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

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Abstract

The use of interactive markers characterises the language of newspapers, as the newspapers aim to appeal to the audience. 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 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 the previous four years. 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 THE NEWS and DAWN NEWS were identified, and the functions served by using interactive discourse markers were explained. The results indicated that DAWN NEWS contained more frame and transitional markers than THE NEWS. Frame markers were being used as a tool to shape and frame the discourse in the writing. The use of frame markers also depicted that helped establish the meaning contextually in the minds of the readers. The transitional markers were used to refer to the categories of contrasts and resemblances.

Keywords: *Interactive Markers, Function, Newspaper Editorials, Interactive Discourse*

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Introduction

This A set of language components that function within the resuming, communicative, communal, and stylistic aspects of discourse is known as

"discourse markers". One of the prominent aspects of structuring the discourse is the meta-discourse resources, which lead addressees to receive a high level of awareness and participation. Markers of text, connectives, markers of validity, comments, and markers of attitude are all essential components of interpersonal speech. Metadiscourse can be broken down into two categories: interpersonal and textual. These two groupings were broken down further into subgroups by Crismore et al. (1993). The interpersonal dimension consists of hedges, attributes, certainty markers, attitude markers, and commentary, whereas the textual meta-discourse consists of two groups: interpretive markers and textual markers. Commentary is part of the interpersonal dimension. These two groupings are broken down even further into their respective subgroups. The terms logical sequencers, cues, connections, and tropicalises are all examples of stylistic markers. The body of an explanatory indicator comprises things like illocution markers, code glosses, and announcements. Discourse markers (DMs) are strings of natural language whose main purpose is to show the coherence, dealings, and outcomes of a certain part of the discourse as well as other close parts or characteristics of the communicative state. This lets the person who hears or reads the discourse do the processing job.

Based on Feroza (2022), the present study focuses on the investigation of interactive markers used in editorials of two Pakistani English newspapers, The News and Dawn.

Statement of the problem

The use of discourse markers in newspaper editorials is significant as the editorial section contains the newspaper's ideological associations. Editorials are used for opinion-building on some issues among the masses. Therefore, analysing the use of discourse markers in editorials is important. The present study, therefore, aims at analysing interactive markers in editorials of The News and Dawn. The goal of the research will be to determine "The Use of Transition Markers and Frame Markers in PENE.

Objectives

The objectives of the study are stated below:

1. To classify the transition markers and frame markers used in editorials of The News and Dawn.
2. To determine the frequency of the markers and the functions they serve.

Research Questions

1. What kind of transitional and frame markers appear in Pakistani English newspaper editorials?
2. What are the frequencies of interactive discourse markers (transitional and frame markers)?
3. What roles do interactive discourse markers play?

Significance of the Study

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

Literature Review

1. Theoretical Framework

The model of Hyland (2005) has been used to examine transition markers and frame markers to disclose the differences among the editorials using transition markers and frame markers. Hyland's model is presented in Table 1.

Table 1: *Hyland's (2005) Model of Metadiscourse*

Category	Functions	Examples
Interactive Metadiscourse	Interactive Metadiscourse	Interactive Metadiscourse
Transitions	Direct lexical relationship concerning central clauses	Moreover, but, hence, like, also
Frame markers	Denote speech performances, goal announces, or label stages	Firstly, to sum, my objective, my opinion
Endophoric Markers	Mention the data in an additional portion of the writing	In section 3, see figure 1
Evidentials	State to the foundation of data from additional writings	according to this, (Y,1980), smith says

Category	Functions	Examples
Code glosses	Support students hold purposes of ideational substantial	in other words, such as
Interactional Metadiscourse	Interactional Metadiscourse	Interactional Metadiscourse
Hedges	Authors complete focus assurance to proportion	Perhaps, might, possible
Boosters	Highlight strengths or the author's inevitability	Surely, in fact, it's obvious that
Attitude Markers	Direct author's approach to proposition	I agree, it is surprising
Engagement Markers	Openly mention or shape association with a person who reads	Deliberate, we notice that, see that
Self-Emotions	Obvious orientation to the writer	I, me, my

Note. This table summarises the categories of Hyland's (2005) metadiscourse model and examples of each.

1.1.Interactive Markers

According to Hyland (2005), Interactive metadiscourse markers are related to the author's information about the reader. It also helps authors organise the information given in the text as per the requirement of the reader. Hyland (2005) explains the role of interactive markers and states that the author, with the help of interactive markers, will become able to consider "reader's knowledge, their interests, and rhetorical expectations and processing abilities". This category of markers is specially focused on by the writers to fulfil the requirements of the textual organisation and the needs of the readers. This supports readers in understanding the matter discussed by the writer. Moreover, it helps the authors limit the text and provide arguments that support the reader in understanding the authors' required interpretation. Hyland (2005) divided interactive markers into five subcategories described below.

1.2.Transition Markers

Hyland (2005) states, "Transition markers are mainly conjunctions and adverbial phrases". The writers employ these phrases to help their readers understand the connections between steps in an argument. Moreover, transition markers are comprised of internal devices for different purposes. It includes

addition, comparison, and consequence. The writers use the addition to add elements to an argument, for example, (and, moreover). Comparison marks are used in the argument for different purposes. For example, similar (equally, similarly) and different (however, on the other hand). Consequence refers to relations that inform the readers that a conclusion is drawn or justified (in conclusion, consequently, etc.).

1.3.Frame Markers

Frame markers are the second subcategory of Interactive metadiscourse markers. According to Hyland (2005), Frame markers contain a wide range of metadiscourse features that are mainly used for different purposes in discourse organisation. It includes sequencing, labelling stages, goals, and shift topics. Sequencing is used to sequence different parts of the text (first, then), label stages are used to explicitly discuss the stage of the text (to summarise, at this stage), announcing goals are used for announcements in the discourse (my purpose, the goal of the study), shift topic is used for pointing the moving in the next topic or idea (back to, shift to).

1.4.Endophoric markers

Endophoric markers are a collection of expressions that are used to refer to other sections and parts of the text in the text itself. For example (see fig.6, as noted above, below in table x). Moreover, it helps the readers understand the important concepts in the text by directing them to the specific sections or information.

1.5. Evidential

Evidentials are used in academic writing to refer to sources of information from other textual material. Such as research papers, conference papers, review papers, and books. For example, according to Z, X states (Y, 2017). According to Hyland & Tse (2004), Evidentials are the strategies employed by researchers/writers to refer to other texts as a source of supplementary information.

1.6.Code Glosses

Code glosses are the last marker in the interactive category of metadiscourse. It contains a wide range of words that are used to present additional information in different ways, such as “by rephrasing, explaining or elaborating what has been said” (Hyland, 2005). This is the strategy followed by writers to ensure that their readers can understand and recover the writer’s

intended meaning. Phrases that function as code glosses usually start, such as, in other words, this is called, etc.

1.7.Procedure

Hyland Taxonomy, being functional, is appropriate for linguistics comparison of texts. According to this taxonomy, linguistic expressions can be categorised according to their textual functions. Therefore, meta-discourse elements of Hyland taxonomy were used as instruments to analyse and compare the data in the current study.

Siddique et al. (2020), Bashir et al. (2021), and Ahmad et al. (2020) explore the use of metadiscourse markers in Pakistani English newspaper editorials through corpus-based analyses. Siddique et al. focused on frame markers, emphasising their role in guiding readers through text stages in editorial discourse. Bashir et al. (2021) examined interpersonal metadiscourse, which helps establish a relationship between the writer and reader, and their findings reveal the significance of these markers in shaping reader engagement. Ahmad et al. studied modal verbs as stance markers, highlighting their function in expressing attitudes and degrees of certainty. Collectively, these studies underline the importance of metadiscourse in structuring editorials and influencing readers' understanding.

According to Hyland (2005), transition markers express semantic relations between main clauses, while frame markers refer to discourse acts, sequences, or text stages. Internal connectors are employed to signal the links among propositions in a discourse. Action markers illustrate the performances of discourse acts. Halliday and Hassan's (1976) categorisation of conjunctions based on cohesive relations (additive, adversative, causal, temporal) was employed to determine the connectors used as met text categories in the corpora B. Com students. Word count was run on the corpora to calculate the number of words. In the initial phase, the research theses were meticulously read and examined to identify the instances of higher-level meta-discourse devices. This phase was repeated three times to eliminate any chance of mistakes. In the last phase, percentages of meta-discourse elements were calculated to find the difference in the research essays.

1.8. Studies on meta-discourse

Many studies have been conducted on the significance of meta-discourse as an element of writing (e.g. Adel & Mauranen 2010; Hyland, 2004). The usage of meta-discourse has been the subject of research in a wide variety of academic disciplines, publications, and intercultural studies. It has

been the subject of many studies, all of which point to the role it plays in writing, particularly instructional writing. Hyland (2004)) investigated the usage of meta-discourse in introductory textbooks for tertiary students as well as research papers.

Li and Wharton (2012) investigated the use of cohesive devices in academic writing by applying Halliday and Hassan's (1976) classification of interconnected strategies, and they also looked into the connection between the quality of writing and cohesive devices. As a consequence of this, they concluded that adding devices had been used a significant amount of the time.

Rahimi's (2011) research draws parallels between the DM practices of native speakers and EFL learners. According to the findings that Trillo shared, native English speakers utilise the DMs' well' and 'you know much more often than EFL learners.

Despite the significance of meta-discourse categories, a study in this field is almost nonexistent in the Pakistani context. This is even though these categories are very important. The metatextual analysis of the Pakistani English newspaper Editorials (PENE) genre across disciplines is still a little-researched subject, which is why the current work is of such great significance. This research aims to investigate the use of meta-text devices to guide and orient the audience about the interpretation of the academic genre. An empirical examination of one hundred different argumentative essays is carried out in this research. This investigation is carried out to investigate the fact that meta-discourse aspects contribute to an increase in the explicitness of text structure. Therefore, the purpose of this research work is to investigate the use of meta-discourse components in Pakistani English Newspaper Editorials (PENE) published by DAWN NEWS (DN) AND THE NEWS (TN).

Methodology

1. Research Design

In the current study, a mixed-methods research design was adopted. Quantitatively, each FM and TM used in Pakistani English Newspaper Editorials (PENE) of THE NEWS(TN) and DAWN NEWS(DN) was identified, and the frequencies were calculated. Qualitatively, the functions of FMs and TMs were explained.

2. Data

To carry out this study, a specialised corpus was compiled from two sources of newspaper editorials from THE NEWS (TN) and DAWN NEWS (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 specialised 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., newspaper editorials. In this regard, a minimal specialised corpus yields valuable insights into the texts, specifically the language patterns in use. 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: THE NEWS (TN) and DAWN NEWS (DN). Data from 2017 to 2021 through online sites and Google searches was collected for the following years. All these editorials were written between 2017 and 2021.

3. ***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.

Analysis and Results

In this research, the researcher followed a mixed-method research design. First, the researcher collected and analysed the quantitative (numeric) data with the help of concordance from AntConc software. Second, the data was qualitatively analysed 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 TMs and FMs in editorials of The News and Dawn have been given below in Table 2.

Table 2: *Frequencies of Interactive Markers*

Newspaper	**Frame Markers**	**Transitional Markers**
Dawn News	1246	1957
The News	1396	2142

Note. The table shows the number of frame markers and transitional markers used in the editorials of two Pakistani newspapers.

In Table 2, the descriptive results of interactive metadiscourse for both sub-corpora have been presented. The table shows that the use of Interactive metadiscourse markers in the Dawn News is less than in the News. Dawn News used 1246 frame markers and 1957 transitional markers, and The News used 1396 frame markers and 2142 transitional markers. Below is the graphical representation of the derived frequencies in The News in Figure 1.

Writers and speakers project their personal feelings and judgments into what they produce through interaction markers. They can adopt imperative, emotional, sympathetic, cordial, or distanced roles in relation to the readers; the writer may intend to teach or instruct something to the reader; they can highlight their role in the text or keep it encrypted by the use of, say, passive roles. The relationship between writer and reader can manifest in different ways in writing. Keeping distance from the readers or getting close to them, speaking out the words or keeping them in passivisation, and many other relations can be seen in the written tasks, which all appear in the form of words and expressions, constructions, and metadiscourse. In sum, the writers' intention in presenting themselves can appear in terms of words and expression, as well as constructions and metadiscourse.

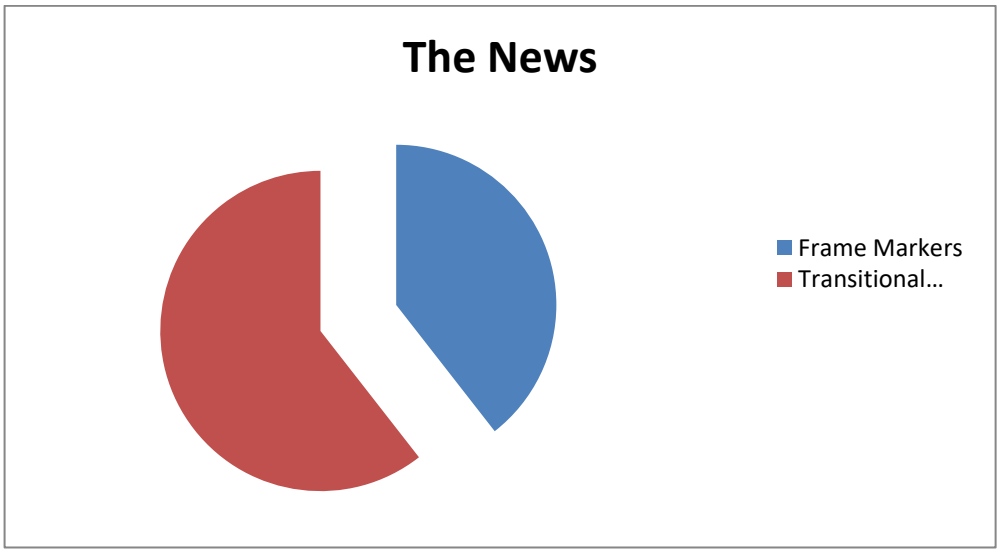


Figure 1: *Graphical representation of Interactive markers in The News*

Frame markers are the first subcategory of interactive markers, which are used as the least frequent markers in English newspaper corpora. It had lower frequencies. On the other hand, transitional markers are used as the most

frequent interactive marker in respective newspapers. However, frame markers were found with a frequency of a lower number, which showed that it is used in minor amounts. Transition markers are the second subcategory of interactive markers, which are found to be the most frequent markers in PENE corpora. Below is the graphic representation of the interactive markers in Dawn News in Figure 2.

Writing is not viewed as a mere representation of words on a page regardless of its reader, author, and the context in which it occurs. Writing involves much more than generating text-based information and linguistic forms. It is connected in complex ways to various communicative purposes and maintains an interactive relationship between the reader and author (Juez, 2009). As such, when approaching a written text, ideas and thoughts are exchanged between readers and the author. In recent years, theorists and researchers have come to a consensus that the development of academic writing skills has become more of a challenge to EFL learners. University students, particularly learners of English as a foreign language, typically receive instruction on producing a written text. However, less emphasis is given to the social and situated view of writing, allowing learners to effectively meet the demands of writing their proposals and academic work. The focus is on fixed activities concerned with lexical forms, grammatical structures, and textual forms that do not change with different contexts, purposes, and readers (Correa & Echeverri, 2017).

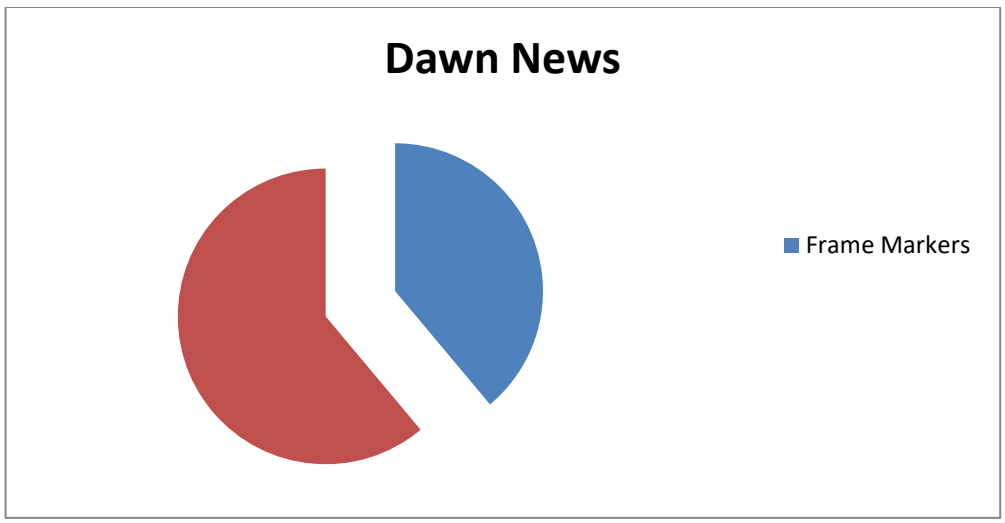


Figure 2: *Graphical representation of Interactive Markers in Dawn News*

Metadiscourse is recognised as one of the important rhetorical strategies that serve as a means for organising discourse and exploring the author-reader relationship. It is a key component through which the writer interacts with the reader within the text. Therefore, metadiscourse marks the written text as a social interaction that includes the ways by which writers negotiate meaning with readers. For that interaction to take place, both writer and reader must adhere to certain rhetorical features in the production of written texts.

Table 3: *Accumulative Frequencies of Interactive Markers*

Newspaper	Interactive Markers
Dawn News	3203
The News	3583

Note. This table displays the total number of interactive markers (both frame and transitional) found in editorials of Dawn News and The News.

The table above shows that in the collected corpora of two Pakistani newspapers, it has been observed that the two categories of interactive markers, frame markers, and transitional markers, are used in excess in The News as in Dawn News, the use of these two categories of the interactive markers is lower in numbers. The Dawn News used 3203 interactive markers and The News used 3583 interactive markers (frame markers and transitional markers). The graphical representation of these markers in both newspapers is given in Figure 3.

Metadiscourse markers refer to language devices and features that are employed by students to help them organise and reconstruct the text content, establish writer-reader relationships to facilitate communication and assist readers in decoding and interpreting the text. Metadiscourse has been widely defined by a number of researchers in the field of language research and study. However, there is little consensus on what metadiscourse means, and the term was defined and delimited by a number of scholars from different perspectives. Hyland (2005) maintained that metadiscourse has been used to refer to specific linguistic or rhetorical devices employed by the author to organise discourse and reflect the author's purpose and point of view. From another token, Adel (2006) regarded metadiscourse as the writer's commentary which is made throughout the written discourse. It implies the writer's stance about the content of the text and how the reader is engaged in making decisions on language use and wording of the text.

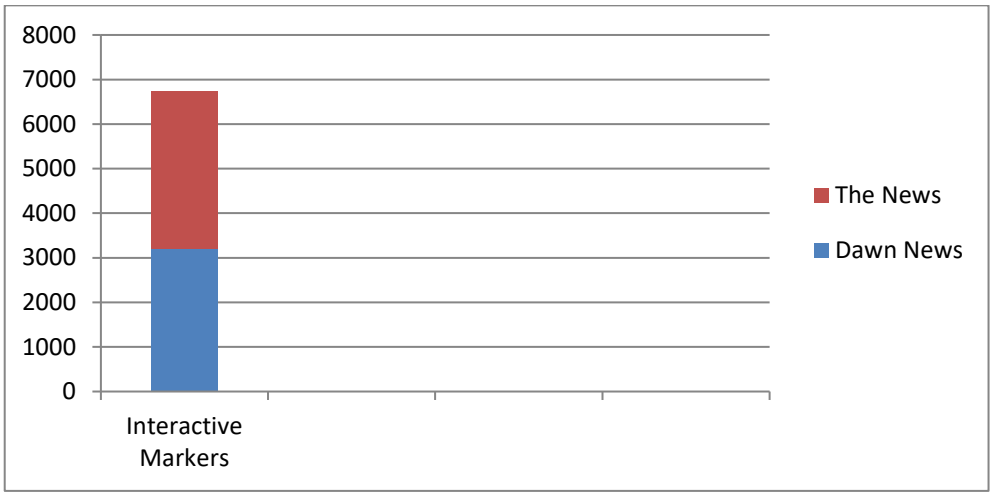


Figure 3: *Graphical Representation of Accumulative Frequencies of Interactive Markers*

Frame markers refer to text boundaries, items of sequence, topic shifts, text stages, and discourse goals. Examples are: To conclude, my purpose here is to, finally, summarise this section. The corpora of the present study showed the frequencies of all these subcategories of the frame marks used by the two most important and reliable newspapers The News and Dawn News. The table below shows the frequencies of the subcategories of frame markers that have been derived from the corpora collected by the newspapers. This has explained in detail the frequencies in both newspapers. As for the results concerned, The News used higher frequencies of all the subcategories of the frame markers than Dawn News.

Table 4: *Frequencies of Frame Markers*

Frame Markers	**Sequencing**	**Label Stages**	**Announce Goal**	**Topic Shift**
The News	900	97	165	234
Dawn News	765	67	87	327

Note. The table provides the breakdown of frame markers into subcategories (sequencing, label stages, announce goal, and topic shift) for two newspapers.

Metadiscourse emphasises connecting the written material with its context and points out the reader's participation in meaning-making. Besides, metadiscourse includes an array of devices that assist readers in matching the writers' intended meaning and understanding the implications and suggestions within the text. Consequently, metadiscourse interweaves language and content and the context in which a piece of written discourse is delivered.

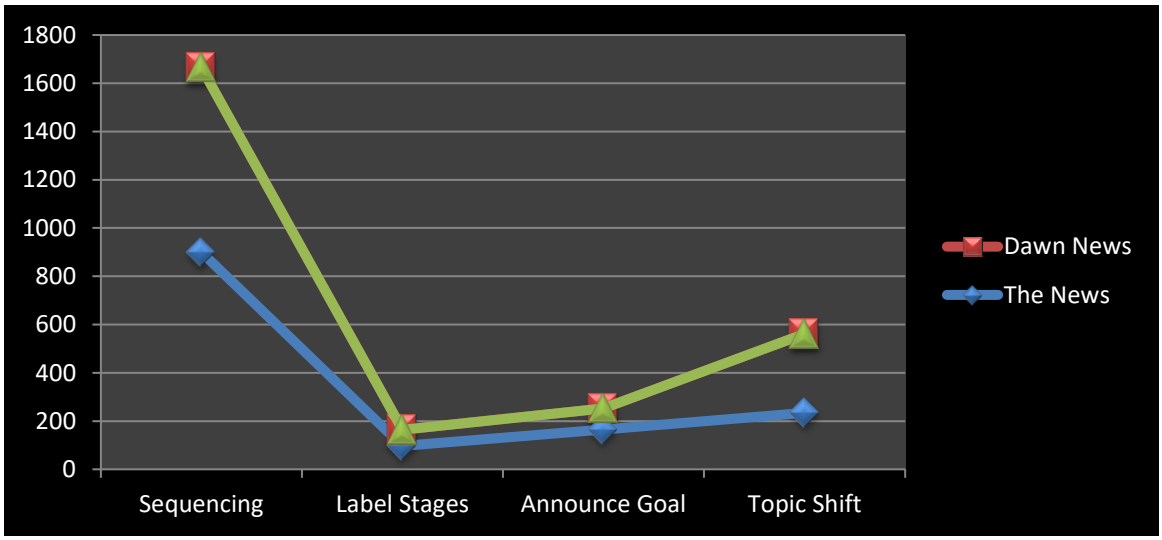


Figure 4: *Graphical Representation of Frame Markers*

Hyland (2005, p.50) states, "Transition markers are mainly conjunctions and adverbial phrases". These phrases are employed by the writers to help their readers understand the connections between steps in an argument. Moreover, transition markers are comprised of internal devices for different purposes. It includes addition, comparison, and consequence. The addition is used by the writers to add elements to an argument, for example (and, moreover). Comparison marks are used in the argument for different purposes. For example, similar (equally, similarly), different (however, on the other hand).

Consequence refers to relations that inform the readers that a conclusion is drawn or justified (in conclusion, consequently, etc). Transitions are in less ration as compared to frame markers in both corpora. The frequency of these transitional markers is given in the table below.

Table 5: *Frequencies of Transition Markers*

Transition Markers	Addition Markers	Comparison Markers	Consequence Markers
The News	876	712	554
Dawn News	657	546	74

Note. This table presents the frequency of addition, comparison, and consequence markers used in editorials of two newspapers

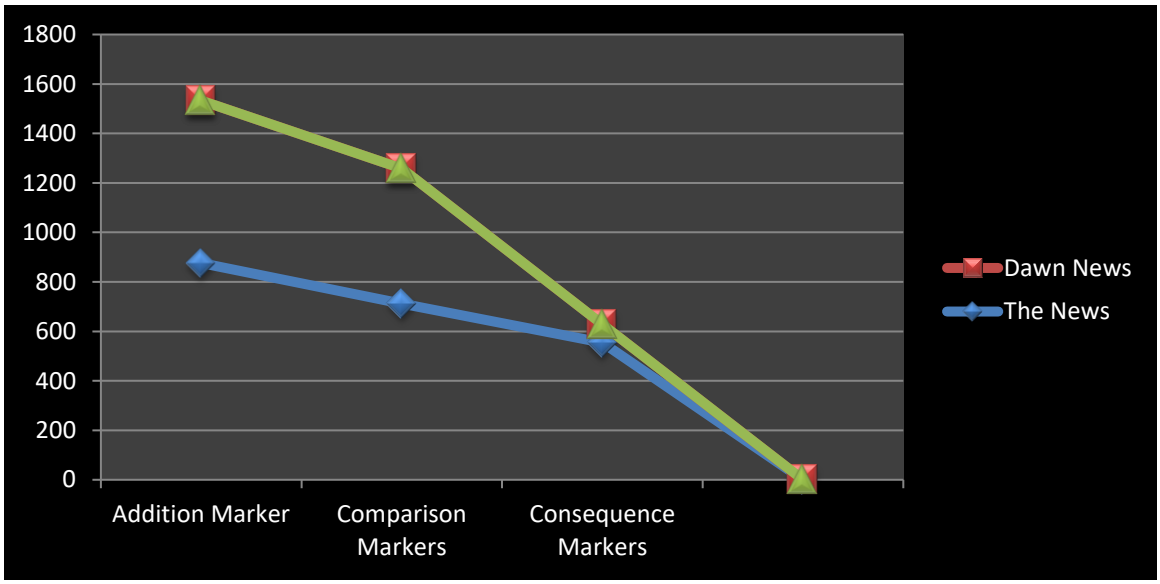


Figure 5: *Graphical Representation of Transition Markers*

a. Some examples of Interactive markers from The News and Dawn News sub-corpora

i. Transitional markers

Transition markers are in the form of conjunctives and conjunctions that assist readers in seeking reasonable connections between propositions. These markers act as adverbial phrases and assist readers in interpreting pragmatic relations between arguments and events. Several categorisations have been proposed by the related authorities, covering the categorisation proposed by Halliday and Hasan (1976): Additive markers (i.e., for example, moreover, similarly) as metadiscourse devices establish a connection in an argument to interact with readers through text for persuasion.

ii. Comparison

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

iii. Consequence

As a result, high serum cholesterol levels can be achieved due to hepatic dysfunction. The following examples are given below:

A 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 of natural boundary conditions in a finite number of terms.*

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

In the above examples, the result is that the writer has directed and organised 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.*

For example, the use of therefore has been practised by the writer to show the consequences of the matter that is under discussion. Adversative

transitions (i.e., but, however, although, nevertheless) are used to show conflict, contradiction concession, dismissal, emphasis, and replacement.

***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.*

Similarly, an example nevertheless has been employed by the writer where there is a need to show different views as different arguments. This kind of marker is considered an MM. Temporal markers are a type of transition (i.e., second, then, lastly) that "are used to signal a chronological or logical sequence." The use of temporal transition has been mentioned below in examples:

***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.*

In the above example, it has finally been used in propositional content to show logical connections between arguments. This marker works as a sequential transition, which organises ideas effectively for the readers. This marker has been regarded as MMs.

iv. Frame markers

Frame Markers refer to sequences, text stages, or discourse acts. These markers frame the propositional material to make it interesting and attractive for the readers. Using these markers, the writer makes his writing beautiful, conveys his goals, and appropriately organises the sequence of ideas.

v. Sequencing

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

vi. Label stage

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

vii. 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.

viii. Shift topic

With regard to the socio-economic situation of Iranian society in this period, the following factors can be considered influential in the increase in the number of employed populations 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 finally, to conclude, the aim, I would like to, I wish, firstly, etc.* have been seen in the examples below.

*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.*

In this study, frame markers are further subcategorised into announcing goals, sequencing, labeling, and topic shifting. The following are examples below;

*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.*

In the above example, "I would like to" is seen in this study, which shows the writer's intentions in foregrounding the reader and letting the reader figure out the significance of the propositional material. The writer has employed this marker to announce personal goals and purposes.

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

For example, the writer used a sequence marker to make the writing more dimensional and directional for the readers. The use of first shows the writer's

opinions on how he has organised different arguments and ideas through the said marker.

Due to the interest in metadiscourse studies, several classifications have been introduced as a result of a comprehensive review of the different features of metadiscourse. Adel (2006) distinguished between two approaches of metadiscourse, i.e. the narrow and the broad approach. The narrow approach delimits the concept by excluding the interaction between the reader and writer. It emphasises the linguistic elements within the text and neglects the reader's knowledge. In other words, it does not recognise all metadiscourse markers as interpersonal and experiential; such devices are only used as part of language structural patterns.

Hence, meaning is constructed through the language itself (i.e., textual functions), distinct from interpersonal functions. On the other hand, the broad approach recognises metadiscourse as comprising both textual functions (i.e., linguistic elements and textual organisation) and interpersonal functions, which emphasise "the reader's knowledge, textual experiences, and processing needs'' (Hyland & Tse, 2004).

Hyland (2005) proposed the metadiscourse interpersonal model, which was developed based on the broad approach. Such a model marked a distinction between two main categories of metadiscourse: Interactive and interactional metadiscourse. The interactive metadiscourse includes the ways by which the writer directs the readers, guides them throughout the text, and anticipates readers'
knowledge and interests to help them comprehend the text. This includes using specific devices to set an argument, accommodate readers' expectations, and formulate the text to adapt to readers' needs.

Examples of interactive markers include frame markers, transitions, endophorics, markers, evidentials, and code glosses. As for the interactional markers, they are employed to indicate how readers are involved in the text and how the writer establishes an appropriate relationship between his ideas and the reader (Hyland, 2004). This allows readers to interact and respond to the propositional content and participate in the joint construction of meaning.

Examples of interactional markers include hedges, boosters, attitude markers, self-mentions, and engagement markers (Hyland, 2005). Based on metadiscourse studies, it can be noted that metadiscourse analysis puts more emphasis on the functional approach to text. The term function indicates how certain language devices are employed to achieve communicative purposes (Fa-

gen). The focus is on how the language is used in context, not on the meanings in the dictionary.

In this context, Halliday (2005) explained the three metafunctions of language, which form the basis upon which metadiscourse analysts code and organise their data. These metafunctions (i.e., the ideational, the interpersonal, and the textual function) are integrated simultaneously to form the meaning of the written text. According to Fa-gen (2012), the ideational function indicates how the language is used to express ideas and experiences. The interpersonal function implies using language to promote interaction, engage the author with readers, and understand feelings and mental processes. The textual function refers to using language to maintain an organisational pattern that connects what is written to the reader and the world.

According to the investigation in this current research, the researcher creates a set of concordance of various categories of interactive markers of text. For this purpose, the following steps were done: First, a tagged file was opened using the open file option in the file menu. Second, in the search box on the left side of the button bar, several categories were searched for search terms on which to build concordance lines. Third, on the right side of the button bar, under the 'Search Window Size' title, the size of the window search was enlarged to 100 to check the context of the particular markers in the text (50 characters are the default value in AntConc software). Fourth, the researcher activated the concordance process by pressing the start button. By pressing the 'Stop' button, you can halt the concordance process anytime. Fifth, various categories of markers were given to the search key; after that, the three levels of the 'Kwic Sort' option were sorted into 1R, 2R, and 3R, respectively. Then, the sort button was clicked to start the sorting process. The individual searched items displayed in highlighted terms on the concordance sheet, and then the global setting was opened to change the tag category. The researcher hid the tag to check the exact concordance of the conjunctions and whether they were used as conjunctions or not through feature identification. This process was repeated for each type of marker as extracted from AntConc. Examples of a few are given below.

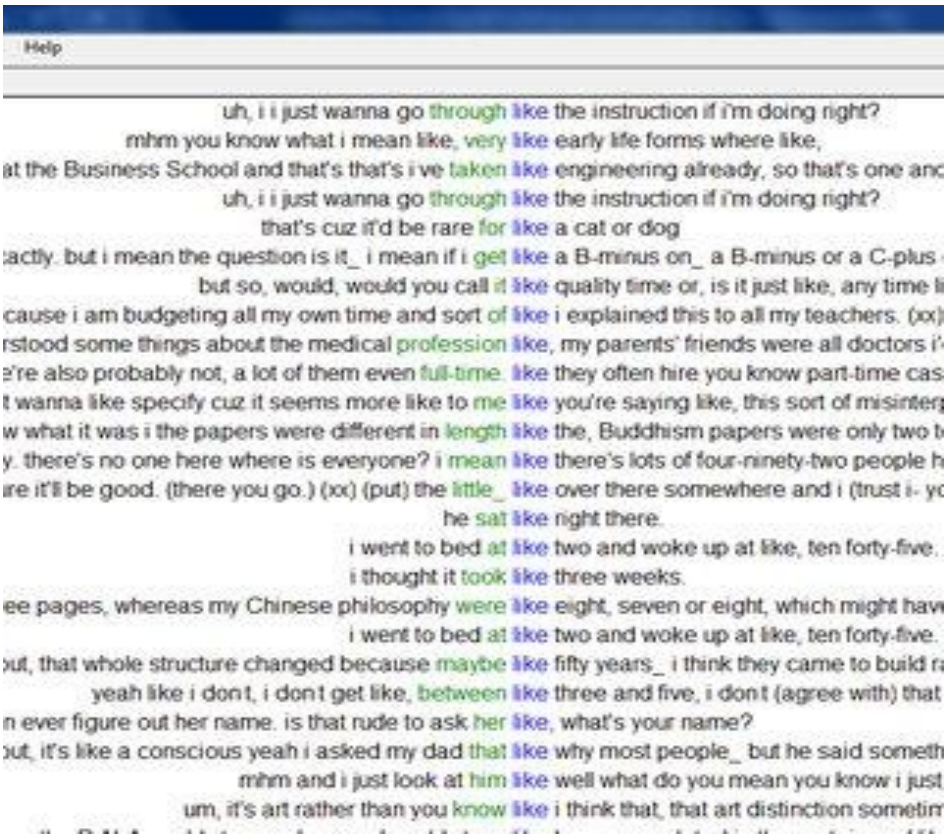


Figure 6: Examples

First, the researcher scanned the 'so' word, which has the maximum frequency of conjunctions by the native author. Mostly, native authors use the word 'so' correctly, as mentioned by Halliday & Hasan (1976), and somewhere, the native author uses 'so' as a preposition used to talk about a high degree of something. While observing from AntConc results, the maximum hits of 'so' is 163. According to Hasan's taxonomy, there are 129 hits where 'so' functions as a causal conjunction and 34 hits where 'so' functions as an adverb. 'So' has been used as a conjunction, as demonstrated by the following examples.

I simply shrug and say what the Tralfamadorians say about dead people, which is ***so*** *it goes.*

There isn't anything we can do about them, ***so*** *we simply do not look at them.*

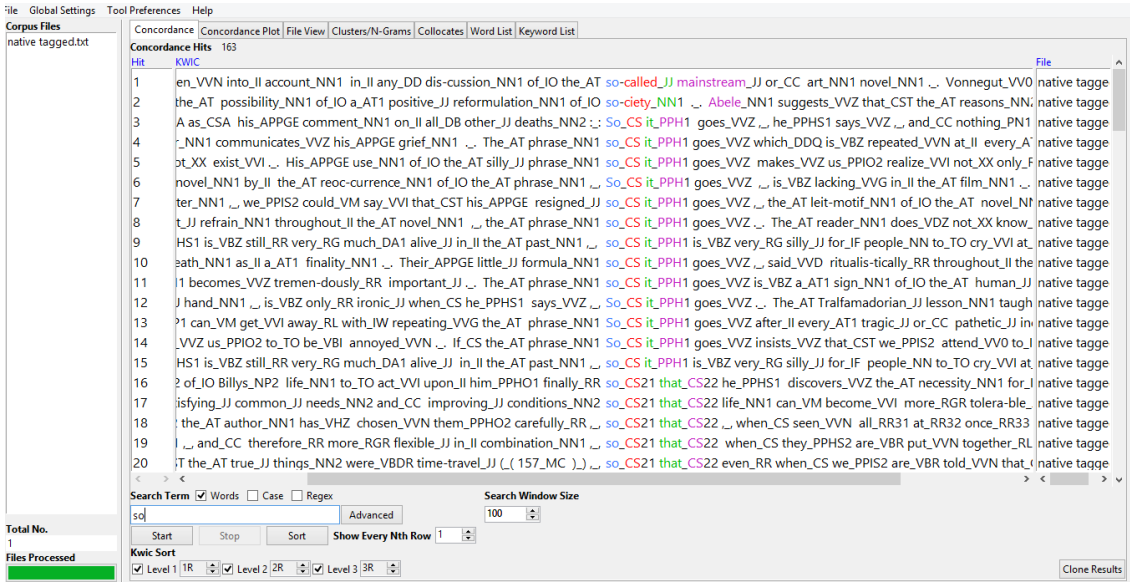


Figure 7: Examples

The above-mentioned results of *Interactive* markers have been presented to disclose a vivid image of the use of interactive markers in PENE by the editorialists. The results showed that frequent use of Transition and Sequencing markers was observed in all PENE. In this graph, they have only been portrayed non-propositional markers graphically.

Conclusions

The conclusion of the study was based on theoretical and empirical foundations. In the case of theoretical foundation, this study was designed to determine the fair image of *interactive* category in forms of its distinction, the distribution between the *propositional* and *non-propositional* content, and a new classification of ultimately *interactive* metadiscourse was designed taking into account the prevailing works. These newly designed categorisations attempted to set parameters regarding the vague nature of the subcategories of major *interactive* metadiscourse. In the case of empirical foundation, the findings of this study showed that the influential metadiscourse category in the editorial's genre was interactive, and the predominant features were sequencing markers and transitional markers- a subcategory of the *interactive* category.

The study has boundaries; one of the limitations of this research is the relatively unequal size of chosen corpora data files for analysis. The current study opens a new gateway to having larger data or even smaller data in the future for further research because this study contains 400 editorials and finds

functions of *Interactive* metadiscourse in it, finds the type of functions as frequency, and also finds similarities and differences of type of metadiscoursal functions in all corpora. The first time, larger data is analysed to explore the metadiscourse functions in the context; however, the analysis was conducted using the above-mentioned software. In this connection, keeping in view the time limitation, a number of texts (i.e., 400 editorials) were taken in the corpus, but the individual size of all files was short and easily considerable for analysis. Having larger data for this study would be enough to generalise the results and display overall differences in the practice of *certainty devices*, *uncertainty devices,* and *engagement devices* in all corpora.

Another limitation was in the discussion section, where *evidential* was not discussed or even focused on in this study due to a lack of background studies on the distribution of evidential markers. This study cannot avoid gender-based analysis of editors and has taken only DN and TN newspaper editorials from Pakistan. Future research can be carried out on relevant *contextual* elements (editors and particular magazines, press, and online blogs) to highlight the functions.

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