# AN ANALYSIS OF METADISCOURSE MARKERS IN SELECTED SHORT STORIES BY MARY MORRIS, WITH REFERENCE TO HYLANDS' (2005) METADISCOURSE MARKERS TAXONOMY

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Williams (1981) states that metadiscourse markers have a crucial impact on enhancing communication and engagement. They also aid in reinforcing the writer's stance and fostering a connection with the audience. Metadiscourse markers facilitate the writer in effectively creating the text by providing a coherent connection between the communicated themes. This study employs Hyland's (2005) theoretical framework to investigate the utilization of metadiscourse markers in two of Mary Morris's short stories. This study utilized a descriptive-qualitative design to analyse the utilization of metadiscourse markers in the short stories "A Paperboy" and "Flowing Stream." This method entailed a comprehensive analysis of the text to discover and scrutinize the frequency and varieties of matadiscourse markers employed by the author. The results of this research support Hylands' (2005) claim. The Paperboy" contained a higher frequency of hedges, indicating a greater level of uncertainty compared to "Flowing Streams."
**Keywords:** Short stories, Matadiscourse markers, Short Stories, Hyland's Model

## Introduction

Language plays a crucial role in facilitating human interaction. It allows us to effectively communicate our ideas, thoughts, and emotions. In the field of language study, the most intriguing question arises when considering how language is utilized rather than solely focusing on its components. By examining the process of discourse analysis, we can gain insight into how language facilitates effective communication and enables us to navigate complex interactions. Discourse analysis is not just an academic pursuit but a practical tool for understanding and improving communication. By examining how language users comprehend written text, interpret intended meaning, and engage in conversations, we can gain insights into the complexities of communication. This knowledge can be applied to various fields, such as education, psychology, and conflict resolution, where effective communication is crucial for building relationships, resolving conflicts, and promoting understanding.

## Discourse Analysis

Discourse analysis involves various components that contribute to effective communication. Firstly, it examines how language users comprehend written text, which involves understanding the underlying meaning, identifying key ideas, and extracting relevant information.

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Secondly, discourse analysis explores how language users interpret the intended meaning of speakers, even when it differs from the literal words used. This process involves analyzing context, tone, and non-verbal cues to derive the speaker's intended message. Lastly, discourse analysis helps distinguish between coherent and disorganized discourse, identifying patterns of organization, logical flow, and clarity in communication.

Discourse analysis has been applied, for instance, in the field of education to study classroom interactions and pinpoint communication patterns that support efficient learning. By analyzing the language used by teachers and students, researchers can gain insights into how instruction is delivered, how students engage with the material, and how knowledge is constructed in the classroom. Similarly, in conflict resolution, discourse analysis has been applied to understand the communication dynamics between parties in a conflict. By examining the language used, researchers can identify patterns of misunderstanding, miscommunication, or power imbalances and develop strategies for promoting effective dialogue and resolution.

Discourse analysis functions as a valuable instrument for examining the diverse elements that influence our understanding of a particular textual entity. As a result, discourse analysis provides a very effective way to look closely at both spoken and written forms of communication, including conversations and stories. As per Michael Stubbs in 1983, discourse analysis pertains to the examination and investigation of a linguistic organization that extends beyond the confines of individual sentences or clauses. Its primary focus lies on broader linguistic entities such as conversational exchanges or written compositions. This assertion posits that a sentence, while a linguistic unit in its own right, does not possess the utmost comprehensiveness. Instead, there exists a more all-encompassing unit of language referred to as discourse.

Participating in the academic field of discourse analysis helps people gain a deep understanding of how conversations work, which in turn improves their ability to communicate clearly and eloquently. Discourse pertains to the intricate art of meticulously arranging and articulating the central idea of a writer or speaker with utmost precision and coherence to facilitate the effortless comprehension of the intended message by the recipient audience. Every genre exhibits its own unique discourse framework. The absence of a discernible framework in informal and impromptu discourse may give the impression that it is devoid of any inherent organization beyond the internal arrangement of individual lexical units and the coherence established among them. The cohesiveness of a discourse's framework enhances its integrity by effectively establishing a strong interconnection.

## Coherence and Cohesion

Lee identified the five elements of operational coherence—macrostructure, information structure, propositional connections, cohesiveness, and metadiscourse—in 2002. Lee's five essential features for operational coherence are crucial for effective communication in writing. These features provide a framework for organizing information, establishing logical connections between ideas, and creating a coherent and cohesive text. As previously stated, macrostructure entails summarizing the primary category or purpose of the text. For example, in an argumentative essay, the macrostructure might involve introducing the topic, presenting supporting evidence,

addressing counterarguments, and concluding with a summary. Information structure ensures that the content is presented logically and coherently. This can involve organizing information chronologically, by importance, or by cause and effect. For instance, when writing a historical analysis, information structure might involve presenting events in chronological order. Propositional relationships establish connections between ideas. This can be done through the use of transitional words and phrases, such as "however," "therefore," or "in contrast." Cohesion ensures that the text is unified and coherent, with clear connections between sentences and paragraphs. This can be achieved through the use of pronouns, the repetition of key terms, or the use of linking words.

According to Halliday and Hassan (1976), cohesion refers to the semantic relationships that exist within a text. Cohesion plays a crucial role in writing by enhancing readability and comprehension. When a text is cohesive, the connections between different elements are clear, allowing readers to follow the flow of ideas more easily. This, in turn, improves the overall effectiveness of communication. Various types of cohesive links contribute to the coherence of texts.

The use of pronouns such as "it" and "they" helps establish referential cohesion by connecting back to previously mentioned nouns. This allows writers to avoid the repetitive use of nouns and create a more concise and cohesive text. Another example is the use of connectors such as "however," "therefore," and "in addition," which contribute to logical cohesion by signaling relationships between ideas and guiding readers through the flow of the text. By employing these cohesive devices effectively, writers can ensure that their texts are coherent and meaningful, making it easier for readers to follow their train of thought. Cohesion is a key component of matadiscourse, which goes beyond cohesion and grammar in writing. Matadiscourse refers to the aspects of communication that extend beyond the mere sharing of facts and information. It encompasses considerations of audience, tone, and the creation of meaningful texts.

According to a statement by Morad Alsahafi in 2020, the author of the short stories utilized a variety of grammatical and lexical connections, followed numerous moves, and thus contributed to the creation of a coherent text—one that can effectively accomplish its objective and elicit the desired response from the reader. Cohesive elements play a vital role in matadiscourse by establishing connections between different parts of the text, thereby contributing to the overall coherence and effectiveness of communication. By using cohesive devices strategically, writers can ensure that their texts are not only grammatically correct but also engaging and meaningful to their intended audience.

**Matadiscourse Markers**

Metadiscourse markers are terms or expressions that aid in structuring and connecting material, convey attitude, offer proof, establish a link between the writer and the reader, and make sure that ideas in the text "flow" from one to the next. Matadiscourse indicators facilitate the reader's ability to comprehend, arrange, and interpret textual data. Matadiscourse markers consist of gloss codes, hedges, and sequencers, among other markers. Tarek Assassi et al. (2023)

endeavored to illuminate the profound significance of matadiscourse markers within the realm of scholarly inquiry.

Metadiscourse, in its essence, is founded upon the notion that the act of communication encompasses not only the transmission of information but also the interplay of personalities, attitudes, and underlying assumptions held by the individuals involved. As per the work of Crismore et al. (1993), it has been posited that matadiscourse serves as a facilitator for readers and listeners, enabling them to effectively structure, comprehend, and critically assess the information that is presented to them. Williams (2007:65) emphasizes the significance of matadiscourse in relation to the authors and readers, whereas Crismore's definition emphasizes the use of matadiscourse as a vehicle for communicating ideas or information.

**Meta- discourse Markers in Short Stories**

Matadiscourse refers to the aspects of communication that extend beyond the mere sharing of facts and information. It encompasses considerations of audience, tone, and the creation of meaningful texts. Cohesive elements play a vital role in matadiscourse by establishing connections between different parts of the text, thereby contributing to the overall coherence and effectiveness of communication.

An examination of matadiscourse markers present in short stories can yield significant knowledge regarding the methods and approaches utilized by authors in order to construct interesting stories. Gaining insight into how authors employ matadiscourse indicators can illuminate the ways in which they augment the coherence and influence of their narratives. This knowledge has the potential to enhance the overall reading experience and provide writers and readers with valuable insights that can inform writing techniques. Moreover, by investigating the application of matadiscourse markers in short stories, we can enhance our comprehension of how language is utilized across various genres to communicate meaning and emotion and make a scholarly contribution to the field of literary analysis as a whole.

The utilization of matadiscourse by authors serves to direct the reader's attention throughout their texts. It employs a variety of linguistic characteristics, including transitions, signposts, and markers, to indicate the content's organization and structure. These features serve as a roadmap for the reader, allowing them to navigate through the text more easily and understand how the different ideas and sections are connected. For example, using transition words like "finally" or "in conclusion" can indicate to the reader that the writer is about to summarize their main points or wrap up their argument. By understanding and employing these matadiscourse features effectively, writers can enhance the coherence and effectiveness of their writing.

In 2005, Hyland made the statement that genre and macrostructure share similarities. Genre refers to the different categories or types of texts that exist, such as essays, research papers, or newspaper articles. Macrostructure, on the other hand, refers to the overall organization and structure of a text. Both terms are used to categorize texts that employ language to address similar situations or fulfill similar functions. This means that texts within the same genre often have similar macrostructures. For example, an argumentative essay typically follows a logical structure, with an introduction, body paragraphs presenting evidence and analysis, and a conclusion.

Understanding the relationship between genre and macrostructure is important because it helps writers establish a mutual understanding with the reader. By employing a familiar macrostructure for a particular genre, writers can guide the reader and make their text more accessible and comprehensible.

A writer presenting a logical argument is an example of macrostructure. This indicates that the author presents their major argument or thesis statement, backs it up with facts and logic, and then restates the thesis in a summary of their key arguments. By following this logical structure, the writer helps the reader understand the progression of their argument and how each piece of evidence supports the main claim. Another example of macrostructure is the chronological organization of a historical narrative, where events are presented in the order in which they occurred. This helps the reader follow the timeline of events and understand the cause-and-effect relationships between them.

The use of language and communication techniques that transcend the sharing of facts and information is referred to as matadiscourse. Coherence and syntax are included, but it goes beyond that to take the reader into account and establish deep relationships between the writer and the reader. One way writers can incorporate matadiscourse is by sharing personal anecdotes or experiences that relate to the topic at hand. By doing so, they can establish a personal connection with the reader and evoke empathy. Another example is using language that acknowledges and validates the reader's perspective, such as "I understand that some may have concerns about this, but..." This demonstrates respect for differing viewpoints and encourages thoughtful engagement. Hyland (2005) established that a writer's credibility in a given field can be increased by using matadiscourse, such as self-mentions and hedging. By acknowledging their expertise and presenting their ideas in a cautious and nuanced manner, writers can demonstrate to readers that they have a deep understanding of the topic and are knowledgeable about its complexities and uncertainties. This not only establishes trust but also allows for a more engaging and meaningful exchange of ideas.

Matadiscourse is based on the idea that communication includes the personalities, attitudes, and assumptions of its participants rather than just information exchange. Matadiscourse plays a crucial role in effective communication. By using matadiscourse, writers can provide cues to guide readers' interpretation and understanding of the text. This can help readers navigate complex information, follow the writer's line of reasoning, and engage with the text more actively. Additionally, matadiscourse can also contribute to the establishment of writer-reader rapport, as it creates a sense of interaction and collaboration. Understanding and effectively using matadiscourse can therefore enhance the overall clarity, coherence, and persuasiveness of communication. Crismore et al. (1993) contend that matadiscourse enables listeners and readers to efficiently arrange, decipher, and assess the information presented. For example, in academic writing, matadiscourse can be seen in phrases such as "In this paper, I will argue that..." or "As the reader can see,..." These phrases explicitly reference the writer and the reader, guiding the reader's understanding of the text. In addition, matadiscourse can also be found in the use of pronouns like "we" or "our" to create a sense of shared understanding between the writer and the reader. These

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examples demonstrate how matadiscourse functions as a way for writers to establish a connection with their audience and shape the interpretation of their ideas.

To summarize, matadiscourse is essential for crafting significant texts and facilitating efficient communication. Writers may interact with their audience, generate empathy, and boost their credibility by using personal stories, recognizing reader views, and using language that shows competence. Comprehending and using matadiscourse may result in writing that is more captivating and influential.

## Hyland's Meta discourse taxonomy

The premise that communication comprises more than merely the exchange of information—that is, the personalities, attitudes, and presumptions of those involved—lays the groundwork for metadiscourse. Hyland (2005) distinguishes two broad categories of metadiscourse, each with numerous subgroups. In writing, metadiscourse can take two forms. The first is interactive metadiscourse, in which the writer uses metadiscourse to show that they are aware of their audience and to effectively guide the reader by adjusting the discourse to their knowledge, interests, and needs. The second is interactional metadiscourse, which is employed to engage the reader and convey the writer's position. A variety of linguistic components are included in interactive metadiscourse, including evidential markers, transition markers, frame markers, endophoric markers, and code glosses. Language components, including hedges, boosters, attitude markers, self-mentions, and engagement indicators, are all considered interactional resources.

## Meta discourse markers – Interactive Markers

Transition markers play a significant role in written discourse, primarily consisting of conjunctions and adverbials. These linguistic elements serve to enhance the reader's comprehension by effectively conveying the relationships between sentences. These connectors can convey addition (such as; furthermore; additionally), comparison (similarly; likewise; nevertheless; yet), or consequence (therefore; accordingly; consequently; in any event). Another form of interactive metadiscourse includes the utilization of frame markers. The text presents several arguments regarding the structure. One can incorporate various techniques to enhance the professionalism of their writing. These include incorporating transitional phrases such as "first," "next," and "finally" to establish logical connections between ideas. Additionally, labeling text stages with phrases like "to conclude" or "to introduce the topic" can help guide the reader through the content.

Furthermore, signaling discourse goals by using phrases like "I intend to" or "my purpose here is" can clarify the writer's intentions. Lastly, indicating topic shifts with phrases like "now" or "let us talk now about" can effectively transition between different subjects. It is noteworthy to mention that Hyland, similar to Crismore et al. (1993), also acknowledges now and well as topic shifters. To establish correlations with subsequent sections of the text, endophoric markers are utilized.

In the context of interactive matadiscourse markers, the most important aspect is the incorporation of code glosses. The above comments regarding the previous text help readers understand the intended meaning. The aforementioned aspects involve the process of rephrasing

one's content, offering clarifications, and engaging in similar efforts. Several illustrations may be presented, serving as examples, using different wording, or as specific instances. The first kind of matadiscourse identified in the domain of interactional matadiscourse relates to hedges. The Crismore et al. model uses this category, which also includes language choices that highlight the writer's lack of a clear commitment. Instances of such lexical selections encompass words such as "may," "could," and "it is possible that." The concept referred to as confidence markers in Crismore et al.'s influential research has since been included in Hyland's theoretical framework, but it is now referred to as boosters. These expressions of language reflect the author's steadfast belief about a certain assertion (certainly; definitely; I am very confident of that), which highlights the message.

## Matadiscourse markers: interactional

Attitude markers serve as linguistic instruments that effectively convey the writer's subjective perspective or disposition of a particular subject matter. However, as Hyland points out, writers in this category prioritize the expression of an emotional attitude over a knowledge-based attitude. Attitude markers encompass a wide array of linguistic expressions that serve to convey one's subjective stance or evaluation. These markers can take the form of attitude verbs, such as "I concur" or "I derive pleasure from," sentence adverbs like "fortunately" or "regrettably," as well as adjectives such as awful" or "outstanding."

Hyland adeptly integrates adjectives within the framework of matadiscourse. Hyland added self-mention as a category of matadiscourse in his taxonomy, expanding on his prior work (Hyland, 2001b). This particular manifestation of matadiscourse encompasses allusions to the author or authors (myself, ourselves, our, and my own). This can be perceived as a valuable tool in quantitative analysis for ascertaining the degree of the author's influence within a given text. The ultimate categorization within Hyland's taxonomy pertains to engagement markers. In Hyland's approach, the engagement markers category has grown significantly. The author wants to satisfy the reader, who is you, as you can see, and build a mental bond with the audience, which is something you should think about.

In brief, one of the most exhaustive elucidations of matadiscourse to date is Hyland's (2005) model. The person in question greatly increased the number of classifications and the explanations that went with them in a reader-writer-focused approach, which went against the idea of separating matadiscourse into separate textual groups. Through the implementation of this approach, he establishes a clear demarcation between his model and previous models that were primarily focused on functionality. Hyland's taxonomy has been extensively applied by numerous scholars, specifically in scholarly publications on academic language.

## Statement of Problem

A multitude of scholars from diverse fields of study have examined various facets of matadiscourse. However, scholarly research on matadiscourse markers in literary genres and their potential influence on reader persuasion has been conspicuously lacking. By analyzing the application of matadiscourse markers in English short stories, a subset of literary fiction, this study aims to close that gap. Academic research has verified that the utilization of matadiscourse markers

is the method of persuasion employed in short stories. According to this theory, reading exposes people to the influence of these markers, which modifies their emotional and cognitive responses. If it can be shown that writers of short stories use these matadiscourse markers, then one could argue that the success of persuasion in these works depends not only on the direction the story takes but also on the purposeful and calculated application of these markers.

## Short Stories

In the year 1991, Pasco put forth the proposition that the short story, as a form of literature, exhibits an array of identifiable characteristics or qualities that are inherent to its fundamental nature. The aforementioned characteristics, although susceptible to fluctuations and manipulation at the hands of individual authors and the prevailing epochs, play a crucial role in the composition and comprehension of this particular narrative structure. The domain of short stories encompasses a wide spectrum of classifications, each possessing its own unique attributes and thematic components.

Despite their frequent disregard in comparison to novels, short stories possess a distinctive essence within the realm of literature that warrants further scrutiny. Readers have the opportunity to immerse themselves in the captivating personas, climactic instances, and eloquent prose that are emblematic of exceptional literary works, all encapsulated within the concise realm of short stories. The utilization of the short story format and its accompanying writing style prove to be highly conducive to the exploration of novel concepts. Nevertheless, it is important to acknowledge that most short story writers still utilize traditional literary techniques, including point of view, imagery, symbolism, metaphor, diction, tone, and sentence structure, to create a specific mood.

To improve the coherence and impact of their works, short story writers use a variety of matadiscourse markers. Words like "in conclusion," "Moreover," and "Interestingly," for instance, act as markers to lead the reader through the narrative's structure and draw attention to key details. These identifiers provide writing consistency and make it easier for the reader to follow the author's logic. Furthermore, the utilization of meta-discursive indicators such as "I am of the opinion," "It becomes apparent that," and "This serves to illustrate" not only conveys the standpoint of the writer but also enhances the persuasiveness of their assertions. The incorporation of various linguistic components within short stories serves to enhance their persuasive quality, as they effectively captivate the reader's attention and foster a more profound rapport between the author and the reader.

The present study analyzed the occurrence and characteristics of matadiscourse markers in the context of short stories, which is a unique genre in literature. The study aimed to examine how short story writers strategically utilize these signals to craft writings that possess a persuasive quality. This study is ground-breaking, given that the current literature on the issue is notably scarce, with only a few studies examining literary genres. Furthermore, it is worth noting that no previous study has undertaken the specific task of analyzing short stories within this context. The present investigation is centered on the intricate notion of matadiscourse and its profound influence

on the construction of texts imbued with significance. Matadiscourse transcends mere cohesion and grammar, delving into the realm of audience analysis and communication optimization. Through the utilization of personal anecdotes, the recognition of reader perspectives, and the implementation of a language that showcases expertise, writers possess the ability to proficiently captivate their audience and establish a sense of credibility.

Dunya A. AlJazrawi et al. (2019) expound upon the idea that short stories possess a persuasive quality due to the strategic utilization of matadiscourse markers. However, it is imperative to recognize that there are additional variables that contribute to the persuasive essence inherent in these narratives. The complexity of a short story's plot, the depth of its characterization, and the profound thematic elements it explores can all significantly increase its persuasive impact. Furthermore, it is imperative to acknowledge that the efficacy of matadiscourse markers is contingent upon the specific demographic being addressed and their level of acquaintance with said markers. Researchers may try to learn more about the complicated relationships between matadiscourse markers and other parts of short stories in the future. This will help us understand the art of convincing storytelling more completely.

## Objective of the study

The main aim of this academic research is to analyze the use of matadiscourse markers in two concise stories written by Mary Morris. The suggested model presents a thorough and unified approach for examining how interaction is achieved inside the narrative of specific short stories. This comprehensive analysis takes into account not only the author's perspective but also the level of engagement exhibited within the story's framework. This research investigation further delves into the intricate dynamics of communication within the realm of short stories, shedding light on its profound impact on the writers' perception of themselves and the readers' comprehension.

## Rationale for choosing selected short stories

Mary has authored a total of 16 books. Her stories have been included in esteemed literary publications like "The Atlantic," "Ploughshares," and "Narrative." She is the recipient of the Rome Prize in Literature and the 2016 Anisfield-Wolf Award for Fiction. The Rome Prize in Writing is a highly esteemed accolade that acknowledges exceptional accomplishments in the realm of writing. Each year, the American Academy in Rome bestows substantial acclaim upon it in the realm of literature. The Anisfield-Wolf Award for Fiction is a prestigious literary prize that recognizes books that significantly contribute to the comprehension of racism and the variety of human cultures.

The short stories "The Paperboy" and "Flowing Streams" are the most recent selections and have not undergone any linguistic study. Linguistic analysis is essential for comprehending the complex nuances of meaning and stylistic decisions in a literary piece. An analysis of the linguistic choices employed in "The Paperboy" and "Flowing Streams" enables academics to acquire insights regarding Mary's writing style, narrative strategies, and thematic themes. Linguistic study can elucidate the cultural, historical, and social circumstances in which these

works were created, enhancing comprehension of the author's aims and the influence of these books on the literary milieu.

The current analysis explores the employment of matadiscourse markers within a carefully selected compilation of short stories authored by Mary Morris. The primary subject of this examination revolves around the matadiscourse classification put forth by Hyland in 2005. The central focus resides on elucidating the degree to which these markers actively contribute to cultivating reader engagement.

In recent years, there has been a discernible upswing in the research endeavor to investigate the manifestations of interactional matadiscourse indicators within a wide range of contexts. There exists a dearth of research inquiry on the analysis of discourse in short stories, particularly concerning the utilization of matadiscourse markers within the confines of the short story genre. Therefore, considering the study's objective, the subsequent research question has been formulated:

**Objectives**

1. The kinds, occurrences, and purposes of attitude and engagement indicators in the chosen short stories are to be thoroughly examined.
2. To examine the distribution of posture and engagement characteristics in two distinct Mary Morris stories
3. To determine if interactive and interactional matadiscourse indicators in short stories differ significantly from one another.

**Research Questions**

1. What kinds of matadiscourse markers are present in Mary Morris's short stories "The Paperboy" and "Flowing Streams"?
2. Which attitude elements appear most frequently in the chosen short stories?
3. Which engagement features are most utilized in the selected short stories?
4. Do the frequency of attitude and engagement aspects in the two stories differ significantly from one another?
5. Does the frequency of interactive and interactional matadiscourse indicators in author guidelines differ significantly from one another?

**The significance of the study**

This study has been meticulously crafted to yield multiple consequential outcomes, which are enumerated as follows:

1. Speaking in theoretical terms, it can be postulated that, regarding the aforementioned study's objective, it is anticipated that the findings of this investigation will make a valuable contribution to individuals seeking to delve into the various forms of matadiscourse markers, thereby aiding in the construction of eloquent discourse. The findings of this study provide further elucidation regarding the classification of matadiscourse markers.
2. Acquiring knowledge about the various forms of language matadiscourse markers will facilitate the comprehension of the conveyed message for both students and readers alike.

**The research's scope and its limitations**

Concerning the aforementioned research inquiry, the study's scope is restricted to the chosen short stories in "The Paperboy" and "Flowing Streams" by Mary Morris. These works contain both interactive and interactional matadiscourse markers, which apply to individuals and readers who are capable of deriving the speaker's intent and significance from the conveyed information.

**Research Method**

This research utilizes descriptive qualitative approaches to examine two literary works authored by Mary Morris, namely The Paperboy" and "Flowing Streams." This research systematically examines the many instances of matadiscourse markers found within the stories to achieve the intended result. This study rigorously investigates interactive and interactional matadiscourse markers throughout its analysis. The present analysis of the research delves into the many manifestations of matadiscourse markers within the given short stories. The study analyzed every phrase included in the chosen short stories.

**Findings and Discussion**

**Matadiscourse markers used in the story "The Paperboy" by Mary Morris**

According to Hylands (2017), the discourse model pertains to the elucidation provided by the author or speaker regarding a given text during the act of verbal or written communication. This particular term holds significant prominence within the realms of contemporary discourse analysis and the pedagogy of language. It has become increasingly prevalent to utilize this particular approach when engaging with specialized written texts that manifest in diverse forms. This method has gained significant recognition within the realms of applied linguistics and discourse analysis. The concept of 'discourse regarding the ongoing discourse' encompasses various elements and functionalities that may appear contradictory. However, matadiscourse has sparked significant academic interest and continues to make substantial contributions, providing novel perspectives on the mechanics of language as a means of communication. Given the circumstances at hand, the present investigation has undertaken an analysis of the matadiscourse markers employed within two specifically chosen short stories written by the author, Mary Morris.

In the short story "The Paperboy," there is a noticeable use of interactive matadiscourse markers that effectively engage and captivate the readers. The use of interactive matadiscourse assists the writer in discerning and organizing the propositional content to improve its clarity. The highlights include transition markers, frame markers, endophoric markers, code glosses, and evidential markers. The notion of interactive matadiscourse pertains to the intentional contemplation by the author regarding the audience and their capacity to comprehend and actively engage with the information being presented. This entails considering their potential level of knowledge, areas of interest, and cognitive capabilities. The code demonstrates the inclusion of linguistic embellishments, such as the utilization of phrases like "that is" and "in fact," as well as the integration of endophoric markers like "see" and frame markers such as "well," "," "next," and "one's." The use of evidential terms such as "claims" and "says," along with the inclusion of transitional markers like "and," "but," "since," "because," "also," and "yet," functions as a guiding

tool for the reader, aiding in a thorough understanding of the narrative being presented. By implementing this methodology, it subtly alludes to strategies for structuring the narrative flow cohesively. Code glosses are utilized to clarify propositional implications. The term "evidential" refers to the utilization of information obtained from a variety of literary sources. Frame markers are used to indicate discourse acts, sequences, or phases, whereas transition markers are employed to convey the relationships between fundamental conditions.

In the short story entitled "The Paperboy," the author adeptly utilizes engagement markers to actively engage the readers and immerse them in the discourse. The attainment of this objective can be realized by employing inclusive pronouns, namely 'we, our, and us', alongside reader-centric pronouns such as 'you and your', and by judiciously utilizing question marks. According to Hyland (2005), a conspicuous manifestation of an author's cognizance of dialogue emerges when they allude to readers, pose inquiries, proffer suggestions, and explicitly engage with them. The culminating noteworthy aspects of interaction within the narrative encompass the inclusion of attitude markers, namely "even," "fortunately," "have to," "must," and "surprisingly." Thereby, in the narrative "The Paperboy" by Mary Morris, matadiscourse provides familiarity with an audience and thereby ties language and content to the reader.

**Story 1: The Paperboy**

In the literary work entitled "The Paperboy," authored by Mary Morris, a meticulous examination uncovers the existence of many language phenomena, namely interactional and interactive matadiscourse markers. This short story encapsulates the concept of matadiscourse engagement markers in their totality, embracing their many forms and expressions. Herein is the tabular depiction of matadiscourse markers, painstakingly identified and pulled from the limits of this concise story.

**Table:1 Interactive and Interactional Matadiscourse Markers in the short story "The Paperboy" by Mary Morris**

| S.No | Meta Discourse Markers | Quantity | Percentage |
|------|------------------------|----------|------------|
| 1 | Interactive Meta Discourse markers | | |
| A | Transition Markers | 245 | 71.64% |
| B | Frame Markers | 55 | 16.08% |
| C | Endophoric Markers | 17 | 4.97% |
| D | Evidentials | 22 | 6.43% |
| E | Code Glosses | 3 | 0.88% |
| | Total | 342 | |
| 2 | Interactional Meta Discourse Markers | | |
| A | Self –Mentions | 135 | 48.91% |
| B | Engagement Markers | 26 | 9.42% |
| C | Attitude Markers | 21 | 7.61% |

| D | Hedges | 47 | 17.02% |
|---|--------|-----|--------|
| E | Boosters | 47 | 17.02% |
|   | Total | 276 | |

**Figure:1 Interactive Meta Discourse Markers in the Short Story "The Paperboy" by Mary Morris**



Interactive Meta Discourse Markers in the Short Story "The Paperboy" by Mary Morris
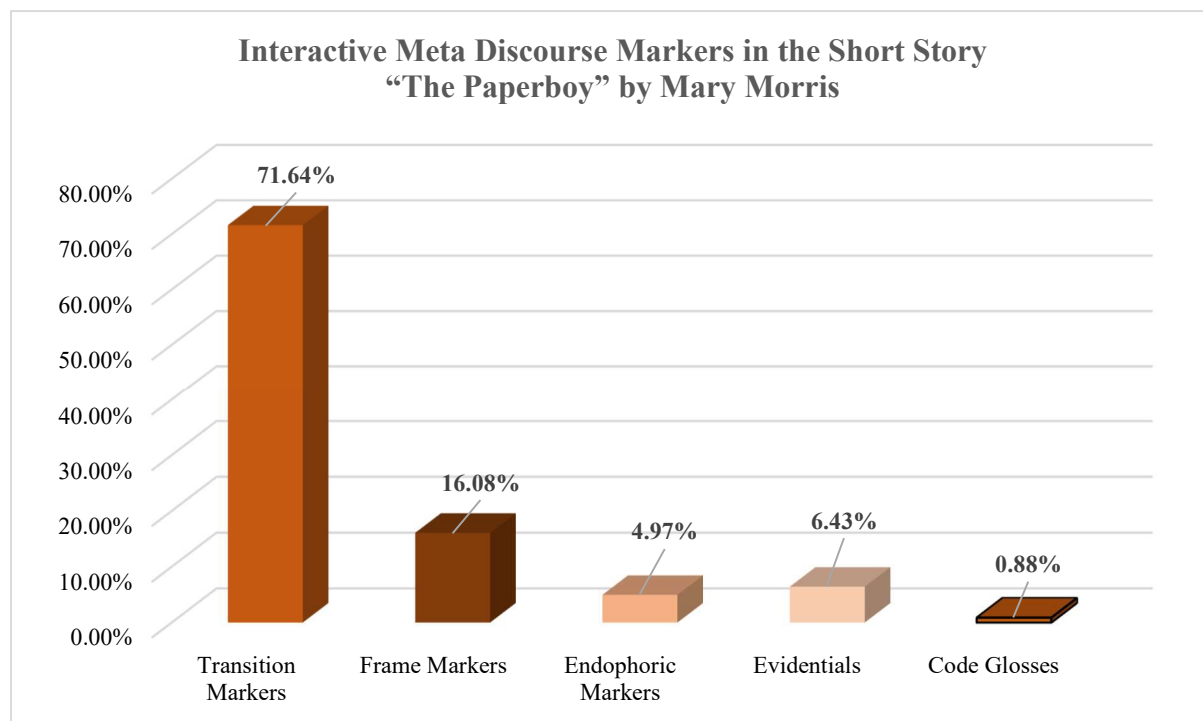
**Interactive matadiscourse markers**

**Transitions**

Transitional markers that indicate important, contrasting, and further developments in the story. Transitional words such as and, but, so, and in addition, among others, are used to connect ideas and create a smooth flow in writing. The study reveals that transitions were the most prevalent in the story "The Paperboy," accounting for 71.64% of the total 342 interactive matadiscourse markers.

**Frame markers**

Frame markers demarcate the limits of text or the constituents inside the text structure. Frame markers, such as "to well," "first," and "next," serve as explanatory examples. According to the study, frame markers are present in 16.08% of "The Paperboy" short story.

**Endophoric Markers**

The primary function of an endophoric marker is to aid in the understanding of supporting evidence and to aid in the clarification of an argument. The only endophoric marker used in this narrative is the verb "see." The research reveals that the endophoric markers are used in the short story "The Paperboy" with a frequency of 4.97%.

**Evidential**

Evidential items are components that serve as indicators of the provenance of information obtained from alternative sources. The story employs the evidentiary expressions "says" and "found that" as markers. Evidential makers are utilized in 6.43 percent of "The Paperboy" short story out of 342 interactive matadiscourse markers, according to the study.

**Code Glosses**

Code glosses are elements that aid readers in comprehending the function or purpose of ideational content. The research reveals that the story "The Paperboy" used the phrases "that is" and "in fact" with a frequency of 0.88%. In this story, the writer used a limited number of code glosses in three instances.

**Interactional Metadiscourse Markers**

Hedges, boosters, attitude markers, self-mentions, and engagement markers are the five subcategories of interactional matadiscourse markers. The chart below depicts the distribution of interactional matadiscourse markers.

**Figure:2 Interactional Meta Discourse Markers in the Short Story "The Paperboy" by Mary Morris**
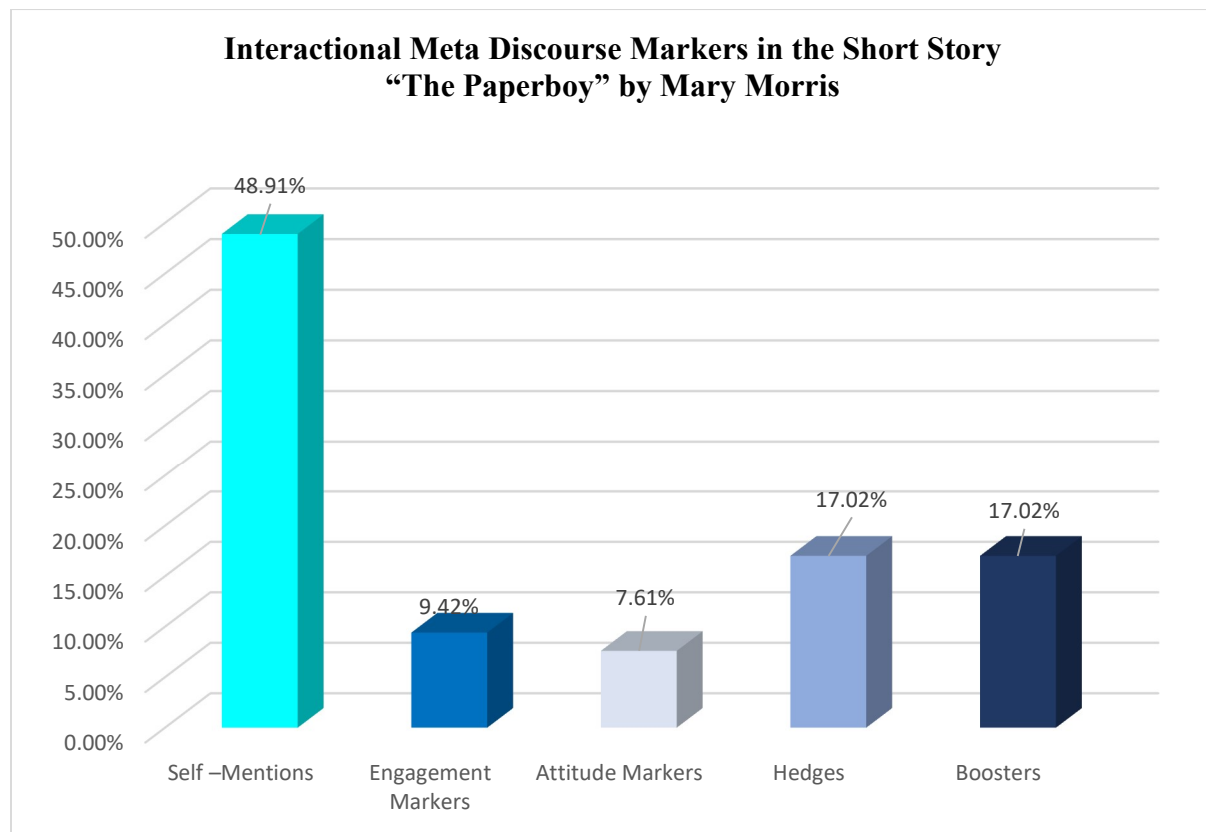


The study indicates that interactional matadiscourse markers are not the most prominent indicators of the "The Paperboy "story. Boosters and hedges are employed on an equal footing. Each subcategory is detailed further below:

**Self-mentions**

Utilizing first-person, second-person, and possessive pronouns, the author frequently uses self-mentions as literary devices to indicate their presence. The narrative employs self-mentions through the use of pronouns including your, I, we, my, me, mine, you, and our. The study finds that 38.91% of self-mentions are incorporated into the story. The predominant indicator identified in the narrative that falls under the category of interactional matadiscourse is the employment of self-references.

**Engagement Markers**

Evidential components, in their essence, serve as discernible elements that effectively serve as indicators of the provenance of information obtained from diverse sources. The comprehensive analysis conducted indicates that among the total of 276 matadiscourse markers employed in interactions, a noteworthy 9.42% of them can be classified as attitude markers.

**Attitude Markers**

Attitude markers are components that demonstrate the author's assessment or stance on a particular subject. The story employs attitude markers such as even, favourably, remarkably, and so forth. The analysis reveals that out of 276 interactional matadiscourse markers, 7.61% are attitude markers.

**Hedges**

Hedges serve as rhetorical devices that demonstrate the author's level of dedication to the argument. The narrative employs hedge words such as almost, perhaps, might, perhaps, probably, seems, and sometimes, among others. Based on the analysis, hedges are utilized in 17.02% of the 276 interactional matadiscourse markers in the story.

**Boosters**

Boosters are linguistic devices used to strongly stress the author's absolute certainty about a certain notion. This story includes boosters such as really, always, certain, know, must, never, apparent, of course, certain, and so on. The study reveals that boosters and hedges make up 17.02% each of the total 276 interactional matadiscourse markers found in this story.

**Story 2: Flowing Streams**

A thorough examination of Mary Morris's story "Flowing Dreams" demonstrates the existence of several linguistic phenomena, namely interactive matadiscourse markers and interactional matadiscourse markers. This concise story exemplifies the concept of matadiscourse engagement markers in their entirety, including all of their forms and manifestations. A statistical depiction of matadiscourse indicators, which have been extracted with great care from the limitations of this concise story, is presented in this work.

**Table:1 Interactive and Interactional Matadiscourse Markers in the short story "Flowing Streams" by Mary Morris**

| S.No | Meta Discourse Markers | Quantity | Percentage |
|------|------------------------|----------|------------|
| 1 | Interactive Meta Discourse markers | | |
| A | Transition Markers | 197 | 72.97% |
| B | Frame Markers | 39 | 34.44% |

| C | Endophoric Markers | 5 | 1.85% |
|---|---|---|---|
| D | Evidentials | 11 | 4.07% |
| E | Code Glosses | 18 | 6.67% |
| | Total | 270 | |
| 2 | Interactional Meta Discourse Markers | | |
| A | Self –Mentions | 177 | 46.95% |
| B | Engagement Markers | 82 | 21.75% |
| C | Attitude Markers | 20 | 5.31% |
| D | Hedges | 49 | 12.99% |
| E | Boosters | 49 | 12.99% |
| | Total | 377 | |

**Figure:3 Interactive Matadiscourse Markers in the short story "Flowing Streams" by Mary Morris**



Interactive Meta-discourse Markers in the short story "Flowing Streams" by Mary Morris
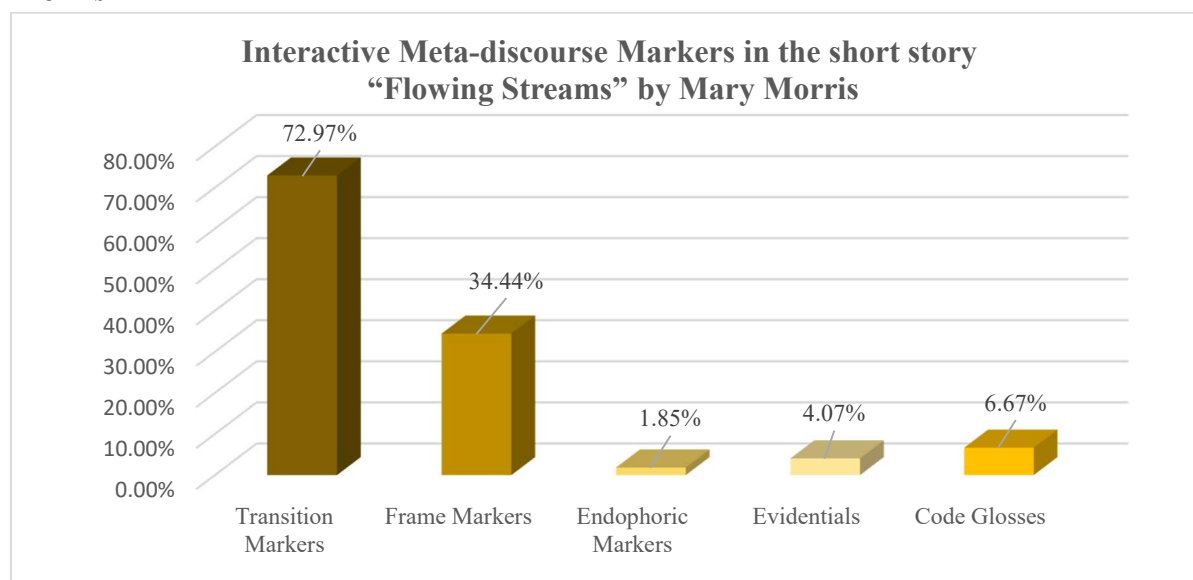
**Interactive matadiscourse markers**

**Transitions**

Transitional markers are used to indicate important, contrasting, and further developments in the story's progression. Transitional words, such as "and," "but," "so," "since," "because," "also," "yet," and "or," are used to connect ideas and provide a smooth flow in written communication. According to the study, transitions were the most frequent kind of interactive matadiscourse markers in the story "Flowing Streams," accounting for 72.97% of the total 270 matadiscourse markers.

**Frame markers**

Frame markers serve to delineate the boundaries of text or the elements inside the text structure. The story utilizes frame markers such as "to well," "first," "to begin," "well," and "next." The analysis indicates that 34.44% of frame markers are found inside the story.

## Endophoric Markers

An endophoric marker is meant to aid in understanding and provide evidence to support a point of contention. The only endophoric marker used in this story is the verb "see." The research reveals that the endophoric markers are used in the short story Flowing Streams with a frequency of 1.85%.

## Evidential

Evidential pieces are elements that function as indications of the origin of information acquired from different sources. The narrative uses the linguistic markers "said," "believed," and "found that" to indicate evidence. The story Flowing Streams employs evidential markers at a rate of 4.07%.

## Code Glosses

Code glosses are elements that aid readers in comprehending the function or intention of ideational content. Based on the research findings, the story named "Flowing Streams" had a frequency of 6.67% in the utilization of terms such as "that is," "known as," and "in fact." The author used a limited range of code glosses in this story.

## Interactional meta discourse markers

## Figure:4 Interactional Matadiscourse Markers in the short story "Flowing Streams" by Mary Morris
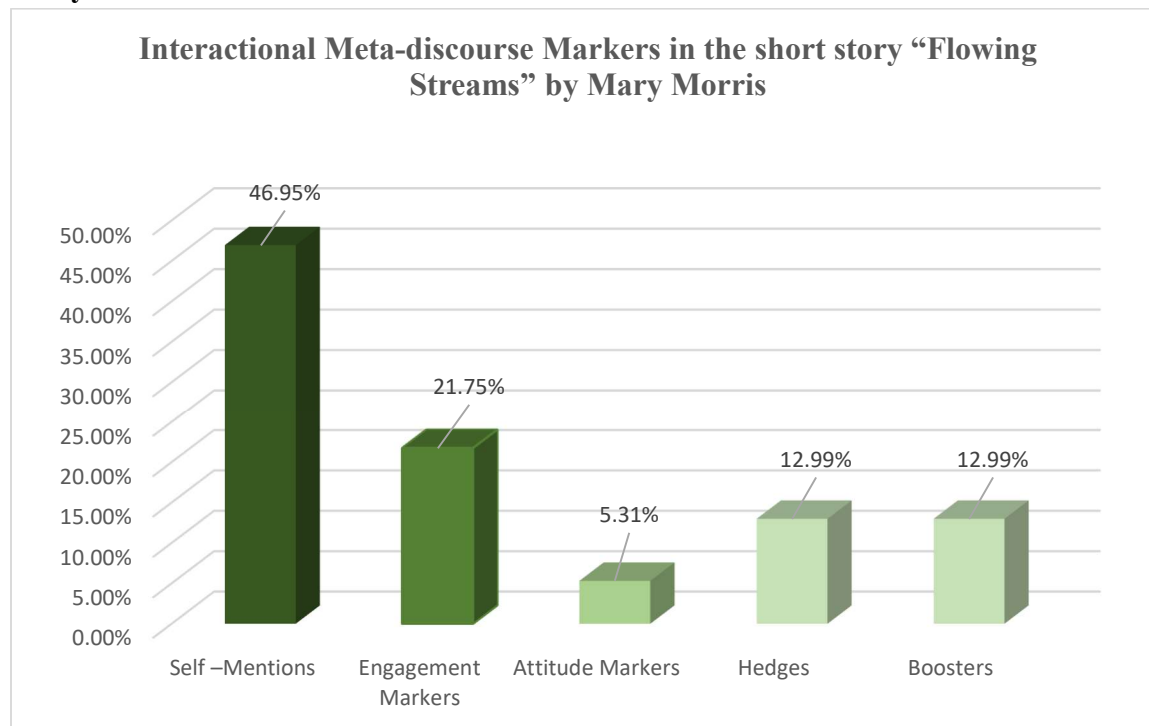


According to the findings, interactional matadiscourse markers are the most prominent predictors of the story "Flowing Stream." Boosters and hedges are used on an equal level, like in

the earlier story "The Paperboy." The story contains fewer attitude markers. Each subcategory is described in greater depth below:

## Hedges

Linguistic devices known as hedges serve as demonstrations of the author's commitment to the argument. Numerous hedging terms are present in the text, including nearly, appear to be, believed, possibly, frequently, conceivable, might, possibly, perhaps, occasionally, appears, would, and would. The statistics indicate that 12.99% of hedges are utilized in the story.


## Boosters

Boosters are linguistic devices that are employed to emphasize the author's complete conviction regarding a particular concept. Certain, always, definitely, know, must, never, true, of course, in fact, and so forth are boosters found in this narrative. Boosters and hedges account for 12.99% of the 377 interactional matadiscourse markers identified in this story, according to the study.

## Attitude Markers

Attitude markers are constituent elements that manifest the author's evaluation or position regarding a specific topic. The narrative utilizes attitude markers, including but not limited to even, essential, must, and interest. 5.31 percent of 377 interactional matadiscourse markers are attitude markers, according to the analysis.

## Self-mentions

The story incorporates self-references by utilizing pronouns such as your, I, we, my, me, mine, you, and our. The study reveals that 46.95% of self-mentions are integrated into the story. The main indicator found in the text that belongs to the category of interactional matadiscourse is the use of self-references.

## Engagement Markers

The analysis reveals that out of the 377 matadiscourse markers used in interactions, a significant 21.7% of them can be categorized as attitude markers.

## Comparative analysis

**Figure: 5 : Interactive matadiscourse analysis between the stories "The Paperboy" and "Flowing Streams"**

## Interactive Meta Discourse Analysis Between "The Paperboy" and "Flowing Streams"
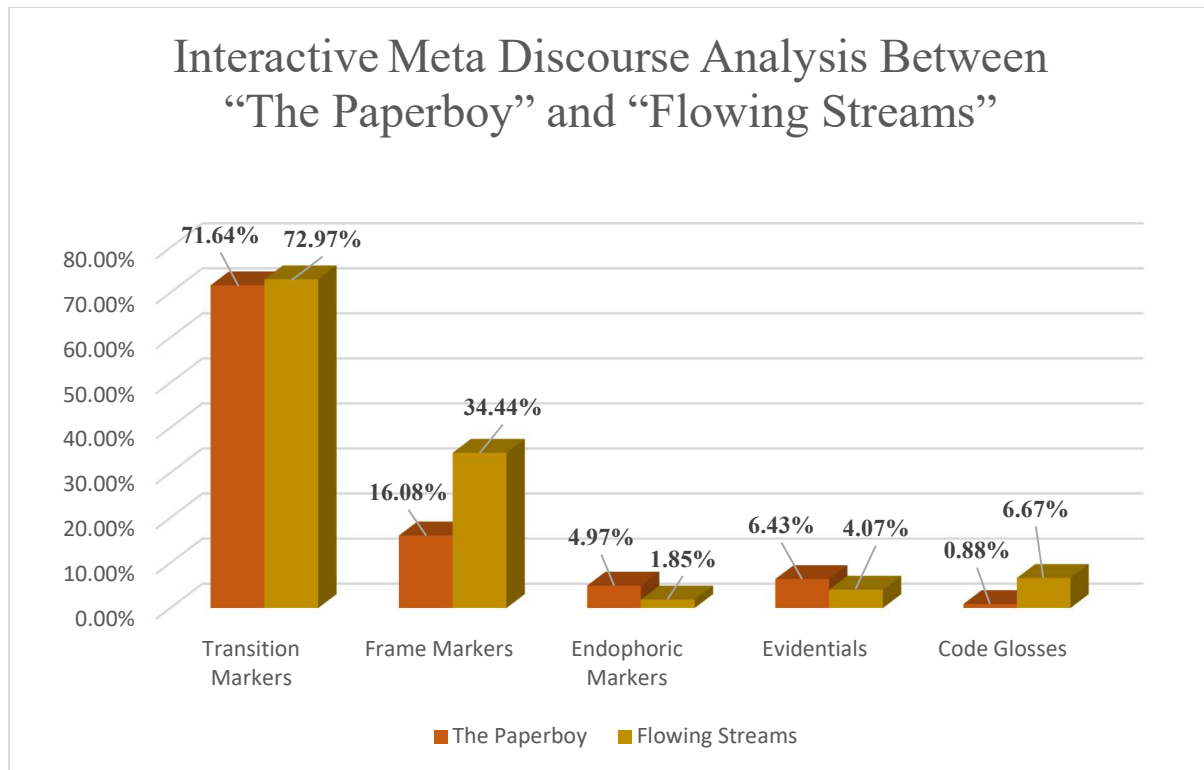


**Transitional Markers**

Transitional markers, such as and or, are used in both narratives to denote contrast and subsequent progression. The conjunctions additionally, since, because, also, yet, and or are employed to link concepts and create a logical progression within the written composition.

According to the results of the study, transitions were the most prevalent metadiscourse indicators. When comparing "Flowing Streams" to "The Paperboy," it is evident that the former made greater use of transitional expressions.

**Frame Markers**

Frame markers are used to identify text borders or components inside a text structure. Frame markers, such as "to well," "first," and "next," are instances that demonstrate a specific idea or notion. According to the analysis, 34.44 percent of the frame indicators in "Flowing Streams" had a higher frequency than in "The Paperboy."

**Endophoric markers**

Endophoric markers are linguistic elements that indicate or allude to information located elsewhere in the text or are used to emphasize additional content. The word "see" is the sole endophoric indicator employed in both narratives. The data indicate that the short narrative "The Paperboy" employs endophoric markers more frequently, with a rate of 4.97%, compared to the story "Flowing Streams."

**Evidential**

Evidential components are components that serve as indicators regarding the provenance of data obtained from various sources. Additionally, the narrative employs the terms "said," "believed," and "found that" as indicators of evidence, in addition to "says" and "found that." In

contrast to the narrative "Flowing Streams," high-frequency evidence indicators are utilized in "The Paperboy."

**Code Glosses**

Code glosses are elements that aid readers in comprehending the intention or functioning of conceptual material. Based on the findings, both storylines utilized the expressions "known as," "that is," and "in fact." The frequency of the narrative in Flowing Streams surpasses that of The Paperboy.

**Figure: 6 : Interactional matadiscourse analysis between the stories "The Paperboy" and "Flowing Streams"**
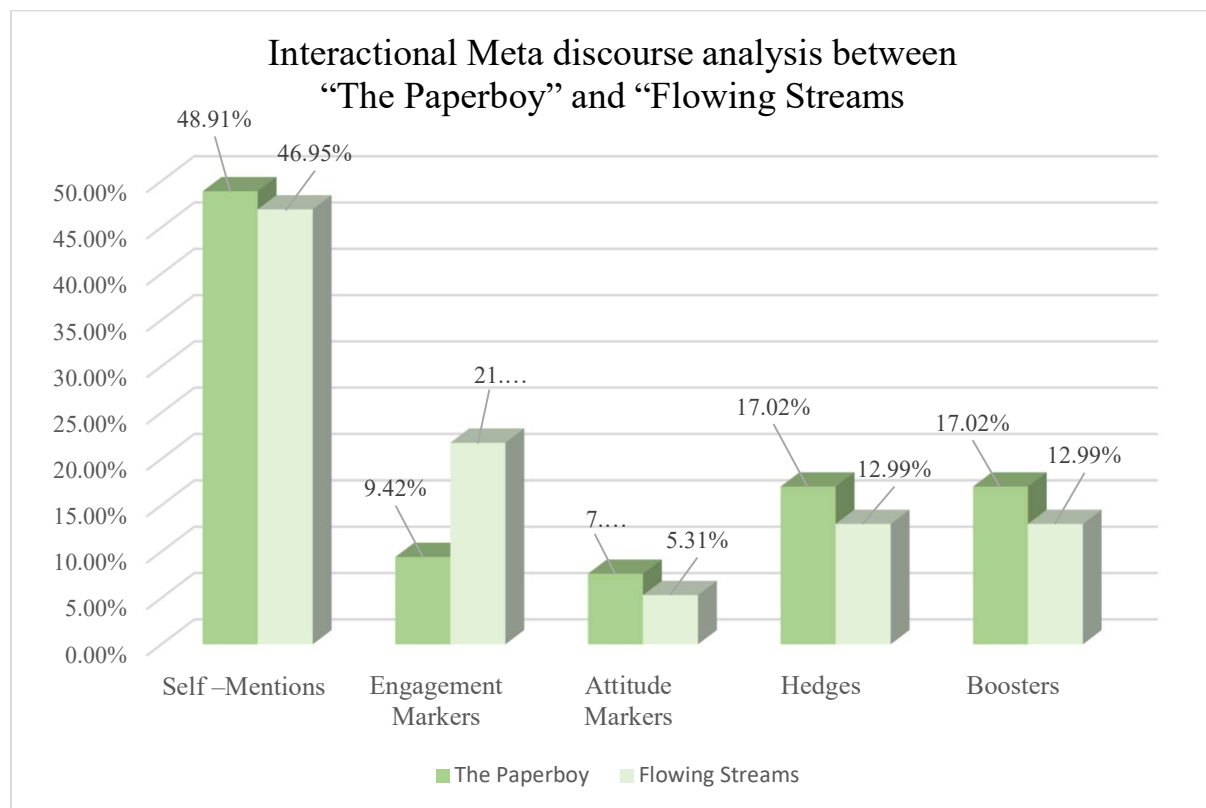


**Comparative analysis**

Hyland (2005) aimed to analyze the writing style of Anglo-American writers in a specific community. He selected a sample of texts and conducted a detailed analysis to determine the characteristics of their writing.

The findings of this investigation back up Hylands' (2005) assertion. This study entailed examining the texts to discern the occurrence and frequency of interactional metadiscourse markers. The methodology involved a methodical coding process and the application of qualitative analysis tools to determine the characteristics of the composition. The results of this inquiry corroborate Hylands' (2005) claim that interactional metadiscourse signals, such as hedges and boosters, have a substantial impact in showing the writer's degree of assurance and their recognition of alternative viewpoints. The study examined the texts of "The Paperboy" and

"Flowing Streams" to determine the occurrence and frequency of these metadiscourse signals. Through a rigorous coding process and qualitative analytical methodologies, the research found that "The Paperboy" contained a higher frequency of hedges, indicating a greater level of uncertainty compared to "Flowing Streams." This suggests that the writer of "The Paperboy" may be less confident in their assertions and more open to considering alternative viewpoints. In "The Paperboy," the use of interactional metadiscourse markers is more frequent and pronounced, suggesting a more cautious and tentative tone. On the other hand, "Flowing Streams" exhibits a different pattern of marker usage, indicating a different writing style and potentially a more assertive or confident tone.

In "The Paperboy," the writer frequently uses interactional metadiscourse markers such as "perhaps," "it could be argued," and "it seems that" to qualify their statements and indicate uncertainty. In contrast, "Flowing Streams" employs interactional metadiscourse markers like "certainly," "it is clear," and "without a doubt" to convey a greater sense of certainty and confidence. For instance, the author asserts with assurance that "his strong moral compass undoubtedly influenced the main character's decision." These examples highlight the different writing styles and tones present in each story.

These samples showcase the distinct literary styles and tones that are evident in each story. The frequency and prominence of interactional metadiscourse markers like hedges and boosters indicate that "The Paperboy" has a more cautious and hesitant tone. In contrast, "Flowing Streams" demonstrates a different pattern of marker utilization, suggesting a divergent writing style and a more aggressive or self-assured tone.

**Conclusion**

In these slected short stories, the main goal of the study is to look at how important matadiscourse markers are for improving conversation and engagement. "The Paperboy" and "Flowing Streams" by Mary Morris. The search results showed that transitions were the most prominent interactive markers, whereas self-mentions, engagement, hedges, and boosters' markers were the predominant interactional markers in both narratives. In "The Paperboy," the author used transitional phrases such as "meanwhile," "in addition," and "on the other hand" to direct the reader through several narrative strands and establish a feeling of cohesion. In addition, self-references such as "I," "me," and "my" are employed to establish a personal rapport between the narrator and the reader. These examples illustrate how these matadiscourse indicators improve communication and increase participation in the story. The use of matadiscourse markers in these two stories facilitated interaction and engagement. This research highlights the significant influence it has on the writers' self-perception and the readers' understanding.

This result fits within previous research, as the existing body of literature on the subject matter is notably scarce, with only a limited number of studies digging into the exploration of literary genres. Furthermore, it is worth noting that no previous study has assumed the specific task of analyzing short stories within this framework.

The result of this study can be beneficial for both writers and readers, as it can inform writing techniques and improve the overall reading experience. Additionally, exploring the use of matadiscourse markers in short stories can contribute to the broader field of literary analysis and deepen our understanding of how language is employed to convey meaning and emotion in different genres. The scope of this study is restricted to the chosen short stories in "The Paperboy" and "Flowing Streams" by Mary Morris. Further research is needed to investigate the use of matadiscourse markers in other writers' works and other genres of literature. The limitation of this study is that it focuses only on the short stories by Mary Morris and does not include works from other authors or different genres. This limits the generalizability of the findings and calls for additional research to examine the utilization of matadiscourse markers in a wider range of literary works. By acknowledging this limitation, future researchers can be encouraged to explore this topic further and expand our understanding of matadiscourse markers in literature.

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