (frequency) across the languages in order to identify if there are significant variations across the languages.

### **Corpus and procedures**

This study consists of female students of the college (Department of English) in the second semester of the 2016/2017 academic session. The research sample consists of 25 female students in their first year of study in the Department of English. The study does not include any male students as the programme for preparing male English teachers at the college has been stopped and the programme is now only available for females, in consistence with the policy of the Ministry of Education and Higher Education for shifting towards feminizing the teaching staff at elementary schools. This study focuses on a written text corpus of 25 female students with approximately of 12,500 words.

As mentioned above, the study consists of 25 female students of the college, who were assigned to write essays in both Arabic and English of approximately 500 words each. The students were all Arabic native speakers. The following instructions were given:

a. You will have one hour to write a persuasive essay. You are requested to read the instructions and information carefully, which will help you to develop your essay.

b. You are a member of the Debate Association of this college. You are asked to write a persuasive essay, of which you will represent this college in the national competition.

c. Assignment:

Write an essay of about 500 words, in both Arabic and English, on social media and its impact on our daily lives.

You should consider the criteria which determine the score of the essay. The criteria are presence or absence of a clear point, paragraphing, overall organisation, grammar, and style of the essay.

### Procedure for data analysis

As noted above, this study developed a corpus of 25 female students' essays of approximately 500 words each from both languages, which represents a running word total of 12,300 words for English texts and 12,100 running words for Arabic texts. In order to identify these metadiscourse markers' categories, we examined the entire corpus manually by looking at the context of the items under investigation, with the aim of achieving a high reliability of the results. After we had collected the data, the total number of metadiscourse markers was determined in each text. Again, the total number of metadiscourse markers identified was counted separately. The identified metadiscourse markers of both languages were compared in order to find out if there was a significant difference between them.

## RESULTS AND DISCUSSION

Table 1 below shows the results of the frequency and type of metadiscourse markers identified in both the English and Arabic corpora. It also reveals that there is less use of metadiscourse markers in the Arabic corpus, whereas the English corpus has a higher frequency of metadiscourse markers. For example, the English corpus has a higher proportion of metadiscourse markers in each category in the corpus than the Arabic corpus, with the exception of transitional markers, particularly the metadiscourse marker 'and'. This study also reveals that not all metadiscourse markers identified in the English corpus were used by the students in the Arabic corpus. For example, the metadiscourse marker 'obvious' (see **Appendix 1**) occurred nine times in the English corpus, but does not occur in the Arabic texts. Similarly, other metadiscourse markers which do not occur in the Arabic corpus are - *definitely, in contrast, hopefully, absolutely and possible* (see **Appendix 1**). This variation is probably due to the cultural differences between the two languages, as previous studies reveal that in translating one language into another there is a possibility to add and drop some linguistic items (Gholami, et al., 2015). For example, in the Arabic corpus the use of the conjunction 'and' frequently appeared in mentioning items, whereas in the English language 'and' could only occur towards the end of listing the items. For example:

Radio **and** television **and** Facebook **and** Twitter **and** Instagram **and** WhatsApp (Arabic corpus)

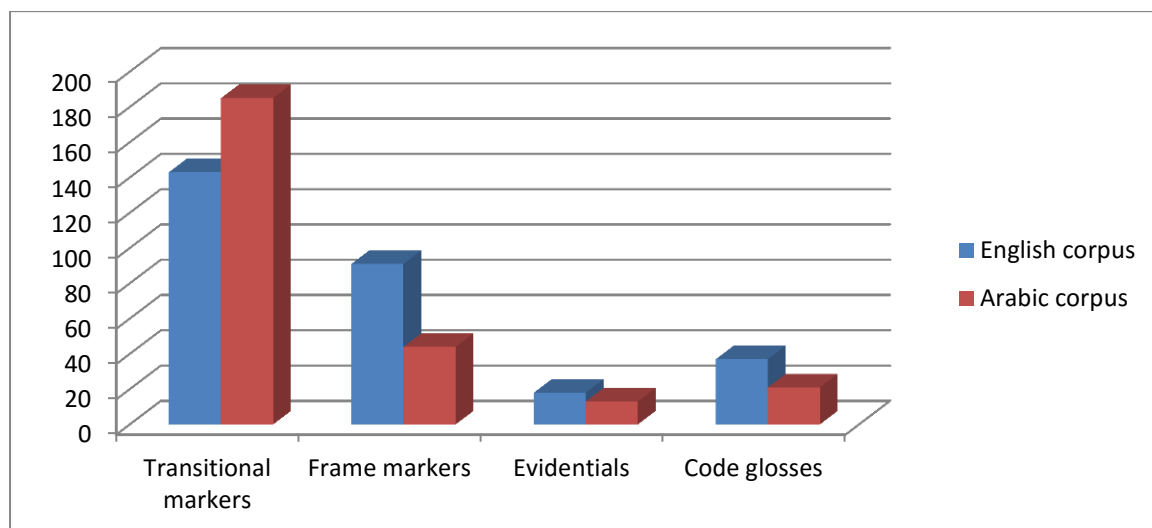
Radio, television, Facebook, Twitter, Instagram **and** WhatsApp (English corpus)



Metadiscoursal category	English corpus	Frequency	Arabic corpus	frequency
<b>Interactive resources</b>	Transitional markers	143		185
	Frame markers	91		44
	Evidentials	18		13
	Code glosses	37		21
	Total	289		263
<b>Interactional resources</b>	Hedges	33		16
	Boosters	62		28
	Attitudinal markers	25		02
	Self-mention	76		92
	Engagement	00		00
Total	196		138	

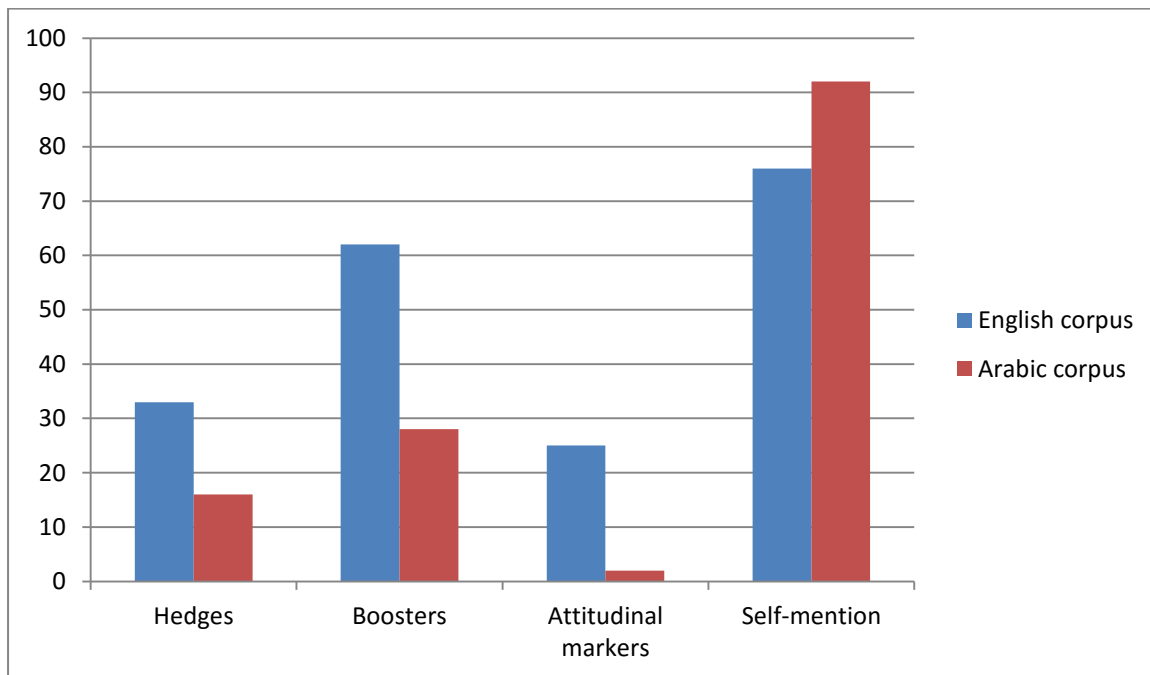
**Table 1: Frequency and type of metadiscourse in both the English and Arabic corpora**

Again, the results also indicate that there is a higher frequency of interactive resources than interactional resources in both the English and Arabic corpora. For example, Figure 1 below shows a higher frequency of 289 interactive resources in the English corpus. In contrast, there is a frequency of 196 interactional resources in the same corpus. Regarding the Arabic corpus, there is a higher frequency of 263 interactive resources, whereas a frequency of 138 interactional resources exists in the same corpus. This finding corroborates the finding of Gholami, et al., (2015), which indicates that writers use interactive resources much more than interactional resources. It also reveals a similar finding as Adel (2005), which indicates that there are considerable differences of use of metadiscoursal markers across languages.



**Figure 1: Frequency of interactive resources in both English and Arabic corpora**

As noted in Table 1 above, students used more interactive resources than interactional resources. Figure 1 above also shows distributional patterns of interactive resources between the corpora. It is evident that the students from both of the corpora have a higher frequency of transitional markers than other interactive resources. This corroborates Hyland's (1998: 445) finding, that writers use interactive resources more than interactional resources on the premise that they are 'guiding the reading process indicating discourse organisation and clarifying propositional connections and meanings'.



**Figure 2: Frequency of interactional resources in both English and Arabic corpora**

As discussed above, there is a lower frequency of interactional resources in both the corpora, and Figure 2 shows the distributional pattern of the resources in both corpora. This result is in contrast with the findings of Hyland (1998: 445), which reveals that hedges constitute over half of all interpersonal uses in the corpus. This shows that writers in this study frequently used boosters to reflect their facts and assertions in order to persuade their peers and examiners. Again, there is a higher frequency of self-mention in both corpora, which indicates that writers make themselves have an explicit presence in their writing.

## TEACHING IMPLICATIONS

The findings of this study suggest some teaching implications, although this study is not meant to address whether students' writing could significantly improve if their teachers and teaching materials are explicitly taught functions and types of metadiscourse. However, some studies suggest that foreign language learners could improve their use of metadiscourse if explicit teaching of metadiscourse has been administered to them (Mauranen, 1993, Crismore, et al., 1993, and Cheng, 1993). Subsequently, teachers should raise the awareness of their students of the typical features of metadiscourse markers, which are associated with

the English and Arabic languages, so that the students may establish a stronger interaction with their informational contents and readers. As Crismore et al. (1993: 68) suggest, 'teachers must become more sensitive to and knowledgeable about metadiscourse and its use in different discourse communities and cultures'. They should also be 'more sensitive to the impact of gender, schooling, and writing experience on its use'; thus teachers must take into cognisance these factors in teaching metadiscoursal markers to students.

Moreover, teaching metadiscoursal markers must be incorporated into the school curriculum at all levels of schooling. Metadiscoursal markers must also be incorporated into writing textbooks, which could include information and activities for teaching all kinds of metadiscoursal markers. The findings of this study could also assist teachers in selecting more appropriate teaching methods and instructional materials based on the students' needs.

## CONCLUSION

In conclusion, this study reveals that there are quite a few differences in the use of metadiscoursal markers between the English and Arabic languages. It also shows that in both languages writers use interactive resources much more than interactional resources. The findings of this study suggest some teaching implications as mentioned above, which include the incorporation of metadiscoursal markers into the school curriculum at all levels; teachers should raise the awareness of their students on the typical features of metadiscoursal markers, which are associated with the English and Arabic languages so that the students may establish a stronger interaction with their informational contents and readers, as well as teachers must become more sensitive to and knowledgeable about metadiscoursal markers and their use in different discourse communities and cultures.

## FURTHER RESEARCH

This study is specifically concerned with the corpus-based analysis, however some scholars argue that the absence of contextual features is one of the major criticisms of the corpus linguistic approach, particularly when dealing with pragmatic features of complex texts (Widdowson, 1998, 2002; Flowerdew, 2005; Hunston, 2002; and Swales, 2002). Thus, the future research should focus on both corpus-based and context-based approaches to discourse analysis in order to triangulate the study.

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**Appendix 1**

Frequency and type of metadiscourse identified in both English and Arabic corpora

<b>English Text</b>		
<b>No.</b>	<b>Metadiscourse</b>	<b>Frq.</b>
1	In addition	13
2	But	18
3	Therefore	11
4	Thus	12
5	And	54
6	Finally	12
7	To repeat	10
8	According to	18
9	In other words	10
10	Such as	11
11	Might	13
12	Perhaps	12
13	It is possible	15
14	Definitely	8
15	It is clear	11
16	Obvious	9
17	Unfortunately	7
18	I agree	12
19	Note that	11
20	I	29
21	We	28
22	Our	19
23	In contrast	7
24	Furthermore	15
25	Moreover	13
26	So that	8
27	Firstly	15
28	Secondly	15
29	To conclude	20

30	Next	8
31	I think	26
32	Hopefully	6
33	Suggest	8
34	Certainly	8
35	On the other hand	9
36	To clarify	7
37	Absolutely	6

<b>Arabic Text</b>		
<b>No.</b>	<b>Metadiscourse</b>	<b>Frq.</b>
1	In addition	8
2	But	10
3	Therefore	8
4	Thus	7
5	And	76
6	Finally	9
7	To repeat	3
8	According to	13
9	In other words	5
10	Such as	12
11	Might	7
12	Perhaps	6
13	It is possible	-
14	Definitely	-
15	It is clear	2
16	Obvious	-
17	Unfortunately	-
18	I agree	2
19	Note that	3
20	I	37
21	We	45
22	Our	10

23	In contrast	-
24	Furthermore	11
25	Moreover	2
26	So that	4
27	Firstly	5
28	Secondly	6
29	To conclude	11
30	Next	3
31	I think	22
32	Hopefully	-
33	Suggest	3
34	Certainly	4
35	On the other hand	1
36	To clarify	3
37	Absolutely	-