Exploring Metadiscursive Culture of Writing in History Research Articles Published in Pakistan

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ABSTRACT

Metadiscourse is an interesting linguistic and cultural construct of interpersonal communication which affects the process of communication in order to achieve communicative goals of persuasion, negotiation and information-transmission. This culturally grounded linguistic phenomenon of interaction has been widely studied in different discourses of various disciplinary cultures such as media discourse, academic discourse, and particularly research discourse. The text types of research discourse including theses, dissertations, and research articles produced by the authors belonging to various disciplines of hard and soft fields have gained special attention of the researchers. The findings of these studies not just helped understanding culture oriented disciplinary variation of interaction but the results have also been proven reliable guide for novice researchers engaged in producing research discourse especially in their second language which is

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usually English. Unfortunately, this meta-discursive practice which is responsible for making interaction more communicative has been neglected in academic context of Pakistan. Therefore, the current study attempts at exploring employment of metadiscourse with the perspectives of its occurrence and proto-typicality (i.e. conventional usage) in research discourse produced by the authors of History research articles published in Pakistani research journals. Emerging techniques of corpus linguistics were used in analysing employment of metadiscourse quantitatively and qualitatively. The study found conventionally localized use of meta-discourse grounded in restricted disciplinary cultural schema which demonstrates metadiscursive strategies causing the interactional practice to some extent less communicative. Considering these results, we suggest an eclectic model of teaching academic writing to postgraduate students in order to make their research discourse more effective and communicative.

Introduction

Exploring inter-relationship between language and culture has become an interesting phenomenon in recent few decades. This sociolinguistic phenomenon unveils not only the impact of language on culture but it also exposes the ways culture shapes language. However, this nexus between language and culture exists in very intricate manner which has many other intertwined facets of both. One of the important facets of this nexus is discourse which is generally grounded into cultural ideologies of groups and individuals. Based on cultural orientations; discourse is *constructed, disseminated, deconstructed* and *generated* through certain discourse processes. These processes mainly depend on ideological preferences lying on cultural grid which is resource mania for all the social values, norms, behaviours, attitudes, and other schematic practices of any society.

Research discourse produced as significant manifestation of discourse processes is one of the most sophisticated forms of discourse through which the writers primarily disseminate

knowledge, and acceptance of this knowledge needs novelty in discourse to persuade the readers positively. These readers are mainly of two kinds including primary and secondary readers. Primary readers of research discourse are editors of the research journals, examiners of theses and dissertations, and publishers who cannot be convinced easily on your standpoint made in any genre of research writing especially research articles. Secondary readers are the ordinary readers from multicultural backgrounds of the same discourse community who generally read research discourse for obtaining updates on latest developments in knowledge industries.

Knitting persuasive research discourse becomes more challenging especially when the writers need to be within the constraints of discourse production in their second language such as English in the context of Pakistan. Unfortunately, very few research journals of social sciences, arts and humanities are being published in Pakistan; recognized by international indexing agencies such as Thompson Reuters. In addition to not meeting certain criteria of indexing, creating research discourse in English language is one of the major hindrances in achieving international recognition as viewed by experts of native culture of English. Therefore, it is pertinent to explore discursive patterns of the writers employed in research discourses produced in the Pakistani culture of writing in order to minimize gap of theory and practice. Metadiscourse in this regard offers a potential framework of intercultural and transcultural communication that aims at achieving persuasion through research discourse produced in English as second language.

Previous Studies on Metadiscourse

Metadiscourse[1] is one of the important discursive phenomena of interaction mainly oriented into cultural

1 Avon Crismore, Raija Markkanen, and Margaret S. Steffensen, "Metadiscourse in Persuasive Writing," *Written Communication* 10, no. 1 (1993): 39-71. doi:10.1177/0741088393010001002; William J. Vande Kopple, "Some Exploratory Discourse on Metadiscourse," *College Composition and Communication*, 36, no. 1 (1985): 82. doi:10.2307/357609

manifestation of discourse communities and socio-cultural thinking patterns of members of the communities.[2] Therefore, the writers through this form of discourse persuade the readers by demonstrating various strategies of negotiation made on the proposition to be conveyed.

Hyland, in this regard, introduces a robust model of metadiscourse which is equally applicable to any form of discourse; community and culture. The model consists of two major metadiscursive applications called *interactive metadiscourse* and *interactional metadiscourse* which are further classified into sub-applications of metadiscourse explained under section heading of Research Methodology below.[3]

Interpersonal communication across cultures in general and metadiscourse in relation with culture especially has been explored by various scholars in their respective norms of writing in local languages and English as second language, for example, Ahmed & Myhill[4] in Egyptian, Yazdani *et al*.[5] in Persian, Akbas[6] in Turkish, and Ädel[7] in Swede cultures

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and Ken Hyland. *Metadiscourse: Exploring Interaction in Writing (Continuum discourse series)*, (Continuum International Publishing Group Ltd, 2005).

2 Metadiscourse is a way of interaction made through discourse in which the writers not only interact with the readers but they also interact with their own discourse. So, in other words, metadiscourse may be defined as discourse produced about other discourses.

3 Ken Hyland, *Metadiscourse: Exploring Interaction in Writing (Continuum discourse series)* (London & New York: Continuum International Publishing Group Ltd, 2005).

4 Abdelhamid M. Ahmed, and Debra Myhill, "The Impact of the Socio-Cultural Context on L2 English Writing of Egyptian University Students," Learning, Culture and Social Interaction11 (2016): 117-29. doi:10.1016/j.lcsi.2016.07.004.

5 Sara Yazdani, Shahla Sharifi, and Mahmoud Elyassi, "Interactional Metadiscourse in English and Persian News Articles about 9/11,"Theory and Practice in Language Studies 4, no. 2 (2014), doi:10.4304/tpls.4.2.428-434.

6 Erdem Akbas, "Commitment-detachment and Authorial Presence in Postgraduate Academic Writing: A Comparative Study of Turkish Native Speakers, Turkish Speakers of English and English Native Speakers," (PhD dissertation, University of York, 2014).

have examined implications of metadiscourse in making the composition communicative and effective. These studies and some others such as Hinkel revealed difference of metadiscursive behaviour in both Anglophone and non-Anglophone cultures according to which the writers from later culture (non-Anglophone) are straightforward in expressing their opinions in research discourse; while, on the other hand, the authors of former culture are found to be more careful in opinion making through their viewpoints.[8] Therefore, it seems necessary to explore this relationship between metadiscourse and culture from the cultural context of Pakistan in research discourses in order to identify metadiscursive patterns employed by Pakistani authors in academic research discourse. To unveil this phenomenon, the current study aims at analysing twenty Research Articles (RAs) of History published in Pakistani research journals. The findings would be significant for the discourse community members, especially the neophytes, of History in academic milieu of the country in order to conceptualize implications of metadiscourse employment in research discourse of this field in particular and interpersonal communications across cultures in general.[9]

Methodology

The study follows both the quantitative as well as qualitative approach to analyse metadiscourse in research discourses of History research articles published in recognized journals of the Higher Education Commission (HEC), Pakistan. Moreover, recent techniques applied in corpus-based studies[10] were also used in order to achieve optimum level of

7 Annelie Ädel, *Metadiscourse in L1 and L2 English* (Amsterdam: Benjamins, 2006).

8 Eli Hinkel, "The Effects of Essay Topics on Modal Verb Uses in L1 and L2 Academic Writing," Journal of Pragmatics 41, no. 4 (2009): 667-83. doi:10.1016/j.pragma.2008.09.029.

9 Myron W. Lustig and Jolene Koester, *Intercultural Competence: Interpersonal Communication Across Cultures* (NY: Pearson, 2017).

10 Corpus-based studies are those studies in the field of corpus linguistics which are conducted by utilizing some softwares for data analysis procedures.

accuracy in analysis of data. Hyland's communication framework of metadiscourse was used to find out metadiscursive culture of rhetorical practices used in research articles of History.[11]

Selecting Research Journals and Research Articles

Five research journals recognized by the HEC), were selected for data collection. The selected journals have been categorized into three categories namely X, Y and Z. There is another category i.e. W which is considered the highest category in terms of quality in classification of research journals published in Pakistan. These categories are awarded by the experts at the HEC based on quality of the journals. There are various yardsticks of measuring the quality of each journal including impact factor as the most important factor. The journals included in W category are primarily impact factor journals and are recognized by international indexing bodies such as Thomson Reuters. Unfortunately, there is no research journal of arts, humanities and social sciences published in Pakistan recognized by international indexing body of Thomson Reuters, therefore, all the research journals from these disciplines are included in X, Y and Z categories.[12]

Following five research journals belonging to X, Y and Z categories were selected for collecting research articles as data for the current study. Moreover, selecting all the categories of History research journals ensures representativeness of corpus collection.

There exists a huge number research journals focusing history but the selected journals have vigilant online access, therefore, online accessibility was considered as the second important criterion for selection of the journals.

1. South Asian Studies (X)
2. Central Asia(Y)

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11 Hyland, *Metadiscourse: Exploring Interaction in Writing*.

12 Recently HEC has derecognized the Z category of research journal to upgrade the standard of the research journals.

3. Journal of the Research Society of Pakistan (Y)
4. Pakistan Journal of History and Culture (Y)
5. Pakistan Annual Research Journal (Z)

There were total 20 research articles, 4 from each, published journal during 2015-2016 were selected randomly. These selected research articles were written by the authors belonging to Pakistani universities/institutes to ensure discourse produced by Pakistani authors.

The only one discipline i.e. History was selected in order to ensure not only in-depth analysis of data but also to provide focused information in the form of results to the discourse community members of this discipline.

Data Analysis Procedures/Tools

In order to develop corpus[13] the selected research articles downloaded in pdf were converted into txt format. The corpus of the current data consists of 87,000 words. Recently developed software named *MetaPak*[14] was used in analysing metadiscourse employed in the corpus of History research articles. *MetaPak* is a corpus tool based on theoretical linguistic markers of metadiscourse proposed by Hyland[15] developed for metadiscourse analysis, exclusively. Through this software we not only get the examples of metadiscourse markers employed in sentences by the authors but we also obtain statistical results in the form of normalized values of frequency.[16] This, recently developed, tool has been used for metadiscourse analysis by some researchers[17] who found this tool effective in exploring

13 Corpus is large collection of written and/or spoken text in .txt format which is read and analysed by some corpus tools i.e. softwares.

14 Akhtar Abbas, Wasima Shehzad, and Hassan Ghalib, "Meta Pak: An Exclusive Corpus Tool for Metadiscourse Analysis," *Speech, Metadiscourse Across Genres,* METU, North Cyprus, March 31, 2017.

15 Ken Hyland, *Metadiscourse: Exploring Interaction in Writing*.

16 Frequency in corpus linguistics is total number of hits/results of any search word/item

17 Akhtar Abbas and Wasima Shehzad, "Metadiscurisve Author(s)'s Exclusivity in Research Discourses of Pakistan," *International Journal of English Linguistics* 8, no. 1 (2018). See also Akhtar Abbas, Wasima

metadiscursive nature of author exclusive pronouns (*I, we, us, our, my, the researcher(s), the author(s))* used in research articles of soft field (Education, English, History) and hard fields (Engineering, Medicine, Biology).

In order to determine prototypicality (the coined term by us suggesting most frequent/repetitive writing behaviour in terms of lexical choice) of metadiscourse items through qualitative analysis another corpus tool called worditOut[18] was used. This tool generates the word cloud of the uploaded table of words having frequency of each word. Moreover, textual analysis of the most prototypical markers was also done to demonstrate practice in reality. The size of the word in word cloud picture is in direct proportion with its frequency i.e. larger the frequency of word, larger would be its size in the cloud picture and vice versa.

Theoretical Framework

The current study utilizes communication framework of metadiscourse proposed by Hyland[19] which he discovered while investigating large corpus of research articles, theses and dissertations in the ESL (English as Second Language) culture of Hong Kong. This framework of metadiscourse not just guides the writers about the strategies to be adopted for guiding the reader through their texts (interactive metadiscourse) but the rhetorical techniques of interacting with the readers (interactional metadiscourse) have also been proposed. The framework has been proven robust not only across languages but it has been utilized effectively across cultures, too.

Interactive metadiscourse (see Figure 1) consisting of five rhetorical categories such as Code Glosses (CG),

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Shehzad, and Syeda Tehseen Zahra. "To Mention or not to Mention 'I': An Exploration of Personal Metadiscourse in Pakistani Research Discourses," *Speech, Metadiscourse Across Genres* (METU, North Cyprus, March 31, 2017).

18 "WordItOut," Https://worditout.com/word-cloud/create Accessed September 26, 2017.

19 Hyland, *Metadiscourse: Exploring Interaction in Writing*.

Evidentials (EVD), Transitions (T), Endophoric Markers (EM) and Frame Markers (FM) determines the writers' awareness about their discourses. In other words, the writers interact with themselves and guide the readers through different discourse stages. For example, Code Glosses are employed to elaborate, reformulate, exemplify and enhance the argument with the help of interactive markers such as; 'for example, in other words, that is, i.e.' etc. similarly, Evidentials such as; 'according to, cited in/by', are augmented in the arguments for providing evidences of the proposition communicated. Transitions including 'and, so, thus, however, nevertheless' are utilized for transition of one argument to other. Equally important are the employment of Endophoric Markers and Frame Markers. The former is quite significant in guiding the reader through different parts of the text by using expressions such as; 'the last section, next part, Figure x, Table y and the latter' is responsible for introducing the reader with aim of the study, sequencing of discourse and topic shifting with the help of expressions such as; 'the study aims at, the purpose of the study, firstly, secondly, finally, so, hence, thus'.

In sum, interactive metadiscourse may not only serve the purpose of signposting different stages of discourse but it can also bring coherence in text which ultimately makes the writing, reader friendly. Hence, appropriate employment of interactive metadiscourse makes the arguments comprehendible for the reader by ensuring smooth flow of old to new information in the text.

In addition to interactive expressions, interactional metadiscourse comprising of five rhetorical strategies (see Figure 1) including Boosters (BST), Hedges (HDG), Attitude Markers (AM), Self-Mention (SM), and Engagement Markers (EM) is reflexively reader oriented that, ultimately, helps the writers in achieving communicative goal through persuasion and negotiation. For example, Boosters such as; 'definitely, surely, obviously, in fact, establish, find, should and must' reflect the writers' strong footings on the stance taken. Contrarily, Hedges are the expressions like 'may, could,

seems, appears, possibly, probably, estimate, argue' which show the distance of the writers from the quality/truthfulness of the argumentative propositions presented by them. Moreover, Attitude Markers indicate writers' sentimental attitude towards certain argument, findings, and content. The expressions such as; 'feel, unfortunately, astonishingly, amazingly, essential, hopeful' serve the purpose of revealing the writers' emotional state of being towards certain content. In addition, self-mentioning by employing first person author exclusive pronouns (I, we, our, my, us, mine, me) indicate various cognitive goals of the writers such as display, projection, promotion, identity assertion in their discourses. So, by using above four interactional rhetorical strategies the writers engage the readers into the communicative act of persuasion and negotiation implicitly. Finally, however, the readers are engaged explicitly also by exploiting Engagement Markers through expressions of imperatives i.e., addressing the reader directly, 'you may have noticed', and involving the reader into discussion by asking direct or indirect questions such as 'do you think…'

In summing up, interactional markers not only measure the anticipation of the readers' response made by the writers but these expressions suggest an enactment of imaginary dialogue between the writers and their imagined readers. Through this imagined dialogue, we observe the discourse act of persuasion and negotiation between the text producers and text consumers in discourses which to date has not been investigated linguistically in research discourse of research articles published by Pakistani research journals of soft and hard fields.

Figure 1: An Interpersonal Model of Metadiscourse

Interactive	Help to guide the reader through the text	Resources
Transitions	express relation between main clauses	in addition; but; thus; and
Frame Markers	refer to discourse acts, sequences or stages	finally; to conclude; my purpose is
Endophoric Markers	refer to other parts of the text	noted above; see Fig; in section 2
Evidentials	refer to information from other texts	according to X; Z states
Code glosses	elaborate propositional meanings	namely; e.g.; such as; in other words
Interactional	Involve the reader in the text	Resources
Hedges	withhold commitment and open dialogue	might; perhaps; possible; about
Boosters	emphasize certainty or close dialogue	in fact; definitely; it is clear that
Attitude markers	express writer's attitude to proposition	unfortunately; I agree; surprisingly
Engagement markers	explicitly build relationship with reader	I; we; my; me; our
Self-mentions	explicit reference to author(s)	consider; note; you can see that

SOURCE: Hyland, Metadiscourse: Exploring Interaction in Writing, 49.

Results and Discussion

This part reports and discusses the results of the current study quantitatively and qualitatively. The first section below deals with quantification of interactive and interactional metadiscourse employed in History research articles. The second section focuses on demonstrating prototypicality (localized conventional use of language) of each metadiscourse item employed in research articles of the field by providing textual analysis.

Employment of Interpersonal Metadiscourse in History Research Articles

The Research Articles (RAs) of History employ more interactive metadiscourse than interactional metadiscourse.

The highest use of CG value 148.56 per 10000 (1222 hits) clearly indicates writers' dominant schemata of elaborating and exemplifying the proposition in research discourse culture of Pakistan.

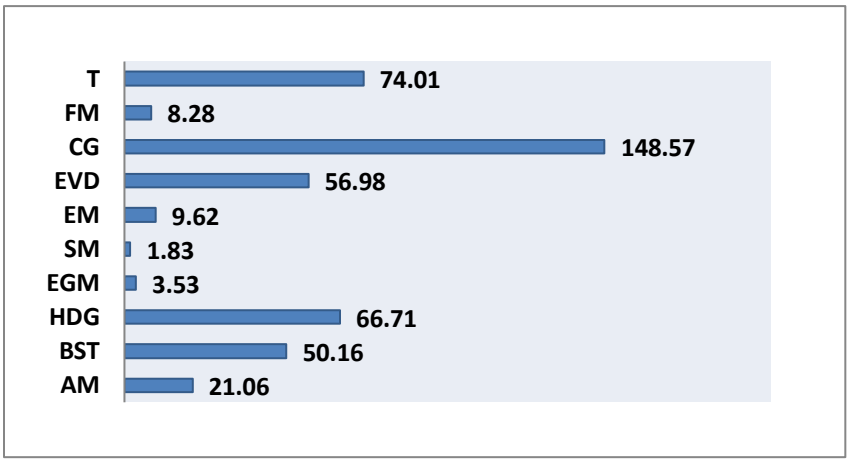
Another significant and interesting interactive metadiscursive rhetorical behaviour is clear from the results of Evidentials (EVD) and Transition (T). Occurrence of T metadiscursive markers i.e. 74.01 is higher than the occurrence of EVD markers i.e. 56.92 (468 hits) perhaps indicating embodiment of more information flow from old to new. Providing evidence, particularly in the form of, in-text citations, is an established norm of situating research discourse all over the world. These findings intrigued us and after overviewing the titles and content of corpus of History Research Articles (RAs) it was found that the most of the RAs are based on current local events such as general elections, contemporary issues in foreign policy and war against terrorism. Furthermore, the issues discussed in these research articles are based on shared knowledge of local community members of Pakistan, suggesting local focus, mainly which may not be felt by the authors to support with evidence. Hence, this contemporariness of the proposition might have shaped assumption that the readers are well aware of the events and perhaps there is less effort needed to convince the readers by taking help from evidence. Hence, it can be inferred that the authors of History RAs owing to different nature of research discourse depend more on 'locational references' i.e. referring location and time, homophoric references i.e. referring shared culture/context and exophoric references i.e. referring shared immediate context[20] as source of Evidential Markers. Occurrence of these references determines the nature of discourse practiced in research articles of History. This discourse is more grounded with text-external world and hence was found very difficult during the process of metadiscourse

20 Suzanne Eggins, *An Introduction to Systemic Functional Linguistics*(London: Bloomsbury, 2013), 34-35.

mapping. Moreover, presence of these forms of references also justifies the less employment of citations to other studies in the same field of knowledge.

Since the research discourse constructed by the writers of History RAs is grounded more into the *text external* realities, therefore, now, we can expect not only the less use of interactive metadiscourse in general but the avoidance of EVD in relation with citing other authors in particular in research discourses of Pakistan in the field of History.

Figure 2: Employment of Interpersonal Metadiscourse in History Research Articles (Per 10000)



At the same time, considerably, substantial occurrence of T i.e. 74.01 shows the writers' schematized knowledge about *text-internal* realities for summing, contrasting and comparing the arguments. These processes of transitioning discourse from one discursive act to the other are quite significant in order to keep readers aware of the discourse acts in progress during the production process of texts. Furthermore, the Figure 2 shows that the writers employ metadiscursive strategies of framing discourse (FM) and referring to other parts of the same text (EM) almost equally indicating less expectations of the reader owing to contemporariness of the proposition.

Coming towards reader-oriented metadiscourse, first, Figure 2 clearly reveals almost absence of explicit self (SM) of the writers in History research discourses of Pakistan. Self-mentioning in research discourses produced in Pakistani culture of writing is generally considered a marker of subjectivity.[21] Whereas, another study[22] shows that the writers of other disciplines of soft fields (Education and English) show different behaviour from the writers of History as far as self-display is concerned. Second, showing personal attitude (AM) towards the proposition by most frequent use of *important* and *even* reflects positive attitude towards negotiating the argument and describing unexpectedness of the proposition respectively. Making the readers realized with the importance of proposition by relatively frequent use of important and constructing the elements of unexpectedness and surprise by using even appear appropriate interactional metadiscourse strategy of the writers to engage the reader in achieving certain persuasive goals.

Finally, more important, regarding stance of the writers, we conclude from Figure 2 that the writers of History RAs are more careful in making claims by using more Hedges than Boosters with respective normalized values of 66.71 and 50.16 per 10000. However, the findings show that the explicit and/or implicit presence of the writers' voice is not missing owing to replete discourse with, comparatively, essentially required Boosters.

Metadiscursive Prototypicality

This section focuses the demonstration of the most prototypical metadiscursive markers, with the help of textual analysis, employed in History Research Articles (HRAs). This prototypicality reveals metadiscursive cultural cognition of the authors of this field. Firstly, we will discuss prototypicality of interactive metadiscourse in RAs of History

21 Abbas, Shehzad, and Zahra, "To Mention or Not to Mention 'I'.

22 Abbas and Shehzad, "Metadiscursive Author(s)'s Exclusivity in Research Discourses of Pakistan".

followed by the discussion on this phenomenon of prototypicality of interactional markers of metadiscourse. The prototypicality of metadiscourse was generated through a corpus tool called worditOut.[23] Size of the word/marker determines the extent of prototypicality; hence, size of the word in the figures below is directly related with extent of prototypicality in History RAs.

Interactive Metadiscourse Prototypicality

Firstly, glossing (CG) the proposition by employing more elaboration by putting clarification in parentheses '()', and enhancement strategies along with exemplification practices with the use of 'or, i.e. and for example, such as' respectively is the most dominant interactive metadiscursive behaviour of the writers of History as indicated in the Figure 3. Secondly, the most prototypical interactive marker of supporting argument by using 'according to' and avoiding in-text citations by referring to your own works with no citations; examples 1 and 2 reveals that the field is more grounded with text-external realities of evidence instead of embedding discourse with text-internal facts i.e. interactive metadiscourse of Evidentials (EVD) as shown in the Figure 4.

Example 1: Art administrators assumed that the British were knowledgeable and trained enough to set up an art school in Lahore. I have discussed somewhere else 'the colonial art education in Lahore', which is not the scope of this article.

Example 2: I have mentioned before in another investigation that this assumption is erroneous. Languages receive influences from other languages; they come in touch.

23 "WordItOut," Https://worditout.com/word-cloud/create. Accessed September 26, 2017.

Figure 3: Prototypical CG in History RAs

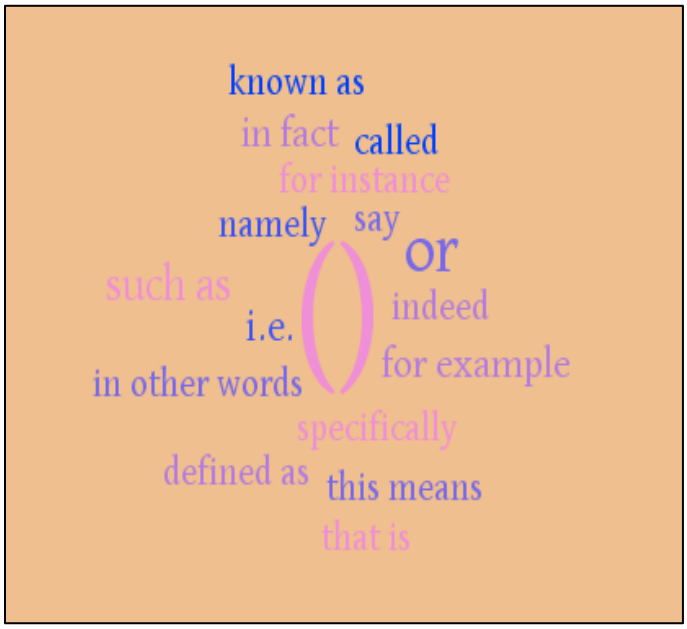
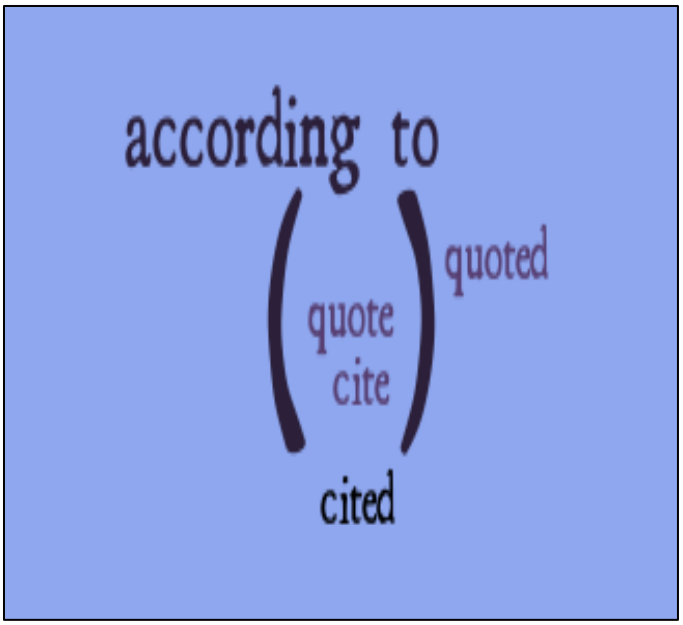


Figure 4: Prototypical EVD in History



Thirdly, Transitions (T) were found to be the second most metadiscourse marker employed in History RAs indicating employment of more arguments with more shifting from one argument to the other. The most occurred Transition markers (see Figure 5) belong to contrastive i.e. 'however, but, because' followed by summative i.e. 'therefore, since and additional such as 'moreover, also'(see examples 3-5 below). This diverse culture of transitioning strategies of arguments seems quite appropriate in order to bring smooth information flow in discourse.

Example 3: However, policies and legislation concerning women have been serving as one of the most important professed causes behind toppling and/or installing various Afghan regimes.

Example 4: Moreover, woman had been widely considered private property of man, therefore, considered decree an intrusion into man's private possessions and life.

Fourthly, framing discourse about announcing goals by exploiting purpose and sequencing through utilizing ordinals such as 'firstly, secondly, then' were found to be most prototypical interactive metadiscourse of Frame Markers (FM) in research discourse of History RAs (see examples 5-6 and Figure 6 below).

Example 5: Firstly, the transfer of the title "Public enemy number one" from the US to the Soviet Union, Secondly, ideology plays a minor role than in 1960s as China sought to create alliance with all those who opposed the Soviet Circle.

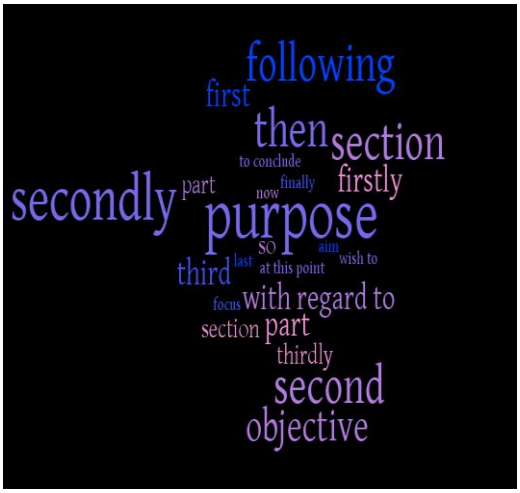
Example 6: To achieve this purpose I adopted policy of soft power as framework.

Figure 5: Prototypical T in History RAs

Finally, the least occurred interactive metadiscourse found was Endophoric Markers (EM) which are used in order to signpost text for enhancing connectivity of propositions presented in different sections of research articles. However, this inter-textual referencing was done by pointing out the results in table given above or below. The Figure 7 indicates authors' preference for guiding the readers about results only. The authors do not feel need of referring to other parts/sections of the same text which is less likely to be declared as an effective strategy of communication. Average length of research article of History is generally 5000 which is quite large. Such a large length of text, in our view, demands guiding the readers by referring towards discourse acts performed in other sections/parts of the same text. Therefore, this avoidance may disturb the attention span of

the reader ultimately causing the writing reader responsible.[24]

Figure 6: Prototypical Frame Markers (FM) in History RAs



In summing up the above discussion on prototypicality of interactive metadiscourse, the results suggest multifarious cognitive schema of the writers of History Research Articles mainly focusing on glossing through less distinct prototypical markers followed by diverse transitioning strategy of argument by employing more variety of Transitions. However, on the other hand, supporting propositions with in-text citations and referring to other studies; referring to other parts/sections of the same text; and framing discourse with reference to labelling discourse stages were found quite less indicating authors' constricted schema of their own interaction with their own texts. We must not undermine the fact that the writers' interaction with their own texts through interactive metadiscourse does interact with the readers too subsequently brings smooth discourse flow in research discourses.

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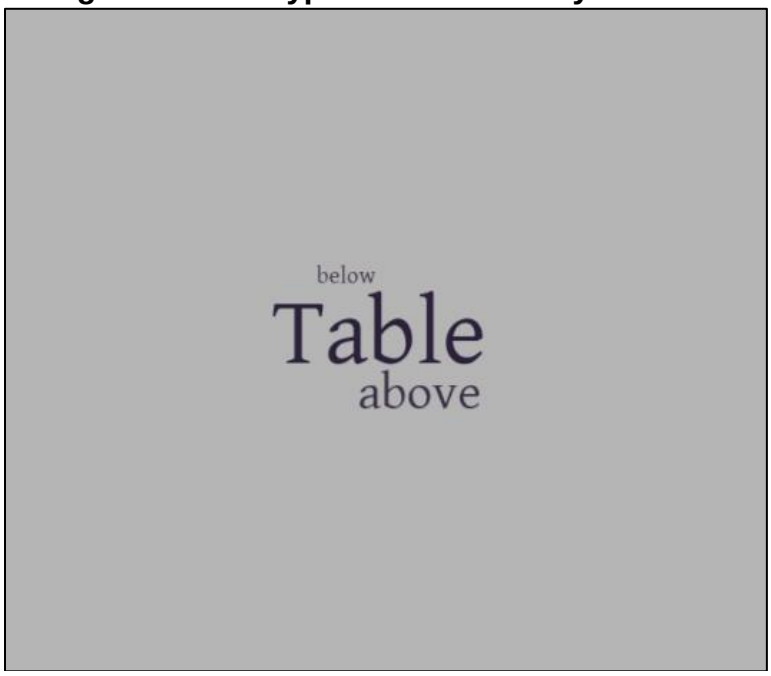
24 Reader responsible writing is that piece of writing which reader has to take responsibility of meaning dig out. In other words, the writers put the burden of digging out meanings on the shoulders of the readers.

Figure 7: Prototypical EM in History RAs



Interactional Metadiscourse Prototypicality

Regarding rhetoric of interactional metadiscourse employed in History RAs, though, the diversity in exploitation of stance making metadiscourse i.e. Boosters (BST) and Hedges (HDG) were found but with less distinct prototypical markers. First, for example, as Figure 8 clearly reveals that the most preferred Boosters employed by the authors of History RAs in making a strong claim are 'shows (ed. & n.), found and should. Prototypical use of these markers (see examples 7-9 below) indicates the writers' less flexible point of view which may restrict dialogue between the writers and their imagined readers. Moreover, the excessive dependence on modal 'should obviously' suggests lack of density in rhetorical strategies adopted by the authors of this field.

Example 7: The model highlights that, whenever in any situation of conflict costs overshadow profits, the players involved should agree to an adverse partnership.

Example8: Pakistan's relations with Afghanistan should be analysed in the context of South Asian security web in which the latter is the offshoot of Pakistan's policy towards India.

Example9: In this regard, Pakistan provided evidence of Brahimdagh Bugti (son of Akbar Bugti) staying in Afghan intelligence house in Kabul, photographs of his visit to Delhi and some instructions which showed his links with insurgency in Baluchistan.[25]

Second, despite having diversity in application of hedging strategies, it is clear from the Figure 9 that these are modals including *could, may* and *would* which are major source of taking stance carefully. Such application of modals mainly for presenting a careful persona of themselves the writers appear to be schematized with a restricted prototypical cognitive reservoir of hedging devices which might result into weakening of the argument made with respect to international norms of research discourse (see examples 10-12 below).

Example 10: There are other biases, such as choosing districts to work for their relative peaceful conditions rather than on need base and hiring professionals at higher pay scales that could be afforded by the state.

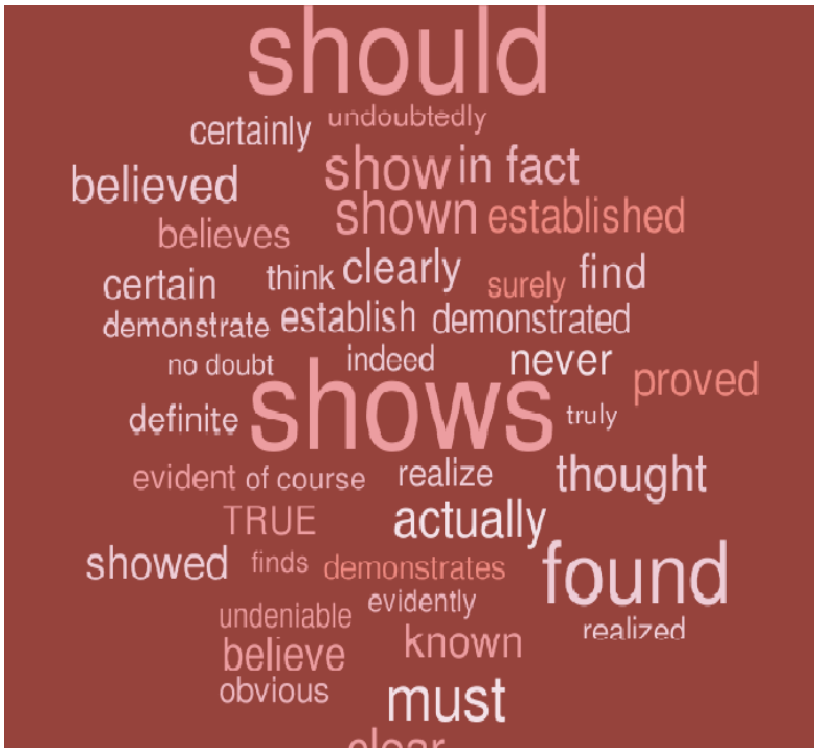
Example 11: Their impartiality may not stand true in dispute resolution issues.

Example 12: It was very interesting election due to following factors (a) MPAs of PML (N) were very strong from their constituency and it would go in the benefit of the candidate of MNA.

Therefore, we suggest the shift of focus from teaching academic writing to teaching academic discourse which has potential of developing discourse competence in general and metadiscourse competence in particular of the novice researchers.

25 *The News International*, 2008.

Figure 8: Prototypical BST in History RAs



Thirdly, it was interesting to witness employment of significant number of Attitude Markers (AM) in History RAs scaffolding the writers' sentimental engagement with their own discourse (see examples 14-15 below).

Example 14: Therefore, it is important to know that how social medium effects student's academic learning.

Example 15: For him, various geometrical forms were similar in all plants and even animals, suggesting a unity in the diversity of nature.

Figure 9: Prototypical HDG in History RAs

Similar to the behaviour observed regarding employment of other metadiscourse, we noticed the prototypical schema of AM also in this field of knowledge. For example, Figure 10 illustrates the extent of sentimental culture in research discourse of History through the maximum use of 'important and even'. By employing these typical markers, the writers in fact attempt to bring their readers in the same emotional state of realizing the importance and surprising on some propositions through recurrent use of important and even respectively. In short, according to contemporary rhetorical practices of metadiscourse at international level it is not surprising element of observing such discourse of sentiments in research discourses of social sciences' culture.

Figure 10: Prototypical AM in History RAs

Fourthly, engaging the readers explicitly through Engagement Markers (EGM) though was less common in research discourse culture of History RAs yet the most prototypical markers were inclusive 'you, your, we and us' showing indirect address of the writers to the readers (see examples 16-17 and Figure 11 below). Use of inclusive 'we' and 'you' may prove to be effective for interpersonal communication in building dialogic relationship with the reader.

Example 16: At the very outset, we must recognize the fact that the beautiful has a commercial or money value.

Example 17: By fomenting trouble and unrest in Balochistan, you must understand, the Indians are attempting to delink Pakistan, China and Gwader from Central Asia

Finally, self-effacement of the authors of this field is quite obvious from quantitative results presented in the Figure 12 but interestingly the occurrence of exclusive first person singular pronoun (see Figure 12) more indicates not only the

assertive attitude of the writers but it also suggests the writers' confidence in their standpoints (see examples 18-19 below).

Example 18: Thirdly, I think, to achieve leading position in Afghanistan and Central Asian republics by countering Pakistan's away in the region.

Example 19: In addition, it, we are of the view, will not allow a return to the pre-war situation, where there was large Indian and Soviet influence in Afghanistan.

Figure 11: Prototypical EGM in History RAs

Figure 12: Prototypical SM in History RAs

In summing up, employment of prototypical interactional metadiscourse in RAs of History published in Pakistan you must have observed through the whole discussion in this part that writers are schematized with restricted form of discourse by employing more metadiscourse but with considerable recurrence of few markers only. This cultural phenomenon of prototypical research discourse of History grounded in local culture of discourse generally demands serious attention of academic writing experts in Pakistan in order to meet international norms of metadiscourse to be exploited in research articles.

Conclusion

The findings of the current study have unveiled the schematized metadiscursive culture of research discourse produced in research articles of History written by Pakistani

authors. It is significant to notice that, first, through quantitative results, similar to international conventional practice of expert researchers, interactive metadiscourse were found more than interactional metadiscourse indicating writers' focus for preferring to bring coherence in their texts in addition to guide the readers for smooth information flow. Secondly, the quantification of interactional metadiscourse especially of Boosters, Hedges and Attitude Markers indicates the extent of writers' awareness of engaging readers through making stance and showing personal involvement in their discourses. Employment of Boosters and Hedges by the authors of History research articles in Pakistan was found in a noticeable contrast with international experts' conventions of scholarly writing indicating relatively more assertive attitude of Pakistani authors in this field. Finally, the schematized metadiscursive culture in the field of History was also revealed demonstrating existence of prototypicality with regard to metadiscourse employment. This metadiscursive behavior, however, needs to be addressed in the syllabi developed for postgraduate scholars by the academic writing experts in Pakistan. We owe this situation and suggest an eclectic approach of teaching academic writing as academic discourse with mixed techniques of applying discourse, genre and corpus orientations as shown in the Figure 13.

Figure 13: An Eclectic Model of Teaching Academic Writing to Postgraduate Students