

Exploring Interactive Metadiscourse in Algerian Master's Theses: A Corpus-Based Investigation

Tahar Bouchemet*
University of Frères Mentouri
Constantine 1 (Algeria),
tbouchemet@gmail.com

Ahmed Chawki Hoadjli
Mohamed Khider University Biskra
(Algeria),
chaouki.hoadjli@gmail.com

Received : 08/12/2025

accepted: 15/12/2025

Abstract:

The present study aims at investigating the differences in the use, type, and frequency of interactive metadiscourse markers in master theses in the discipline of Linguistics and Applied Language studies. For this purpose, a corpus of 682.548 words consisted of 40 master dissertations, written by students of Applied Language studies students at the university of Frères Mentouri Constantine 1, was compiled. To analyze this corpus, Hyland's (2005) comprehensive model of metadiscourse was used. A computer software (ANTCON) was used to analyze the frequency, patterns, and type of interactive metadiscourse markers. The results reveal transitional markers, frame markers, and endophoric markers were the most frequently used interactive markers in master theses produced by EFL master students, while code glosses and evidentials were used less frequently. This research provides useful insights for improving the English academic writing skills of Algerian Master students writers. The findings also highlight the significance of integrating interactive elements and discursive strategies in the teaching of academic writing skills for EFL students.

Keywords :

1. Metadiscourse
2. Interactive metadiscourse
3. Academic writing
4. Master theses
5. Corpus based research

Introduction :

Academic writing involves a social interaction between the writer and the reader in addition to the presentation of information. In this perspective, metadiscourse, the linguistic devices writers use to organize their texts, express their stance and engage their audience, plays a crucial role (Hyland, 2005). The mastery of these devices is generally recognized as a key criterion of high-quality academic writing.

Interactive metadiscourse, a subcategory of Hyland's (2005) framework, is especially useful for guiding readers through a text. It provides resources such as transitions, frame markers, and endophoric elements to help structure arguments and make them more

* The corresponding author: Tahar Bouchemet

coherent and convincing. While many studies have looked into metadiscourse in a variety of contexts, including L2 student writing (e.g., Hinkel, 2002; Ho & Li, 2018), there is a scarcity of research on the Algerian academic setting.

When writing in English as a foreign language (FL), Algerian master's students face obstacles in producing academically solid content and adhering to the rhetorical standards of quality academic writing. Knowing how these students employ interactive metadiscourse can help identify particular challenges and guide instructional strategies. But how Algerian students use these crucial characteristics in their dissertations has not received enough attention.

This study fills this gap by using Hyland's (2005) approach to investigate interactive metadiscourse in master's theses in Applied Language Studies at the English department at the University of Frères Mentouri Constantine 1. The study is directed by the following research questions:

1. What is the frequency and distribution of different types of interactive metadiscourse markers in the corpus?
2. Which interactive metadiscourse markers are most and least frequently used by the students?
3. What are the pedagogical implications of these findings for teaching academic writing, particularly in ESP contexts?

1- Review of the Literature : According to Beauvais (1986), the term 'metadiscourse' was introduced by Zellig S. Harris in 1959 to describe textual elements that comment on the main information of a text; however, these elements themselves contain only supplementary information. Metadiscourse refers to the linguistic devices that writers use to engage readers and guide them through their texts. Hyland and Tse (2004) state that metadiscourse comprises linguistic markers through which the author can organise both their discourse and their attitude towards the recipient of the message.

Metadiscourse is regarded as a widely used term in contemporary discourse analysis and language education, referring to an intriguing and relatively recent approach to conceptualising the interactions between text producers and their texts, as well as between text producers and users. Basically, metadiscourse denotes the idea that communication is more than just the information exchange. Moreover, it involves the personalities, attitudes, and assumptions of those involved. Language is always the end result of the interaction between people, expressed through words. Metadiscourse is considered as the tools by which we express and form these interactions. Consequently, this presents a lively vision of language, as metadiscourse highlights that, when we speak or write, we negotiate meanings with others, making decisions about the effects we have on our listeners or readers Hyland (2005). Adel (2006) defines metadiscourse as linguistic elements that signal the presence of authors and readers (or speakers and listeners) within a text by referring to, or otherwise commenting on, the structure of the text.

The study of metadiscourse markers in academic discourse, whether written or spoken, has attracted considerable attention. Hyland (2017) notes that research on metadiscourse has increased significantly over the past decade. Some researchers (Alkhodari & Habil, 2021; Kuswoyo & Siregar, 2019; Zhang et al., 2017) have focused on investigating metadiscourse in spoken discourse. Duruk (2017) conducted a corpus-based study examining the use of metadiscourse markers in the academic writing of Turkish researchers, revealing an overuse of attitude markers. Other studies by Ho and Li (2018) and Lotfi et al. (2019), which explored metadiscourse markers in student essay writing, sought to understand how students employ interpersonal metadiscourse markers in argumentative writing. They found that students still experience difficulties in using metadiscourse effectively to persuade readers in their compositions.

A number of recent studies have looked into the role of genre in affecting how written texts are structured and conveyed. Zou and Hyland (2019) analysed how researchers use metadiscourse to construct different writer identities and relationships with their readers, based on two corpora comprising 30 blog posts and 30 journal articles. In another study, Kawase (2015) found that writers employ considerably more metadiscourse in article introductions than in the PhD theses, on

which these articles are based, with less frequent reference to other parts of the text and to authorial presence.

Another area of comparative research in metadiscourse involves descriptions of the role and distribution of metadiscourse across different genres, demonstrating how distinct purposes and audiences lead writers to make very different choices. Hyland (2004), for example, found that PhD dissertations contained over a third more metadiscourse (per 10,000 words), and almost twice as many interactive forms, as Master's theses. While this is partly explained by the greater length of PhD theses, which require more interactive devices to organise longer arguments, it may also reflect a more reflective awareness of self, text, and audience.

Interactive metadiscourse plays a fundamental role in academic writing by facilitating communication between the writer and the reader. The writer's or speaker's ability to make their statements coherent, understandable, and persuasive in real situations for a particular audience is key to successful communication. Hyland (1994) argued that readers of academic texts are those who attempt "to predict lines of thought, interrogate authors on their positions, and evaluate work for its usefulness and importance to their own research" (p. 239). When writing their theses, students are expected to achieve various purposes. They may report other researchers' findings, answer research questions, or discuss their own results. In doing so, they seek to exhibit their attitudinal positions in relation to their audience. This is a skill that must be mastered by students and researchers in order to produce research papers, academic books, theses, and dissertations.

In the context of student writing, studies have identified challenges such as the overuse of certain markers (Duruk, 2017; Hinkel, 2002) and difficulties in effectively persuading readers (Ho & Li, 2018; Lotfi et al., 2019). To analyze these features systematically, this study adopts the comprehensive model proposed by Hyland (2005).

1-1 Types of Interactive Metadiscourse Markers:

Writers interactions can be significantly influenced by the way in which their messages. in order to enhance this process, they employ interactive metadiscourse element. This concept refers to the linguistic features and strategies that writers use to guide their audience through their discourse, so as to make their communication more engaging and comprehensible..

Interactive metadiscourse is coupled with numerous features, which allow for an easy two-way communication process, making it easy for the readers to negotiate meaning of the information being conveyed. The various features of interactive metadiscourse are grouped into five types, namely transitions, frame markers, endophoric markers, evidentials, and code glosses. Interactive metadiscourse can be used by writers to allow readers participate and engage in the discourse. Hyland (2005) proposed five types of interactive metadiscourse markers, namely:

1-1-1. Transition Markers: These are used to show addition, causation, and contrast in the thought process of the writer. These are critical components used as indicators of the linkage of ideas in the process of writing. Words and phrases like 'however,' 'moreover,' and 'on the other hand' are used as clarifiers to establish links between ideas, and they are essential as they assist in the process of simplifying cognitive loads.

1-1-2. Frame Markers: Frame markers define the framework of the discourse, and they show how the discourse is organized. The discourse markers here give clues on sequencing or addition, labels, announcements of objectives, or shifts in topics. The statements "first," "in conclusion," and "to summarise" are discourse markers used to cue the readers on what is to follow, and as such, they are critical in helping the readers follow along while also improving comprehension..

1-1-3. Endophoric Markers: This type of markers is text-based, and it is used to point the reader to certain parts of the text. The words and phrases are used as references to refer to other parts of the dissertation, whether chapters parts, or sections. This marker is used as an aid to understanding, and it is used to point out certain details mentioned in other parts of the dissertation. "As mentioned earlier" or "see section 3" are used to make links between certain concepts and allow easy access to certain information in the text.

1-1-4. Evidential Markers: Evidential markers are crucial to provide support to assertions being made in the text, and they are linguistic devices used for specifying information from other sources.

For example, “*according to*,” “*research shows*” are some phrases which add authenticity to a statement and improve the readability of the evidence on which claims are being made by the author.

1-1-5. Code Glosses: Code glosses are used to add information, or provide further details about what is being conveyed. In our corpus, the identification of code glosses is carried out based on the purpose of achieving intended meaning by the students through the use of the following instances, among others: *called*, *for example*, and *known as*.

The greater the effectiveness of interactive metadiscourse features by writers, the greater the potential improvement of the discourse’s clarity and engagement. Interactive metadiscourse features are very important for creating understanding and engagement among participants, whether in academic writing, business communication, or other communication. Successful writers are expected to understand and employ interactive metadiscourse features, and this will greatly improve the quality of their writing, ensuring the discourse is not only transmitted, but appreciated by the receiver as well. Although metadiscourse has gained so much attention in the last 20 years, most previous studies focused on interactional metadiscourse in Research Articles (RAs). Moreover, there are few studies which focus on some subsets of interactive metadiscourse. The aim of this study is to fill this research gap by focusing on all types, use, and distribution of interactive metadiscourse features in Master student’s theses as a subgenre of academic writing.

2- Methods and Materials:

2-1- Corpus Compilation :

In order to compile a scientifically acceptable corpus, each type of corpus has some specifications, based on which the corpus must be designed and analyzed. Two of the most important factors are the balance and representativeness of the corpus. The larger the corpus size, the better the results will be. According to Zanettin (2012), one must consider the quantitative aspects of any corpus in corpus-based studies. Besides, researchers must have a specific purpose in mind when collecting these texts. They should take into consideration some issues when compiling any corpus. According to Mcenery & Hardies (2012) the corpus has to be in line with the research questions of the study. They stated that the corpus must be homogeneous which means that it must be collected of texts of similar genre. Moreover, when building the corpus, the researcher is required to select and collect various types of the texts.

The current study was an attempt to examine the type, frequency, and differences of interactive metadiscourse markers employed in Linguistics and applied Language studies master theses written by master students at the University of Frères Mentouri Constantine 1. The corpus of this study comprised of 682548 words extracted from forty theses of Linguistics and applied Language studies. All the theses were written by male and female students in the same field of study. We collected them as PDF formats with the permission of the English Department library. The 40 student dissertations were similarly collected and converted to only Text format and edited by cutting out unnecessary parts such as acknowledgements, dedication, reference lists, title page, and appendices. Table 1 demonstrates the descriptive statistics for the corpus of the present study.

Number of theses	Number of words	Number of words per Thesis	Total metadiscourse Markers	Number of interactive Metadiscourse
40	682548	17063	67548	38095

Table 1: The size of the Master Students corpus

2-2 Analytical Framework:

The primary analytical tool employed was AntConc (v 3.5.7) a widely recognized concordance software for corpus analysis. This software facilitated the identification and quantification of interactive metadiscourse markers based on Hyland's (2005) comprehensive model. A multi-step procedure was followed: first automated tokenization and frequency counting, followed by manual verification and categorization of identified markers to ensure accuracy according to Hyland's typology. This mixed-methods approach, combining computational efficiency with qualitative validation, enhanced the reliability of the data. Examples of interactive markers were extracted, contextualized, and then classified into their respective sub-categories (transitions, frame markers, endophoric markers, evidentials, and code glosses) to allow for a more detailed quantitative comparison

Hyland's (2005) comprehensive model of metadiscourse, widely adopted in contemporary research, offers a good framework for analysis. This model categorizes metadiscourse into two main types: interactive and interactional (Akoto, 2020). Interactive metadiscourse, the focus of this inquiry, assists the reader in navigating the discourse by signaling organizational preferences and logical relationships (Hyland & Jiang, 2020). It comprises five sub-categories:

This detailed classification enables a precise examination of how writers construct their arguments and facilitate reader comprehension within specific disciplinary contexts (Aluthman, 2018).

Category	Function	Examples
Interactive metadiscourse	<i>Assists in guiding the reader through the text</i>	Resources
Transitional markers	<i>Indicates relations between main clauses</i>	<i>in addition, but, thus</i>
Frame markers	<i>Discourse acts, stages and sequences</i>	<i>finally, my purpose</i>
Endorphic markers	<i>Indicates information in other parts of the text</i>	<i>as noted above,</i>
Evidentials	<i>Indicates information in other sources</i>	<i>Hyland states that..., according to....</i>
Code Glosses	<i>Elaborates definitions of words or phrases</i>	<i>Namely, such as, e.g.</i>

Table 2: *Hyland (2005) interactive metadiscourse Sub-Model*

3- Results and Discussion

Using interactive metadiscourse markers (e.g., transitions, frame markers, endophoric markers, evidentials, code glosses) allow students to rephrase ideas, determine the sequence of the text and topic shifts, establish connections between ideas and paragraphs, and anticipate a following discussion. This assisted them to clarify and support the meaning, interpret the text, and develop ideas clearly and purposefully. Furthermore, students could relate the written text to its context through language, which helped them in considering readers' needs, understandings of the content, existing knowledge, and prior experiences.

The quantitative analysis of our corpus reveals a different pattern in the use of interactive metadiscourse markers by Algerian Master's students, with a strong preference for certain types and a notable neglect of others. The overall distribution, presented in Table 3 below, shows a clear

hierarchy: Transition Markers (61.45%) > Frame Markers (14.85%) > Endophoric Markers (13.48%) > Code Glosses (8.18%) > Evidentials (2.04%). This section will interpret these findings in the context of the challenges faced by Master students writers and the expectations of academic discourse.

Interactive Metadiscourse	Frequency of use	Percentage %
Transition Markers	23,413	61.45%
Frame Markers	5652	14.85%
Endophoric Markers	5,139	13.48%
Code Glosses	3,113	8.18%
Evidentials	778	2.04
Total	38095	100%

Table 3: Interactive Metadiscourse frequencies and percentages

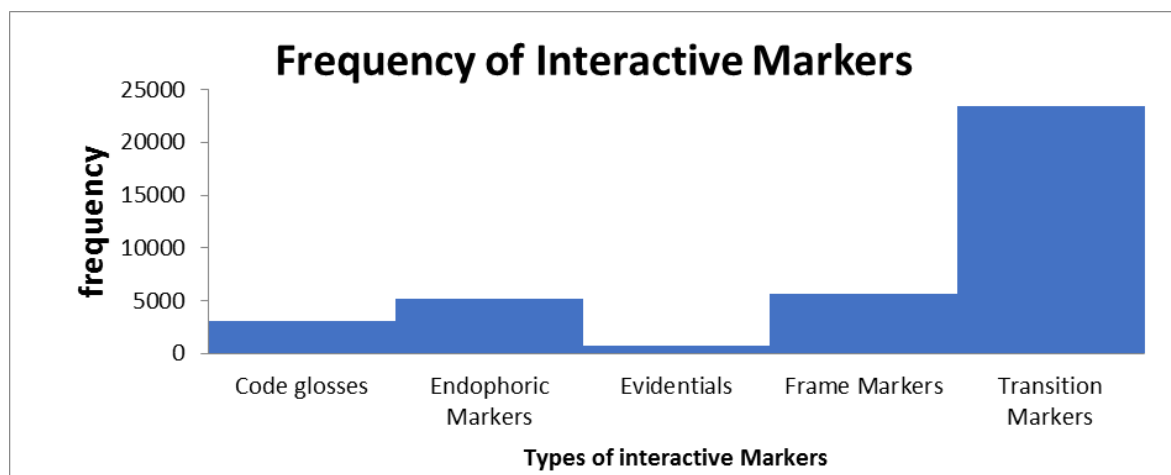


Figure 1: frequency of interactive metadiscourse markers

3-1- The Predominance of Transition Markers

Students used more transition markers than other elements. Other studies showed the same results as our study. For example, Hinkel (2002) found that Chinese, Korean, Vietnamese and Arabic students significantly overused phrase-level transitions such as *and*, *but*, *yet*, etc. As cited in Hyland (2005), Milton and Tsang (1993) also found considerable overuse of transitions in a large corpus of essays by Hong Kong university students compared with native English speaker writing in the London-Oslo-Bergen, Brown, and HKUST corpora.

The overuse of transition markers suggests that students prioritize creating explicit logical connections between clauses and sentences. As Hyland (2005) stated, "The high use of transitions, representing internal connections in the discourse, is clearly an important feature of academic argument." (p.55). This aligns with findings from other EFL contexts, where writers tend to over-rely on phrase-level transitions to make the internal logic of their argument unmistakable (Hinkel, 2002; Milton & Tsang, 1993). While this demonstrates an awareness of the need for textual coherence, the sheer density (61.45% of all interactive markers) may indicate that master students avoid using sophisticated language structures. Students might be using additive and contrastive markers like "and" and "but" as straightforward, low-risk linguistic tools to link ideas together, possibly at the expense of more complex sentence structures that are essential in expert academic writing (Hyland, 2005). For master students, this can be interpreted as a simple way to avoid using confusing and complex structures which can be difficult or ambiguous for their supervisors.

MD Type	Number	Percentage	Per 1000 words	Examples
Transition Markers	23,413	61.45	34.30	And, but, because, also, thus, while, whereas, since etc...

Table 4: Type, Number, Percentage and Examples of Transition Markers

Below are some examples extracted from the students' corpus :

1. Learning a foreign language does not require only mastery of its linguistic aspects but also good knowledge about the culture of its native speakers.
Moreover, Underwood (1989) defines it as the ability of paying attention and trying to get meaning from something we hear.
2. This area of study is chosen because students seem to have many difficulties in translating this grammatical category.

3-2- Reliance on Organizational Framing (Frame Markers)

Frame Markers are items used by writers to sequence parts of the text or to internally order an argument. These items function to sequence, label, predict and shift arguments, making the discourse clear to readers or listeners. Compared to transition markers, Master students used fewer frame markers. The total number of frame markers is 5652 items in the whole corpus or 8.28 items per 1000 words representing only 8.36 % as shown in the table below:

MD Type	Number	Percentage %	Per 1000 words	Examples
Frame Markers	5652	8.36	8.28	(In) this chapter, section, part, first, second, to sum up,

Table 5: Type, Number, Percentage and Examples of Frame Markers

The relatively high frequency of frame markers reflects the students' attempts to impose a clear, linear structure on their theses. The use of sequencers such as "firstly," "secondly," and "finally," and phrases announcing goals "the aim of this study", shows an understanding of the conventional format of thesis writing. This is a positive sign of genre awareness. However, the repetitive use of these simple sequencers can make the writing style sound mechanical. The students may be applying a formulaic template learned in academic writing courses without the flexibility to use more varied and sophisticated metadiscourse to signal text structure. For example:

1. The *first chapter* contains four basic sections; the first section will be devoted to culture. (Master students corpus)

2. The practical *chapter* has the primary goal of examining third year LMD students familiarity with nonverbal cues. (Master students corpus)

To label their text stages students used some expressions like *all in all, to conclude, in conclusion, to sum up, on the whole*. To announce their goals, they used *want to, seek to, purpose, etc....*

3. *All in all*, the process of writing is made up of three stages that are essential to produce an effective, coherent and correct piece of writing. (Master students corpus)

4. *To sum up*, enhancing your listening skill means you should practice it as much as possible until you achieve your goal. (Master students corpus)

To announce their goals and objectives or aims from writing their thesis, students used all elements suggested by Hyland (2005) in their model. The use of, for example, *focus, aim, purpose, goal, want to*, and others let students clearly state their goals to the reader and more particularly to the examiners and the members of the jury. The examples below were taken from their corpus:

1. *In this part*, we aim to focus on the necessity of integrating foreign culture-teaching in the curriculum being presented to students. (Master students' corpus)

2. *The aim of this study* is to shed light on the importance of eye contact in communication and to investigate its different meanings among cultures. (Master students' corpus)

3-3- Underutilization of Reader-Oriented Markers (Evidentials, Code Glosses, Endophoric)

The most significant findings lie in the less frequent categories, which are crucial for sophisticated reader engagement.

- The Use of Endophoric Markers

MD Type	Number	Per 1000 words	Percentage	Examples
Endophoric Markers	5139	7.53	7.60%	(in) chapter x, section, part, table below, earlier, later

Table 6: Type, Number, Percentage and Examples of Endophoric Markers

Endophoric markers were among the least used markers by MA students to refer to their tables and graphs or to refer to their thesis sections, parts and chapters. Students also used this type to refer readers to sections, illustrations, arguments and so on. Students made additional ideational material more significant and therefore available to the reader in helping the recuperation of the writer's meanings. These elements often facilitate comprehension and support arguments by referring to earlier material or anticipating something yet to come. By guiding readers through the discussion they help steer them to a preferred interpretation or reading of the discourse. However, their function was largely restricted to pointing to tables, figures, and chapter headings (e.g., "as shown in Table 1"). They were less frequently used to create sophisticated inter-textual links, such as referring back to a previous argument to build upon it. This represents a basic, rather than an advanced, application of this marker. In our corpus, these elements represent 7.60% out of all MT features. Students used 7.53 elements per 1000 words which mean that Master students didn't manage to facilitate comprehension or to refer to previous data. For example:

1. The second section will shed light on communication, while *the third one* will tackle the issue(*Master students corpus*)
2. The data in this table shows that 13 subjects (26%) think that eye contact is universal.(*Master students corpus*)
3. As stated in the table above, the results of analyzing the hypotheses of dissertations show that most students in their works were aware of the role of the hypothesis.(*Master students corpus*)
4. Figure 6 shows clearly that the overwhelming majority of the sample (96%) view nonverbal language as being very significant in oral communication. (*Master students corpus*)

• The Use of Code Glosses

According to Hyland (2005), these features help readers grasp the significance of particular information in the way the writer intends, particularly by expanding items to ensure either its details or significance were understood. These elements also were among the least frequent ones. They represent only 4.60% or 4.54 items per 1000 words. For example, *as a matter fact, that is to say, in other words, this means, for example* and so on. The adequate use of code glosses is promising but likely insufficient.

MD Type	Number	Per1000 words	Percentage	Examples
Code Glosses	3113	4.56	4.60	<i>as a matter fact, that is to say, in other words, this means, for example</i>

Table 7: Type, Number, Percentage and Examples of Code Glosses

These markers are vital for an EFL audience, as they help define terms, clarify complex ideas, and ensure reader comprehension. The fact that they are not used more frequently may indicate that students are not fully anticipating the reader's needs or are struggling to rephrase and elaborate on concepts in their own words. For instance:

1. *In other words*, unlike propositional and interpersonal meanings, both of which orient to non-linguistic phenomena...
2. A great deal of professional and academic writing, *for example*, may have multiple audiences
3. We have found out that the results are in favour of the hypothesis proposed. *That is to say*; it is proved that unless students are exposed to across culture knowledge earlier in their studies they will not be able to understand nonverbal cues.

• The Use of Evidentials

MD Type	Number	Per 1000 words	Percentage	Examples
Evidentials	778	1.14	1.15	According to, to quote, to cite, cited in, quoted in

Table 8: Type, Number, Percentage and Examples of Evidentials

As the table above shows, students used only 778 evidential markers in the whole corpus. They represent 1.15% only which is considered to be few compared to other metadiscourse markers. Linguists consider evidentials as elements that guide the reader's interpretation and establish command of the subject by distinguishing who is responsible for a particular position or statement. However, these elements were not used intensively in our corpus. Students used 1.14 elements every 1000 words. These markers are important for distinguishing the authority for a position for example *according to* (707 items), *cited* (49 items).

The clear underuse of evidentials is a critical weakness. It suggests that students are not effectively integrating external sources to authenticate their claims. While "according to" was used, the near absence of other evidential phrases indicates a potential over-reliance on direct quotation or a failure to consistently signal the source of their information. This points to an immature understanding of how to build authority and situate one's work within a broader scholarly conversation which is considered as a basis of academic writing.

Below are some examples as used in our corpus by Master Students.

1. *According to Hamilton (2011)*, noise is not necessarily auditory. In fact, anything that might alter or affect the understanding of the message is considered as noise.
2. Moreover *Rost (1991, p.7)* as *cited in Monteiro (2010, p.33-34)* suggests other practical guidelines for teachers in helping students to enhance their listening skills.

Conclusion

Interactive metadiscourse markers play a significant role in enhancing the clarity and coherence of Master's thesis writing, particularly for novice university students. These markers help organize the text, guide readers through complex arguments, and establish a logical flow, which is crucial for academic writing. The use of interactive markers, such as transitions and frame markers is prevalent in thesis writing, indicating their importance in structuring and clarifying the text. This is evident in studies that highlight the frequent use of these markers in various sections of theses, underscoring their role in making the text more accessible and engaging for readers (Ledy et al., 2004).

The five interactive features (transitions, frame markers, code glosses, evidentials, and endophoric markers) appeared in the present corpus. Transition markers were the most dominant and frequent feature in our corpus. They were overwhelmingly presented through the use of additives and adversatives like „and' and „but“. Frame markers were second most frequent features among the interactive items. Students used so much sequencers like „first“, „second“, “ then“ ... to talk about the different stages of their discourse. The results also indicated that evidentials were the least used sub-category. Students used them to back up their arguments or strengthening their ideas. The most frequent item was „according to'.

The findings suggest that teaching students how to effectively use interactive metadiscourse markers can improve the quality of their academic writing. Programs focusing on these markers have shown significant improvements in students' writing skills (Hassanein, 2016). While interactive metadiscourse markers are crucial for clarity and coherence, interactional markers also play a role in engaging readers and expressing the writer's stance. However, they are used less frequently in thesis writing, indicating a potential area for further exploration and instruction to balance both types of markers for best academic writing.

Limitations and Suggestions for Future Research

This study is not without its limitations. The corpus, while considerable, is restricted to theses from a single university (Frères Mentouri Constantine 1) and discipline (Linguistics and Applied Language Studies). Therefore, the findings may not be generalizable to other Algerian universities or academic fields. Furthermore, the study focused only on quantitative analysis; a qualitative investigation into the appropriateness of marker usage could yield deeper insights.

Future research could address these limitations by compiling a larger, multi-disciplinary corpus from several Algerian universities. Additionally, employing mixed methods, such as interviews with students and supervisors, could provide a more holistic understanding of the challenges faced by Algerian EFL students in employing metadiscourse effectively.

References:

- Adel, A. (2006). Metadiscourse in L1 and L2 English. John Benjamins.
- Alkhodari, H , & Habil, H. (2021). Metadiscourse markers in spoken academic discourse: A corpus-based study. Arab World English Journal, 12(4), 312–329.
- Beauvais, P. (1986). A speech act theory of metadiscourse. Written Communication, 3(1), 11–30.
- Duruk, E. (2017). A corpus-based analysis of metadiscourse markers in Turkish academic writing. Journal of Language and Linguistic Studies, 13(2), 487–502.
- Hamilton, C. (2011). Communicating for results. Wadsworth.
- Harris, Z. (1959). The transformational model of language structure. Anthropological Linguistics, 1(1), 27–29.
- Hassanein, A. (2016). The effect of explicit instruction of metadiscourse markers. International Journal of Applied Linguistics, 5(4), 1–10.
- Hinkel, E. (2002). Second language writers' text. Lawrence Erlbaum.

- Ho, D., & Li, C. (2018). Metadiscourse in Chinese and English argumentative writing. *Journal of Second Language Writing*, 40, 1–13.
- Hyland, K. (1994). Hedging in academic writing. *English for Specific Purposes*, 13(3), 239–256.
- Hyland, K. (2004). Disciplinary interactions. *Journal of Second Language Writing*, 13(2), 133–151.
- Hyland, K. (2005). *Metadiscourse*. Continuum.
- Hyland, K. (2017). Metadiscourse: What is it and where is it going? *Journal of Pragmatics*, 113, 16–29.
- Hyland, K., & Tse, P. (2004). Metadiscourse in academic writing. *Applied Linguistics*, 25(2), 156–177.
- Kawase, T. (2015). Metadiscourse in PhD theses and research articles. *Journal of English for Academic Purposes*, 20, 114–124.
- Kuswoyo, H., & Siregar, F. (2019). Interactional metadiscourse markers. *International Journal of Linguistics*, 11(2), 1–13.
- Ledy, M., Ahmed, N., & Rahman, S. (2024). Metadiscourse markers in postgraduate writing. *Journal of English for Academic Development*, 3(1), 45–61.
- Lotfi, A., Jamshidnejad, A., & Motallebzadeh, K. (2019). Interpersonal metadiscourse markers. *Cogent Education*, 6(1), Article 1612870.
- McEnery, T., & Hardie, A. (2012). *Corpus linguistics*. Cambridge University Press.
- Milton, J., & Tsang, E. (1993). *Logical connectors in EFL writing*. Hong Kong University Press.
- Zanettin, F. (2012). *Corpus-based translation studies*. Routledge.
- Zhang, M., Sun, L., & Sheng, Y. (2017). Metadiscourse in academic speech. *Asian ESP Journal*, 13(2), 27– 52.
- Zou, H., & Hyland, K. (2019). Reworking research. *Journal of English for Academic Purposes*, 37, 70–83.