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A Meta-Discourse Analysis of Identity of Iraqi Post- Graduate Linguistics Theses

A THESIS

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1445 A. H.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

((وَشَدَدْنَا مُلْكَهُ وَأَتَيْنَاهُ الْحِكْمَةَ وَفَضَلَ الْخِطَابِ))

صدق الله العظيم

(سورة ص: الآية 20)

In the Name of Allah Most Gracious Most Merciful

(And We upheld his kingdom and brought him (the) Wisdom and decisive speech)

True are the Words of Allah

(Sad: Aya 20)

(Ali, 2008: 96)

Supervisor's and Head's Certification

We certify that this thesis entitled “**A Meta-Discourse Analysis of Identity of Iraqi Post-Graduate Linguistics Theses**”, submitted by (**Sundus Mohammed Sadiq**), and has been prepared under our supervision at the College of Education for Humanities, University of Babylon in partial fulfillment of the requirements for the degree of Master of Education in English Language and Linguistics.

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We certify that we have read this thesis entitled “**A Meta-Discourse Analysis of Identity of Iraqi Post-Graduate Linguistics Theses**”, and as Examining Committee, examined the student (**Sundus Mohammed Sadiq**) in its content and that, in our opinion, it is adequate as a thesis for the degree of Master of Education in English Language and Linguistics.

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Dedication

To our great Creator, the most merciful and most compassionate and to the most merciful Prophet in the world our Prophet Mohammed and his family

(May peace of Allah be upon him and his family)

To him, the one whose love, care and support have made it possible for me to be what I am

To my beloved father

To my mother

To my sister, kind brothers and my son

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Abstract

Meta-discourse refers to the interacting of writers with their readers and persuading them through interactive, textual and interactional levels. This study is intended to study meta-discourse markers of identity of Iraqi post-graduate linguistics theses. Consequently, it aims at: (1) Finding out the most common categories of meta-discourse used in Iraqi post-graduate linguistics theses.(2) Identifying the most frequent category of meta-discourse in Iraqi post-graduate linguistics theses.(3) Finding out the functions and explaining meta-discourse categories used in Iraqi post-graduate linguistics theses.

The data of this study were 20 samples in the field of linguistics submitted between 2018 and 2022. More accurately, 20 samples have been analyzed qualitatively and quantitatively. According to the Questions which are (1) What are the most common categories of meta-discourse used in Iraqi post-graduate linguistics theses? (2) How many frequencies of meta-discourse categories used in Iraqi Post-graduate linguistics theses? (3) What are the functions of meta-discourse found in Iraqi post-graduate linguistics theses? Three hypotheses were proposed: (1) The interactional type of meta-discourse is the most frequent category used in Iraqi post-graduate linguistics theses, (2) A higher frequency of self-mentions is employed to engage readers in Iraqi post-graduate linguistics theses. and (3) Meta-discourse helps to guide readers through the text interactively and does not highly focus on the ways through which writers achieve interaction, hence involve them in the text. The results showed that there were 239 MD markers in total were used in the whole data. Interactive Meta-discourse markers were more common than interactional, 91/38.075%, and 77 / 32.217% were textual markers compared to 67/ 28/ 033 % for interactional. Remarkably, it was concluded that Meta-discourse is seen as a crucial tool for improving communication since; on the one hand, it helps to establish

readers understanding and, on the other, it provides useful possibilities for elaborating an interpretive context. Additionally, Evidentials as a subcategory in the interactive level, Logical connectives and Reminders as subcategories in Textual level and Attitude markers as a subcategory in the Interactional level are the most frequently used meta-discourse markers that are used in the data under analysis.

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List of Abbreviations

Full Form	Abbreviation
Academic Writing	AW
Attitude markers	Attit. M
Booster Markers	Bo. M.
Code Glosse Markers	Cod. M.
Endophoric Markers	End. M.
Engagement markers	En. M.
English a foreign language	EFL
English as a second language	ESL
Evidential Markers	Evi. M.
Frame Markers	Fram. M.
Frequency	Freq.
Hedge Markers	H. M.
Logical connective Markers	Log. M.
Meta-Discourse	MD
Percentage	Perc.
Reminder Markers	Rem. M.
Self-mention Markers	Sel. M.
Sequencer Markers	Seq. M.
Topicalizer Markers	Top. M.
Transition Markers	Tran. M.

Chapter One

Introduction

1.1 Introductory Remarks

Meta-discourse has been dealt with by many scholars, first Harris coined the term, and then Crismore, Goffman and Vande Kople continued analyzing the presence of meta-discourse in different discourses. The linguists classified meta-discourse differently. They all agreed that it is discourse about discourse, yet there were no general guidelines and clear markers for detecting the field in any text. Adel states that meta-discourse is a contextual phenomenon, it cannot be restricted to certain terms or words, it can occur in morphemes, phrases, sentences or even paragraphs that aim to interact directly with the readers. And Ho indicates that meta-discourse refers to the linguistic terms that make the writers interfere in their texts to communicate with the readers.

For most researchers, ‘meta-discourse’ is a fuzzy term referring to ‘talk about talk’ or ‘discourse about discourse’. That is, ‘meta-discourse’, for them, has the role of looking internally and inwardly to reveal the aspects and elements of text itself. Yet, this view does not include potential features necessary for the activation of meta-discourse (Hyland, 2019, p. 19).

Meta-discourse is a method of understanding in use, according to Harris (1959, p. 87), whether from a non-propositional or an interpersonal standpoint. Accordingly, it refers to a method for making propositional text logical, understandable, and convincing to a certain reader or audience (Kumph, 2000, p. 84). By virtue of its internal character, meta-discourse is utilized as a self-expression

to negotiate interactional purpose in a text, assisting the writer or speaker to communicate their points of view and develop with the readers and listeners as members of a certain community (Saadi and Roosta, 2014). As a result, a speaker-listener or writer-reader connection is established to carry out the goals of effective communication. Due to the above explanation, meta-discourse is seen as a system of meanings realised by an open-ended set of language items that perform non-meta discursual functions and can only be recognized in particular instances of realisations.

In order to frame the discourse structure and convey the significance of what is being stated, meta-discourse is mostly utilized to demonstrate the authors' and writers' linguistic and rhetorical embodiment in the text. In order to communicate or organise the writer's thoughts and arguments in a way that the listeners or readers would be affected, meta-discourse markers study linguistic methods (Hyland, 1999).

Writing is one of the most essential social behaviors in the academia. Thus, text is a space where knowledge and writer's identities are built, negotiated, and created when social interactions occur in the academic community (Alexander, 2003, p. 94). As a result, academics spend the majority of their time writing, publishing, communicating, and disseminating their knowledge (Canagarajah, 2002, p. 64).

Therefore, the concept of "identity" is difficult to define. This is owing to the fact that the phrase can be interpreted in a variety of ways and those words like self, person role, persona, position, and topic are closely connected (Casanave, 2005, 92). Identity is what makes someone unique and special (Leung and Harris, 1997, p. 543). It is the sameness of a person or thing at all times or in all circumstances; the condition or fact that a person or thing is itself and not something else; individuality,

personality. In this case, the learners should establish a communication through a cohesive and logical text that allows the readers to better comprehend what the writer's intention is. Meta-discourse indicators, which are generally employed to negotiate meaning, are required to understand the writer's goal (Hyland, 2010, p. 19).

1.2 The Problem

Meta-discourse is a linguistic term used in discourse analysis and language instruction to describe the producer's commentary on a text while speaking or writing (Hyland, 2017, p. 1). Characterizing writers' identities through MD of their writings is something challenging. That is, the words writers use in building up their texts must reflect their ideas in a way that makes sense to their readers. Part of this includes employing an appropriate identity (Hyland 2002). However, some words employed in writer's identity research are occasionally used not just interchangeably without creating an explicit link between them, but also in a way that can lead to misinterpretation. This study attempts to identify fundamental terms which play a vital role in differentiating the roles that writers perform in academic written discourse, on the one hand, and clarifying or identifying their identity, on the other hand.

Based on this diversity of literature, many studies dealing with meta-discourse usage in academic writing as a sign of author identification have been carried out utilizing various methods of analysis. Meta-discourse has been studied by different scholars. Each scholar views meta-discourse from his/her own perspective. Thus, there are contradicted assumptions about the nature of meta-discourse. This study is oriented toward characterizing this issue.

So, this study attempts to fill this gap in the research by analyzing some Iraqi post-graduate linguistics theses that are pursuing their master's degrees in linguistics. The following questions need to be answered in this study:

1. What are the most common categories of meta-discourse used in Iraqi post-graduate linguistics theses?
2. How many frequencies of meta-discourse categories used in Iraqi Post-graduate linguistics theses?
3. What are the functions of meta-discourse found in Iraqi post-graduate linguistics theses?

1.3 The Aims

The present study aims at:

1. Finding out the most common categories of meta-discourse used in Iraqi post-graduate linguistics theses.
2. Identifying the most frequent category of meta-discourse in Iraqi post-graduate linguistics theses.
3. Finding out the functions and explaining meta-discourse categories used in Iraqi post-graduate linguistics theses.

1.4 The Hypotheses

It is hypothesized that:

1. The interactional type of meta-discourse is the most frequent type used in Iraqi post-graduate linguistics theses.

2. A higher frequency of self-mentions is employed to engage readers in Iraqi post-graduate linguistics theses.
3. Meta-discourse of identity helps to guide through the text interactively and does not highly focus on the ways through which writers achieve interaction, hence involve them in the text.

1.4 The Procedures

The procedures of the present study include the following:

1. Presenting a theoretical account or a review of literature related to the meta-discourse aspects; namely, interactional (hedges, attitude markers etc...) and interactive (transitions, frame markers etc...).
2. Adopting an eclectic model of MD that comprises interactive and interactional categories.
3. Selecting the samples of the data.
4. Analysing the selected data qualitatively and quantitatively by depending on the model through the following steps: Searching the text for the tools, analysing the text according to the tools, getting the results out of the analysis and discussing the results.
5. Stating some conclusions, recommendations and suggesting topics for further studies.

1.6 The Limits

This study is limited to:

1. The investigation of meta-discourse of identity of Iraqi Post-Graduate Linguistics Theses.

2. 20 M.A. theses are taken from the field of linguistics from Babylon University submitted between 2018 and 2022 from (Abstract, Introduction and Conclusion).

3. Hyland's (2019), Kopple (1985) and Crismore's (1993) Models have been adopted, which consist of five categories: interactional markers, textual markers, interactive markers, interpretive markers and interpersonal markers. Three of these five categories have been used in this study and two of them were excluded (interpretive markers and interpersonal markers), because these two types are not related to identity and were not used in this study and there are other types to replace them.

1.7 The Value

In fact, the value of this study is a two-sided one: Theoretical and practical. Concerning the theoretical value, it is hoped that this study can be valuable for scholars, specialists, and researchers who study meta-discourse. Furthermore, it helps teachers to know interaction in learning through MD markers. In the linguistic field, the study serves as a guideline for researchers who are specialists in linguistics. It can broaden their understanding of how to simplify literary language and how to minimise it without distorting the core. In addition, curricula scholars of educational and human disciplines will benefit from this study in developing textbooks based on persuasive strategies for readers. Finally, because it follows a scientific method in achieving its aims, this study paves the way for future relevant investigations, especially in meta-discourse analysis of identity of academic writings.

Chapter Two

Review of Literature

2.1 Introductory Remarks

The current chapter presents the theoretical background. This chapter consists of four main sections; section one deals with the academic writing as concerning definitions , features as well as the importance of academic writing. Section two mentions the definitions of meta-discourse, textual and interpersonal functions of meta-discourse, principles of meta-discourse and the classification of meta-discourse. Section three introduces an overview of identity and the identity in academic writing. Section four shows some previous studies which are relevant to the meta-discourse and identity under scrutiny.

2.2 Academic Writing

Writing plays a significant role in both the academic and future professional lives of students (Barnet, 1983). Writing is the skill of production of graphic symbols that represent a language one understands, so that one can read these graphic symbols if one knows the language and the graphic representation (Lado, 1964, p. 143). While Rivers (1968, p. 248) defines writing as an expression of ideas in a consecutive way according to graphic conventions of the language.

Worthington (2002, p. 1) defines the writing process as the steps one takes to produce a piece of written material. According to Bassey (1999, p. 90) the writing process makes students active recipients of knowledge, shapers and organizers of what they know. It requires the freedom to experiment without concern about negative consequences. Journal entries, free writing, listing, graded rough drafts, and

other forms of exploratory writing serve this purpose (Waller and Roemer, 1996, p. 3):

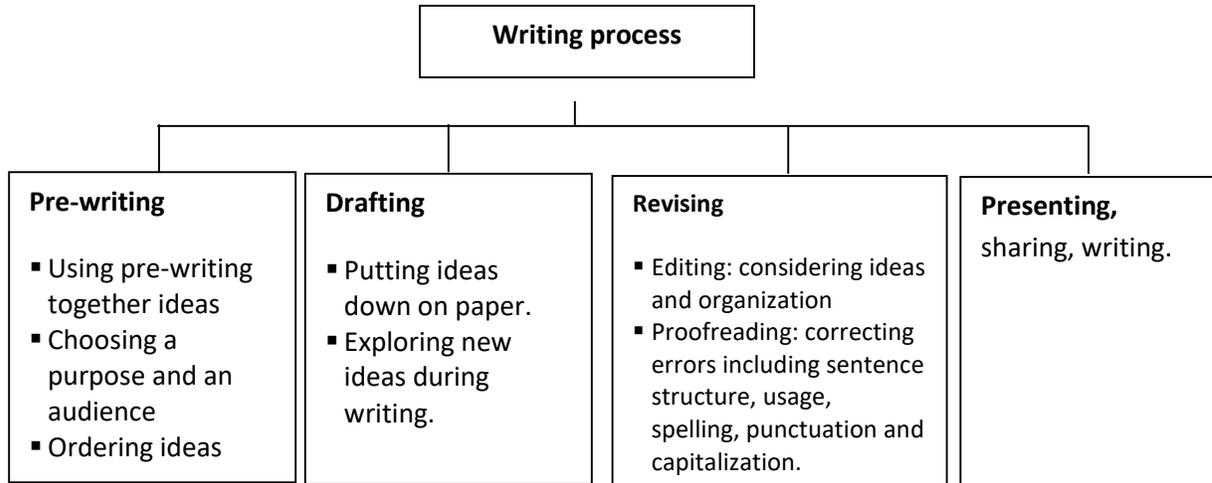


Figure (1): Stages of the Writing Process

As for the concept of ‘Academic Writing’, Academic Writing (henceforth: AW) is a mode of writing that, to a greater or lesser degree, underlies various academic tasks and assignments across almost all disciplines at the university level. It is one of the most demanding skills to acquire (Hayot, 2014, p. 123). Moreover, academic writing is a balance of fact and evaluation as the writer tries to present information as fully, accurately and objectively as possible.

AW is precise, determined, well-organized, and evidence-based. Its goal is to make the reader's comprehension easier. Although it has a formal tone and style, it is not difficult to understand and does not need the use of lengthy words or a sophisticated vocabulary (Bruce, 2008, pp. 15-16). There are certain universal aspects of academic writing that apply to all subject areas.

Firstly, AW is organized and targeted; it responds to the inquiry and shows subject knowledge.

Secondly, it is structured. It is coherent, written in a logical order, and brings together related points and material.

Thirdly, it is evidenced, demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.

Finally, it is formal in tone and style: it uses appropriate language and tenses, and it is clear, concise and balanced (University of Leeds, 2020, 31).

Any writing completed to satisfy a requirement of a college or university is considered AW. AW is also used to present papers at conferences or for publications that are read by academics and teachers (Dawson, 2003, p. 69). Any writing task delivered in an academic environment might be considered AW, according to a fairly wide definition (Heaton, 1975, p. 76).

AW, according to Bailey (2011, p. 58), is nonfiction writing created as a component of academic activity. AW is sometimes used to refer to writing that reports on academic research, writing created by college students, and writing in which academics examine popular culture or advance novel theories. Even while AW differs in tone, style, substance, and organisation depending on the genre and mode of publishing, almost all AW uses a very formal prose register and frequently references other academic works (Ernawati, 2013, p. 26).

According to De Poel and Gasiorek (2012, p. 65), AW is a significant part of academic discourse and can take on several forms, such as essays, projects, lecture notes, and theses.

According to Thaiss and Zawacki (2006, p. 4), AW broadly refers to any writing that has an educational function in a university or a college. In other words, they discuss AW in terms of its objectives as it deals with writing done for a variety of reasons and if the writing is supported by prior research to support a given subject or makes a certain claim that is often required by academic institutions (Johnson, 2008, p. 183).

According to Dartmouth's Writing Programme, "AW is writing produced by scholars for other scholars". AW is a certain writing style that is exclusive to academic institutions. To put it in another way, it is a writing style that lecturers, undergraduates, and graduates employ when they examine specific academic issues in essays, PhD theses, and academic articles. In AW, the author must take into account the reader's role in validating knowledge as well as the requirement to adhere to societal norms on acceptable levels of "self-assurance" (Hyland, 1996a, p. 435).

A variety of formats are employed for academic writing, according to Your Dictionary (2010, p. 87). Any writing done to satisfy a requirement of a college or university qualifies as AW, according to a general definition. AW is also used to present papers at conferences or for publications that are read by academics and teachers (Hyland, 1996a, p. 436).

AW in English may differ from general writing in English as well as AW in the student's native tongue. A formal document with an academic focus is called AW. Additionally, there are certain regulations that must be followed. AW is a requirement for university courses, and while lecturers may use different terms for these assignments (e.g., essay, paper, research paper, term paper, argumentative essay, analytical essay, informative essay, position paper), they all share the same

objectives and guiding principles (Oshima and Hogue, 1991, 99). AW utilises real texts and examples from several academic fields. Both the teacher and the student give detailed references to aid in locating pertinent assistance (Munadhiro, 2019, pp. 13–14).

Any formal writing done in an academic atmosphere is considered AW. It needs to be written in a formal tone with proper punctuation, grammar, and spelling. There will be many allusions to the thoughts, theories, or studies of other authors writing in this subject because academic writers constantly engage with one another's works (Khazaal, 2019, pp. 418–419).

AW has a formal tone, often uses the third person instead of the first, is clearly focused on the research question being investigated, and uses careful word choice (Khazaal, 2019, pp. 418–419).

To sum up, AW is considered to be one of the hallmarks of academic life. One of the main purposes of AW is to report on a piece of research the writer has conducted. It is a skill that is mastered over time. So, your success with academic writing depends upon how well you understand what you are doing as you write, and then how you approach the writing task. Thus, in this study, AW refers to theses written by Iraqi Post-Graduate Linguistics students.

2.2.1 Features of Academic Writing

AW is complex, formal, objective, explicit, protected, and responsible to some extent. It uses precise terminology. Additionally, it is structured and well-planned these features are explained as follows (Savage and Hogue, 2005, pp. 75-77):

1. Complexity

The written form of the language is more complex than the spoken form. Larger, richer, and more varied words can be found in written language. There are more noun-based than verb-based phrases used in it. The language used in written texts is more advanced linguistically, with shorter sentences and more subordinate clauses and passive voice (Yakhontova, 2003, p. 33).

2. Formality

Academic writing is more formal than other types of writing. In general, this means that you should avoid using colloquial phrases and idioms in a research paper. To put it in another way, certain speaking and writing styles that are completely fine in the media or other public settings are not acceptable in the academic setting. Therefore, the work must adhere to academic standards, and the writing style must be official. This style can be developed by analyzing the underlying characteristics of texts in a specific community or environment in depth. Since MD is one of the means of representing the features of the underlying community, Hyland contends that it is one of the ways of doing so (Newcastle University, 2009).

3. Precision

In academic writing, facts and data should be presented in such a way that readers do not become confused. Because writer is not present while all readers read, precision must be considered to compensate for this shortcoming (Jordan, 1999, p. 50).

4. Objectivity

Written language is impersonal and objective. It, therefore, has fewer phrases that are directed towards the writer. This implies that you should focus less on

yourself and more on the information and arguments you want to present. As a result, nouns and adjectives rather than verbs and adverbs are commonly used in academic writing (Davis, 2008, p. 17).

5. Explicitness

In academic writing, the connections are made clear. The English writer must also make it clear to the reader how the various parts of the text relate to one another. These linkages might be made clear by using various signaling words (Hamp-Lyons and Heasley, 1987, p. 112).

6. Accuracy

Accurate vocabulary is used in academic writing. Words with narrow, particular meanings can be found in almost any field. Linguistics makes a clear distinction between phonetics and phonemics, while ordinary English does not. As a result, each term should have a precise definition in reference to the concept or issue being discussed (Trzeciak and Mackay, 2000, p. 41).

7. Hedging

Hedging mechanisms maybe the most significant aspect of academic writing. In academic discourse, hedging is a common element. Academic authors to express their certainty and doubt about their remarks, as well as the level of confidence they place in their claim and initiate a conversation with their readers. Writers give some opportunity for their readers to determine the assertion's truth value by utilizing hedges (Rounds, 1982, p. 67).

8. Responsibility

One must take in academic writing, responsibility for someone claims and be able to support him with evidence and logic. Additionally, the person using the sources must demonstrate that he was read and understood (Paltridge, 1996, p. 67).

9. Organization

Academic writing is well-organized and well-structured, according to Rao (2018, p. 13). One moves smoothly and in a logical order from one part to the next. It is easy for someone who locates the framework to start with the genre of the text.

10. Planning

Rao (2018, p. 15) clarified that academic writing is meticulously prepared. It usually occurs after extensive investigation and review, and in accordance with certain goal and strategy. Academic writing is a complicated social act that necessitates the use of a variety of discourses in order to achieve academic standards, and one of the most significant aspects of academic writing is demonstrating academic authority. MD categories are part of academic writing because collective and social practice tend to reflect disciplinary culture, and discourses; using these categories assist writers to demonstrate their understanding of social knowledge negotiation and their contributions to achieve their claims and gains in the community's acquiescence in the disciplines (Hyland, 2004a, p. 31).

2.2.2 Importance of Academic Writing

The academy's literary genres have got a lot of attention lately, from subjects like philosophy, science sociology, history, rhetoric, and applied linguistics. However, there is broad agreement on the value of written texts in academic life,

with the acknowledgment that knowing disciplines necessitates comprehending their discourses (Whitaker, 2009, pp. 96-97).

The importance of a more socially focused study of genres has just recently become clear. A variety of perspectives has been used to illuminate this social view of academic writing. The most notable perspective has been Halliday's (1978, 1994) theory of language, which emphasizes the mutually constitutive relationship between language and context. Toulmin's (1958) definition of disciplinary-specific argument forms and Miller's (1984) notion of genre are characterized as rhetorical action. Together, these points of view have led to an opinion of genre as a way to represent data in ways that involve social contexts of its creation and the beliefs of its users, offering insights into the norms, epistemologies, values, and ideologies of specific fields of knowledge (e.g. Candlin and Hyland, 1999a). While genres emerge from repeated occurrences, they must not be viewed as fixed artifacts that assist to stabilize individuals' experiences and foster a feeling of community. Genres are also constantly changing as members respond to professional and personal demands in new and inventive ways (e.g. Bhatia, 1999).

2.3 Meta-discourse

2.3.1 Definitions

The term 'meta-discourse (henceforth: MD)' refers to "discourse about discourse," is unclear. In other words, MD plays the role of looking inward and inward to reveal the features and components of text itself (Hyland, 2000, p. 89). However, this perspective does not take into account potential language characteristics that could be important for the activation of MD, such as: "linguistic characteristics that describe not only how we organize our ideas but also how we

relate to our readers or listeners" (Hyland, 2019, p. 19). Nash (1992, p. 100, cited in Hyland, 2019) noted the ambiguity surrounding this term earlier:

“The word MD may have a reassuringly objective, ‘scientific’ ring, but its usage suggests boundaries of definition no more firmly drawn than those of, say, ‘rhetoric’ or ‘style’. One reader may perceive a clear stylistic intention in something which another reader dismisses as a commonplace, ‘automatized’ use of language”.

According to Hyland, MD creates the bond between authors and readers and serves as a framework for comprehending socially engaged communication. It demonstrates the linguistic elements that enable readers to sense the authors' presence in their texts and comprehend their attitude toward the data & facts offered in the text. Instead of writing a dry, boring text, authors can use meta-discourse to produce a text that is coherent and (Hyland, 2000, p. 91).

Meta-discourse is the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers a members of a particular community (Hyland, 2007, p. 32).

In this study, the definition that has been adopted is that MD is the language used to express the author's explicit awareness, identity and management of the discourse-as-process; which includes awareness, identity and management of the organization of the text, of the participants of the discourse process: the reader and the identity, and of the author's attitude towards the discourse process.

2.3.2 Textual and Interpersonal Functions of MD

According to Vande Kopple (1985, p. 96), when humans use language, they typically attempt to accomplish three macro functions. They make an effort to communicate their experiences, engage with their audience, and arrange their ideas into coherent discourses. In other words, Kopple (1985, p. 97), explains that the messages which used in communication are integrated manifestations of the ideational, interpersonal, and textual meanings:

a. The ideational function: the use of language to represent experience and ideas.

This roughly corresponds to the notion of propositional content.

b. The interpersonal function: the use of language to encode interaction, allowing us to engage with others, to take on roles and to express and understand evaluation and feelings.

c. The Textual function: The use of language to organize the text itself, coherently relating what is said to the world and to the reader (Vande Kopple (1985, pp. 97-8)

According to Hyland (1999, p. 7), the textual MD is “used to organize propositional information in ways that will be coherent for a particular audience and appropriate for a given context”.

He (1999, pp. 7-8) believes that “the writer of a text predicts the receiver’s processing difficulties and requirements, and accommodates them by using certain devices”. He also states that interpersonal meta-discourse “allows writers to express a perspective toward their propositional information and their readers. It is essentially an evaluative form of discourse and expresses the writer's individually defined, but disciplinary circumscribed, persona”.

2.3.3 Principles of MD

1. MD is distinct from propositional discourse aspects: According to this principle, MD is "an important concept for analyzing the ways writers engage with their subject matter and readers, allowing us to compare the strategies used by members of different social groups" (Hyland, 2019, p. 48).

2. MD refers to aspects of the text that embody writer–reader interactions. This principle of MD embodies all the necessary interactions between writers and readers carried out by texts (Norrick, 2001p. 195). That is, MD reveals its interpersonal nature where it projects readers’ processing needs, textual experiences and knowledge. It also provides writers with a collection ‘rhetorical appeals’ that can achieve all this collection. The tendency of Hyland is to see conjunctions referring to ‘textual MD’ as expressing linkage of ideas and to see them as motivated interactionally and as; therefore, ‘contributing to the creation and maintenance of shifting interpersonal orientations’ (Hyland, 2019, p. 49). These ‘textual’ devices can organise texts as:

1. Propositions through relating statements about the world, and
2. MD through relating statements to readers.

Hyland (2019, p. 51) refers to Thompson (2001, pp. 58-78) and Thompson and Thetela (1995, 103-127) who categorised two types of interaction in texts:

1. Interactive, relating to the ways of signaling the organization of texts, based on writers appreciating readers’ understanding and knowledge.
2. Interactional, concerning readers’ collaboration in the development of texts. In addition, the first type ‘influences the ‘reader-friendliness’ of a text and primarily involves the management of information flow, addressing how writers guide readers

by anticipating their likely reactions and needs' while the second one concerns the writer's explicit interventions to comment on and evaluate material, and so relate more directly to Halliday's interpersonal metafunction (Hyland, 2019: p. 51).

To sum up, the interactional type refers to the writer's performance in his text while the interactive type embodies the text.

3. MD refers only to relations which are internal to the discourse, which focuses on distinguishing 'internal' (i.e., organising events in the discourse) from 'external' (i.e., the situations or activities or experiences in the world outside texts) reference or relation of these 'textual items'.

2.3.4 Classifications of MD

These characteristics have been categorised in a number of ways because MD markers can understand a wide range of meanings. Kopple's (1985) categorization, which includes seven types of MD markers divided into textual and interpersonal categories, is the foundation for the majority of taxonomies. Textual MD can be divided into a number of categories. (Text connectives—used to emphasise the connections between various textual elements, code glosses are used to help readers understand the writer's intention, validity markers are used to demonstrate the author's belief in the likelihood that a claim is true or false. Narrators are used to explain the sources of the information being read by the audience. Illocution markers are used to make the writer's discourse act more explicit at certain points in the conversation. The use of attitude markers, which expresses the author's thoughts on the prepositional material being presented, Commentaries are used to address readers directly, evoking an implicit dialogue by making observations about how they are likely to feel or respond to the text. This classification, which is based on Lautamatti's (1978) Williams' (1981) concise style guide treatise, has been used by

a number of authors, including Crismore and Farnsworth (1989, 1990), Intaraprawat and Steffensen (1995), and Cheng and Steffensen (1996).

The most significant modifications were made by Crismore, Markkanen, and Steffensen (1993) and Hyland (1998b, 1998c, 1999b), who collapsed, split, and reorganised Vande Kopple's categories. The taxonomy proposed by Crismore et al (Textual markers which are logical connectives, sequencers, reminders, topicalizers and Interpretive markers which include code glosses, illocution markers, announcements). Interpersonal MD, the second type of MD, consists of (hedges, certainty markers, attributors, attitude markers, and commentary).

Crismore does away with narrators, assigns some sub-functions to a new class of textual markers, and creates a new category of interpretative markers for code glosses and illocution markers. These two new categories are assumed to account for the textual role of MD, with interpretive markers referring to features that help audiences understand and better comprehend the writer's sense and writing strategies and textual markers designating characters that contribute to discourse formation (Crismore, et al., 1993: 47).

2.4 Identity

"Identity" in the OED (1989) is defined as "The sameness of a person or thing at all times or in all circumstances; the condition or fact that a person or thing is itself and not something else; individuality, personality". It can be hard to explain what someone means when they talk about "national identity" or "ethnic identity". When talking about the "ethnic identity", it is not just talking about being different from others, but about what makes person unique. It is not just about belonging to a certain group, but about what that group means to person and how it can be seen as part of it. It is important to understand that this is something that can change over time and

in different situations. The OED definition and the definitions from social scientists are contrasted. There is almost little overlap with the dictionary definition, however there may be some among the definitions provided by social scientists (Hyland, 2019, p. 62-63).

He (2019, p. 64) also states that identity as a concept has been vigorously debated in the sociological, philosophical, political, logical and other different aspects. First of all, identity is a relational term.

Wodak (2009, p. 11) describes identity as a means of defining the connection between the entities in the universe in terms of their similarity or equality. Castells (1997, p.6) asserts that identity is "people's source of meaning and experience." Since both people and objects in a given group are undergoing ongoing change, this definition is met with criticism from those who reject the premise that they are completely the same. As a result, the concept of identity is never applied to objects that are constant and static. As an alternative, it has to do with things that are connected to a process and evolve continuously over time. Both social and personal identities are covered by the prior justification.

According to Barth (1969) (as stated in Spencer & Wollman, 2002), identity is generated and built by drawing borders between groups and taking into account these group distinctions rather than being fixed or hereditary. As a result of social contact, boundaries have developed. National and ethnic identities are seen as "dynamic" and capable of being "produced and reproduced" in this situation.

Additionally, Zizek (1993) (as stated in Spencer & Wollman, 2002, p. 62) describes the country as something that has the ability to organise social life and bring about order, while the loss of this authority has the ability to instill dread in people. Three different sorts of identities project identity, legitimising identity, and

resistance identity are mentioned by Castells (1997, p. 6). As it "constructs forms of collective resistance against otherwise intolerable oppression usually based on identities that were, apparently, clearly defined by history, geography, or biology, making it easier to essentialize the boundaries of resistance," (Castells, 1997, p. 9), the identity of resistance is regarded as the most important type in the construction of identity.

2.4.1 Identity and Academic Writing

People's perceptions of themselves in relation to others and in light of the objectives of the social group are studied using the interpretivist approach to identity (Benwell & Stokoe, 2006). A person's image is revealed when identity is viewed as an academic product, but it is also formed in relation to a particular academic community. In other words, the individual goes through a socialisation process that places them in a social class. For socialization into the academic community, it is necessary to learn academic discourse, or a specialised language (of the discipline), as well as to engage in specific social activities in academic contexts (Bazerman, and Little, 2005, p. 65). Academic discourse is, thus, a social activity reflecting its "linguistic context," according to Tang (2004, p. 39), and a social practise that expresses ideologically charged epistemological views and disciplinary norms favored by specific disciplinary groupings. In other words, the speech expresses opinions and behavior that are consistent with the objectives of that particular academic community.

AW discourse is a mental activity (Kroll *et al.*, 1990, p. 40) that occurs in a university or education system (Hamp-Lyons, 1993, p. 331) since it necessitates instruction (Clark & Ivani, 1997) and is where the process of socialization process takes place. According to (Bazerman, Little, Bethel, Chavkin, Fouquette, & Garufis,

(2005), students are supposed to follow the institution's academic norms, which include language conventions, academic literacy, and a much broader variety of practices, abilities, and relationships that bring students into intellectual engagement with information, thought, and professional activity (p. 8). As a result, the author deals with ideological structures and customs from the institutions, the university, and the discipline itself in written academic discourse.

Clark and Ivani (1997) illustrates that AW identity is one of the hardest identities for people to acquire since the author's representation connects to both the person's individualities and the conventions of written academic discourse.

As claimed by Olmos-Lopez (2015), an academic identity is the identity that a writer establishes via the decisions he or she takes in their writing, whether consciously or subconsciously. These choices are chosen in accordance with his or her community of practice's academic discourse norms. i.e., social processes shape how a person represents themselves in writing.

The discursal-self framework was developed by Ivani in 1998 and is based on Fairclough's (1989) notion of discourse as a "social practise." He distinguishes three levels that must be understood in order to understand discourse: The text itself, the interaction between the author and the reader, and the context, as well as the social function the text plays in a particular setting. In the middle layer, where the making (writing) and comprehending (reading) processes take place in a social context, AW studies are located, according to Ivani (1998).

The author's identity is examined in terms of 'self-representation' in four areas: Autobiographical self, writer's sense of roots, discursal self, author's impression conveyed in a specific book, and self as author, possibilities for self-hood, standard possibilities for self-hood that are dependent on any institutional setting (Ivani,

1998). Identity was described by Ivani (1998) as a multifaceted, dynamic concept that includes four intertwined strands of selfhood.

Autobiographical self: the autobiographical self which refers to the author's notion of self- sense of the author's roots that represent who he or she is in text is what an author brings into his or her act of writing. It is formed and shaped historically by the prior experiences and academic skills with which he or she is familiar(Ivani, 1990).

The discursal self is how writers represent themselves in their writing and emerges from their content. It is generated by a text's discourse. The "persona" that the student-writer assumes when writing is the "voice" they want their audience to hear (Ivani, 1998). This is the author's voice, which is expressed in the work intentionally or unintentionally through details that allude to values, ideologies, and power dynamics in the social setting in which it was written (Ivani, 1998). Ethos is connected to "autobiographical self" and "diskursal self" because it refers to a writer's credibility and morality that the audience sees and because it is a relatively accurate portrayal of a writer's attributes that will effect the writer's credibility (Cherry *et al.*, 1988, p. 123).

Authorial self: This concept refers to a writer's sense of self-worth or voice in terms of the writer's attitude, beliefs, and points of view that enable him or her to write authoritatively and establish an authorial presence in their work. The ability to make claims and/or the dependence on other sources to support those claims are both examples of an authorial self for students. (Ivani, 1998).

Possibilities for self-hood in the socio-cultural and institutional contexts Ivani (1998, pp. 24-29) clarifies that the component of writer identity is more abstract, focusing on the socially available possibilities for self-hood within sociocultural and

institutional contexts, as well as how they shape and constrain individual acts of writing. It has to do with the conditions under which students are supposed to write. By selecting one form of possibility that is supported by the sociocultural and institutional contexts in which he or she is writing, a writer might establish the discursal self and the self as author. A writer may find it difficult to choose among a variety of options, but as he or she develops a distinct discursive personality, he or she will eventually learn to employ preferred language. English as second language writers, for example, are exposed to a variety of possibilities for selfhood, and they finally try to establish themselves in a certain discourse community by adopting acceptable and useful writer identities (Starfield, 2007, p. 57).

2.5 Previous Studies

In order to determine the relevance of previous studies to the current one, a number of previous studies will be reviewed. Although these studies are different from the current one, they deal with the field of MD studies in quite comparable ways. As a result, many studies made an effort to address specific issues. These studies are as follows:

2.5.1 Abdi (2010)

“Projecting Cultural Identity through Meta-discourse Marking: A Comparison of Persian and English Research Articles”

This study seeks to determine whether Persian native writers adopt the identity and norms of the discourse community when writing in their own language or maintain the cultural identity and norms of their native tongue by analysing MD strategies used in Persian and English (as the lingua franca of academic discourse community) research articles. The results of this study's comparison of 36 research publications written in Persian and 36 written in English revealed that, generally speaking, Persian language norms for the usage of MD differed from those of the academic discourse community.

The results of this study show that the conventions of employing interactional meta-discourse were shown to be a function of national culture rather than generic and discursive norms of the broader academic community.

2.5.2 Al-Hity (2022)

“Meta-discourse Construction of Author Identity in Q1 Scopus-Indexed Linguistics Research Articles”

This study attempts to determine the author's identity as it is portrayed in high rank scopus-indexed articles based on Hyland's (2005a) model and investigate the usage of MD indicators most commonly employed in those works. The 35 Q1 scopus-indexed linguistics publications from the Journal of pragmatics, with publication dates ranging from (2020 to 2022) were utilised as the study's data. The data were qualitatively examined using Hyland's (2005a) model of Meta-discourse markers.

The findings of this study indicate that a total of 9635 MD markers were used in the collected data. Interactive MD markers were more prevalent than interactional, accounting for 6769/70.254% of all markers compared to 2866/ 29.745% for interactional. The results of this study also revealed that meta-discourse markers were seen as an important tool for fostering effective communication between authors and readers, establishing helpful possibilities for how well readers understood the material, and assisting them in separating facts from opinions when reading a text.

2.5.3 Al-Rubaye (2015)

“Meta-discourse in the Academic Writing of EFL and ESL Arabic Speaking Iraqi Graduate Student”

This study looks at a MD in academic research articles published by graduate students seeking master's degrees in English with a focus on TESOL, linguistics, and literature who are not native English speakers. The study investigates the impact of

teaching English as a second language (ESL) or as a foreign language (EFL) in various contexts. This study looks at MD in advanced Arabic-speaking English learners' L2 academic writing. It looks at how diverse surroundings, English as a second language vs English as a foreign language, and the passage of time affect how writers' MD develops.

According to the findings of this study, the EFL group's overall MD was quantitatively closer to that of the native speaker Control group, while the ESL group's MD was quantitatively closer to that of the Control group in more than half of the subcategories. In four categories, the ESL group performed better qualitatively than the Control group, which aided in the development of their ethos and logos. However, in order to effectively explain their opinions and engage their readers, both EFL and ESL writers neglected to use additional MD indicators.

2.5.4 Hussein, Khaleel and Abbas (2018)

“Metadiscourse Markers in Master Thesis Abstracts of American and Iraqi English Theses”

This study aims at examining meta-discourse markers in 24 master thesis abstracts. Twelve of these 24 master thesis abstracts have been written by Native American female students while the others have been written by Iraqi female students. In this study the researchers give two main aims; the first one is to compare the usages of meta-discourse markers types and subtypes in terms of nativity. While the second one is to observe the types and subtypes of meta-discourse markers in terms of nativity and major.

The researchers utilised Hyland's model (2009) to categorise the types and subtypes of MD markers in each set in order to fulfil the study's objectives. The study's findings indicate that both American and Iraqi researchers employ interactive

resources more frequently than interactional ones, but American researchers are better equipped to engage readers since they use interactional indicators more frequently than their counterparts. MD markers are used regardless of the field. The ways that interactive materials are used with Iraqi data vary.

2.5.5 Perez-Llantada (2010)

“The Discourse Functions of Meta-discourse in Published Academic Writing: Issues of Culture and Language”

This study aims at carrying out a cross-cultural and cross-linguistic analysis of text and participant oriented meta-discourse in two rhetorically forceful research article sections (Introductions and Discussions)

The findings of this study demonstrate that the average frequencies of the two types of MD in the two article sections are generally similar across cultures. Findings also indicate that these MD types' micro-level discourse functions appear to concentrate on particular information moves in these sections, which is suggestive of universally accepted standards for academic writing that cut across cultures and languages. The study of MD also identifies a number of cultural and linguistic characteristics, such as preferred lexico-grammatical realisations of MD units, varying preferences for personal versus impersonal MD types, and various textual developments for constructing arguments.

2.5.6 Shokouhi and Baghsiahi (2016)

“Metadiscourse Markers in Biological Research Articles and Journal Impact Factor: Non-Native Writers vs. Native Writers”

This study intends to investigate the frequency of usage of interactive and interactional MD indicators in biological research publications. They also

investigated potential connections between the frequency of these indicators and the journal's Impact Factor (IF), which serves as a gauge of the publication's calibre. Using these indicators, they also sought to identify distinctions between the Iranian and American author groups. There were 40 biological research publications with the same qualities published between 2008 and 2011 by non-native Iranian writers in four ISI journals with various IFs, and 40 of the same articles with native American authors. The employment of markers was the subject of an article that was chosen.

The findings indicate that Iranian used interactive interactional markers a little more frequently than American authors did. These findings might proviso confirm the important function of MDMs in improving the coherence and structure of articles in preparation for publication in high-impact journals.

2.5.7 Zaki (2022)

“The meta-discourse of Arabic academic abstracts: A corpus-based study”

This study aims at filling a gap in the study of academic abstracts in Arabic by providing a more comprehensive analysis of meta-discourse in Arabic academic abstract.

The researcher uses a corpus of 400 Arabic Abstracts, which have been labeled according to two variables: (a) abstract type (journal or dissertation); and (b) author gender (male, female, mixed gender). The data has been annotated for both textual meta-discourse (transition markers, frame markers, evidentials, endophorics, and code glosses) and interpersonal meta-discourse, and the analysis adheres to the

theoretical framework proposed by Hyland (2019). (Hedges, boosters, attitude markers, engagement markers and self-mentions).

The findings of this study demonstrate how both types of MD features are prevalent in Arabic academic abstracts. In the textual domain, transition and frame markers are most common, whereas in the interpersonal domain, boosters and self-mentions are very common. The least common types of MD in the data are endophoric markers and hedges, but engagement markers are surprisingly more common than previously believed.

2.5.8 The Present Study

Although the past studies were not directly related to the current study, they nonetheless added to it by exposing the core concepts and personal experiences of each researcher. Depending on the objectives, each research has chosen a unique approach. The detailed MD analysis of identification of Iraqi post-graduate linguistics theses, which has not been covered in previous studies, is the focus of the current study. These studies are shown a chronological order.

This study varies from the other previous studies in that it intends to conduct a MD analysis of identity of Iraqi Post-Graduate linguistics theses. To carry out this aim: Presenting a MD analysis of identity of Iraqi Post-Graduate linguistics theses by stating a survey of literature concerning the distinguishing, classifying and use of identity and carrying out MD analysis of identity and applying this theoretical framework to some selected Iraqi Post-Graduate linguistics theses to show the significance of identity of Iraqi Post-Graduate linguistics theses.

Each study made an effort to close any gaps left by earlier research, as it was already indicated. Either the data or the models used to analyze the data have these gaps. There are still certain concerns that need to be solved, despite the fact that

earlier research sought to address topics that had not previously been addressed. However, some problems are believed to still need to be resolved. As a result, the current study makes an effort to address a different, undiscovered aspect that not has been done. According to the researcher's knowledge, there have not been many studies with the same title as this one a meta-discourse analysis of identity of Iraqi Post-Graduate linguistics theses. This appears to be the gap that the current study is trying to fill. As a result, it is believed that the current thesis is the first attempt in this regard. The aims, hypotheses, limits, results as well as conclusions of these previous studies and our study are different. So, this study aims at finding out the most common categories of meta-discourse used in Iraqi post-graduate linguistics theses, identifying the most frequent type of meta-discourse in Iraqi post-graduate linguistics theses, investigating the writers' identity constructed in Iraqi post-graduate linguistics theses based on the eclectic model of MD and finding out the functions and explaining meta-discourse categories used in Iraqi post-graduate linguistics theses. As for the hypotheses it is hypothesized that: The interactional type of meta-discourse is the most frequent type used in Iraqi post-graduate linguistics theses, a higher frequency of self-mentions is employed to engage readers in Iraqi post-graduate linguistics theses, and meta-discourse of identity helps to guide through the text interactively and does not highly focus on the ways through which writers achieve interaction, hence involve them in the text. As concerning the limits of the study, it is limited to: The investigation of meta-discourse of identity of Iraqi Post-Graduate Linguistics Theses, 20 M.A. theses are taken from the field of linguistics from Babylon University submitted between 2014 and 2022 from (Abstract, Introduction and Conclusion) and Hyland's (2019), Kopple (1985) and Crismore's (1993) Models have been adopted, which consist of five categories: interactional markers, textual markers, interactive markers, interpretive markers and interpersonal markers. Three of these five categories have been used in this study

and two of them were excluded (interpretive markers and interpersonal markers), because these two types are not related to identity and were not used in this study and there are other types to replace them.

Chapter Three

Methodology

3.1 Introductory Remarks

The aim of this chapter is to elect the MD model that was used to analyze the data for the present study. Since the model in question is expected to accept and somewhat alter some of the MD features which are contained in these models, it is thought that in order to achieve this it is important to have some knowledge of the other models pertinent to the study of identity. The methodology of this section covers subjects including study design, selection criteria for the data, and methods for data analysis.

3.2 Research Design

A research design is described by Carriger (2000) as the strategy, the plan, and the framework of carrying out a research. The purpose of research, according to Carriger, is to advance knowledge, which may be done in one of two ways: deductively or inductively.

In addition, Kombrabail (2012) defines the research design as the plan for the study that contains the specifics of the techniques and steps used to collect the data required to solve the problem. The design of a study, which includes methods for choosing a sample, acquiring data, and analysing that data, is related to a research design. In conclusion, research design is the investigation's logical framework. It

involves making links between the research topics, data collection methods, and data analysis strategies.

There are three ways to do research, namely the qualitative analysis, the quantitative analysis, and the mixed method of analysis, according to Creswell (2007). This study employs a qualitative analysis and tries to clarify how MD is used to examine the distinctiveness of post-graduate linguistics theses from Iraq. This qualitative study was structured so that twenty Iraqi post-graduate linguistics theses' qualitative material was selected and then quantitatively assessed using MD models.

A form of inquiry known as qualitative research is used widely throughout academic fields, notably in the social sciences. In-depth knowledge of human behavior and the factors influencing it is the goal of qualitative research. Instead of focusing only on the what, where, and when of decision-making, the qualitative technique also examines the why and how. Therefore, it is increasingly frequently necessary to employ smaller, more targeted samples rather than large samples (Richards and Schmidt, 2002; Creswell, 2007). A research approach known as qualitative research bases its operations on non-numerical data like case studies, interviews, dialogues, or written material. As a result, the analysis of the results of this study uses words rather than numbers.

3.3 Data Selection

The corpus selected for this study mainly comprises twenty Iraqi post-graduate linguistics theses. These theses are selected randomly from University of Babylon covering the period between (2018- 2022). But why theses? Well, choosing theses is that it is a specialized in linguistics, which seem more appropriate than having novels or other literary works as corpora. In this respect, Brook (1963, p. 146) says that studying linguistic varieties through novels and the like is dependent on the novelist and his accuracy in reporting a certain language variety. Still, the evidence would be literary rather than linguistic. For this reason theses serve as the most accurate sources for exploring identity. However, MD used as an identity marker is expected to be highly professional that will ensure the quality and neutrality of the data. So, in order to achieve the aims of this study, the data that has been selected comprise the main parts of the theses such as abstracts, introduction, discussions, conclusions ...etc.

3.4 Data Collection Procedures

Observing the occurrence of interactional and interactive meta-discourse in the data selected, the following procedures were used to collect data for this study:

1. Collecting 20 linguistic theses randomly with the three main parts (Introduction, Abstract, and Conclusion) from University of Babylon, Department of English.
2. Coding the theses selected for analysis.
3. Analyzing data based on one some eclectic model of MD.
4. Putting together a table with the results of the frequencies and percentages of the major identity MD categories utilized in the linguistics theses.
5. Tabulating the findings of frequencies and percentages of the sub-categories identity meta-discourse used in the linguistics theses.

3.5 Models of Meta-Discourse

The model that this study aims to construct is based on the conclusions drawn from an examination of the aforementioned models as well as the researcher's own observations. In essence, MD may be realised in a variety of ways, since it is an open category. Below, an illustration of these models are given:

3.5.1 Vande Kopple's (1985) Model

The "textual" and "interpersonal" categories of MD are the two key ones in this concept. Textual MD was composed of four categories- validity markers, text connections, code glosses and narrators. While interpersonal MD was composed of three categories- Illocution markers, . Attitude markers, and commentaries.

The Vande Kopple model was particularly significant since it was the first systematic effort to establish a taxonomy, which led to numerous practical research

and the creation of other taxonomies. However, the classifications are hazy and overlap in terms of functionality. By asserting the backing of a reliable third party, citation, for instance, can be utilised to strengthen a viewpoint (validity markers). They can also be used to demonstrate the information's origin (the narrators).

Table (1): MD Organization by Vande Kopple

Categories	Functions
Textual MD	
Text connectives	Used to help show how parts of a text are connected to one another. Includes sequencers (first, next, in the second place), reminders, and topicalizers, which focus attention on the topic of a text segment (with regard to , in connection with)
Code glosses	Used to help readers to grasp the writer's intended meaning. Based on the writer's assessment of the reader's knowledge, these devices reword, explain, define, or clarify the sense of usage.
Validity markers	Used to express the writer's commitment to the probability of or truth of a statement. These include hedges (perhaps, might, may), emphatics (clearly, undoubtedly), and attributers which enhance a position by claiming the support of a credible other (according to Einstein)
Narrators	Used to inform readers of the source of the information presented - who said or wrote something (according to Smith, the Prime minister announced that)
Interpersonal MD	
Illocution markers	Used to make explicit the discourse acts the writer is performing at certain points (to conclude, I hypothesize, to sum up, we predict)
Attitude markers	Used to express the writer's attitudes to the propositional material he or she presents unfortunately, interestingly, I wish that , how awful that).
commentaries	Used to address readers directly, drawing them into an implicit dialogue by commenting on the reader's probable mood or possible reaction to the text (you will certainly agree that, you might want the third chapter first)

(Kopple, 1985, p. 82-92)

3.5.2 Crismore's et al. (1993) Model

Crismore, Markkanen, and Steffensen proposed this approach, keeping the two main categories of textual and interpersonal but collapsing, separating, and rearranging the subcategories. In an effort to distinguish between organizational and evaluative roles, the textual MD was further separated into two categories of "textual" and "interpretive" markers. Textual markers are those elements that aid in the organisation of the discourse, while interpretative markers are those elements that aid readers in better interpreting and comprehending the writer's intentions and writing techniques.

Table (2) Meta-discourse Categorization by Crismore et al. (1993: 47-54)

Category	Function	Examples
Textual meta-discourse		
1. Textual markers		
Logical connectives	Show connection between ideas	Therefore; so ; in addition; and
Sequencers	Indicate sequence/ ordering of material	first ; next ; finally; 1 ,2 ,3
Reminders	refer to earlier text material	As we saw in chapter one
Tropicalizers	Indicate a shift in topic	Well, now we discuss
2. Interpretive markers		
Code glosses	Explain text material	For example; that is
Illocution markers	Name the act performed	To conclude; in sum; I predict
Announcements	Announce upcoming material	In the next section
Interpersonal meta-discourse		
Hedges	Show uncertainty to the truth of assertion	Might; possible ; likely
Certainly markers	Express full commitment to assertion	Certainly; know; shows
Attributers	Give source / support of information	Smith claims that ...
Attitude markers	Display writer's affective values	I hope / agree ; surprisingly
Commentary	Build relationship with readers	You may not agree that

3.5.3 Hyland's (2005) Model

The "interactive" and "interactional" primary categories are what make up Hyland's (2005) paradigm. The interactive component of MD deals with the writer's knowledge of his receiver and his efforts to take into account his interests and requirements as well as to satisfy him with the argument. On the other hand, the interactional element focuses on the writer's efforts to express his opinions clearly and to include the reader by anticipating his answers and rebuttals to the text (Hyland, 2005). Hedges, attitude markers, engagement markers, boosters, and self-mentions are interactional resources, whereas transitions, frame markers, endophoric markers, evidentials, and code glosses are interactive resources.

Table (3) Meta-discourse Categorization by Hyland (2005, p. 49)

Category	Function	Examples
Interactive	Help to guide the reader through the text	Resources
Transitions	Express relations between main clauses	In addition; but ; thus ; and
Frame markers	Refer to discourse acts, sequences and stages	Finally; to conclude, my purpose is
Endophoric markers	Refer to information in other parts of the text	Noted above; see figure in section 2
Evidentials	Refer to information from other text	According to X; Z states;
Code glosses	Elaborate propositional meaning	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 and close dialogue	
Attitude markers	Express writer's attitude to proposition	unfortunately; I agree; surprisingly
Self-mention	Explicit reference to authors	I; we; my; me; our
Engagement markers	Explicitly build relationship with reader	Consider; note; you can see that

The Model of Analysis

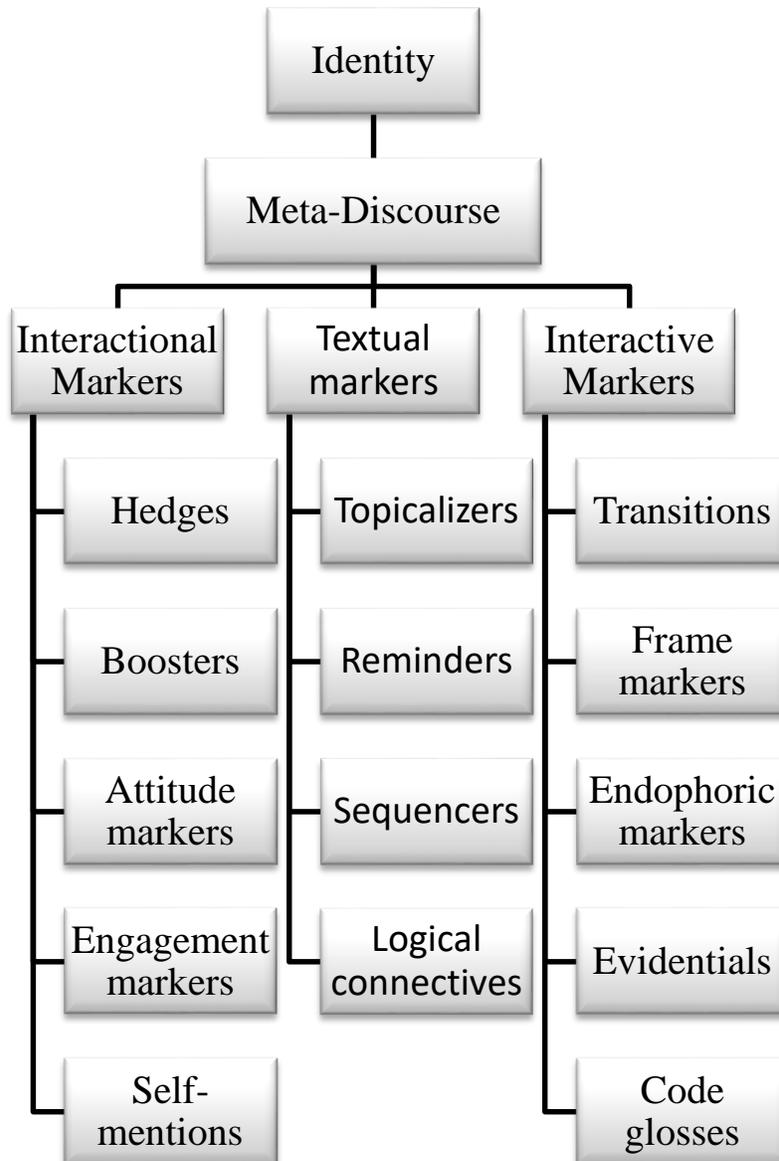


Figure (2): The Eclectic Model for the Meta-Discourse Analysis of Identity

3.6 Meta-discourse Categories

Identity is the fact of being whom or what a person or thing is, which consists of three main parts: Interactional Markers, Textual markers and Interactive Markers. Although, the terminology of the parts is adopted and adapted from Hyland's (2005) model, each of these parts has its own categories. Thus, they will be discussed in some detail. This model is used since it is designed specifically to capture the underlying principles of identity of academic writing. It refers to academic writing as a communication that has an interpersonal feature.

3.6.1 Interactional Markers

The first interactional MD markers include:

3.2.1.1 Hedges

Hedges are devices that writers employ to select their point of view and commit fully to a claim. While avoiding taking direct personal responsibility for one's comments, they are elements that refer to possibilities and make sentences more palatable to the reader .

1. It is ***possible*** for the hearer not to do the suggested act.

3.6.1.2 Boosters

Boosters are items used to imply certainty and emphasize the force of prepositions. They can therefore help writers to present their work with assurance while effecting interpersonal solidarity. Boosting tools permit writers to close down alternatives and express certainty in what they say, such as : it is clear that, definitely, obviously, etc. By using boosting devices, writers are able to display more fully their empowerment to assert and make claims.

2. Flouting the maxim of quantity takes place when a speaker ***obviously*** gives more or less information than is required.

3.6.1.3 Attitude Markers

Attitude markers are used to express writers' attitude. They are items that express the writer's appraisal of propositional information. They are different comparative, progressive particles, certain attitudes verbs, adjectives or adverbs.

3. They will be considered uncooperative.

3.6.1.4 Engagement Markers

Engagement Markers are tools used to openly establish a relationship with readers by addressing them directly in an effort to capture their attention or incorporate them as discourse participants.

4. Ellipsis have been noted in the medical leaflets.

3.6.1.5 Self-mentions

As stated by Hyland (2005, p. 53), self-mentions are "the degrees of explicit author presence in the text measured by the frequency of first-person pronouns and possessive adjectives". They are items used to reflect the writer's identity and style. They are mostly first person pronouns and progressives.

5. This is the most beautiful suit. My opinion.

3.6.2 Textual Markers

The second textual meta-discourse markers include:

3.6.2.1 Topicalizers

Tropicalizes indicate to a shift in topic.

6. Well, honestly, I can't tell you a thing...

3.6.2.2 Reminders

Reminders refer to earlier text material

7. *As we saw in the previous chapter.*

3.6.2.3 Sequencers

Sequencers indicate sequence /ordering of material.

8. *The first example conversationally implicates.*

3.6.2.4 Logical Connectives

Logical connectives show connection between ideas.

9. *Therefore, the results of the analysis allow...*

3.6.3 Interactive Markers

The third interactive meta-discourse markers include:

3.6.3.1 Transitions

These markers show a relationship between main clauses such as “but” and “thus”. They contain a variety of devices as conjunctions, additives, contrastive and inferential transition in the discourse.

They are mainly conjunctions used to mark additive, contrastive and consequential steps in the discourse.

10. *Advising and warning can be, but need not be, both at once.*

3.6.3.2 Frame Markers

Frame markers are considered the boundaries of the discourse or components of schematic text structure that includes features that may be used to denote chronology, annotate phases define the goal of the central discourse, and indicate if

there is any proposed change of topic. They are also sometimes referred to as illocution markers and are defined by researcher as meta-discourse markers that are used to explicate the act of discourse undertaken by the writer. These markers make the reader aware of the fact that the writer is aiming to round off.

11. ***Finally***, the leaflet ends with an advising speech act.

3.6.3.3 Endophoric markers

These are regarded as supplemental elements that are relevant and available for the readers to comprehend the writer's intention. This is accomplished by making references to other passages in the argument. These markers denote the information in other sections of the written discourse. They are used to refer to other parts of text and attempt to recover the writer's intentions.

12. ***In section two***, the researcher attempts to give theoretical background

3.6.3.4 Evidentials

They are items used to indicate the source of textual information, which originates outside the current text. They function as referential markers that act as a reference to the origin of the discourse that is present outside of the text (Hyland and Diani, 2009: 1).

13. ***According to*** the classifications of speech acts...

3.6.3.5 Code Glosses

Code glosses are terms that serve as cues for readers to comprehend and internalise the ideas and principles presented in the ideational materials. Code glosses aid in elaborating the semantics of propositions.

14. ***In other words***, the writer tends to mention too long expressions...

Chapter Four

Data Analysis

4.1 Introductory Remarks

The present chapter focuses on analyzing the results of the study (methods of analysis and analysis) and discussing the results in order to respond to the questions that have been listed in Chapter One. Consequently, this chapter contains two main sections. The first section shows the data analysis and the second section is concerned with the discussion of the results as well as discussing the research questions and finally this chapter ends with a summary.

4.2 Data Analysis and Findings

4.2.1 Data Analysis

The model that is synthesized in **Chapter Three** is used for analyzing identity of twenty Iraqi post-graduate linguistic theses. The quantitative analysis that is used for calculating the results of the analysis is the percentage equation. This equation is represented by the formula below:

$$\text{Percentage} = \frac{\text{occurrence of each category}}{\text{total number of situations}} \times 100$$

(Cited in web source 1)

4.2.2 Methods of Analysis

It is worth mentioning that the method of analysis which is adopted here is a mixed one. i.e. the study adopts both a qualitative method of analyzing and conclusively elucidating the data under investigation, which are supported and justified by the quantitative method to get more solid and sound results that can be made the use of in drawing at some conclusive remarks. The qualitative and quantitative results will be presented as follows:

4.2.2.1 The Meta-discourse Structure: Qualitative Analysis

In relation to the MD structure of identity, identity is the sameness of a person or thing at all times or in all circumstances; the condition or fact that a person or thing is itself and not something else; individuality, personality, identity incorporates five stages: Interactional markers, textual markers, interactive markers, interpretive markers and interpersonal markers. This MD structure of identity can be illustrated as a linguistic structure that is composed of these three stages with some specific pragmatic components.

This current study aims to analyze the MD markers of identity qualitatively in 20 Iraqi post-graduate linguistics theses. In this regard, the qualitative analysis is achieved through the categories and subcategories of MD and their functions in these

samples whether they are interactive or interactional MD, based on Hyland's model (2019).

4.2.2.1.1 A Meta-discourse Analysis of Identity in Iraqi Post-Graduate Linguistics Theses

Extract (1):

“Depending on the analysis presented in chapter four of the current study, I conclude the following points”

In the above extract, endophoric markers have been used in ‘in chapter four’ as one of interactive markers that used to give information in other parts of the text. The pronoun 'I' refers to 'the researcher herself' who confesses her identity in writing this conclusion. The first person pronoun 'I' is sub-categorised as self-mention in the interactional level of MD since the writer intends to show the researcher’s presence in this study. So, the first person pronoun ‘I’ is used to reference to self-mention. In addition, it was employed frame markers ‘conclude’ to refer to a subcategory in the interactive level, which is used to refer to discourse acts, sequences and stages.

Extract (2)

“According to what has been mentioned, the researcher limits this study to be on Twitter only because it considers more reliable and valid for politicians”

In regard to the above extract, many MD markers have been used such as ‘according to’ that is considered as interactive marker of evidential that is used by the researcher to refer to information taken from other texts. In this text, the endophoric marker ‘mentioned’ is used by the researcher. As for the identity ‘the researcher’ is used to indicate the self-mention markers, he used the word ‘the researcher’ to refer to ‘him’. The noun phrase 'this study' is sub-categorised as frame marker in interactive MD. The word ‘considers’ is sub-categorised as engagement markers, which is used by the researcher to explicitly build relationship with reader. The goal of using engagement markers is to involve the listener/reader in the text.

Extract (3)

“Depending on the analysis presented in chapter four of the current study, we conclude the following points and conclusions”

In this extract, the researcher uses reminders MD marker such as 'presented in chapter four', this marker is sub-categorized as textual markers, which refers to text material. Besides, the conjunction 'and' is sub-categorized as transition marker.

In interactive MD, this marker functions as an additive. Through self-mention marker, the researcher identifies his authority in the discourse.

Extract (4)

“In other words, this phenomenon is concerned with how literary texts are fundamentally "intertextual," or engaged in discussion and dialogue with other texts”

The word in ‘other words’ is sub-categorized as code glosses markers in the interactive MD. The subcategory of ‘Code glosses’ provides an extra information to assist readers in understanding the intended message by rephrasing the details of the previous writing. The text connective ‘is concerned with’ is used to show how parts of a text are connected to one another.

As an interactive MD, the connector ‘And’ is sub-categorized as a transition marker that indicates additive. This marker helps readers or listeners to understand the logical consequences between sentences and paragraphs. In this regard, the use of transitions in texts guides the reader to understand the cohesion and the coherence between sentences viz. the syntactic and the semantic levels of discourse.

Extract (5)

The results of the analysis show that the first, third, fourth, and fifth hypotheses are verified; whereas the second and fourth hypotheses are refuted.

In regard to the above extract, the researcher expresses full commitment to assert the results by using certainty marker such as ‘show’. The words ‘first’, ‘third’, ‘fifth’, ‘second’ and ‘fourth’ are sub-categorized as sequencers in the textual level of MD since they indicate sequence /ordering of material. What is more, as interactive MD, the conjunction 'whereas' is subcategorised as transition marker, which expresses relations between main clauses. The function of transition marker is to link the argument between sentences.

Extract (6)

"I've mentioned them in the previous chapter, and they can be..."

In this extract, the speech is said by the researcher. As for interactional MD, the first-person pronoun 'I' is sub-categorized as self-mention. The function of this marker denotes that the researcher explicitly represents his presence in the written texts. Moreover, the conjunction 'and' is sub-categorised as an interactive transition marker. This marker indicates additive. So that, the researcher would intend to link her sentences logically and coherently.

Extract (7)

“Chapter One presents the problems, aims, hypotheses, procedures, limits, and value of the study”

Here, in the text written by the researcher, the verb ‘presents’ is subcategorised as certainty marker in interactional MD, which expresses full commitment to assertion. Furthermore, the connector word ‘and’ is sub-categorized as transition marker which indicates concession, which is used as a logical connective that shows connection between ideas.

Extract (8)

“In this study, we regard the variety used in our data”

The first-person pronoun and possessive adjectives in a text are measures of the author's explicit presence. In this text, the Self-mention "we" and “our” were used to refer to the writer's presence in a text by using possessive adjectives and pronouns in the first-person. Writing includes information about the writer; however, using first-person pronoun “we” and “our” may be the most effective way of representing oneself. The writer uses self-mentions marker consciously to adopt a particular stance and a contextually situated authorial identity.

Extract (9)

“the results of this study demonstrate that ...”

In this text, the researcher employs boosters to create solidarity and close connection with readers. The verb 'demonstrate' is subcategorised as a booster in the interactional level of MD since the researcher emphasized certainty and close dialogue. Boosters play a vital role in strengthening the discourse and its impact on readers. Furthermore, 'Boosters' allow the writer to restrict his/her options, solve disputes, and demonstrate the certainty of what is being said. In other words, 'boosters' allow the writer to conflict arguments as well as anticipate possibilities by revealing his/her certainty, as in the above text.

Extract (10)

“The second chapter focuses on certain pragmatic concepts such as speech act theory”

The word 'such as' is subcategorised as code glosses markers in the interactive MD. That is, the researcher adds another explanation to facilitate the idea, this code glosses marker used to elaborate propositional meaning.

Extract (11)

“We agree with the previous studies....”

The above quotation is written by the researcher in abstract to express writer's attitude to proposition. The verb 'agree' is subcategorised as an attitude marker. In attitude marker individuals can use the MD function to reflect on their stance on ideational materials.

Extract (12)

“This thesis investigates the expressive act of condemning in American political contexts and finding the types of condemning...”

The noun phrase 'this thesis' is sub-categorized as frame marker in interactive MD. This indicates the text boundary. However, the additive connector 'and' is subcategorised as transition marker in interactive MD. It is used to indicate the logical relation between arguments to make the listener understand the intended meaning.

Extract (13)

“...which gave me information about pragmatics...”

Self-mentions refer to the writer's presence in a text by using possessive adjectives and pronouns in first-person. For instance (I, me, mine, exclusive we, our,

ours). What is more, writing includes information about the writer; however, using first-person pronouns may be the most effective way of representing oneself. Writers use self-mentions markers consciously to adopt a particular stance and a contextually situated authorial identity.

This context is written by the researcher to the reader. The first-person pronoun 'me' is sub-categorized as self-mention in interactional MD. So, the researcher tries to identify her presence in the discourse.

Extract (14)

“This thought would be explained in the next chapters”

The adverb 'this thought' is subcategorised as booster in interactional MD. Besides, the sequence marker that is subcategorised as interactional MD is the word 'next', which is used to indicate sequence /ordering of material. So, Kopple (2012) has stated that text connectives explain how the parts of a text are connected and organized by using sequence elements such as (next) in the above extract.

Extract (15)

“Nevertheless, I will define the concepts of”

Here, the adverbial phrase 'nevertheless' which indicates concession is sub-categorized as a transition marker in interactive MD. The function of the transition

marker is to link the argument between sentences. Furthermore, the first person pronoun 'I' is sub-categorized as self-mention in interactional MD. The researcher identifies herself as a present figure in the context. Finally, the modal verb 'will' is sub-categorised as a booster marker in interactional MD.

Extract (16)

“An additional remarkable result consists in the striking inclination”

The use of attitude markers (such as remarkable) has been used in the above text. Emotions rather than epistemic attitudes toward claims are indicated through attitude markers. Although attitude markers can be conveyed through the use of subordination, comparatives, progressive particles, punctuation, text placement, and other devices. Adjectives are the most direct means of doing so (remarkable).

Extract (17)

“According to the results of this study....”

‘According to’ is sub-categorized as evidential marker in an interactive MD, which refers to sources of information from other texts. Evidential markers are linguistic representations of ideas from other sources or texts which direct the reader and demonstrate the writer's command of the linguistic material. They offer crucial support for arguments in academic text. Evidentials distinguish which is in charge

of a position, and it is important to distinguish it from the writer's attitude towards the interpersonal feature. Additionally, the noun phrase 'this study' is sub-categorized as frame marker in interactive MD.

Extract (18)

“The researdcher will present all these concepts in the following chapters.....”

In the above extract, the noun 'the researcher' refers to 'the writer' who writes the thesis to identify the writer, which is sub-categorized as self-mention in the interactional level of MD since the writer intends to show himself presence in the discourse. Writer uses self-mentions markers consciously to adopt a particular stance and a contextually situated authorial identity. Hence, self-mention clear reference to the author (the researcher). Furthermore, 'the following' is sub-classified as an endophoric marker that refers to information in other parts of the text (the following).

Extract (19)

“The study concludes that...”

The verb 'conclud' is sub-categorized as a frame marker in an interactive level of MD. This marker indicates boundaries of a text, such as (conclude). Frame markers emerge in MD classification with different labels and subcategorisations based on different criteria. They play an important role in clarifying the discourse

for the reader. They achieve their goals through framing information of discourse. They also function as sequence text elements, predicting and shifting arguments and clarifying the discourse for readers.

Extract (20)

“It may be has a great value....”

The adverb ‘ may be ’ is sub-classified as hedge marker in interactional MD. It indicates the researcher’s subjectivity which means that the researcher does not know if it has a value or not. Hedges are devices that indicate how the writer decides to acknowledge alternative perspectives. Hedges focus on the subjectivity of the writer's reasoning and his role in presenting information as subjective opinions instead of stating real facts

4.2.2.2.2 The Meta-discourse Structure: Quantitative Analysis (QA)

The quantitative analysis is a technique that uses mathematical and statistical measurement to understand linguistic behavior, this part focuses on the descriptive mathematical analysis of the data, which aims to verify or justify the findings of the qualitative MD analysis of identity.

4.2.2.2.1 The Descriptive Mathematical Analysis of 20 Extracts of Iraqi Post-Graduate Linguistics Theses

Here, the aims and the hypotheses of the study will be verified by discussing the MD categories that basically form this study through presenting the MD of identity in Iraqi Post-Graduate Linguistic Theses. This study shows the statistical results of MD categories of identity by using some MD markers, including (Hedges, Boosters, Attitude markers, Engagement markers, Self-mentions, Topicalizers, Reminders, Sequencers, Logical connectives, Transitions, Frame markers, Endophoric markers, Evidentials and Code glosses). The results show the percentages of the aims and the hypotheses of this study.

Table (4): The Total Frequency and Percentage of Interactional Markers in Iraqi Post-Graduate Linguistics Theses

Category	Subcategory	Frequency	Percentage
Interactional Meta-discourse	Hedges	13	18.30
	Boosters	10	14.08
	Attitude markers	18	25.35
	Engagement markers	15	21.12
	Self-mentions	15	21.12
Grand total		71	100%

As for interactional metadiscourse, Table (4) shows that attitude marker has the highest frequency forming (25.35%). Then, (21.12%) in engagement markers and self-mentions, (18.30%) in hedges, and (14.08%) in boosters. Importantly, the writer overuses transitions in interactive metadiscourse. However, in interactional metadiscourse, he overuses self-mention markers and engagement markers.

Table (5): The Total Frequency and Percentage of Textual Markers in Iraqi Post-Graduate Linguistics Theses

Category	Subcategory	Frequency	Percentage
Textual Meta-discourse	Topicalizers	11	14.28
	Reminders	26	33.76%
	Sequencers	11	14.28%
	Logical connectives	29	37.66%
Grand total		77	100%

As illustrated in Table (5), the results of textual markers indicate that logical connectives markers have the highest frequency with an occurrence of 29 times, forming (37.66%). Furthermore, reminders markers are less frequent than logical connectives. The total occurrence of reminders markers is 26 times, forming (33.76%) out of the overall number of textual markers. Then, topicalizers and sequencers occur 11 times with a percent of (14.28%) of the overall number of textual markers.

Table (6): The Total Frequency and Percentage of Interactive Markers in Iraqi Post-Graduate Linguistics Theses

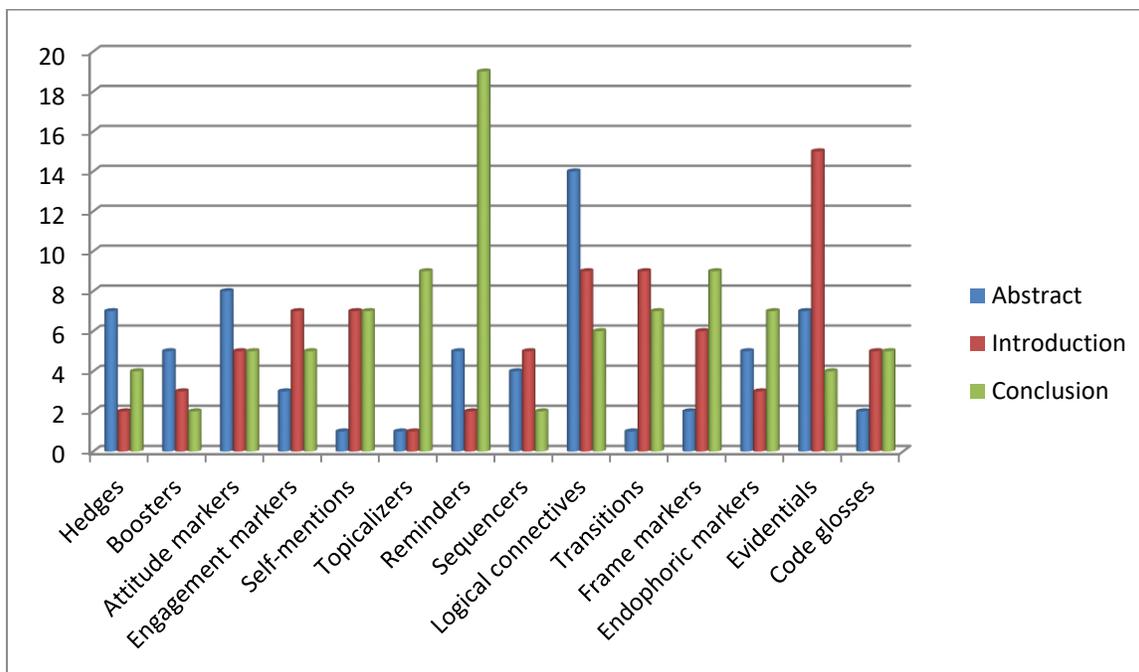
Category	Subcategory	Frequency	Percentage
Interactive Meta-discourse	Transitions	17	19.45
	Frame markers	17	19.45
	Endophoric markers	15	17.24
	Evidentials	26	29.88
	Code glosses	12	13.79
Grand total		87	100%

As for interactive meta-discourse, Table (6) shows that evidential markers have the highest frequency forming (29.88). Then, (19.45%) in transitions and endophoric markers, (17.24%) in endophoric markers, and (13.79%) in code glosses.

**Table (7): The Frequencies and Percentages of MD Markers in Discussion part
of 20 Iraqi Post-Graduate Linguistic Theses**

Abstract	Freq.	Hedg.	Boos.	Attit	Engag	Self-m.	Top.	Rem	Seq.	Log.	Trans	Fram	End	EVI	Cod
	Perc.	7	5	8	3	1	1	5	4	14	1	2	5	7	2
		10.76%	7.69%	12.30%	4.61%	1.53%	1.53%	7.69%	6.15	21.53%	1.53%	3.07%	7.69%	10.76%	3.07%
Introduction	Freq.	Hedg.	Boos.	Attitud e	Engag	Self-m.	Top.	Rem	Seq.	Log.	Trans	Fram	End	EVI	Cod
	Perc.	2	3	5	7	7	1	2	5	9	9	6	3	15	5
		2.53%	3.79%	6.32%	8.86%	8.86%	1.26%	2.53%	6.32%	11.39 %	11.39 %	7.59%	3.79%	18.98 %	6.32%
Conclusion	Freq.	Hedg.	Boos.	Attitud e	Engag	Self-m.	Top.	Rem	Seq.	Log.	Trans	Fram	End	EVI	Cod
	Perc.	4	2	5	5	7	9	19	2	6	7	9	7	4	5
		4.39%	2.19 %	5.49%	5.49%	7.69%	9.89 %	20.87 %	2.19 %	6.59 %	7.69 %	9.89%	7.69%	4.39%	5.49%
Total		13	10	18	15	15	11	26	11	29	17	17	15	30	12

Figure (3): The Frequencies and Percentages of MD Markers in Discussion part of 20 Iraqi Post-Graduate Linguistic Theses



Based on the data analyzed, with reference to interactional MD in **Abstract**, attitude markers scored the highest percentage 12.30% (8). The next score was 10.76% (7) for hedges. Booster was the middle position in interactive with 7.69% (5). Then, engagement markers scored 4.61% (3). The final score was self-mention with 1.53% (1). As for textual markers, logical connectives scored the highest percentage 21.53% (14). Followed by reminders 7.69% (5), the next score was 6.15 (4) for sequencers and finally, topicalizers scored 1.53% (1). On the other hand, as far as interactive MD, evidentials scored the highest percentage in the interactive 10.76% (7). Followed by endophoric markers which scored 7.69% (5). The third ones, frame markers and code glosses which scored 3.07% (2). The final markers which scored 1.53% (1) were transitions.

In introductions, in interactional markers, engagement markers and self-mentions scored 7 times, 8.86%. Attitude markers came with 5 times, 6.32%.

Boosters came with 3 times 3.79% and finally hedges came with 2 times 2.53%. In textual markers, the highest score was logical connectives with 11.39% (9), then, sequencers with 6.32% (5), followed by reminders 2.53% (2) and finally topicalizers with 1.26% (1).

In interactive MD, evidentials were the most frequently used with 15 times, 18.98%. Transitions were in the second position with 9 items, 11.39%. Frame markers were followed with 6 times 7.59%, code glosses came with 5 times 6.32%. The final score, introduction part contained the lowest frequency with endophoric markers 3.79% (3).

In conclusions, the highest percentage in interactional markers was for self-mentions with 7.69% (7), followed by attitude markers and engagement markers were in the second position with 5 times 5.49%. Hedges came with 4 times 4.39%, and finally boosters came with 2 times 2.19%. In textual markers, the highest percentage was 20.87% (19) for reminders, followed by topicalizers that were scored 9.89% (9), logical connectives came with 6 times 6.59%. And finally sequencers came with 2 times (2.19%). As for the interactive markers, the highest percentage was frame markers 9.89% (9) followed by transitions and endophoric markers that scored 7.69% (7). Then, code glosses were scored 5 times 5.49% and finally evidentials came with 4.39% (4).

So, when humans use language, they typically attempt to accomplish three macro functions. They make an effort to communicate their experiences, engage with their audience, and arrange their ideas into coherent discourses. In other words, messages used in communication are integrated manifestations of the ideational, interpersonal, and textual meanings: the ideational function: the use of language to represent experience and ideas. This roughly corresponds to the notion of

propositional content and the interpersonal function: the use of language to encode interaction, allowing us to engage with others, to take on roles and to express and understand evaluation and feelings and the textual function: The use of language to organize the text itself, coherently relating what is said to the world and to the reader.

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5.1 Introductory Remarks

This chapter provides the conclusions the study arrived at. It gives also the following two sections: recommendations and suggestions for future studies.

5.2 Conclusions

Based on the results of the current study, the conclusions below are reached:

1. As concerning the first hypothesis, which states that “*The interactional type of meta-discourse is the most frequent type used in Iraqi post-graduate linguistics theses*”, the results show that the overall patterning of Iraqi post-graduate linguistics theses indicate that interactional MD markers are not dominantly used in Iraqi post-graduate linguistics theses. On the other hand, the interactional MD markers help writers to engage with readers interactively. At the end, the current study has proved that interactional MD markers exist dominantly as linguistic tools which facilitate communication between the writer and the reader in Iraqi post-graduate linguistics theses. Evidentials as a subcategory in the interactive level, logical connectives and Reminders as subcategories in Textual level and Attitude markers as a subcategory in the Interactional level are the most frequently used meta-discourse markers that are used in the data under analysis. This supports the answer to question one, which is about the most common type of MD categories in Iraqi post-graduate linguistics theses. Hence, the first hypothesis is verified.

2. With reference to the second hypothesis, which indicates that “*A higher frequency of self-mentions is employed to engage readers in Iraqi post-graduate linguistics*”

theses, so, MD can enhance the writer's awareness of readers' needs”, the following is drawn: the self-mention markers has been employed more frequently in Iraqi post-graduate linguistics theses than the other categories. This answers question two concerning the frequencies of MD markers used in Iraqi post-graduate linguistics theses. The researchers in their studies reflect attitudes, feelings, and presence by applying this marker. The writers intend to overuse self-mentions as a strategy through which writers could reflect their presence, contributions, and rhetorical personality in their studies. Thus, the second hypothesis is verified.

3. As regards the third hypothesis, which reads “MD helps to guide readers through the text interactively and does not highly focus on the ways through which writers achieve interaction, hence involve them in the text”, the following is drawn: Through MD analysis.

5.3 Recommendations

In connection with the conclusions of the study, it is recommended the following:

1. The writers' use of MD appears to be closely tied to the article's topic. Therefore, it is advised that materials are created to know the MD features related to the subject or discipline and that writers are taught the various features and purposes of MD in their academic writing to develop competent writing as well as the efficiency of written communication skills of a specific subject area.
2. Users of AW should take care of interactional markers such as self-mention markers and engagement markers if they want to reflect their presence and build a relationship with readers.

5.4 Suggestions

The following are suggested for further studies:

1. Meta-Discourse Analysis of Interactional Markers in Some Selected English Novels.
2. A Meta-discourse Analysis of Identity in English and Arabic Religious texts: Contrastive Study.
3. A Meta-Discourse analysis of Identity in Mass Media.
4. The Use of Interactional Meta-discourse Markers by EFL Teachers in Iraqi Contexts.

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Appendices

Data (1)

Abstract

This study conducts a critical discourse analysis of the news which tackles the Syrian crisis in two television channels, namely, the American CNN channel and the English-speaking Russian channel, RT. The study aims to find out whether the two selected channels manipulate language to gain ideological benefits, and explore how the Russian military intervention in Syria affected the discourse that presents the crisis in both channels.

To achieve its aims, the study proposes a number of hypotheses; like, language is manipulated in the two channels for the purpose of ideological benefits, and the Russian military intervention in Syria caused the two channels to shift their Syrian crisis news discourse. The study also presents a detailed theoretical background to the concept of critical discourse analysis and its relation to media and propaganda.

The study adopts an eclectic model for the analysis, consisting of van Dijk's Ideological Square (1998) for the macro-level analysis, as well as van Dijk's Ideological Discourse Analysis (1995b) and Halliday's Transitivity Analysis (1994) for the micro-level analysis.

Based on the analysis of the data, the study finds out that language is manipulated in the reports of the two selected channels. The study also finds that, after the Russian military involvement in Syria, both channels shifted their discourse's attention from the refugees and their humanitarian needs to the acts of each channel's political opponent in Syria.

The study addresses media to be more accurate and objective in presenting the news. On the basis of these findings, some recommendations and suggestions for further future studies are put forward at the end of this thesis.

Introduction

As part of the 'Arab Spring', the Syrian crisis started in 2011 as protests which called for the removal of the Syrian government led by Bashar Al-Assad. The protests escalated to a conflict between the protestors and the government's official forces. Consequently, it turned into a war between those who wanted the removal of the regime and the regime itself. This war is believed to be a 'proxy war' mainly between the two most powerful global powers, i.e., the United States (henceforth, the US) and Russia (Barnard and Shoumali, 2015: 1).

The modern concept of war is not only that in which weapons and fighter jets are used. Rather, it is necessary that there is a supportive media whose role is to fuel the public with knowledge about what is going on. Even though it should be taken for granted that the media outlets be unbiased and objective in their presentation of the facts, yet, this is not always true. For the most part, media channels are believed to shape their news according to their affiliations and ideologies. Accordingly, it nurtures the desired thoughts into the audiences' minds and let them think that it is the reality. The Syrian crisis is a perfect example in this regard because it has been the focus of news media for quite a long time.

Thus, the present study focuses on analysing the language of the Syrian crisis news reports on two television channels, namely, Cable News Network (henceforth, CNN) and Russia Today (henceforth, RT). In other words, it analyses whether these channels convey certain ideologies and manipulate the truth in their Syrian crisis discourse in order to make it suitable for their orientations. For the best of the researcher's knowledge, such a study has not been conducted.

Conclusion

1. At the macro level, the reports of both channels are generally organised in such a way that the in-group and out group are polarised. That is, each channel uses the strategy of positive self-presentation and negative other-presentation.

2. The micro-level analysis reveals that language is manipulated in both channels by using certain discursive strategies which either serve to negatively present the other or positively present the self. Both channels emphasise the negative acts of the others by relying on certain discursive strategies: Negative Lexicalisation, Hyperbole, Negative Comparison, Generalisation,

Concretisation, Warning, Norm and Value Violation, and Presupposition. Whereas the positive acts of the self are emphasised mostly by the Compassion move and Apparent Altruism; in addition to the strategy of Apparent Honesty which is used only by RT. The positive acts of the others and the negative acts of the self are either mitigated or hidden in the reports of the two channels.

3. There is a difference in orientation in the two selected channels before and after the Russian involvement in Syria. Before Russia's intervention, CNN's discourse was mainly interested in the refugees, but after Russia's involvement, it turned its attention to the Russian actions in Syria. Similarly, RT's discourse addressed the acts of the so-called ISIS, to some extent, and the humanitarian issues of the refugees before Russia's arrival, but after Russia's military involvement in Syria, the discourse started to focus on the West and its 'support for the 'rebels'.

4. Neither CNN's nor RT's discourse paid enough attention to the role of the so-called ISIS in Syria, neither before nor after the Russian involvement. Considering the heinous atrocities that members of this terrorist group committed, it was expected to receive more attention. This is because each channel was busy with what its opponent was doing in Syria, neglecting objectivity.

5. In CNN, the material processes in which the US is actor mostly refer to actions that are considered positive like 'bombing ISIS' or similar acts in fighting terrorism. Whereas the material processes in which Russia or the Syrian regime is the participant mostly refer to 'attacking', 'killing', committing 'massacres' against civilians and innocents, etc. Otherwise, CNN allocates the largest portion for the verbal processes when the U.S. is participant. On the other hand, most of RT's material processes in which Russia is actor refer to 'fighting terrorism'. Whereas the material processes in which the US is actor mostly refer to actions of supporting 'the terrorists' and other similar acts that go against the Russian interests. Other than that, RT assigns the biggest portion for the verbal processes when Russia is participant.

6. In RT, the US and the West are shown as more powerful and dominant than the Syrian regime; whereas CNN shows the regime as more dominant and powerful than the 'rebels' who are 'supported by the West'. This is used in order to justify the acts of each channel's in-group regardless of any negative consequences.

7. To sum up, the two channels look at the same crisis differently. CNN sees that it is the regime that is responsible for the Syrian crisis and the refugees' humanitarian crisis, while RT blames it

on the 'rebels' and the support of the US and the West in general to the 'radical groups'. That is to say, the two channels are biased because they serve, through their discourse, ideologies that get along with the political policies of the countries from which they originate.

Data (2)

Abstract

The current study is concerned with the investigation and analysis of taunts in social media, namely on the Twitter platform. This study is limited to an analysis of some political tweets that contain taunt expressions during the 2020 elections. Taunt is based on the imbalance of power between two persons, as a taunter uses it to laugh at someone with less power or authority and make people laugh at him/her in order to achieve certain purposes.

This study aims at: 1) characterizing the types of taunt used in political tweets, 2) finding out the functions of taunt used by the taunters in political tweets, 3) finding out the most influential social variables used by the taunter in political tweets, 4) exploring the most common pragmatic strategy (ies) of impoliteness manipulate by the taunters in political tweets, 5) pinpointing the most common speech acts used for taunting in political tweets, 6) distinguishing the pragma-rhetorical devices that a taunter uses in political tweets.

To reach these aims, the study hypothesized that: 1) verbal taunt is mostly used in all Political tweets, 2) defamation and devalue are the most frequent functions are employed by the taunters in most political tweets, 3) position and power are the most social variables influentially used by the male taunters in political tweets, while gender is the most social variable used by female taunters in political tweets, 4) criticizing and mocking speech acts have the most frequent use in all political tweets, 5) the most frequent use of impoliteness strategies are negative impoliteness and sarcasm, 6) understatement is the most pragmarhetorical device used by the taunter.

To achieve the aims of this study and verify its hypotheses, some procedures are adopted as in following: 1) presentation of a literature review, 2) analyzing the taunt situations in the selected tweets, which are thirty political tweets according to the eclectic model adopted by this viistudy, 3) the model of this study is an eclectic model based on the theory of speech acts of Searle (1969), Grice's maxims (1975), Nathanson's (1992), Miller's (1993), Culpeper's (1996) impoliteness

strategies, Coloroso's (1991), Gaffin's (1995), Winkler's (2014), Baugh's (2018); (4) the analysis is then represented with qualitative and quantitative results, conclusions, pedagogical recommendations, and suggestions for further studies.

This study shows that there is a big difference in the use of taunts that influenced by social variables. Male politicians tend to use direct taunt more than female politicians due to the masculine social nature, and males tend to use taunts clearly, frankly, and offensively, while female politicians use taunt in an indirect and indistinct way. The study also proved that there is a shared aim between the use of taunt among males and females in political tweets since the main function has been used behind taunt is the political libel.

This study is organized from five chapters; Chapter One focuses on the problem, aims, hypotheses, procedures, limits and value of the study. Chapter Two states the field of the study and its genre. Chapter Three presents the collection, description of the selected data and the model of the analysis. Chapter Four handles the analysis of the data and the results. Finally, Chapter Five presents the conclusions achieved at and offers some recommendations and suggestions for further studies.

Introduction

Taunt is a choice to bully someone for whom a taunter has contempt. There is no intent of playfulness or laughing with but laughing at, even if the speaker says, I was just teasing, or joking. Taunting is intended to isolate the taunted, to hurt, and words used are demeaning and cruel. The speaker may laugh, and so may the bystander(s). The taunted is irritated, humiliated, or shamed, living in fear of what may come next. According to Coloroso (1991 :12), taunting is based on an imbalance of power and is one – sided, when the speaker taunts (ridicules, uses sarcasm, etc.) –he is intended to harm. Additionally, it involves humiliating, cruel, demeaning, or bigoted language thinly disguised as jokes. As well it includes laughter directed at the taunted, not with the taunted. It also induces fear of further taunting or can be a prelude to physical bullying and sinister in motive. Finally, It continues especially when target becomes distressed or objects to the taunt.

Socially, taunting includes any actions or comments by individual which are intended to anger, embarrass, ridicule or demean others, whether or not the deeds or words are vulgar or racist. It includes conduct that berates, needles, intimidates or threatens based on race, gender, ethnic origin

or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs or personal matters. Examples of taunting include but are not limited to: “trash talk”, defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the willing, including “in the face” confrontation by one person to another and standing over/straddling a tackled or a fallen one (Rittenburg, 2015: 6).

Politically speaking, leaders use different strategies and devices to challenge their opponents. Language manipulation such as irony, metaphor, sarcasm, and taunt etc, is usually employed in political speech. Taunt has become a famous tool of criticizing competitors specially in the political arena. Taunt is used by leaders to put their opponents down for political libel. Recently, the presidential election of 2020 has taken a new turn through political drops on social media platforms namely on Twitter. The present study therefore, highlights the socio- pragmatic analysis of taunt in social media.

Additionally, social media becomes an increasingly important tool in political campaigns, it can serve for benefit and detriment, as a “doubleedged sword”. Hence, most politicians are often mentioned negatively and/or ironically (Akhtyrskya, 2014: 28) . As an example of taunt in political tweets, Donald Trump has taunted Joe Biden about „plunging“new poll numbers after one recent survey said the president was on course to remain in the White House. Trump tweeted „ Joe Biden is coming out of the basement earlier than his hoped-for ten days because his people told him he has no choice, his poll numbers are plunging’.

Mouton (2011:4) defines pragmatics as "the scientific study of all aspects of linguistic behavior." In this point, he demonstrates that the field of pragmatics contains formulas of linguistic actions, functions, or purposes of language, kinds of inferences, principles of communication, Chapter One: Introduction attitude, and belief, in addition to structural values of text and speech. It deals with the meaning within the context for the purpose of analysis that can be observed from various perspectives, for example, the speakers, the recipients, and the analyst. It bridges the gap between the system side of the speaker, the recipient and the analyst, etc.

Besides, much of the research has dealt with taunt and tackled it purely from psychological perspective but it has not dealt with taunt from a sociopragmatic perspective.

Conclusion

Depending on the analysis presented in chapter four of the current study, the researcher concludes the following points:

1- The socio-pragmatic concept of taunt has two modes; verbal and non-verbal. The present study has been focused on the verbal use to be analysed according to the eclectic model follows in this study and this verifies the first hypothesis which reads: Verbal taunt is mostly use in all Political tweets.

2- The result of the data has shown that different functions in different percentages have been employed by the taunter to taunt the target. The highest amount and the most frequent functions used in political tweets are defamation and devalue and this has validated the second hypothesis postulated in the present study, which states: Defamation and devalue are the most frequent functions behind taunt in all political tweets.

3- As the results have shown that position and power are the most frequent variables affect the use of taunt in male political tweets, while gender is the most frequent variable that affect the use of taunt in female political tweets. The third hypothesis has been confirmed according to these results.

4- The speech acts of criticizing, mocking, asking, threatening, complaining, asserting and stating are all used in political tweets by the taunters. However, criticizing and mocking are the dominant in the selected tweets. So, the results of the political tweets have verified the fifth hypothesis which reads, Criticizing and mocking speech acts have the most frequent use in all political tweets.

5- The analysis of the current study reveals that, the taunters are deliberately bald record and positive impoliteness strategies as the highest amount in political tweets. Thus, the sixth hypothesis has not been verified.

6- The seventh hypothesis which reads that, the maxim of quality is the most breached maxim in political tweets has been verified in political tweets.

7- As the analysis and the results have shown that understatement is a device used frequently in political tweets by the taunters to devalue and defame the opponents in order to reduce their reputation.

8- According to the analysis of the selected tweets, it has been found that direct taunt is used highly by male characters more than female to indicate that men use offensive language more than women.

9- The results of the analysis have shown that there is a clear difference and variation in presenting taunt between male and female politicians in political tweets.

Data (3)

Abstract

This study is concerned with pragmatically studying irony in electoral political speeches in English delivered by British prime-ministerial and American presidential candidates. This work has set itself to deal with this issue in particular because it has not been studied thoroughly. The study aims at: (1) finding out the pragmatic structure of irony, i.e., the kind of processing stages when dealing with it in the electoral political speeches; (2) identifying the most common pragmatic strategies used to issue irony in the electoral political speeches; (3) explicating the insincerity of irony when there are insufficient contextual clues; (4) discovering whether or not irony is an ostensible speech act when used in electoral political speeches; and (5) showing whether there are differences between British and American contexts of English in terms of using irony in electoral political speeches.

In accordance with the aforementioned aims, the following hypotheses are put forward: (1) irony, in electoral political speeches, is a process which consists of various stages; (2) politicians tend to use particular strategies more than others to express irony in those kinds of speeches; (3) irony sub-acts are difficult to be recognized when there are insufficient contextual clues; (4) at the level of speech acts, irony is an ostensible speech act that depends on cultural norms; and (5) there are some differences between British and American contexts of English in terms of using irony in electoral political speeches.

To test the validity of these hypotheses, certain procedures are followed: (1) reviewing the literature about irony, its definitions, types, related theories, etc., to establish a general view of the phenomenon in question; (2) collecting data from electoral political British prime-ministerial and American presidential candidates; (3) analyzing the ironic situations in the electoral political speeches under study by means of a model developed for this purpose; and (4) using a statistical method, represented by the percentage equation, to calculate the results of the analysis and statistically verify the findings of the analysis.

The findings of the analysis verify the first, second, fourth, and fifth hypotheses, whereas they reject the third one.

The study falls into five chapters. Chapter One introduces the problem, aims, hypotheses, procedures, limits and value of the study. Chapter Two is devoted to the theoretical review of irony from a pragmatic point of view. Chapter Three discusses the strategies and the stages used in analyzing irony and develops a model for the pragmatic analysis of irony in political speeches. Chapter Four presents a description of the data of the work and a practical analysis of irony for the selected speeches. Finally, Chapter Five sums up the conclusions and introduces certain pedagogical recommendations as well as suggestions for further research.

Introduction

Pragmatics is defined as the study of actual utterances; the study of use rather than meaning (Lyons, 1977:171). It is also defined as the study of that part of meaning which is not purely truth-conditional or the study of performance rather than competence (Levinson, 1983: 32). Yule (1996: 3) introduces yet another definition to pragmatics; it is the study of the intended meaning of speech acts, i.e., the study of the speaker's meaning.

Accordingly, such a hybrid field has become a lively and interesting area for research. Though many left out issues concerning meaning and use of language have been settled through its methodology, many other intricate phenomena are still in need to be given due attention. One of such a kind of phenomena is "Irony". Despite the fact that it has been dealt with from different perspectives, it seems that there has been no comprehensive approach to it so far (See Gibbs & Colston: 2001; Sperber & Wilson: 2006; Qadir: 2006; Fakhry: 2009; Ajtony:2010;). From the literary point of view, irony is defined as a literary or [rhetorical device](#) or mode of thinking, feeling

and expression (Cuddon, 1999:430). In the same vein, Muecke (1978:19) defines irony as the bringing in of the opposite, the complementary impulses in order to achieve a "balanced poise". Stylistically, Fowler (1965:295) defines irony as "a mode of expression which postulates a double audience, one of which is 'in the know' and aware of the speaker's intention, while the other is naive enough to take the utterance at its face value". Pragmatically, as far as speech is concerned, Leech (1983: 142) defines irony more precisely as a pragmatic principle which enables the speaker, through breaking one or more of the cooperative principle maxims, to be impolite while seeming to be polite.

Conclusion

On the basis of the findings of the analysis, various conclusions can be introduced. Basically, the conclusions are associated with the aims and hypotheses of the work. However, some other conclusions are also introduced because they are thought to be necessary and useful to be cited here, since the analysis has revealed some findings in relation to them. Hence, the study has come up with the following conclusions:

1. Irony is structured in three stages: issuance, inappropriateness and relevance, and interpretation and evaluation stages.
2. Rhetorical questions, jocularly, and quotations are the most common pragmatic strategies of issuing irony in the analyzed speeches.
3. Irony can be triggered through almost all kinds of speech acts; however, for this to take place, there should be particular contextual factors, intonation changes, and flouting to the sincerity condition.
4. Irony is an ostensible speech act that has no explicit performative means. In other words, it is a non-serious speech act that has serious illocutionary and perlocutionary forces.
5. The developed model has been found to be workable for pragmatically analyzing irony in the data analyzed.

6. Irony can be taken under two pragmatic elements: speech act and implicature. All speech acts used in issuing irony lack sincerity condition at the level of pragmatics (i.e. ostensibly issued). As for implicature, at least, one of the CP maxims should be flouted.

7. The notion of ironic competence as developed in this study has proved its correctness and adequacy. This is evident in the percentages of its employment throughout all the analyzed speeches respectively. In other words, it is clearly shown in the last strategy of evaluation of ironic utterances whereby all the utterances are evaluated as ironic (i.e., the percentage of identification is 100%). That means there must be ironic competence in order for the addresser to be ironic and for the addressee to interpret the utterances as ironic.

8. Two types of irony can be identified: Global irony that can be applied to all cultures and local irony which can be applied to particular cultures rather than others.

9. Irony is pragmatically used for both reasons: communicative intention when used in daily interactional situations, and persuasive intention when used in rhetoric.

10. Echo and pretence theories are so close to each other to the extent that the borderline between them is sometimes too blurry. Sometimes, the ironist pretends something in order to be ironic. On the other hand, s/he can echo the same thought or utterance with the same ironic attitude.

11. Irony is politically used for two major purposes: defense as FSAs and attack within FSAs. It is also exploited as a strategic means in political speeches of prime-ministerial and presidential elections, reflecting permanent strategies for dominance.

14. Politicians prefer to use the indirect ostensible speech acts such as irony due to:

a. political and social considerations related to Ss.

b. establishing and maintaining a constant communication between the politicians and the addressees (the nation, the congress and even the enemies).

c. persuading an audience to support their (the politicians') political opinion.

d. reflecting the real intended politician's message.

15. In terms of the two contexts, i.e. British and American, there are some slight differences represented by the tendency of using particular strategies in issuing, alluding to, and interpreting ironic utterances. Such differences are demonstrated in the local irony, as it is concluded in this study. However, these differences are slightly manifested between these contexts. They are as follows:

a. in the British context, the strategy rhetorical question is the most common pragmatic strategy used, whereas in the American context, the most common pragmatic strategies used in the issuance stage are jocularity and quotations.

b. in the stage of inappropriateness and relevance, the British context employs a combination of CP maxim flouting and ostensible speech acts to allude to the audience about the inappropriateness and relevance of the utterances, while the American context employs the flouting of the CP maxim to allude to the audience.

Data (4)

Abstract

This thesis is an attempt to study sarcasm in three American comedy TV shows: **The Daily Show with Trevor Noah**, **Last Week Tonight with John Oliver**, and **Patriot Act with Hassan Minhaj**. From a pragmatic perspective, as far as the researcher knows, sarcasm in the field of comedy TV shows has not been given enough attention. Accordingly, this study is an attempt to develop an eclectic model for the analysis of comic sarcasm pragmatically. Therefore, it concerns itself with achieving the following aims: (1) identifying the kinds of speech acts through which sarcasm occurs in *American comedy TV Shows*; (2) highlighting the pragmatic structures of sarcasm that take place in *American comedy TV Shows*; (3) identifying how presenters of *American comedy TV Shows* pragmatically employ the Politeness Principle and the Cooperative Principle; (4) figuring out the pragmatic functions of sarcasm in *American comedy TV Shows*.

To achieve the aims of this study, it is hypothesized that: (1) There are specific speech acts whereby sarcasm is carried out in *American comedy TV Shows*, mainly the speech acts of criticism of the other and claiming. (2) There is a limited set of pragmatic structures whereby sarcasm is employed in *American comedy TV Shows*, namely propositional and illocutionary

sarcasm. (3) The Politeness Principle and the Cooperative Principle are, in most cases, likely to be flouted in *American comedy TV Shows*. (4) Sarcasm in *American comedy TV Shows* is mostly used in order to achieve humour and evaluation of comedy situations.

To test the validity of these hypotheses, certain procedures have been followed:(1) presenting a literature review about sarcasm and other related terms such as irony in light of their employment in *American comedy TV Shows*. (2)selecting some episodes of *American comedy TV Shows* for the purpose of pragmatic analysis. (3) analyzing data through developing an eclectic model. The model of analysis is resultant of some pragmatic notions, such as: Cooperative Principle of Grice, Politeness Theory by Brown and Levinson, and Speech Acts by Searle. (4) applying a mathematical statistical method, represented by the percentage equation, to calculate the results of the analysis.

The findings of the analysis verify the first, third and fourth hypotheses while the second hypothesis is partly rejected.

The study is divided into four chapters. **Chapter One** introduces the problem, aims, hypotheses, procedures, limits, and value of the study. **Chapter Two** is devoted to positing a theoretical framework on sarcasm. **Chapter Three** presents a description of the data of the work and a pragmatic analysis of sarcasm in the selected TV shows. **Chapter Four** sums up some conclusions and introduces suggestions for further research work.

Introduction

Sarcasm is a tricky term to define since there is no unanimous agreement on what it signifies and how it can be spotted. However, several scholars such as Capelli, Nakagawa and Madden (1990:1825) and AL-Fatlawi (2018:33) argue that sarcasm is a subtype of verbal irony that has certain characteristics, as far as the references state, such as aggressiveness, the presence of a victim and clarity or intentionality. Furthermore, this topic has not been painstakingly highlighted pragmatically or linguistically and it has been of major concern in psychological research. Therefore, this study is presented in order to demonstrate sarcasm pragmatically, especially in *American Comedy* TV shows.

Conclusion

The study has come up with the following conclusions:

1. The main speech act through which sarcasm is carried out in American Comedy TV Shows is criticism of the other since it has the percentage of (52.4%). The second repetitive kind of speech acts whereby sarcasm is achieved is claiming since it has the percentage of (19.0%), while all the other speech acts merely constitute (28.6%). Accordingly, these outcomes verify the first hypothesis which states, *there are specific speech acts whereby sarcasm is carried out in American Comedy TV Shows, mainly the speech acts of criticism of the other and claiming.*

2. Illocutionary sarcasm is the dominant pragmatic structure that is used by the presenters of American Comedy TV shows and it has the percentage of (33.3%). The propositional sarcasm is also excessively used since it has the percentage of (28.6%). On the other hand, lexical sarcasm occupies the percentage of (23.8%) while like –prefixed sarcasm is the least pragmatic structure that is employed by the hosts of American Comedy TV shows because it has the percentage of (14.3%). Therefore, the second hypothesis which reads, *there is a limited set of pragmatic structures whereby sarcasm is employed American Comedy TV Shows, namely propositional and illocutionary sarcasm* is proved to some extent.

3. In sarcasm, maintaining the politeness principle is crucial otherwise the speaker will be regarded as being impolite. It has been evident that Leech's maxims of politeness have been violated in the selected American Comedy TV shows. In the selected episodes that have been analyzed, the major maxim that has been violated is the approbation maxim since it concerns maximizing praise of the other and the hosts of the selected shows do the reverse. The percentage of its flouting is (81.0). As regards the conversational maxims, the analysis of the data has shown that the conversational maxims are flouted in the American Comedy TV shows. The maxim that is excessively violated is quality maxim because it concerns telling the truth and being sarcastic means saying something untrue for some purpose. The percentage of flouting quality maxim is (100%). Accordingly, these statements verify the third hypothesis which states, *The Politeness Principle and the Cooperative Principle are, in most cases, likely to be violated in American Comedy TV Shows.*

4. In this study, the pragmatic purpose of humour in American Comedy TV shows is amounted to (66.6%) while the purpose of evaluation and politeness are amounted to (28.6%), and (4.8%)

respectively. This shows that the hosts of American Comedy TV shows do not concern themselves with politeness as they do with arousing humour and evaluating political issues. Consequently, the fourth hypothesis which recites, *Sarcasm in American Comedy TV Shows is mostly used in order to achieve humour and evaluation of Comedy situations* is proved.

5. The developed model has been found to be useful for analyzing exaggeration pragmatically in *American Comedy TV Shows*.

Data (5)

Abstract

The present study is an attempt to apply Critical Genre Analysis (henceforth, CGA) to analyze the American constitution (henceforth, AC). The problem of the present study is that the notion of criticality in GA has not been investigated to study genre interpretation, use and exploitation in specific disciplinary objectives in addition to genre construction. There is a need for criticality in GA to develop a comprehensive and evidence-based awareness of the motives and intentions of such disciplinary and professional practices. The Critical Genre Analysis of the American Constitution is exploratory and it aims to study the constitution to answer the questions related to linguistic features of the Constitution; the presentation of ideologies in the genre. The AC is analyzed in the Critical Genre Analysis Framework as proposed by Bhatia (2004, 2015 , 2017).

The study aims to deal with multi-dimensional analysis which incorporates (textual perspective, socio-cognitive perspective, socio-critical perspective and ethnographic perspective), interdiscursive analysis and criticality. Investigating the notion of criticality by analyzing AC dealing with multi-dimensional analysis and interdiscursive analysis.

To fulfil the aims of the study, it is hypothesized that the multi-dimensional analyses include different perspectives (textual perspective, socio-cognitive, socio-critical and ethnographic perspective), each analysis adds a different interpretation of the text and explains it from different aspects. The AC is linguistically analyzed to understand its construction as product then, the recipients of the genre of AC are analyzed to understand the reception of the people on the social acts. The socio-critical analysis is conducted to know the language of the constitution whether it is a legal language or ordinary language The ethnography analyses are conducted to understand

the culture and beliefs of the people and to understand human behaviour and to reveal the fact that people ordinate their actions and behaviour with goals of the constitution. The interdiscursive analysis reveals that professional writers exploit “genre-bending “, “genre mixing “ to achieve their particular goals.

The element of critically is analyzed by analyzing the interdiscursivity patterns in AC. AC is examined interdiscursively by analyzing the interdiscursive strategies which are embedded genre and hybrid genre. The language that is used in AC is the legal language. The number of legal words found in the Constitution is much greater than most people know. To achieve the aims of the present study and test its hypotheses, the following procedures are adopted: (1) Presenting a theoretical survey for genre theory, genre analysis and approaches to genre analysis.2(A). The discourse will be analyzed structurally to identify its superstructure adopting the optional and obligatory moves as well as steps which will be the structural units for the analysis

B. The analysis will be based on a model proposed by Swales (1990) for academic writing but the adopted model will be a modified one. The modification will be decided according to the nature of the discourse of the present study which is institutional rather than academic like that proposed originally by Swales(1990).

The present study has reached the following conclusion linguistically AC involves the use of different process types, utilize the meaning of obligation throughout the model verbs Intertextuality, AC incorporates different types of texts. The ethnographic dimension adds a unique element to the understanding of the genre. Regarding the history and processes of the genre development, social cognition and social reception helped the study to analyze the subtle infusion of various types of ideologies through these practices in the genre. The interdiscursive analysis reveals that professional writers exploit “genre-bending “, “genre mixing “ to achieve their particular goals. the critical analysis of the genre uncovered that ideologies, however, focused in the preamble, are dispersed all through the Constitution. The vast majority of these ideologies may be gathered however some cover or supplement others. Some different belief systems don't stand apart essentially, yet they exist. the analytical study has additionally revealed, certain ideologies imbedded in the Constitutional genre.

Introduction

Analyzing discourse has been approached by several approaches among which Genre Analysis. This approach has been characterized by a number of characteristics on the one hand and it suffers from several limitations on the other hand. They are like text rather than context centrality and offering static rather than a dynamic linguistic description of the texts, among others. Bhatia (2017:391) points out that in the early conceptualizations of the genre the focus was more centrally on text, and context played a relatively less important background role."

Whereas GA offers a static linguistic description of the text under study there is a need for a more enhancement to offer a dynamic linguistic description of the text as well. GA studies how a given genre is constructed; however, there is still a need to study genre interpretation, use and exploitation in specific institutional (professional) contexts to achieve specific disciplinary objectives in addition to genre construction (Bhatia, 2017:29). There is a need for criticality in GA to develop a comprehensive and evidence-based awareness of the motives and intentions of such disciplinary and professional practices. CGA aims at offering solutions to the problems above and the present study tries to shed light on the way by which the genre under study is analyzed critically.

Conclusion

The analysis of the present study has arrived to the following conclusions below

5.1.1 When analyzing the text under study textual analysis according to the CGA perspective

A.Linguistic analysis

1.Concerning the Macro sturcture

(i) According the schematic analysis , the AC as other constitutions consist of preamble , seven articles , and amendmens. Each article consist on seven section and each section is concerned with a specific law.

(ii) According to the thematic analysis , the prevealing themes in AC is people authority , division of powers ,individuals rights and federalism.

2.Concerning the Micro sturcture

(i) The analysis of syntactic levels of passivization analysis indicates that active verbs are used more than passive verbs. The use of passive voice in AC reveals that the writers of constitution use passive voice to view the people actions without viewing the doer of the action.

According to the transivity analysis, the material process are used more than other processes this implies that the writer centres more on the actions of the people rather than other things it also shows the goal participant is always present because what law addresses must be clearly identified. The second common process is the relational process this process denotes definiteness and certainty which are features of legal language. The less common process is mental this is due to the fact that law does not account for feelings which constitute the core element of this process.

(ii) According to the modality analysis, the use of the modal meanings is restricted to permission, ability and obligation. The extremely predominant sense is one of obligation. It usually occurs with the meanings of volition and prediction but an additional restricted use of "shall" is discussed when it is used in legitimate or quasi-legitimate text, it carries the "must" sense. The second common meaning is permission the third meaning is prediction.

B. When analyzing the text under study intertextuality analysis according to the CGA perspective shows that the professional writers borrow ideas, texts from previous works to give a layer of meaning to their works. Furthermore, the intertextual analysis reveals that AC draws heavily from PC and Magna Carta and this match the fourth hypothesis.

5.1.2 When analyzing the text under study Socio-cognitive analysis according to the CGA perspective reveal that the language of the constitution is a legal language and it is no understood by everyone only the specialist and the professionals can get it. So the constitution will not be read by people, in this case the government should simplify the constitution for the people to understand it and this confirm third hypothesis that the language of AC is legal language.

5.1.3 When analyzing the text under study socio-critical analysis according to the CGA perspective :

(i) The analysis of language, power and ideology of AC reveals that the ideology of written constitution is constitutionalism, the principle that the written constitution occupies the ultimate

position in a nation state and it is the most powerful document . Furthermore, there are two views concerning the language of constitution one view is that the constitution is written in an ordinary language .Another view is that the constitution is written in the language of the law.

(ii) according to the analysis of sociol-cultural background the United States has one of the world's most complex cultural identities.The size of America has permitted subcultures to be established within the country.

5.1.4 When analyzing the text under study Ethnographic perspectives according to the CGA:

(i) The analysis of physical circumstance influencing the constitution reveals that the article of confederation has made the trade between states limited by rules .Further , it fails to unite the different feeling or interests among the states.So , the founding father write a constitution in order to achieve demands of people.

(ii) the analysis of social structure and goals of professionals practice shows that people ordinate their actions and behaviour with goals of constitution .

(iii) The analysis of the history and development of 1789 constitution shows that U.S has written and rewritten constitution before the 1789 constitution and in the process has developed a political vision that required a written constitution at the center of a nation-state.

5.2 Interdiscursive analysis

The interdiscursive analysis reveals that professionals writers exploit “genre bending “, “genre mixing“ to achieve their particular goals.The interdiscursive analysis of political discourse reveal the hegeomic relations in the political world. Interdiscursivity is analyzed based on the identification of how different discourse are articulated "political, economic, religious and social ”. Discourse community writers exploited generic resources of a genre to create another genre. American Constitution is an example of an embedded genre where the American's rights to determine their future has been reinforced as self -determination is embedded in the main body of the constitution. So, the human rights genre is embedded in the constitution genre.

5.3 When analyzing the text under study criticality according to the CGA perspective.

The different ideologies implemented by the texts producer are expressed in the specific types of expression. AC's recognisable ideologies are , liberalism, fundamental rights, racism , sexism.

Data (6)

Abstract

The present study offers a critique of critical discourse analysis, namely, van Dijk's (1998) theory of ideological square. It tries to trace the notion of 'equality' in van Dijk's socio-cognitive approach to critical discourse analysis. The present study takes a number of steps, starting with a theoretical presentation of critical discourse analysis in general and the theory of ideological square in particular. The theory of the ideological square is claimed to suffer from a number of shortcomings such as the confusion of equality and justice, being one-sided treatment, interest-governed and circularity. That is why it is necessary to formally recognize these shortcomings in critical discourse analysis. Additionally, there is a need to make some recommendations for resolving the identified shortcomings of critical discourse analysis. These requirements

define the problems of the present study.

The present study aims at identifying the shortcomings of van Dijk's (1998) theory of the ideological square, determining the open or limited workability of van Dijk's theory when analysing texts critically, and modifying van Dijk's (1998) model of critical discourse analysis by suggesting new substitutions for the original constituents. It is hypothesised that: (1) van Dijk's (1998) theory of the ideological square suffers from a number of shortcomings such as the confusion of the issues of equality and justice, being one-sided treatment, and circularity. (2) The universality of van Dijk's theory is inaccurate and questionable. (3) van Dijk's theory need to be modified in order to be more objective when conducting a critical discourse analysis study. (4) There are some points that need to be reconsidered when applying criticality to the chosen texts.

In order to achieve the aims of the present study and test its hypotheses, the following procedures are used: (1) Investigating the shortcomings that van Dijk's (1998) theory of the ideological square suffer from. (2) Examining the universality of van Dijk's theory to find out whether there is a need to widen the critical discourse analysis studies for non-Western world or not. (3) Conducting a

modification to van Dijk's theory for critical discourse analysis to be more objective when analysing texts critically. (4) Investigating the application of criticality to the two selected American and Arabic constitutional texts through van Dijk's model using the same general theoretical structure with the proposed modifications.

Finally, the present study has come out with the following conclusions: (1) van Dijk's (1998) approach to critical discourse analysis suffers from a number of shortcomings such as the confusion of equality with justice, circularity, and one-sidedness. (2) The workability of van Dijk's (1998) model of critical discourse analysis is not openly workable for every text type as it proves not to be workable for those texts having no conflicting groups such as the constitutional texts. (3) van Dijk's model of critical discourse analysis can be modified by tracing the steps of ideology, stance, relationships, and critique arriving at the social change. However, the treatment of these steps is modified. The ideology is no longer 'interest-oriented'. (4) There are different forms of equality which have been ignored by van Dijk's model of the ideological square as he has based his critical discourse analysis model on his ideology which is "interest-oriented" rather than "truth-oriented". (5) Objectivity, morality and justice are questionable in critical discourse analysis in general and van Dijk's model in specific. Thus, language is used as an opportunistic tool to achieve aims where the priority is interest rather than justice.

Introduction

The present study is an attempt to re-evaluate the critical discourse analysis (CDA, henceforth), namely, the theory of the ideological square proposed by van Dijk (1998). In fact, CDA has suffered from several points of criticism which means that it needs some more reconsideration especially concerning van Dijk's model of the ideological square for CDA. Furthermore, the ways of applying the issue of equality in English and Arabic constitutional texts needs to be reconsidered. This makes a problem to which the present study tries to offer a solution. As a result, in order to clear out such confusion.

Conclusion

The present study has come out with the conclusions that can be put within the following points:

1. van Dijk's (1998) approach to CDA suffers from a number of shortcomings such as the following:

a. Equality and justice 'Equality' is confused with 'justice'. van Dijk's (2001) definition to CDA needs a re-consideration since it confuses inequality with injustice. This confusion can be treated by substituting the word inequality by the word injustice.

b. Circularity van Dijk's (1998) theory of the ideological square which is adopted to construct the critical analysis of a text suffers from circularity. It recognizes 'inequality' as a problem; however, it adopts the same 'inequality' as the solution, which means 'circularity'.

c. One-sidedness

The ideological orientation adopted in van Dijk's (1998) theory of the ideological square is one-sided since it adopts emphasizing the positive sides of the in-group members as well as negative sides of the out-group members. Similarly, it focuses on de-emphasizing the negative side of the in-group members as well as positive sides of the out-group members. The researcher deals objectively with this shortcoming by conducting a modification to Dijk's model by filling the gaps through offering the missing information in order to preserve equilibrium when dealing with the participants in the discourse.

2. van Dijk's (1998) model of CDA is not openly workable for every text type. Although it is workable for discourses indicating two conflicting groups, it proves not to be workable for those texts having no conflicting groups such as the constitutional texts.

3. van Dijk's (1998) model of CDA can be modified by tracing the same steps of ideology, stance, relationships, and critique arriving at the social change. However, the treatment of these steps is modified. The ideology is no longer 'interest-oriented'. It could be of different nature such as 'right-oriented' as adopted in the two constitutional texts. Such an ideology of the text producer makes him adopt an objective and neutral stance refusing being one-sided as adopted in van Dijk's (1998) model. Such objective relationships lead to making the objective needed social change targeted by the producers of the constitution.

4. It is worth mentioning that there are different forms of equality which have been ignored by van Dijk's (1998) model of the ideological square as he has based his CDA model on his ideology which is "interest-oriented" rather than "truth-oriented".

5. In accordance with interest-governed, objectivity, morality and justice are questionable in CDA in general and van Dijk's model of the ideological square in specific. Thus, language is used as an opportunistic tool to achieve aims where the priority is interest rather than justice.

Data (7)

Abstract

The present study examines flouting of the Gricean maxims in two selected debates, the first and second 2020 presidential debates between Trump and Biden. The study scrutinizes how the maxims are flouted. It mainly aims at figuring out the non-observance of Grice's conversational maxims through flouting, the pragmatic strategies involved, and the strategies of impoliteness utilized in the context of political debates. Therefore, it hypothesizes that Grice's maxims are flouted through pragmatic means, which yields to implicitly and explicitly using impoliteness strategies in the discourse of the political debates.

The procedure which the present study follows is that it presents a theoretical background to the Cooperative Principle, Grice's Conversational Maxims, and specifically, flouting. This theoretical background is then applied to the two selected debates. Being qualitative and quantitative, the study relies on Grice's Maxims (1975), the pragmatic strategies of dysphemism, banter, metaphor, overstatement, presupposition, hyperbole, , irony, sarcasm, simile, and mockery, as well as the impoliteness strategies of Culpeper (1995).

The present study finds out that Grice's maxims are not observed to a great extent in the US political debates' speeches, with relation being the mostly flouted maxims followed by manner, quantity, and quality. This is mostly done through the pragmatic strategies of dysphemism, banter, metaphor, overstatement, presupposition, and irony, among others. Moreover, the use of the strategies of dysphemism, sarcasm, and mockery impose direct face-threatening acts (Bald On-Record), whereas Irony implicitly threatens the opponent's face via relying on the Bald Off-Record strategy of impoliteness through its implied references to the speaker's qualities.

Introduction

Grice's Cooperative Principle (1975) has set four principles which govern how conversations are ought to be conducted in order to be understood within their right context. These maxims indicate that what is said in a conversation should be enough (not more or less than that), true, relevant, and the manner in which it is said should be appropriate. As a consequence, flouting these maxims leads to either intentional or unintentional implicatures (implied meanings). Such flouting may be minor and it does not yield to complications when it happens within conversations in everyday lives; yet, when it is done by leaders, it inevitably leads to problems, or worse, a war.

Shedding light on the intentional implicatures made by politicians, the current study sees a gap in investigating the flouting of Grice's maxims of conversations in the United States' elections debates. Therefore, in order to fill the gap, the current thesis aims to analyse the most recent data in this regard, i.e., the 2020 presidential elections debates between Donald Trump and Joe Biden.

Conclusion

1. In the US political debates' speeches, Grice's maxims are not observed to a great extent. As such, the maxims of relation, manner, quantity, and quality are not observed for the most part throughout the entire debates' speeches. These maxims are not observed mostly intentionally for a multitude of purposes. The mostly occurring flouting in the speech of the US Electoral debates is that of relation in the analysis of the selected debates. This reflects that the debaters rely on flouting this maxim in order to avoid keeping the track of the topic under discussion- i.e., being irrelevant. This is followed by the maxim of manner. What this finding uncovers is the fact that, in the US political debates, the politicians tend to draw on flouting this maxim in order to achieve maximum benefit. They do so through use of language which is obscure, ambiguous, not redundant, and not in order. The maxim of quantity is the third maxim which is flouted in the US political debates of the total number of flouting in this genre. In other words, the debaters rely on flouting this maxim through giving more information than is required from them, thus, an unwanted point of discussion is avoided. The least relied-on flouting in the US political debates is the flouting of quality. Despite being the least used, its existence reflects the fact that the debaters rely on flouting this maxim - through not being truthful- for the purpose of either avoiding a damning statement or adding to self through false or falsified statements.

2. The pragmatic strategies of Metaphor, Irony, Hyperbole, Overstatement, Sarcasm, Mockery, Dysphemism, Simile, Presupposition, and Banter are used for flouting Grice's maxims in the discourses under study. In flouting Quantity, the strategy of dysphemism is mostly used which means that, often when this maxim is flouted, the answer given has a metaphoric expression(s) in order to add more or less than what is needed. In flouting Quality, the strategies of Overstatement and Banter (which reflects the idea that when this maxim is flouted, the statement given is mostly related to either tease the opponent and/or reproach them) are used the most. Similarly, in flouting Relation, Dysphemism occurs as the mostly used strategy and Banter which gives the result that, mostly, when this maxim is flouted, the answer given contains playful and/or teasing statements in order to change the track of the topic being discussed. Finally, in flouting the maxim of Manner, the strategy of Dysphemism is used mostly.

3. Concerning the frequency of occurrence of the pragmatic strategies is that the mostly used strategy is dysphemism which implies that the debaters rely on this strategy through using derogatory and unpleasant terms to answer questions or when they address their opponent instead of focusing on the main topic under discussion. This is fortified by the use of the second to first occurring strategies of banter and metaphor-which are used to serve a similar purpose- teasing each other's opponent in the debates or using negative metaphorical expressions and questions to make the other look bad. The strategy of overstatement is used for the purpose of recurring something over 89 and over which helps in derailing the main topic of the debate. This is followed by the strategy of presupposition which is used mostly to presuppose negative things about the opponent of the speaker. Hyperbole is used to exaggerate positive things about the speaker or negative things about the opponent. Closely to it is the strategy of irony which is used in order to imply ironic expressions and statements about the opponent of the speaker. The strategies of sarcasm and simile each occur twice in the analysis of the selected data which reveals that there are times during which each opponent either becomes either cynical of their opponent or compare to other things or people to imply negative traits. Mockery is the least used strategy with only one time of occurrence in which it is used to mock the Trump.

4. Impoliteness strategies are found in the selected data in an unusual way, implying their use through the pragmatic strategies used in the texts of both debaters. As such, the strategies of Dysphemism, Sarcasm, and Mockery threaten the addressee's negative face in a direct manner

(direct facethreatening acts) to the speaker's opponent. Whereas Irony implicitly threatens the opponent's face via relying on the Bald Off-Record strategy of impoliteness through its implied references to the speaker's qualities, imposing lighter face-threatening acts.

5. Bald on record strategy of impoliteness is highly applied than bald offrecord , this shows that the speaker directly intends to impolitely insult the participants. Besides , the opponent follows the same strategy with the first one. Whereas the bald off-record impoliteness strategy is indirectly utilized by the participants.

Data (8)

Abstract

This study deals with the speech acts in medical leaflets from a pragmatic point of view. the major speech acts presented by Searle, auxiliary speech acts by van dijk and cooperative principle by Grice.

Pragmatics deals with what is being communicated with focusing on the speaker's intended meaning. Since the study focuses mainly on the speech act, it is very important to refer to speech act as a pragmatic theory.

A speech act is an attempt at doing something purely by speaking. Lots of things that people would do, or try to do, simply by speaking such as making a promise, asking a question, ordering or requesting somebody to do something, making a threat, naming a ship, pronouncing somebody husband and wife, and so on and all of these linguistic situations are known as speech acts.

Numerous studies have tackled speech act theory, but none have dealt with it in medical leaflets. The current study attempts to fill this gap by conducting a quantitative and qualitative analyses for (twenty) texts of medical leaflets. Thus the study aims at: discovering the most dominant macro speech act used in medical leaflets, pointing out which micro speech act is used in medical discourse, showing the most dominant auxiliary speech act used in medical leaflets and identifying the most flouted maxim in medical leaflets.

To achieve these aims, this study hypothesizes that directive speech acts are the most dominant category in medical leaflets, the speech acts of warning and advising are used mostly in medical

leaflets, the speech act of condition is the most dominant auxiliary speech act used in medical leaflets and the maxim of manner is flouted mostly in medical leaflets.

The model of the current study is an eclectic one: Firstly, Searle's (1969) model is followed in distinguishing the type of speech acts used in medical leaflets. Secondly, van Dijk's (1977) model of auxiliary speech acts is followed as he classifies them into eight: justification, explanation, addition, conclusion, contradiction, explication, correction, and condition. Thirdly, for the purpose of identifying the way in which the writer follows the four maxims: quantity, quality, relation, and manner, or the way in which these maxims are flouted to generate implicature, Grice's (1975) Cooperative Principle is followed.

The conclusions of this study indicate that various speech acts used in Medical Leaflets are different in terms of frequencies and percentages. The directives are the most dominant speech acts that are used in the selected data because of the purpose of medical leaflets as they are used to direct information for readers. Then the representatives and declaratives are somehow used equally then declaratives. Warning and advising are used mostly. The speech act of condition is used mostly in the selected data. The maxim of manner is the most flouted maxim in the selected data.

Introduction

The current study is a pragmatic one. It tackles the use of speech acts in medical leaflets. In Austin's book "How to do Things with Words", an observation is presented which explains that when someone says something that has a sense and reference, he is normally doing something not only saying words, as in (requesting, warning, offering etc.) and that what is meant by Speech Act Theory.

The study tackles the use of the five speech act categories presented by Searle: directive speech acts are those speech acts that are uttered by the speaker with the aim that requires the hearer to perform the action (requesting, advising, warning and suggesting are types of directives). So directives are regarded as the opposite of commissives which mean that the speaker commits himself to perform the action (promise and threat are types of commissives), expressives are those speech acts in which the speaker expresses his point of view concerning something, representatives

are used to express asserting and stating of information and finally declaratives are used to report information (Kecskes and Horn, 2007:265).

This study is quantitative and qualitative in nature. It investigates the way speech act is expressed with regard to Cooperative Principle and the flouting of Grice maxims (quantity, quality, manner, relevance). It also focuses on the eight auxiliary speech acts presented by van dijk (justification, explanation, addition, conclusion, contradiction, explication, correction, and condition).

Conclusion

After analysing some medical leaflets and setting the results of the analysis, conclusions are drawn to check out the validity of the hypotheses of the study. Therefore, the results of the analysis allow drawing the following conclusions:

1. It is concluded that various speech acts are used in Medical Leaflets though there are some differences in the frequencies and the percentages between them.
2. The first hypothesis is verified as the directives are the most dominant speech acts that are used in the selected data because of the purpose of medical leaflets as they are used to direct information for readers. Then the representatives and declaratives are somehow used equally. It is noticed that warning is used mostly then advising and that is justified by the nature of medical texts that turn to give advice and warnings in misusing the intended products.
3. The third hypothesis is verified since the speech act of condition is used mostly in the selected data and that refers to the accuracy of medical products as it is judged by certain conditions. Then the speech act of explanation as it is used to explain the ways of having certain products.

The speech act of justification is used after as noticed that the medical leaflets tend sometimes to mention the reasons of some instructions concerning preventing a particular medicine for particular person. The speech act of explication is used with a percentage of then the speech act of addition, correction and finally, contradiction is the least which is used in the selected data.

4. The fourth hypothesis is verified as the maxim of manner is the most flouted maxim in the selected data and that is resulted by the use of brief and condensed expressions that in most of the times, reasons of warning and advising are not mentioned and that leads to ambiguity to the readers

as they may be confused by such expressions. Then the maxim of quantity and that is obvious through the use of too short sentences in one place and too long sentences in another.

5. The maxim of quality is flouted and that is noticed in the use of some expressions that denote a sense of uncertainty. In other words, the medical leaflets sometimes present some information in which the producer seems uncertain of them. Thus, the maxim of quality is flouted as it requires language user to only tell what he believes to be true.

6. Commissive speech acts are not used in all the selected data and that is reasonable as the medical leaflets are used to direct information to the readers in order to perform actions by themselves rather than performed by others.

7. Through the whole selected data, the maxim of relevance is not flouted and that because of the nature of medical texts which uses the scientific language that talks only of related topics.

Data (9)

Abstract

To persuade someone means performing an act of using some form of communication. But this form of communication needs some factors to be quite effective because persuasion alone is not enough to affect anyone especially those clients in the field of cosmetics on social media, because the advertisers actually deal with different moods. Thus, the advertisers have such useful factors as Joos's explanation of formality, speech acts, alpha strategies of persuasion and politeness as a mixture of sociolinguistics and pragmatics so as to send the messages of their advertisements successfully and confidently.

This study aims at finding out the significance of persuasion in advertisements in general, and in the cosmetic advertisements on social media using quantitative and qualitative analysis; exploring the level of formality that is followed in the persuasion of cosmetic advertisements on social media; delving into the relationship between persuasion, speech act theory, politeness, and formality; examining the most dominant type of speech acts in the production of cosmetic advertisements on social media; identifying the most dominant type of politeness in cosmetic advertisements on social media (positive or negative) as well as the most dominant politeness principle.

To achieve the aims of the study, it is hypothesized that: Persuasion has a significance in advertisements since it implies using certain techniques that affect the customer; the formal form of language is the most dominant level in cosmetic advertisements; persuasion speech act theory, politeness, and formality affects the success of advertisements by evoking customers to buy certain products; the direct speech acts of persuasion is used more than the indirect in the advertisement; positive politeness is used more than negative in achieving a persuasive speech act.

This study examines and analyzes fourteen selected advertisements of cosmetics according to the eclectic model of the present study. The current study reaches some conclusions: the producers use different persuasive strategies to attract the customer's attention achieving a great amount of sales. The eclectic model of persuasion proves its workability in analyzing the chosen data.

Introduction

The reason behind delving into this subject belongs firstly to the reality which states that the social media is a magnificent device playing an active role to the extent that it makes the world as a global village. Secondly, we see that people nowadays tend to sell and buy through social media i.e. if someone for example wants to sell or buy a car, he or she can use Facebook groups, or any other online groups, not only the markets of cars, but many other products as well. Thus, because there are so many products to sell and buy, we dedicate our study to cosmetic products. Thirdly, we need the concept of persuasion to achieve a great amount of sales. A persuasion can be workable in both sociolinguistics and pragmatics. Thus, our study comes up with the title "A Sociopragmatic Study of Persuasion in the Cosmetic Advertisements on Social Media".

A socio-pragmatics is the subfield of pragmatics focusing more on society. In the Anglo-American view of pragmatics, socio-pragmatics has a more clearly defined heritage (Horn and Ward, 2004:124). This study looks at the sociolinguistic phenomenon of formality. In this regard, some cosmetic advertisements presented on social media are exemplified by referring to the form of language use.

The study also investigates the employed persuasion speech acts in these advertisements, by delving into the idea that the production of utterances is more than just words to be said, but they also imply the accomplishment of acts. Speech acts are verbal actions that occur in the world, not just words that are spoken. Uttering speech acts implies doing something with words. They imply

that the addresser takes action that causes a change in the current state Mey (2009:96). The current study investigates how cosmetic advertisements on social media employ persuasive speech acts along with politeness strategies proposed by Brown and Levinson (1987:103), whose theory of politeness is the most permanent and influential. Since the main concern of this study is persuasion, it is very important to review its definitions in the literature. Fotheringham (1966: 7) claims that persuasion is characterized as "that body of effects in receivers that are important and instrumental to the source desired goals, and are brought about by a process in which messages are a major determinant of those effects." In this respect, Fotheringham focuses on receivers rather than producers and emphasizes the psychological impact of persuasive communication. On the other hand, Robert Cialdini (2007) identifies six major principles and techniques of persuasion, namely reciprocation, liking, commitment/consistency, scarcity, authority, and consensuality.

Conclusion

In fact ,the conclusions of the current study can be outlined as follows:

1. Firstly , the significant role of persuasion is not limited to the field of marketing , this concept is also important in all walks of life whether in jobs , schools or even in the family. Secondly , the obtained results of the current study have indicated that persuasion has a great significance in cosmetic advertisements on social media, since it can affect the customers to buy the products directly or indirectly by employing some attractive techniques. As observed in cosmetic advertisements, persuasion plays an important role in convincing more and more clients to buy. Without persuasion , a great number of sales will be useless , because persuasion is important and significant enough to open doors to increase sales by the use of an attractive style. Thirdly, when the current study goes deeper into the analysis of the advertisements , it obviously catches the high persuasiveness of cosmetic messages that make the clients wellconvinced to buy. Fourthly, it can be concluded that the first hypothesis of this study which is 'Persuasion has a significance in advertisements since it implies using certain techniques that affect the customer' is not rejected and actually proved as all advertisements have achieved a great number of sales by the significant role of persuasion.

2. Regarding the advertisements of cosmetics on social media according to Joos's explanation of formality , it is proved that the formal type includes one-way participation and no interruption with

some technical vocabularies. Moreover, formal style is defined as a kind of language style that is used in important or serious situations, such as in scholar and technical reports , classrooms , formal speeches, and sermons. So, the analysis of these cosmetic advertisements demonstrates that all advertisements uses the formal style or level because the advertisers in all of these advertisements are talking freely and there is no chance for anyone to interrupt them at all. In addition to that , there are some introductions and technical vocabularies like the messages of the given advertisements that are in serious situations . Thus , it is proved that the second hypothesis in this study which is 'The formal form of language is the most dominant level in Cosmetic advertisements' is validated since there has been no interruption or slang language during all messages included in the cosmetic advertisements . It is proved that the formal level is used in all advertisements.

3.Speech act , politeness, and formality are important factors that redecorate the messages of advertisements successfully to make them effective. Regarding the speech acts , advertisements are filled with direct speech acts more than indirect ones because the direct speech act aims to deliver the literal meaning that the words conventionally express. In fact, the direct speech act can directly and clearly convince the consumers to buy the product. However, taking a close look at politeness carefully to find out that the addressers use many types within the positive and negative politeness strategies. As mentioned previously in point 2 of our findings , the formal level is used in all advertisements since they have one-way participation without any chance for the addressers in all advertisements to be interrupted. Finally , the messages in all advertisements can significantly persuade the clients to buy the products because of the effective factors of speech act theory , politeness, and formality. The accurate use of speech act theory , politeness, and formality can add a higher level of persuasiveness to the messages and accordingly affect the consumers . Thus , the messages in all advertisements are successfully sent using speech acts , formality , politeness strategies , and alpha strategies of persuasion. So at the end, it is revealed that the third hypothesis of our study which is 'Persuasion speech act theory , politeness, and formality have an effect on the success of advertisements through evoking customers to buy a certain product.' is supported by our findings.

4.Regarding the importance of speech act theory , it is proved that the direct speech act is used more than the indirect one as we have just mentioned because the direct speech act is clearer than

the indirect one and people in general and the clients or consumers, in particular, tend to receive all speeches directly. The most important purpose of all speeches in the advertisements is to affect the consumers to buy , thus the addressers prefer the direct speech act of persuasion which aims to deliver the literal meaning of the words rather than the indirect one which usually expresses the intention implicitly. In fact , some addressers use the indirect speech act so as to make their messages fruitful and highly persuasive. Generally, the direct speech act is employed more than the indirect one. Thus , it can be argued that the fourth hypothesis of this study which is 'the direct speech act of persuasion is used more than the indirect one in advertisement' is also supported and proved in the previous results.

5. As mentioned, the addressers in the advertisements almost use both positive and negative politeness strategies, each includes several types. However, the addressers have used positive politeness more than negative one although they have used some of these types. Thus , it can be proved that the advertisements are composed of positive and negative strategies. The use of both strategies adds some fruitful impression to the advertisements to be of a high persuasiveness. Thus , politeness is used as a discourse strategy so as to maintain very good relations between interlocutors for the sake of persuading them to buy the products. As a result, the fifth hypothesis of the current study which is 'Positive politeness is used more than the negative in achieving a persuasive speech act' is actually proved since it is seen in the results that the positive politeness strategy is used more than the negative one.

6. The study also proves that the use of alpha strategies of persuasion has a great effective role in persuading so many customers as well as achieving a great amount of sales. According to the results and findings , it is revealed that the advertisers use 'Make messages more persuasive' , 'Add incentives' and 'Increase source of credibility' which are significant strategies having a capacity of convincing clients to buy the products.

7. Regarding different aspects of advertisements , the usefulness of advertisements and features of advertisements are of prime importance. Similarly, features of advertisements can also alter people's behaviour positively. This means that producers of cosmetic products have to focus on the usefulness of advertisements, along with paying attention to enhancing the features of their ads. Eventually, these issues will positively influence consumers' shopping behaviour.

Data (10)

Abstract

This study investigates 'centre and margin' as an ideology in two selected English and Arabic novels. In its wide-ranging sense 'ideology' hints at a set of ideas and beliefs and it leads to the main source from which it flows that is Critical Discourse Analysis. It is a field in analyzing any genre where ideology and power found. 'Centre' is represented by the hegemony of the white on the black, the domination of man on women and the domination of society on women as well.

The study aims at:1- Identifying the strategies that are shared in the two novels.2- Showing the Conceptual Metaphors used. 3- Arriving at various uses of the strategy 'single word' in the two novels. 4- Identifying what represents 'centre' more in the analyzed data. 5-Showing how the three strategies are used by the novelists. 6-Showing how the social actors are depicted in the novels.

It is hypothesized that:1-The English novel is similar to the Arabic novel in the representation of 'centre and margin' in the utilization of the three strategies: collocation, symbolic and single word.2- Both novels have shown ideological representation via conceptual metaphors equally.3-The two novelists use the strategy 'single word', but the English novelist uses it heavily.4- 'Slaves' and 'whites' are used in the English novel profusely. On the other hand, 'man' is depicted in the Arabic novel richly to represent 'centre'. 5-The three strategies: collocation, symbolic and single word that are used in the two novels to represent linguistically 'centre and margin' and to reveal certain ideologies are more in the English novel. 6- Social actors (the participants) are depicted in various ways as: activation, passivisation, generic reference, etc.

In order to achieve the aims of the study and test the validity of its hypotheses, the study follows certain procedure. 1-Introducing the literature review. 2- Analysing the data according to an eclectic model of Van Leeuwen's Social Actors Theory(2008) and Lakoff and Johnson'sConceptual Metaphor Theory (2003). 3-The analysed Arabic texts are translated by the researcher herself. 4-Introducing similarities and differences between the two texts in order to reveal how 'centre and margin' as ideologies are shown. This study is limited to analyze two selected texts. The first is an English novel by Isabel Allende " Island Beneath the Sea " (2010) and an Arabic novel by the Algerian novelist Ahlam Mosteghanmi " The Black Suits You well " (2012).

It has been arrived at: a-The English novel is similar to the Arabic novel in the representation of 'centre and margin' in the utilization of three strategies: collocation, symbolic and single word. b- In both novels 'centre and margin' are clearly depicted through different linguistic items. c- Both novels have equally shown ideological representation by conceptual metaphors. d-'Centre and Margin' in the English novel are widely portrayed, since the linguistic items that represent 'centre and Margin' have higher frequencies. 'Margin' in the English novel is so clear, since items like; white, slave, victim are repeated heavily.

Introduction

The main concept of the study is (centre and margin). It is represented by hegemony of the white on the black, the domination of man on women and the domination of society on women as well.

Having an essential role in every society, people live in a world of dominant concept which is identified as (centre and margin)." For any defined group, especially with any power, influence, or control, there is a centre and margin, where the centre has more power, influence or control than the margin" (Hooks ,1984:23). It is very important to give a detailed idea about this concept. 'Centre and Margin' is dealt with in detail by Hooks. She mentioned in her book ' Feminist Theory, From margin to center ' , " To be in the margin is to be a part of the whole but outside the main body " (1984:4). In this theory, the writer emphasizes the women's rights especially the black ones. She says that both society and male's aggression have to be stopped (ibid : 19). The white man represents centre. He has dominance on the black. Allende in her novel typified this dominance by saying:"I concede that the white race is superior in one aspect: we are more aggressive and greedy. That explains our power and the extent of our empires"(p81).On the other hand, Mostaghanmi in her novel, also mentioned how women are margined even in their rights of dreaming.

Conclusion

The study has arrived at the following conclusions:

a-The English novel is similar to the Arabic novel in the representation of 'centre and margin' in the utilization of three strategies that are: collocation, symbolic and single word. So that the first hypothesis" The English novel is similar to the Arabic novel in the utilization of three strategies" is confirmed.

b-Both novels have shown ideological representation via conceptual metaphors, equally, therefore the second hypothesis" Both novels have shown ideological representation via conceptual metaphors equally" is valid.

c-The two novelists use three strategies: collocation, symbolic and single word in their novels, but the strategy 'single word' is richly used. So that the third hypothesis" The two novelists use the strategy 'single word' , but Allende uses it heavily" is valid.

d- In both novels 'centre and margin' are clearly depicted through different linguistic items .For this reason, the fourth hypothesis" Slaves and whites are used in the English novel profusely. On the other hand, man is depicted in the Arabic novel richly to represent centre" is confirmed.

e- The three strategies used in the two novels to represent linguistically 'centre and margin' and to reveal certain ideologies are more in the English than the Arabic one. So that the fifth hypothesis " The three strategies: collocation, symbolic and single word that are used in the two novels to represent linguistically 'centre and margin' and to reveal certain ideologies are more in the English novel" is valid.

f-Activation, passivisation, generic and specific reference, etc are used to depict Social Actors in the two texts. For this reason the sixth hypothesis is confirmed.

Data (11)

Abstract

Positive discourse analysis is a very important ideological and oriented perspective for analysing a discourse since it is 'focusing not only simply on the deconstructing of language in the service of power but focusing in addition on the analysis of and participation in the sites of successful social change' The present study aims at highlighting the positive side of discourse analysis in the American and British medical report . More adequately, it sheds light on the positive discourse made by the Doctors in COVID-19 reports. The present study attempts to bridge the gap that has not yet been fulfilled while highlighting the positive side in the American and British reports about COVID-19.

The main aims of the present study are: (1) identifying the linguistic ways that are used to achieve the positive side of DA in the selected data; (2) recognizing the constructions that are used to fulfil the structural level in the in the selected data (3) showing the lexical triggers that are used to accomplish the lexical level in the selected data.

It is hypothesised that: (1) the positive side of DA is achieved via using two analyses; namely, the linguistic and the ideological in the American and British reports. While the first is accomplished when using four levels: the structural, lexical, rhetorical and pragmatic, the second is accomplished when using the positive ideology in which emphasising good and de-emphasising bad are highlighted; (2) the present and the future tenses are the constructions used by the American and British reports to accomplish the structural level; and the present constructions are frequently used; (3) Adjectives and adverbs are the lexical triggers used to fulfil the lexical level in the in the selected data.

To achieve the aims and verify or refute the hypotheses, the researcher needs to follow the following procedures: presenting a theoretical background, developing an eclectic model, analyzing the data, analyzing the findings and arriving at certain conclusions.

The main conclusions are: (1) the present tenses, lexical trigger of verbs, rhetorical device of hyperbole and positive politeness strategy of exaggerate 'interest in' are the appropriate ones to instruct and tell the addressees about the general truths and present or future plans; trigger a positive presupposition; and exaggerate about the matters that are related to the virus, vaccines and authorities' achievements in the American and British discourses; (2) The American and British doctors aim to reveal a positive ideology through which solidarity, unity and optimism are enhanced among population by emphasising the good side and deemphasising the bad side of the American and British authorities (medical, civil and military).

Introduction

Leaders can affect people's beliefs and behaviours through different speeches in a good way. Their power – both positive and negative – is becoming apparent with the COVID-19 crisis. A landmark is addressed by American and British speakers' reaction towards Covid-19 pandemic whereby building spirits and individual and institutional efforts are emphasized and built through

communication. Since the beginning of Covid-19 pandemic, the related discourse becomes of intense emphasis among researchers of different disciplines, especially, in linguistics.

As a broad field of linguistics, discourse analysis aims at examining the patterns of speech between texts and conversations. Besides, it takes into account the link between languages as well as the cultural and social settings in which it is used (Gee and Green, 1998: 119). Since discourse is used to administer the behaviours of societies, a method of discourse analysis is created which is called critical discourse analysis (henceforth CDA). Accordingly, CDA focuses on ‘social problems, and especially on the role of discourse in the production and reproduction of power and abuse or domination’ (van Dijk, 2001: 96). As such, it becomes clear that the aim of CDA is to reveal the implicit or explicit power, inequality and abuse that are executed in discourse.

Covid-19 discourses are presented for the sake of enhancing and building spirit and optimism among people via communication. Thus, a call for studying the positive side of discourse is needed. Interestingly, a new shift of analysis arouses which is called positive discourse analysis that focuses on the positive side of discourse rather than the negative side (as used in CDA). ‘Focusing on the construction of society and peaceful solution to the problem’ is considered PDA main concern.

The foundation of PDA is attributed to J. R. Martin (2006) who states in his paper Positive Discourse Analysis: Solidarity and Change that ‘linguistic analysis should not only contain unequal news, but also peaceful and good news’ (Martin , 2006; quoted in Qi, 2017: 1326). As a branch of CDA aimed at “studying the subversion of power and developing understandings which can energize social change,” PDA privileges design in the service of CDS. PDA focuses on “positive” discourses that make the world a better place and that counter oppressive social structures (Hughes, 2018: 196). In this regard, Gamson and Modigliani (1989: 33) maintain that PDA is fuelled by the potentiality of analysis that has an effect on the social world. The distinction is that it analyses the discourse one likes rather than the discourse he/she wishes to criticize.

Conclusion

The present study arrives at the following conclusions:

1. PDA aims at revealing all and only the positive and solidary sides of a discourse rather than revealing the formal features when conducting a CDA. PDA is achieved through using four linguistic levels; namely, the structural, the lexical, the rhetorical and the pragmatic. Hence, the first hypothesis is confirmed.

2. The structural level is achieved via using the past, present and future by the American and British doctors during their positive reports; and they are differently employed in these discourses, as follows:

a. As for the American reports, it is found that the American doctor employs the present tenses more than she does with the past and future ones. Besides, the past simple and the future simple register the least employment by the American doctor since the first is used twice and the second is used once. However, the past and future progressive and perfect are not used in the American discourses.

b. As for the British discourse, table 4. illustrates that the British doctor frequently uses of the present tenses more than he does with the past and future ones. Unlike the American discourses, the emphasis is given to the present perfect more than the present simple and progressive.

c. Hence, the second hypothesis is partially fulfilled since not only the present and future tenses are used by the American and British discourses, but also the past ones. Besides, the present tenses are the frequent tenses in both discourses. Thus, it can be concluded that the present tenses are the appropriate ones to achieve the positive message at the structural level.

3. The lexical triggers of nouns, verbs, adjectives and adverbs are used to accomplish the lexical level in the American and British reports.

a. Concerning the American discourses, it is found that the lexical triggers of verbs and followed by nouns are the frequent ones when initiating a positive presupposition.

b. In relation to the British reports, table 8. clarifies that the British doctor also frequently employs the lexical triggers of verbs to initiate a positive presupposition with. Thus, the third hypothesis is refuted. As a conclusion, the lexical triggers of verbs and nouns are the adequate ones to initiate a positive presupposition in the lexical level in both the American and British reports.

4. Hyperbole and litotes are the rhetorical devices that are used by the American and British doctors to activate the rhetorical level. These devices are employed differently in American and British reports. In relation to the selected data, tables 5. and 9. prove that it is the rhetorical device of hyperbole that is used more highly than that of litotes. While the first occupies the percentage of (78.43%), the second occupies the percentage of (23.52%) in both discourses. Based on these results, the fourth hypothesis is confirmed. To exaggerate the matters that are related to vaccines and dangers of COVID-19 and the role of the American and British medical staff and organisations, scientists, police officers and regular people require these doctors to employ hyperbole than litotes during their speech.

5. The positive politeness strategies of exaggerate interest in, inclusive we, small talk, imply or assert knowledge of and concern for a hearer's wants, promise and be optimistic are used by the American and British doctors during their positive speech. However, these strategies are differently employed in the American and British reports.

a. As for the American reports, that Dr. Carissa employs the positive strategies of be optimistic and exaggerate interest in more frequently than the other strategies. Besides, the strategies of "inclusive we" and imply or assert knowledge of and concern for a hearer's wants.

b. As for the British reports, Dr. Sajid adopts the positive strategies of exaggerate interest in and followed by the strategy of inclusive we more frequently than he does with the other strategies..

c. Accordingly, the American doctor prefers to adopt the strategies of be optimistic and exaggerate interest in to achieve the pragmatic level, whereas the British doctor prefers to call for the strategies of exaggerate in and inclusive we to accomplish the pragmatic level. Hence, the fifth hypothesis is refuted with regard to the results of tables 6. and 10.

6. It is the positive ideology that the American and British doctors aim to achieve during their speech. In doing so, solidarity, optimism and togetherness are enhanced among the addressees through emphasising the goods and de-emphasise the bads of the American and British medical personnel and organisations, scientists, police officers and regular people during the pandemic of COVID-19. Therefore, the sixth hypothesis is fulfilled.

Data (12)

Abstract

This study aims to investigate how meaning is created in internet political comic memes by the combination of different semiotic modes. More specifically, it investigates the semiotic resources in such memes and it aims at: (1) finding out the functions of internet political comic memes; (2) pinpointing the semiotic modes and what they signify in American internet political comic memes; (3) exploring the dominant colour utilized in internet political comic memes; (4) identifying functions of the text used in such memes; (5) investigating the frequently used type of shot and camera movement in moving images (video).

The main hypotheses of the study are: (1) the main functions of internet political comic memes are criticism , sarcasm ,irony, parody, and entertainment; (2) images, colours, linguistic sign, the participant’s motions, types of shot are the semiotic modes employed in internet political comic memes that have certain significance; (3) black colour is the dominant colour in internet political comic memes; (4) anchorage and relay are the functions of the text in internet political comic memes; (5) close shots and pan camera movement are frequently used in moving images (gif or video).

The sample of analysis consists of twelve internet political comic memes about Trump which are chosen between 2016 and 2020. Six of them are image macros and the other six are videos, all of which are analysed semiotically through a model designed for this purpose. The results of the semiotic analysis are statistically treated to verify the above hypotheses. The results of the analysis show that the first, third, fifth, and fifth hypotheses are verified; whereas the second and fourth hypotheses are refuted.

The main conclusions of the study are :(1) different semiotic modes are employed in internet political comic memes, such as images, colours, linguistic signs, various shots , and types of the participant’s motions; (2) linguistic sign is found to limit and advance the meaning of internet memes and it is also used to attract the viewers' attention and preserves the aesthetic value of the content; (3) colours are found to have a great influence in memetic communication. It can be used to influence mood of the viewer, add meaning to communication, denote specific things or classes of people, and more general ideas.

The study falls into five chapters. Chapter One introduces the problem, aims, hypotheses, procedures, limits, and value of the study. Chapter Two presents a theoretical background for the study discussing some related domains such as semiotics, theories of semiotics, media semiotics and notions such as visual communication and political communication, signs and codes, multimodality, memes. Internet memes, and types of internet memes. Chapter Three develops the model of analysis. Chapter Four is concerned with the qualitative and quantitative analysis of the selected data. Chapter Five sums up conclusions and introduce recommendations and suggestions for further research works.

Data (13)

Abstract

The present study is concerned with conducting a Critical Discourse Analysis of dictatorship in the novella of *Animal Farm* of George Orwell. The problem of the present study is that the notion of dictatorship in the famous work of *Animal Farm* has not been investigated according to critical discourse analysis as far as the researcher knows. It tries to answer the following questions: how is dictatorship investigated at the micro level specifically dealing with ideological discourse analysis, syntactic, semantic analyses; how is dictatorship investigated at the macro level specifically dealing with ideological square with positive-self presentation and negative other – presentation?

The study aims to deal with ideological discourse analysis, syntactic and semantic analyses of selected speeches of major characters in *Animal Farm's* text, investigating the notion of dictatorship by analyzing *Animal Farm* dealing with Ideological Square with positive- self presentation and negative- other presentation of selected speeches of major characters.

In order to fulfill the aims of the study, the following hypotheses are proposed. First, it is hypothesized that the novelist uses the micro level strategies that consist of ideological discourse analysis, syntactic, and semantic analyses and macro level strategies that consist of positive-self

presentation and negative-other presentation critically as shown in some major characters to show the ideology of dictatorship in *Animal Farm*.

The procedures adopted in the present study are: presenting a theoretical account of critical discourse analysis as well as a brief account of the novella *Animal Farm*, developing an eclectic model of analysis based on Van Dijk (1995, 1998, and 2001), Halliday (1994), and Quirk et al (1985), analyzing selected speeches of major characters qualitatively and quantitatively as much as possible. The syntactic and semantic analyses are carried out qualitatively and quantitatively while lexical and ideological analyses are carried out qualitatively only.

The present study adopts an eclectic model for analysis that consists of micro and macro levels. The micro level consists of ideological discourse analysis based on Van Dijk (1995), syntactic analysis that consists of transitivity and passivation based on Halliday (1994), and Quirk et al (1985), in addition to semantic analysis that consists of modality and lexicalization based on Quirk et al (1985), and Van Dijk (2001). The macro level consists of ideological square that deals with positive- self presentation and negative-other presentation based on Van Dijk (1998).

The present study has reached the following conclusions: The novelist presents the notion of dictatorship at the micro level using the following: 1-ideological discursive strategies of norm and value violation, negative lexicalization, hyperbole, compassion move, warning, apparent altruism move and generalization;2- secondly: syntactic level strategies using transitivity that consists of material, relational, mental, verbal, and existential processes, and also passivation strategy ; 3- the semantic level strategies that consists of modality using obligation, volition, possibility, prediction, and ability meanings and lexicalization strategy using lexical expressions with positive meaning to describe the in-group and lexical expressions with negative meaning to describe the out-group in the text of the novella. The novelist presents the ideology of dictatorship at the macro level using positive- self presentation and negative-other presentation strategy as can be found in some major characters in *Animal Farm*.

Data (14)

Abstract

This thesis investigates the expressive act of condemning in American political contexts. More specifically, investigates the act of condemning from the pragmatic point of view in (the debates of Joe Biden vs. Donald Trump, and the tweets of them). It aims at: finding the types of condemning, identifying the functions of condemning, discovering out the cooperative principle maxims that are breached, shedding light on impoliteness strategies that are used for achieving functions of condemning, uncovering the rhetorical devices that are used in the chosen data, determining the type of persuasive appeals that is highly used by interlocutors, specifying the most dominant types of presupposition that are exploited to manifest condemning, and tracing the type of deixis that is the most frequently used by condemners.

It is hypothesized that directive, attitudinal, and expressive are types of condemning used in American political contexts, expressive and regulative are functions of condemning in the chosen data, all the cooperative maxims are flouted, the condemner utilizes impoliteness strategies by attacking a person's face positively, negatively, directly, indirectly, and sarcastically, repetition, symbol, simile, metaphor, and dysphemism are the rhetorical devices used, logos is the type of persuasive appeals that is highly used by interlocutors to express condemning, lexical and factive are the most dominant types of presupposition exploited to manifest, and social deixis that is most frequently utilized by condemners.

Two American political contexts under study are analyzed from a pragmatic point of view qualitatively and quantitatively via an eclectic model. The results of the analysis show that all the hypothesis that have already mentioned are verified.

It is concluded that condemning can be classified into different types and functions, the condemners intentionally flout Grice's cooperative maxims, the condemner utilizes impoliteness strategies to attack the condemned's face, the condemners purposefully utilize some rhetorical devices in order for the listeners to pay more attention to a particular idea, the politicians intentionally depend on facts for convincing the audience to a particular idea, and the social deixis is highly used by politicians in expressing condemning.

This study is divided into five chapters. Chapter One presents the problems, aims, hypotheses, procedures, limits, and value of the study. Chapter Two presents a theoretical background of some pragmatic concepts and presents definitions of condemning, its types, its functions, and ther related

topics. Chapter Three focuses on the collection and description of the chosen data as well as introduces an eclectic model. Chapter Four is concerned with the analysis and the result of the chosen data. Chapter Five sums up conclusions and introduces recommendations and suggestions for further research work.

Introduction

Condemning is almost as complex as it is common and crucial to our daily lives. It can be classified as one of three different but related types: directive, attitudinal, and expressive. Condemning acts are common throughout political debates since each party willingly condemns their opponent to prove their righteousness.

Wertheimer (1983, p.23) defines condemning as "a suspect activity, a nasty business, and a dangerous game, fraught with risks and costs of diverse kinds." Condemning acts are frequent throughout political debates since each party intentionally condemns the adversary to prove his righteousness. They are related to the moral conduct of a human being towards breaching a rule or a norm of behaviour committed by a specific participant or an institutional policy (Kampf and Blum-Kulka, 2011:10).

Here are some examples in which condemning has been found in the presidential debates between Trump and Clinton: 1. Clinton to Trump "Well, I hope the fact-checkers are turning up the volume and really working hard. Trump supported the invasion of Iraq"

2. Trump to Clinton "See, you're telling the enemy everything you want to do" Despite its importance, the pragmatic strategies constituting the structure of this act have not been investigated and this means that the pragmatic aspects of condemning have not been given their due attention.

Conclusion

Depending on the analysis conducted in Chapter Four of the present study, the researcher concludes the following:

1. Condemning can be classified into different types which are directive, attitudinal, and expressive condemning. Therefore, the results of selected data verify the first hypothesis, which reads:

directive, attitudinal, and expressive types of condemning which are used in American political contents.

2. The analysis of the data shows that the condemner utilizes the act of condemning when the condemned fails to meet the most essential expectations that one has for them and this is the regulative function. Furthermore, it uses to express the condemner's feelings of anger, hate, and disappointment and this is the expressive function. Thus, the second hypothesis in the current study, which reads: Expressive and regulative are functions of condemning is verified.

3. The condemners intentionally flout the maxims of quantity, quality, relation and manner in both contexts. Thus, this illustrates that, the condemners intentionally flout these maxims in order to make the audience seek for implicature by giving additional or less information, saying something untrue , talking about another topic, speaking ambiguously and being not brief.

Therefore, the results of the two contexts verify the third hypothesis which reads: The Cooperative principle maxims are flouted by giving more information or less than the situation requires, not be truthful, irrelevant and not brief.

4. The condemner may deliberately attack the other party's face. This gives rise to the phenomenon of impoliteness within five strategies which are bald on record impoliteness (attack face directly), positive impoliteness (attack positive face), negative impoliteness (attack negative face), off record impoliteness (attack face indirectly) , and sarcasm (attack face sarcastically).

Hence the fourth hypothesis which reads: The condemner utilizes impoliteness strategies by attacking a person's face positively, negatively, directly, indirectly and sarcastically is verified.

5. Concerning rhetorical devices, the condemners purposefully utilize some rhetorical devices in order for the listeners to pay more attention to a particular idea. Thus, the fifth hypothesis which reads: Repetition, symbol, simile, metaphor and dysphemism are the rhetorical devices used in American political contexts is verified.

6. In expressing condemning, the politicians intentionally depend on logical arguments (facts) for the purpose of convincing the audience to a particular idea. Consequently, the sixth hypothesis which reads: Logos is the type of persuasive appeals that is highly used by interlocutors to express condemning is also verified.

7. To manifest condemning in American political contexts, the interlocutors implicitly make assumptions which are necessary for the correct interpretation of an utterance. According to the statistics analysis, the seventh hypothesis which reads: Lexical and factive presupposition are the most dominant types of presupposition exploited to manifest condemning in American political contexts is verified.

8. With deixis, the social deixis is highly used by politicians in expressing condemning, thus the eighth hypothesis which reads: Social deixis is most frequently utilized by condemner is also verified.

9. According to Chi Square, the eclectic model of this study proves to be useful in conducting a pragmatic analysis of condemning.

Data (15)

Abstract

Recently, the concept of intertextuality has emerged as one of the important issues in contemporary linguistic studies. As the researcher knows; there is no significant empirical study to highlight intertextuality within the field of discourse analysis and such a linguistic phenomenon requires to be identified and classified contrastively. The present study tackles a contrastive discursal analysis of intertextuality in selected poems by William Blake and Ahmed Matar.

Intertextuality is chosen to be tackled in this study since it has not received a significant attention, particularly from a contrastive discursal view. The present study investigates intertextuality in selected English and Arabic poems. All to be dealt with by considering the influence of prior texts on the latter texts. It aims at: finding out the techniques of linguistic intertextuality that are used in the English and Arabic selected poems, revealing the most frequent technique of intertextuality that is used in such poems, and pointing out the levels of intertextuality.

It hypothesized that: there are many techniques that are used in the selected poems like: direct quotation, indirect quotation, paraphrase and description. An indirect quotation is the most frequent technique that is used in English data, whereas the direct quotation is the most frequent that is used in the Arabic ones.

It concludes that: there are many techniques of an intertextual representation such as: direct quotation, indirect quotation, paraphrase and description. As for levels of intertextuality, there are: the use of prior texts as background, support and contrast, and using such prior texts as sources of meanings. The Holy Bible, John Milton's *Lost Paradise* and the Greek myths had been the most influential documents that affect Blake's poetry, while The Holy Quran and Prophetic Traditions had been the most influential documents that affect Matar's poetry.

Introduction

Intertextuality is a modern critical term which gives the twentieth century criticism its identity. Nowadays, critics have a new way to discuss the nature of textuality and influence because of this phenomenon of intertextuality. In other words, this phenomenon is concerned with how literary texts are fundamentally "intertextual," or engaged in discussion and dialogue with other texts. Intertextuality deals with how knowledge of the ways in which texts communicate to one another across times and places, as well as across cultures. This is an important step to understand the potential significance of a text for its original audience and how it might be meaningful to us at the current time. It can be said that intertextuality is one of paramount linguistic devices to analyze since it is related to the techniques through which new meanings are created from the old ones by transforming them into a new text (Kristieva, 1980, p.5).

Conclusion

This chapter contains a set of conclusions, offers some recommendations and makes suggestions for further research.

1. There are certain techniques of intertextuality in English and Arabic selected poems like: direct quotation, indirect quotation, paraphrase and description. This answers the first question of the problem in (1.1) and confirms the first hypothesis in (1.3).

2. The description technique is more than other techniques in the English data, while paraphrase technique is more frequent in the Arabic data. This means the second hypothesis is not proved which states: an indirect quotation is the most frequent technique that is used in English data, whereas the direct quotation is the most frequent that is used in the Arabic ones.

3. Intertextuality can be used for emphasis, explain the meaning clearly or add another layer to the meaning, and to make contrast between two contexts in the poem. Additionally, it is used to connect poets' work to others they admire or were inspired by in another way. This means the third hypothesis is proved.

4. Intertextuality can be found within the same culture as well as crosscultures; it can happen on the level of the word, the sentence or the whole text. It is a kind of techniques that used in discourses whether spoken or written.

5. The contrastive intertextual analysis shows that Blake was influenced by the following texts or documents: The Holy Bible, John Milton's Lost Paradise and the Greek myths. On the other hand, Matar was influenced by The Holy Quran and Prophetic Traditions. This means the fifth hypothesis in(1.3)is partially verified.

6. Both writers used the internal intertextuality which means they depended on their prior writings and used them in new texts, especially in the first two poems for each poet.

7. It is clear that the description technique is the most frequent technique in the English data which makes (44.44%) from the whole percentage of intertextual instances. While paraphrase technique was the most frequent technique in the Arabic data which makes (66.82%) from the whole percentage.

8. Both English and Arabic poets have used the level of using prior text as background, support and contrast in most of their poems.

9. The purposes behind using intertextuality in both English and Arabic poetry are: to add layers of meanings to the original meaning, and to use an authoritative source as background and support like the religious sources (The Holy Bible ,The Holy Quran, Prophetic Traditions). These are different in one point, which is the Arab poet uses the intertextual texts for making contrastive points between the original and the new context to create an element of sarcasm.

10. Intertextuality provides an infinite number of interpretations, not only for literary works, but also for texts of all kinds and in any genre.

Data (16)

Abstract

Critical Discourse Analysis is a research paradigm that linguistically addresses general issues which are influenced by social factors through showing the relationship between discourse and society. Due to the hard times the world goes through because of the absence of any practical representation or a real call for human rights, it has become a necessity to shed light on such an issue. This treatment could be done by linguistically and critically employing Critical Discourse Analysis (henceforth, CDA) to the analysis of two texts whose core topic is the issue of rights, namely, Universal Declaration of Human Rights (henceforth, UDHR) and Risalat Al-Huquq "Treatise on Rights" of Imam Ali Al-Sajjad (p.b.u.h.) (henceforth, RH).

The present study has the aims of investigating the linguistic structure of UDHR and RH, exploring their interpretative procedures, and explicating ideologies. It is hypothesised that: (1) UDHR's and RH's linguistic structure is divergent with respect to vocabulary, grammar, and text structure. (2) The domains of interpretation of UDHR and RH differ as to situational context, intertextuality, speech acts, and schemata. (3) UDHR's ideology of rights is secular and limited to political and juristic attitudes while RH's ideology of rights is religious and concerned with different aspects of life.

In order to achieve the aims of the present study and test its hypotheses, the following procedures are adopted: (1) Presenting a theoretical account of CDA through relevant literature review and some previous studies in addition to a brief account of UDHR and RH. (2) Analysing the texts selected by following basically Fairclough's (1989) Language and Power model which consists of three stages, namely, description, interpretation, and explanation. (3) Discussing the results of the analysis. (4) Contrasting the findings of the analysis of the two texts after each stage of analysis to show out the points of similarity and difference.

The present study has come out with the following results: (1) Descriptively, UDHR and RH follow different classification schemes involve the use of different process types, utilize the meaning of obligation through the modals used, and are structured textually in a divergent way. (2) Interpretatively, UDHR and RH have distinct purposes. They incorporate different types of texts concerning their intertextual bases. Both employ directive speech acts alongside with other type of SAs but RH appoints the use of subsequent speech acts which assist the macro ones

whereas UDHR does not. Further, their schemata convey their composers' intention in the way they are framed since in UDHR rights are of same importance so do not follow specific gradation while in RH they are graded in a purposeful seriatim. (3) Explicatively, two general points are raised. First, the ideologies upon which UDHR and RH are based vary between secular and religious respectively. Second, their powers differ due to their different origins and sources.

Introduction

In view of the dominant secular and non-human acts in our society, calling for rights and appealing to them has become an undeniable affair. Therefore, there has been an excessive importance to bridge the gap between the idea, cultivation, and conventions of human rights on the one hand and their realistic application on the other. According to this study, this could be put at hand by studying two texts, namely, the Universal Declaration of Human Rights and Risalat Al-Huquq of Imam Ali AlSajjad (p.b.u.h.). Wodak (2009: 7) states that discourse both formalizes and is formulated by social conventions. By saying so, she sheds some light on the apparent role of discourses in controlling and guiding societies. The way discourses administer societies or being administrated by them is one of the major concerns of critical discourse analysis (henceforth, CDA) which is one of the recent manifestations of Discourse Analysis (henceforth, DA). In addition, the texts selected belong to two languages, namely, English and Arabic in order to find out the way they converge and diverge in the treatment of the issue of rights.

Conclusion

a. UDHR and RH draw upon different classification schemes. In UDHR, the classification schemes have emphasised universality and liberalism. In the case of RH, they have been mostly religious. As such, UDHR and RH are lexicalised differently.

b. The analysis of transitivity of UDHR and RH shows divergence in the process types used in both. The processes appointed to 'man' in UDHR are only the major ones, namely, material, mental, and relational. A 'carrier' has been the prevailing role in UDHR since it is concerned with presenting man's rights. On the other hand, in RH, man has been treated as an effective part in society through receiving the primacy in being an 'actor' in almost half of the processes appointed to him. Besides, the processes allocated to him include: material, mental, verbal, relational, and existential.

c. The most frequent modal meaning that is detected in both texts is that of obligation due to their instructive character. It makes about (% 82) frequency of occurrence in UDHR and about (%45) in RH.

d. Concerning text structure, UDHR consists of two major parts: a preamble and the body which consists of 30 articles. The former presents the aims behind the establishment of UDHR besides some instructions for its application in teaching and education. The latter in its turn can be divided into four parts: introductory article; civil and political rights; social, economic, and cultural rights; and concluding articles. RH, on the contrary, consists of three major parts, namely, a preface, the body, and a conclusion. The preface embodies the enumeration of the general types of rights and their subdivisions. The body consists of a detailed exhibition of 50 rights. Finally, the conclusion restates the number of rights included in addition to their obligation.

Data (17)

Abstract

This thesis is an attempt to study argumentation in three novels: **Jane Eyre** by Charlotte Brontë, **Wuthering Heights** by Emily Brontë, and **The Tenant of Wildfell Hall** by Anne Brontë. It pragmatically tackles argumentation in these literary works. Consequently, it attempts to achieve the following aims: (1) investigating the most common pragmatic strategy(ies) of getting into argumentation in the three novels; (2) tracing how arguers pragmatically proceed their argumentation [whether effectively (by keeping to the Cooperative Principle), appropriately (by keeping to the Politeness Principle), or by appealing to a combination of both (by keeping to both principles)] before arguers get out of it; (3) investigating the most common pragmatic strategy(ies) of getting out of argumentation in the three novels; (4) developing a model for the pragmatic analysis of argumentation in the three novels; and (5) showing whether some of the major themes in the selected novels are reflected in argumentation or not.

To achieve the aims of this study, it is hypothesized that: (1) accusation is the most common pragmatic strategy of getting into argumentation in the three novels under study; (2) generally, arguers abide by using a combination of both the effective arguing and the appropriate arguing in proceeding their argumentation in the novels under analysis; (3) disagreement is the

most common pragmatic strategy of getting out of argumentation in the three novels; and (4) some of the major themes in the three novels under study are reflected in argumentation.

To test the validity of these hypotheses, certain procedures have been followed:(1) surveying the relevant literature on argumentation; (2) using the model developed by this study for the analysis of the data of the work; (3) analyzing the argumentative situations in the three novels under investigation which represent the data of the current study; and (4) using a mathematical statistical method, represented by the percentage equation, to calculate the results of the analysis.

The findings of the analysis verify the first, second, and fourth hypotheses, whereas they partially reject the third hypothesis and partially verify it.

The study is divided into four chapters. **Chapter One** introduces the problem, aims, hypotheses, procedures, limits, and value of the study. **Chapter Two** is devoted to positing a theoretical framework on argumentation. **Chapter Three** presents a description of the data of the work and a practical analysis of argumentation in the selected novels. **Chapter Four** sums up some conclusions and introduces pedagogical recommendations and suggestions for further research work.

Data (18)

Abstract

This study is a contrastive analysis of speech act of criticizing in English and Arabic articles. The questions that may be raised to represent problems of the study are (a) Which language of two does prefer direct to indirect criticism and which does the opposite? (b) Which category of politeness do English/Arabic articles employ? (c) To what extent do the writers involve themselves in their criticism, write reported criticism, and mention the name of the criticized.

The study aims at:

- (a) Theoretically, studying speech act of criticism in both languages.

(b) Pinpointing polite criticism strategies and investigating whether the writers of one of these languages exploit (in)direct criticism strategies more than the other .

(c) Discovering extent to which the writers :

(1)Involve themselves in their criticism.(2)Write reported criticism. (3)Mention the name of the criticized.(4)Employ a specific category of politeness .

It is hypothesized that (a) English uses direct criticisms more than Arabic. (b) Writers'-mediated criticism is avoided in both. (c) English, as opposed to Arabic, uses much reported criticism and employs more personal and less impersonal criticism strategies .

To achieve the aims and verify the hypotheses, a sample of 20 articles from each language is statistically analyzed according the adopted models.

The study rounds off with the following :

1. Direct criticism, though to some extent avoided in both, is employed in English (40 %) more than Arabic (17 %).
2. Writers'-mediated criticism is less employed than the -mediated category in both English (25 %) and Arabic (32 %).
3. Arabic employs impersonal and non reported criticisms more than English which uses more personal and less impersonal criticisms.
4. While English uses the negative face politeness category Arabic employs the off-record one(s).
5. English culture is masculine (emphasizes assertiveness), low-power distance, weak uncertainty avoidance (does not care too much about social distance) and low context (words not paralinguistic means count too much), thus, its criticism is direct, whereas Arabic culture is characteristically the opposite, so its people criticize indirectly.

The study consists of seven chapters. Chapter One introduces the problem, objectives, hypotheses, procedures, scope and significance of the study. Chapter Two presents a survey of the speech act theory. Chapter Three investigates the speech act of criticizing in English, while Chapter Four presents speech act of criticizing in Arabic. Chapter Five and Chapter Six are the empirical parts of the study. They describe the models, the analyses of the data and discuss the findings. Chapter Seven introduces the conclusions, offers recommendations and suggestions for further studies.

Data (19)

This thesis is an attempt to study argumentation in three novels: **Jane Eyre** by Charlotte Brontë, **Wuthering Heights** by Emily Brontë, and **The Tenant of Wildfell Hall** by Anne Brontë. It pragmatically tackles argumentation in these literary works. Consequently, it attempts to achieve the following aims: (1) investigating the most common pragmatic strategy(ies) of getting into argumentation in the three novels; (2) tracing how arguers pragmatically proceed their argumentation [whether effectively (by keeping to the Cooperative Principle), appropriately (by keeping to the Politeness Principle), or by appealing to a combination of both (by keeping to both principles)] before arguers get out of it; (3) investigating the most common pragmatic strategy(ies) of getting out of argumentation in the three novels; (4) developing a model for the pragmatic analysis of argumentation in the three novels; and (5) showing whether some of the major themes in the selected novels are reflected in argumentation or not.

To achieve the aims of this study, it is hypothesized that: (1) accusation is the most common pragmatic strategy of getting into argumentation in the three novels under study; (2) generally, arguers abide by using a combination of both the effective arguing and the appropriate arguing in proceeding their argumentation in the novels under analysis; (3) disagreement is the most common pragmatic strategy of getting out of argumentation in the three novels; and (4) some of the major themes in the three novels under study are reflected in argumentation.

To test the validity of these hypotheses, certain procedures have been followed:(1) surveying the relevant literature on argumentation; (2) using the model developed by this study for the analysis of the data of the work; (3) analyzing the argumentative situations in the three novels under investigation which represent the data of the current study; and (4) using a

mathematical statistical method, represented by the percentage equation, to calculate the results of the analysis.

The findings of the analysis verify the first, second, and fourth hypotheses, whereas they partially reject the third hypothesis and partially verify it.

The study is divided into four chapters. **Chapter One** introduces the problem, aims, hypotheses, procedures, limits, and value of the study. **Chapter Two** is devoted to positing a theoretical framework on argumentation. **Chapter Three** presents a description of the data of the work and a practical analysis of argumentation in the selected novels. **Chapter Four** sums up some conclusions and introduces pedagogical recommendations and suggestions for further research work.

Data (20)

Abstract

Apology is a speech act addressing the victim's face-needs in an attempt to remedy an offence committed by the speaker or any one in his responsibility. It happens a lot and as such apology is called for to set things right. Apologizing restores equilibrium between the participants as well as the victim's face and to some extent the speaker's. Not apologizing makes the offender impolite and rude. It ends with a loss of some of his face in the process.

The following questions need to be answered in this study: What are the strategies Iraqi EFL learners use to apologize? Who uses apology more: male learners or females? Do female learners apologize to females more than they do to males overall? Do male learners apologize to females more than they do to males?

This study aims at finding out:

1. The strategies used by Iraqi EFL learners to express the speech act of apology.
2. Whether female learners use apology more than the males as a whole.
3. Whether female learners apologize to females more than they do to males overall.
4. Whether male learners apologize to females more than they do to males as a whole.

It is hypothesized that:

1. Iraqi EFL learners tend to use direct apologies more often than they use any other strategy to apologize.
2. Female learners apologize more than the males do as a whole.
3. Female learners apologize to females more than they do to males overall.
4. Male learners apologize to females more than they do to males as a whole.

A test has been made to two hundred fourth year students of the Departments of English, Colleges of Education, Universities of Babylon, Kufa and Al-Qadisiya for the academic year (2012-2013). Both genders are included in the test as apologizers and apologizees as well. The model of analysis adopted in the study is of Trosborg's (1994). The main conclusions the study reaches are: the strategy of Direct Apologies is used more often than any other strategy to apologize; on the whole, females of the sample use more apology than males; females of the sample apologize to other females more than they do to males as a whole; male learners apologize to females a bit more than they do to other males; and the four groups of M-M, M-F, F-M, and F-F can be graded from the highest mean of using apology strategies to the lowest as follows: F-F, F-M, M-F, and finally M-M.

Introduction

If we reconsider our daily-life, we can notice that we apologize and/or are apologized to in various ways for different reasons according to different situations. This is so because face is easily threatened and as such the social norms are violated. Non-apologizing, when the situation demands it, constitutes another offence. Therefore, the person who is supposed to apologize runs the risk of being regarded as impolite and rude (Aijmer, 1995 cited in Deutschmann, 2003:40). As a result, apology is needed to settle the matter in this respect.

Conclusion

Throughout the empirical work of this study, the researcher has come up with the following conclusions:

1. The strategy of Direct Apologies (Strategy 4) is used very often (56.507% of the total use of strategies throughout the test). Some strategies, on the other hand are rarely used like Evasive Strategies (0.483%) and Promise of Forbearance (0.951%). So, the first hypothesis is validated.
2. On the whole, females of the sample use more apology than males. As a result, the second hypothesis is validated. The differences between their use of apology strategies and the males are significant (observed value of 37.22).
3. Females of the sample apologize to other females more than they do to males as a whole; therefore, the third hypothesis is validated. The differences between them are not significant (observed value of 10.878).
4. Male students apologize to females a bit more than they do to other males. We can say that the fourth hypothesis is validated, but the differences between them are not quite significant (observed value of 5.403).
5. It is possible to grade the four groups of M-M, M-F, F-M, and F-F from the highest mean of using apology strategies to the lowest as follows: F-F “1.580”, F-M “1.504”, M-F “1.463”, and finally M-M “1.355”.



جمهورية العراق
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تحليل بنية ما وراء الخطاب للهوية في رسائل ماجستير عراقية في علم اللغة

رسالة تقدمت بها

الى مجلس كلية اتربية للعلوم الانسانية/ قسم اللغة الانكليزية

جامعة بابل

جزءاً من متطلبات نيل درجة الماجستير

في اللغة الانكليزية / علم اللغة

الطالبة

سندس محمد صادق

باشراف

الاستاذ الدكتور حسين حميد معيوف

2023 م

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الْخُلَاصَة

يشير المصطلح اللغوي "ما وراء الخطاب" إلى تفاعل الكتاب مع قرائهم وإقناعهم من خلال مستويات تفاعلية و نصية وتفاعلية من هذا الخطاب. ان الغرض من وراء اعداد هذه الدراسة هو تحليل بنية ما وراء الخطاب لهوية الباحث العراقي في رسائل الماجستير في علم اللغة، وتهدف هذه الدراسة ايضا الى (1) معرفة فئات ما وراء الخطاب الأكثر شيوعا المستخدمة في رسائل الدراسات العليا العراقية في علم اللغة. (2) تحديد فئات ما وراء الخطاب الأكثر شيوعا في رسائل الدراسات العليا العراقية في علم اللغة. (3) بحث وظائف و شرح فئات ما وراء الخطاب المستخدمة في رسائل الدراسات العليا العراقية في علم اللغة. كانت بيانات هذه الدراسة عبارة عن 20 عينة في مجال اللغويات تم تقديمها بين عامي 2018-2022 و بشكل اكثر دقة، تم تحليل 20 عينة نوعيا و كميا. وفق هذه الأسئلة و هي (1) ما هي اكثر فئات ما وراء الخطاب شيوعا في رسائل الدراسات العليا العراقية في علم اللغة؟ (2) ما عدد تكرار فئات ما وراء الخطاب المستخدمة في رسائل الدراسات العليا العراقية في علم اللغة؟ (3) ما وظائف فئات ما وراء الخطاب الموجودة في رسائل الدراسات العليا العراقية في علم اللغة؟ تم اقتراح ثلاث فرضيات و هي (1) النوع التفاعلي لما وراء الخطاب هو الأكثر استخداما في رسائل الماجستير العراقية للدراسات العليا المتخصصة في علم اللغة. (2) استخدام متكرر لذكر الذات لاشراك القراء في رسائل الماجستير العراقية المتخصصة بعلم اللغة. (3) يساعد الخطاب ما وراء الخطاب على توجيه القراء عبر النص بشكل تفاعلي و لا يركز بشكل كبير على الطرق التي يحقق الكتاب من خلالها التفاعل و بالتالي اشراكهم لهم بالنص.

لقد أظهرت النتائج انه تم استخدام 239 علامة من علامات ما وراء الخطاب في البيانات. كانت علامات الخطاب الوصفي التفاعلي اكثر شيوعا من التفاعلية , %38.075/91 و %217.32/77 علامات نصية مقارنة ب % 033/28/67 التفاعلية. و من اللافت للنظر انه تم التوصل الى ان ما وراء الخطاب ينظر اليه على انه أداة حاسمة لتحسين فهم القراء و كذلك يوفر إمكانيات مفيدة لتوضيح سياق تفسيري بالإضافة الى ذلك ان الأدلة كفئة فرعية في المستوى التفاعلي و الروابط المنطقية و التذكيرات كفئة فرعية في المستوى التفاعلي هي علامات الخطاب الوصفي الأكثر استخداما و التي يتم استخدامها في البيانات تم تحليلها.