

GLOBAL RESEARCH CONFERENCE GRaCe 2020

"Hybridizing Transdisciplinary Research towards Digital Society 5.0"

PERMAI HOTEL KUALA TERENGGANU, MALAYSIA

16-18 OCTOBER 2020



UiTM *di hatiku*



Comparison Usage of Interactive and Interactional Metadiscourse among Undergraduates

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INTRODUCTION

Introduction

- Metadiscourse represents the idea that writing and speaking are more than just the communication of ideas and presentation of meaning.
- Having metadiscourse in written and spoken texts help readers and writers to perceive the importance of metadiscourse.
- Hyland (2004) views metadiscourse as "self-reflective linguistic expressions referring to the evolving text, to the writer, and to the imagined readers of that text" It is based on a view of writing as a social and communicative interaction and, in academic contexts, which portrays the ways writers project themselves
- Since writing an essay only involved one way interaction between the writer and audience, it is a big challenge to English Second Language (ESL) learners to write effectively and coherently.
- Hence, this study was conducted to investigate the frequency of interactive and interactional metadiscourse features (based on Hyland's (2005) produced in essays and compare its usage between two different groups of ESL learners.

Interactional Metadiscourse Hyland (2005)

No	Interactional Metadiscourse	Examples
1.	Attitude markers indicate the writer's opinion or assessment of a proposition.	<i>I agree,, I am amazed, appropriate, correctly, dramatic, hopefully, unfortunately.</i>
2.	Self-mentions refer to explicit authorial presence in the text and gives information about his/ her character and stance.	<i>I, we, the author</i>
3.	Engagement markers explicitly address readers to draw them into the discourse.	<i>We, our (inclusive), imperative mood.</i>
4.	Hedges indicate the writer's decision to recognize other voices, viewpoints or possibilities and be (ostensibly) open to negotiation with the reader,	<i>Apparently, assume, doubt, estimate, from my perspective, in most cases, in my opinion, probably, suggests</i>
5.	Boosters allow the writer to anticipate and preclude alternative, conflicting arguments by expressing certainty instead of doubt.	<i>Beyond doubt, clearly, definitely, we found, we proved, it is an established fact.</i>

Interactive Metadiscourse Hyland (2005)

No	Interactive Metadiscourse	Examples
1.	Code glosses- supply additional information by rephrasing, illustrating or explaining.	called, defined as, e.g., in other words, specifically
2.	Endophoric markers- refer to other parts of the text in order to make additional information available, provide supporting arguments, and thus steer the reader toward a preferred interpretation.	(in) (this) Chapter; see Section X, Figure X, page X; as noted earlier
3.	Evidentials- are metalinguistic representations of an idea from another source and help to establish authorial command of the subject.	(to) quote X, according to X
4.	Transitions Markers- express semantic relation between main clauses	In addition, but, thus, and, because
5.	Code glosses- supply additional information by rephrasing, illustrating or explaining.	called, defined as, e.g., in other words, specifically

Problem Statement

Currently, researches on metadiscourse and writing are still in the burgeoning stage, with their emphasis on English writing instruction in the English teaching community specifically in ESL writings.

Referring to the previous researches related to academic writing that rarely can be found in this area, thus we intend to investigate and analyze the metadiscourse in academic texts written by ESL Malaysian learners.

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RESEARCH OBJECTIVES

Research Objectives

The objectives of this study are as below:



To find out whether both groups of students (business administration course and computer science course) use the same amount and types of metadiscourse.



To investigate whether students from different course groups make any differences in their choice of metadiscourse.

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LITERATURE REVIEW

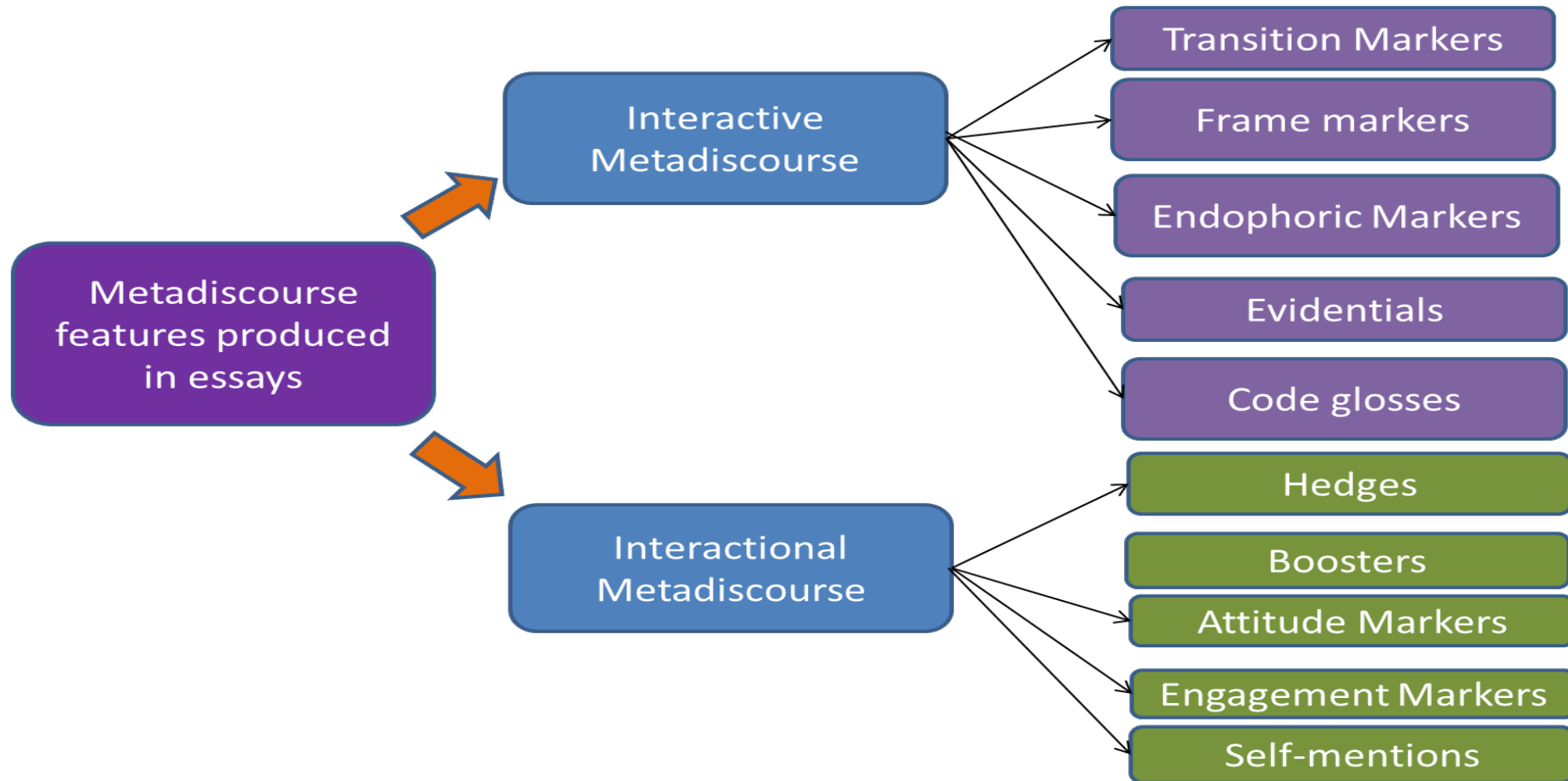
Literature Review

- Learning how to use metadiscourse in writing is an important tool for students of academic writing in both the L1 and L2 context (Hyland, 2005).
- Sorahi and Shabani (2016) conducted a study to examine the use of metadiscourse in Persian (20) and English (20) research article introductions in the linguistics field. In comparing the usage of type of metadiscourse, it was proven that both Iranian and English RA introductions used more interactive than interactional metadiscourse.
- Mahmood et. al (2017) also found that Pakistani undergraduate students were more prefer using interactional metadiscourse markers instead of interactive ones in their corpus of argumentative writings.
- A conducted by Alkhathlan (2019) who explored Saudi EFL undergrads' Research Articles, focused on the type and frequency of metadiscourse markers used revealed that the learners utilized more interactive metadiscourse markers than interactional ones.

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CONCEPTUAL FRAMEWORK

Conceptual Framework





METHODOLOGY

Methodology

Method

- Quantitative and qualitative – Purposive sampling method

Sample

- Corpus of 200 evaluative essays (100 essays from Business Administration course, 100 essays from Computer Science course)
- 2 different courses: Degree in Business Administration in Dungun campus and Degree in Computer Science in Kuala Terengganu campus.
- Data were analysed manually for the use of interactive and interactional metadiscourse based on Hyland's model of metadiscourse (2005)

FINDINGS

The frequency and percentage of metadiscourse features produced by Business Administration course.

BA	Frequency	%
INTERACTIVE METADISOURSE		
Code glosses	177	13.70
Endophoric markers	108	8.36
Evidentials	66	5.11
Transition markers	836	64.71
Frame markers	105	8.13
Total	1292	100.0

BA	Frequency	%
INTERACTIONAL METADISOURSE		
Hedges	120	9.83
Boosters	118	9.66
Attitude Markers	117	9.58
Engagement markers	137	11.22
Self-mention	729	59.71
Total	1221	100.0

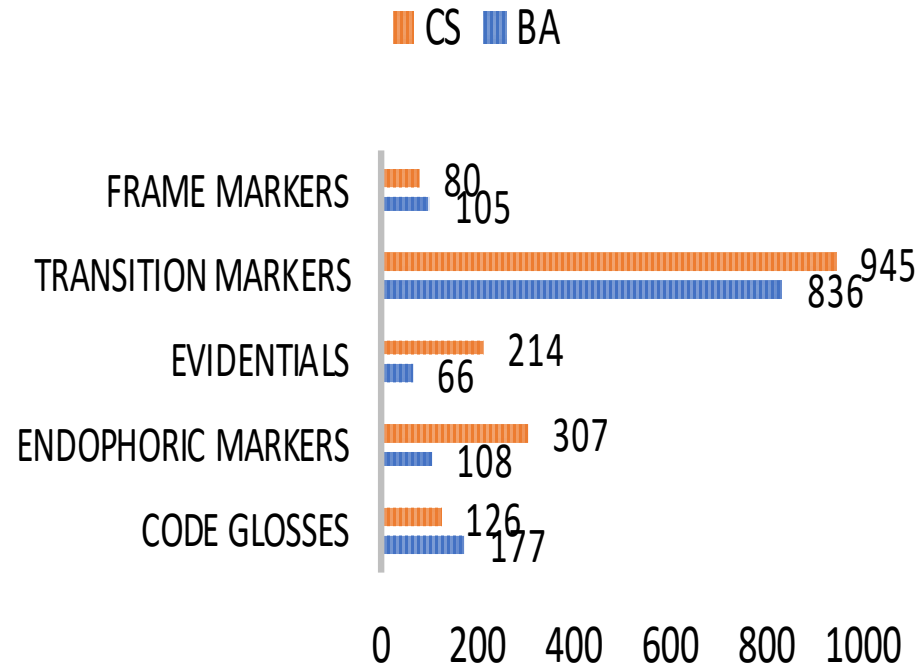
The frequency and percentage of metadiscourse features produced by Computer Science course.

BA	Frequency	%
INTERACTIVE METADISOURSE		
Code glosses	126	7.54
Endophoric markers	307	18.36
Evidentials	214	12.80
Transition markers	945	56.72
Frame markers	80	4.72
Total	1672	100.0

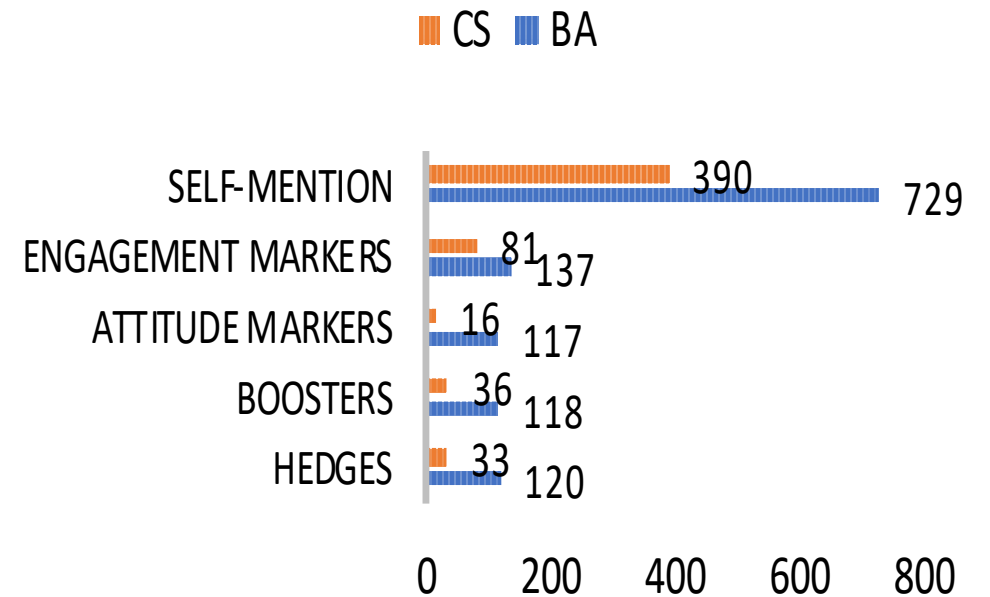
BA	Frequency	%
INTERACTIONAL METADISOURSE		
Hedges	33	5.94
Boosters	36	6.47
Attitude Markers	16	2.88
Engagement markers	81	14.57
Self-mention	390	70.14
Total	556	100.0

The metadiscourse features produced by computer science (CS) and business administration (BA) course

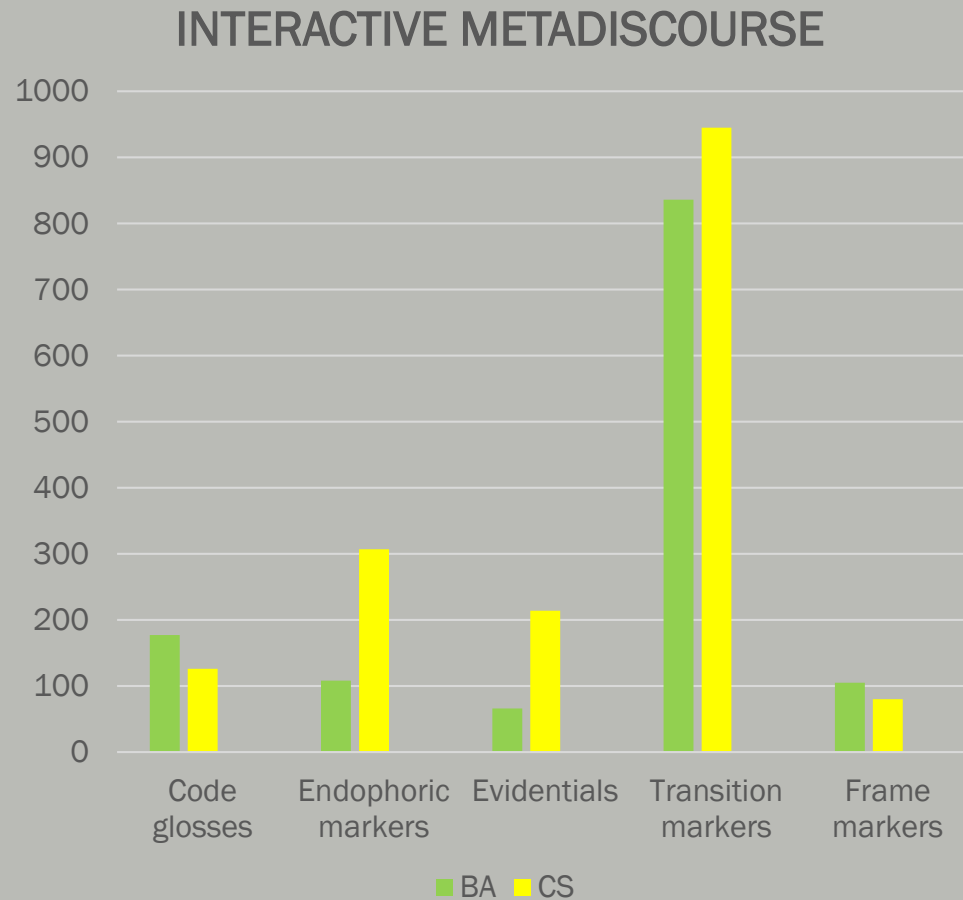
INTERACTIVE METADISCOURSE



INTERACTIONAL METADISCOURSE

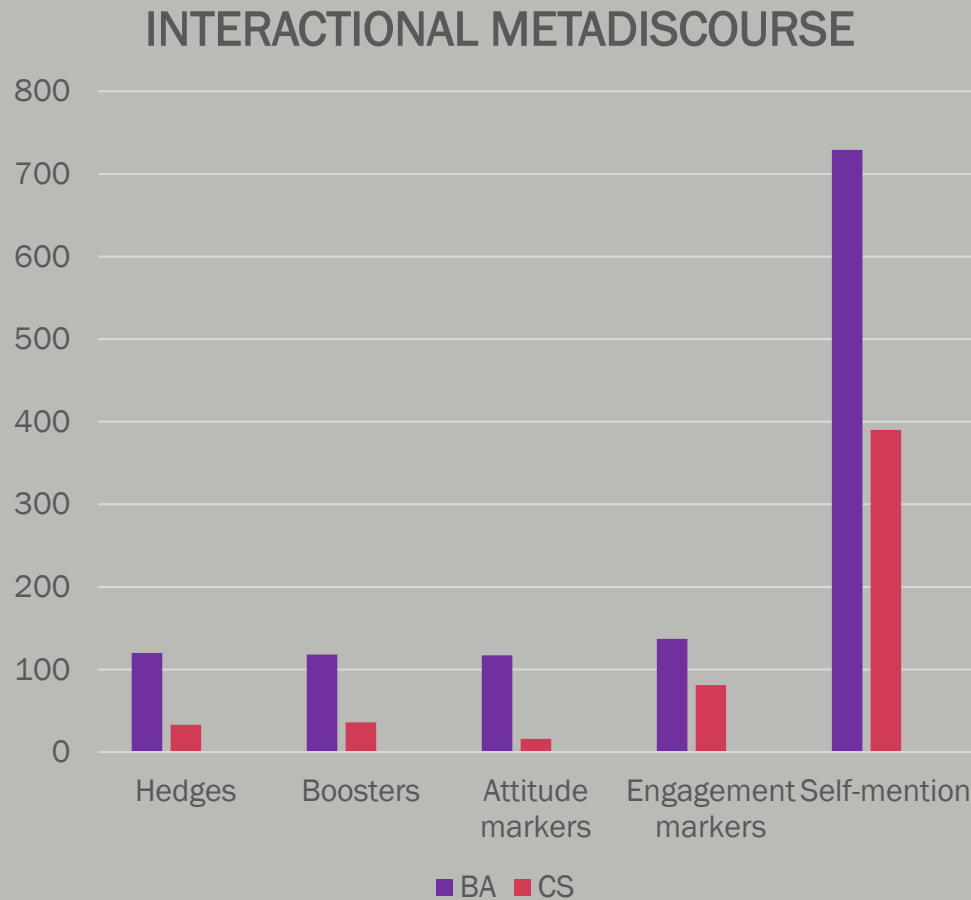


The interactive metadiscourse features produced by Computer Science (CS) and Business Administration (BA) course.



INTERACTIIVE METADISCOURSE FEATURES	BA (Frequency)	CS (Frequency)
Code glosses	177	126
Endophoric markers	108	307
Evidentials	66	214
Transition markers	836	945
Frame markers	105	80

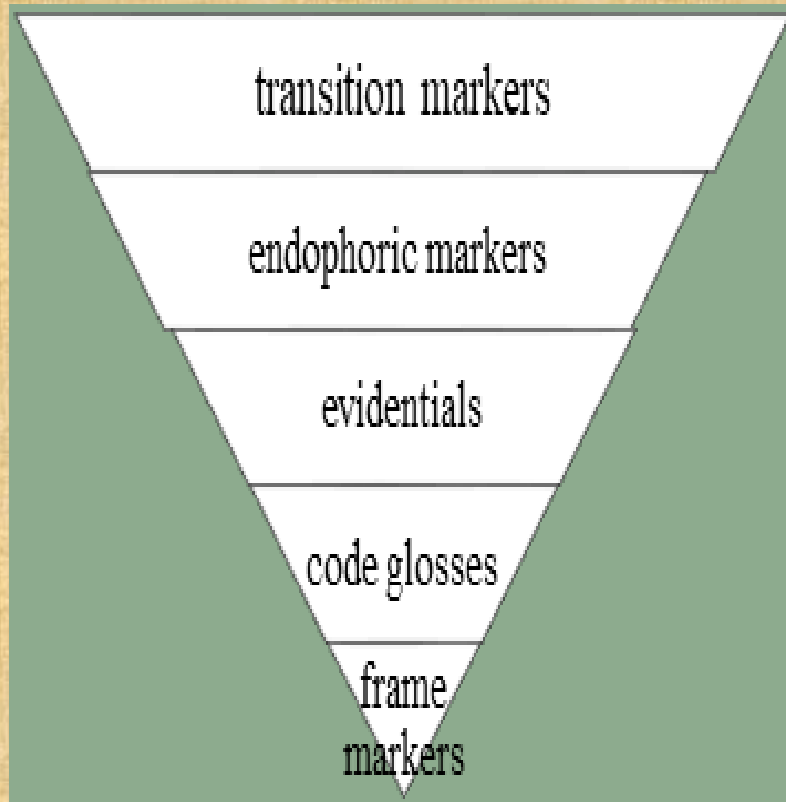
The interactional metadiscourse features produced by Computer Science (CS) and Business Administration (BA) course.



INTERACTIONAL METADISCOURSE FEATURES	BA (Frequency)	CS (Frequency)
Hedges	120	33
Boosters	118	36
Attitude markers	117	16
Engagement Self-markers	137	81
Self-mention	729	390

The most prominent and the least metadiscourse features produced by Computer Science course.

Interactive metadiscourse

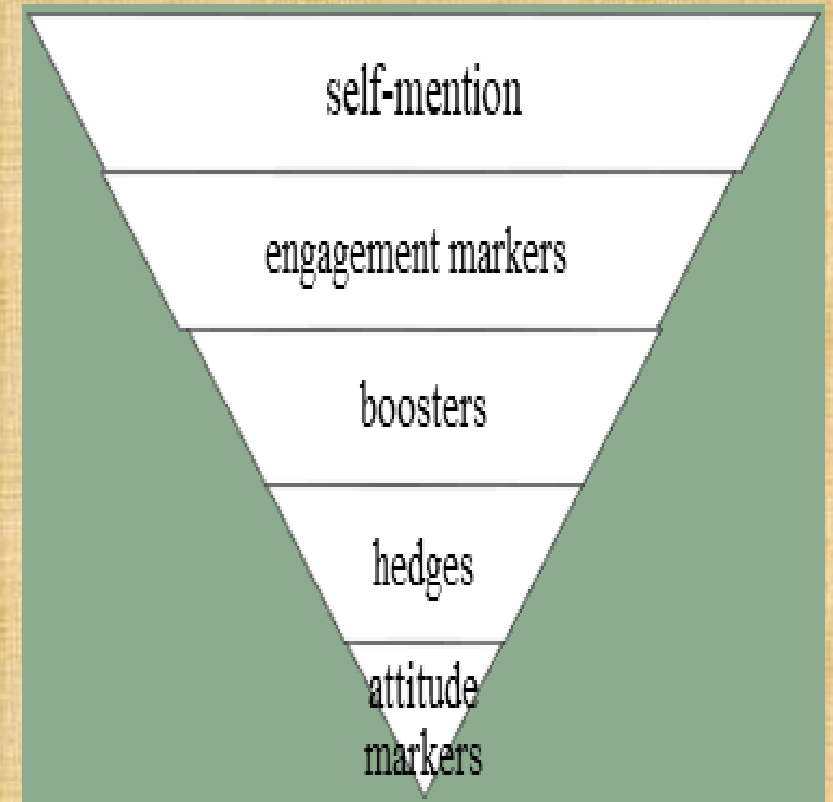


The most prominent



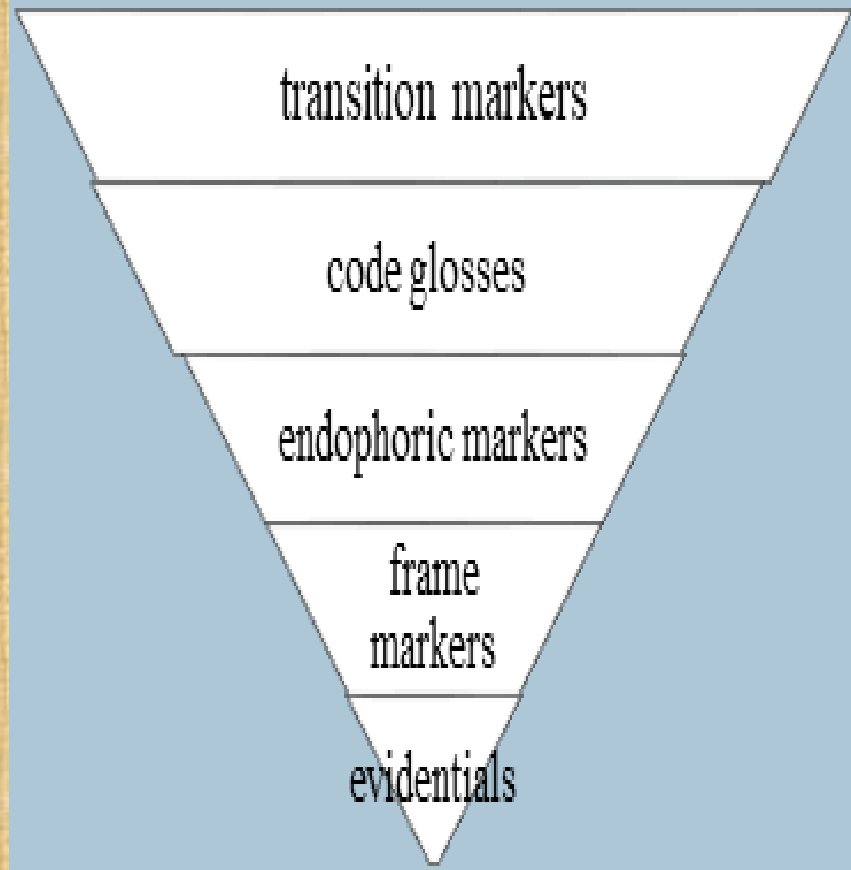
The least

Interactional metadiscourse



The most prominent and the least metadiscourse features produced by Business Administration course

Interactive metadiscourse

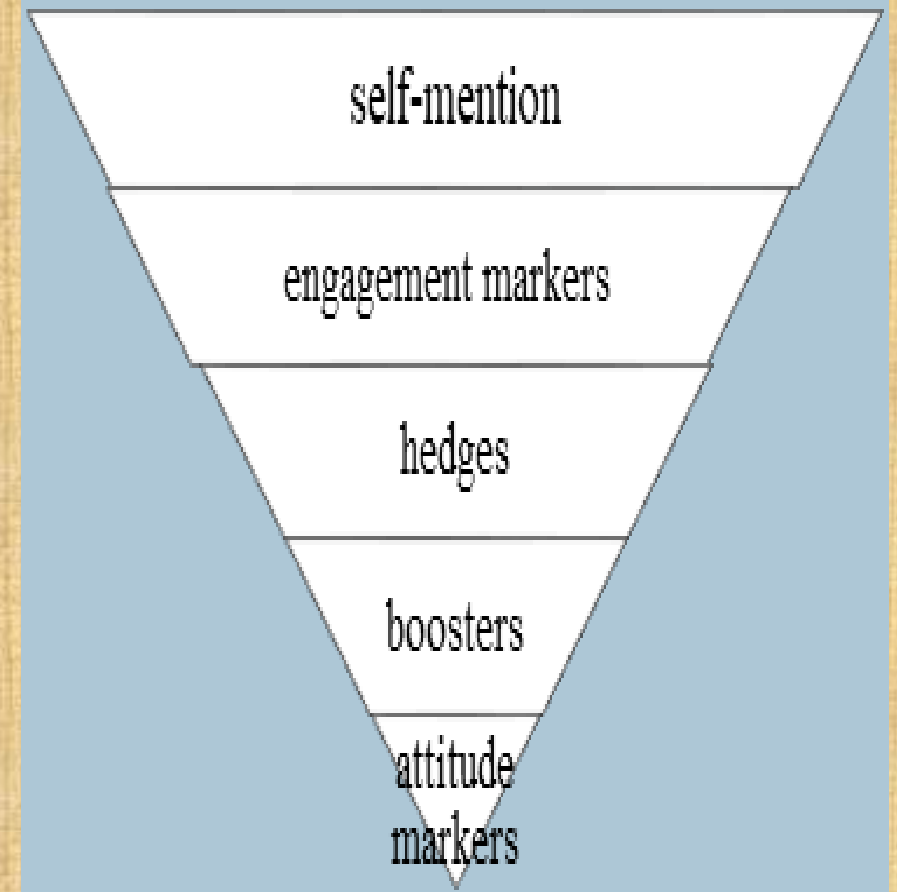


The most prominent



The least

Interactional metadiscourse

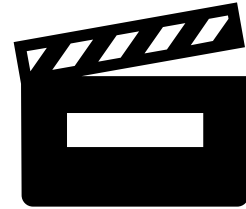




CONCLUSION

Conclusion

- In general, **both courses employed more interactive metadiscourse** features than interactional metadiscourse features in their writings.
- Next, the business administration course students preferred to use the elements of **interactional metadiscourse such as *Self-mention, Engagement markers, Attitude markers, Boosters and Hedges*** and lastly, **the most prominent metadiscourse features** are the *transition markers*.
- All in all, to teach metadiscourse, it would be effective to teach the concept of metadiscourse particularly for university level students because many novice writers just concentrate on the product, the written text and they do not pay enough attention to the main objective of writing which is communication with an audience.



THANK YOU