INVOLVING AND PERSUADING DISCOURSE CONSUMERS: A LONGITUDINAL CRITICAL DISCOURSE ANALYSIS OF THE ENGAGEMENT STRATEGIES IN THE PAKISTANI ENGLISH NEWSPAPER EDITORIALS

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Abstract

This study analysis and interprets engagement markers in five years Pakistani National newspapers. For this purpose, this piece of paper describes the engagement markers usually used in Pakistani National newspapers editorials. In Hyland's (2005a, 49) Interpersonal Model of Discourse, reader pronouns, commands, queries, appeals to shared knowledge, and personal asides have all been classed as Engagement Markers. The results of this study revealed that with the passage of time language changes, writer's selections of persuasive choices changes, time demands from the writer to choose some new words or to modify language usage for engagement purposes. By knowing the purposes and demands of a specific language at specific time a writer or a speaker can make cohesion and coherence in his/her text, it helps the writers to make their text more persuasive and understandable.

Key Words: Engagement markers, interactional, directives, Pakistani National newspapers editorials.

Introduction:

The current research focuses on a sub-category of interaction known as dialogism. This study is based on a qualitative and a quantitative approach. The study's main goal is to uncover engagement markers and coherent devices in editorials from Pakistani national newspapers. It is all about investigating PNNE language usage, linguistic choices, variation in connecters and prepositional phrases. Checking out the PNNE writer's communicative abilities whether Pakistani National Newspapers writings are only passing the information or playing the role in improvement of second language. Whether the PNNE language engages its readers or not. The latter method is used to compare the frequency of Interpersonal met discourse outcomes, particularly in PNNE.

This study makes a significant contribution to meta discourse in a number of key areas. In PNNE's interactive and interactional met discourse, the quantitative component of this

study

involves comparisons based on similarities and contrasts, taking into account the frequency of propositional and non-propositional functions.

Engagement is define as engaging someone in your talk or text, intertextuality, engagement andpersuasiveness is very much needed for a dialogue as we can mention here Mikhail Bakhtin theory of dialogism which tells that what the importance of engagement markers in a text is. It makes your text argumentative and communicative rather than a simple delivery of message. With the help of engagement markers you can make your text (written, spoken) more dialogic. Engagement involves listener and reader in communication by their turns and viewpoints.

"Traditionally, academic writing has been a faceless, impersonal kind of discourse, but it has taken on a new form in the last decade, and it is like a compelling effort to establish a successful relationship between writers and readers" (Hyland 2005a). Academic articles have recently evolved to generate texts that simply represent an external reality. The interaction between discourse participants is at the heart of this transformation (Hyland 2005b). In light of this, authors must not only rely on the creation of a text to convey ideation material and information, but they must also produce something that is reasonable and thorough. They will have good communication if their texts contain these features. Linguists believe that writers should use language to recognize, develop, and negotiate social relationships. To produce excellent academic papers, the writer must be aware of both the audience and the repercussions (Hyland 2005a)."

"Hyland (2001) recommended that writers aim to connect with their readers as the work progresses, a concept he dubbed "engagement markers." The writers develop a relationship with their readers by using EMs, which are components of interactional metadiscourse. Because they are not independent devices and are inherent in the context, the writers are unable to use and adapt them in whatever way they see fit (Hyland 1998). In recent years, there has been a lot of focus on bringing readers into the conversation so that you may anticipate their objections and engage them in appropriate ways. The following are two reasons given by Hyland (2005b) regarding the relevance of using EMs:"

1. The author must write in such a way that the reader's expectations of inclusion are met. Reader pronouns and interjections, for example, are used to address them.
2. At important stages in the discourse, the writer must engage the reader into the conversation by using questions and directives to anticipate probable objections.
   Writers use five techniques to persuade readers to read their work:

   1. Reader Pronouns

   2. Personal Asides

   3. Appeals to Shared Knowledge

   4. Directives

   5. Questions

Questions for Research:

1. What is the frequency of engagement markers in PNNE?

2. What role do engagement markers have in PNNE?

3. What are the similarities and differences between the N&D 2017, 18, 19, 20, and 21 Pakistani National Newspapers Editorials?

Significance of the Study:

This study contributes as introductory chapter of engagement markers and comparison & contrastive analysis in between Pakistani National Newspapers Editorials (PNNE). This study is the thorough explanation of Hyland's model and application of different engagement markers on PNNE data, it elaborates that what are the basics English language terminologies to make a text more persuasive and logical. The study reveals that communication is much more important than simple delivery of message or passing news from speaker to listener. This piece of paper explains the language basic connecters and lexical phrases which are helpful to make a text moredeeper and meaningful, on the other hand we can say that this research paper tells us that every meaning or branch of linguistic such as Phonetics and Phonology, Semantics and Pragmatics, Syntax, Grammar, and Discourse cannot be studied or evaluated without studying language structures, stretches of language, text connectors, engagement markers, and cohesive devices.

Literature Review:

"Meta discourse is a writing term for a word or phrase that, usually as an opening adverbial clause, remarks on what is spoken in the sentence. "Many writers have argued in favour of cross-field writing that employs a range of terminologies. Crismore (1989), for example, coined the word "metadiscourse" to describe the communicative nature of language and the significance of writer-reader interaction in writing. Another popular concept among social constructivists is "voice as self-representation" (Elbow 1994). It's any term in a clause or sentence that goes beyond the topic to look at the statement's objective or the author's response. Zelling S. Harris was the first to use metadiscourse, in 1959.

Hyland (1999) created the term "stance" to define a model of engagement in academic discourse. Writers use a variety of methods to communicate with their audience. In order to communicate effectively, a skilled writer should consider the "reader's background knowledge, personal traits, processing limits, identification of readers' facial expectations" (Myers 1989), as well as their social and cultural backgrounds. He described text elements that comment on the text's core topic using metadiscourse. Metadiscourse, according to Crismore, is "discoursing on spoken or written discourse" (Crismore 1984, 66). Metadiscourse, in her perspective, provides direction rather than information to readers or listeners." It has long been believed that developing an awareness of the audience, as well as the ability to reflect and exploit that awareness in the way the text is produced, is critical to strengthening the skill of writing more successfully (Nystrand 1986; Kirsch & Roen 1999; Grabe & Kaplan 1996; Johns 1996). The sequence of a text and the portrayal of an organisation are influenced by audience awareness. Dialogic discourse, on the other

hand, finds the source of text meaning in the developing dialogue or interaction between writers and their readers, and is largely associated with Bakhtin's (1981, 1986) and Rommetveit's (1981, 1986) perspectives (1974, 1992). The dialogic perspective of appraisal theory is founded on the concept that "all verbal communication, whether spoken or written, can be understood as dialogic," since "every statement is meant to relate to what has been expressed while also prompting responses from its readers or listeners" (Martin & White 2005, 92).

Metadicourse:

"Metadiscourse, a relatively new concept, was first defined as writing about writing by Williams (1981) and refers to how authors connect with their readers." Metadiscourse is a sort of discourse that the writer use and develops throughout the book to help readers connect, organise, analyse, evaluate, and develop attitudes about the material (Vande Kopple 1997). According to Vande Kopple (1985) and Crismore (1989), witticism has two levels: discourse and metadiscourse. As a result, metadiscourse can be used to communicate the writer's points of view and to structure a conversation that involves the listener. Fuertes-Olivera and his coworkers (Fuertes-Olivera et al., 2001). In the next section, we'll look at a simple taxonomy of metadiscourse.

Metadiscourse Classification:

"Hyland (1998) divides metadiscourse into two types: interpersonal metadiscourse and textual metadiscourse. The five responsibilities of textual metadiscourse are logical connectives, frame markers, endophoric markers, evidential and code glosses. Interpersonal metadiscourse provides a range of goals in language. It can be used by the writer to express his or her thoughts and feelings, as well as to analyse the material and tell the reader of his or her feelings about the propositional content. Whether he picks a style with a strong persona or a remote position, a writer can develop a relationship with the reader in any way he wants by considering interpersonal functions. Interpersonal metadiscourse engages readers into the story and makes it more participatory because writers can make direct connections to them (Hyland 2005b). In a separate model, Hyland (2005a) divided metadiscourse into interactive and interactional resources. The first group of resources includes those that show the writer has paid attention to the reader's needs, while the second group contains those that help the writer engage the reader. "One facet of interactional metadiscourse is engagement indicators, which will be examined in detail in the next section."

"When reading academic research articles, it's vital to understand the information as well as the writer's perspective on how that content should be understood and evaluated, according to Puleng Thetela (1997). As a result, Thetela emphasises the significance of clearly teaching students about academic writing's rhetorical and cultural prerequisites. If these approaches are misinterpreted, they may have a severe impact on the learners' future careers."

"It's a widely held belief that effective writing requires the creation of a reader's consciousness, as well as the ability to reflect on and use that awareness" (Nystrand 1986; Kirsch & Roen 1990). The structure of the text is one way for the writer to attain this information. According to Widdowson (1984), any work can be viewed of as a dialogue between the writer and the reader, in which the writer has the responsibility to lead his engagement by performing both parties' points of view. Every reader, as previously stated, expects or demands specific types

of information. To gratify the reader, the gifted writer anticipates and second-guesses such information before including it in the text. As a result, the language is designed to adapt to predicted responses (Thompson 2001)."

"According to Hyland (2000), through the use of metadiscourse, a writer can transform dry, difficult material into comprehensible, reader-friendly writing while also linking it to a specific context and conveying his or her personality, credibility, audience sensitivity, and relevance to the message. It's not a novel notion to suppose that academic writing is persuasive. Scholars have accepted that it can be traced back to Aristotle. This topic has been the focus of several studies."

"Hyland (2008) examined the role of interaction in 240 peer-reviewed articles from eight different domains. He attempted to have a better understanding of interactive persuasion. The researchers discovered that stance markers were more common than engagement markers. Directives were used significantly more frequently in science and engineering articles than in humanities and social sciences pieces, and the vast majority of them were textual, directing readers to a source rather than advising them on how to interpret an argument. The most common engagement markers were reader pronouns, which accounted for nearly 80% of all engagement markers in the soft knowledge disciplines.

"Hyland (1998) did a quantitative investigation in which he searched 28 research publications for metadiscourse markers and found 373 occurrences of metadiscourse in each. Hyland (1999) found 405 instances of metadiscourse markers in 21 textbooks, or about one per 15 words, in a textual examination of metadiscourse markers. Hyland arrived at the notion that metadiscourse is critical to communication. As Hyland (2004) points out, metadiscourse aids authors in connecting with their audience in order to successfully communicate with them."

Table 1. Engagement Markers.

Engagement Markers: (Hyland2005a & 2005b,p.177)	Reader Pronouns	you, the reader, your	
	Directives	Textual act	
		Physical act	
		Cognitive act	
	Personal aside	Additional information in brackets	
	Appeal to shared Knowledge	We have recognized, as we have seen, we have said	
	Questions	?	
Engagement Markers: (Oskour,2011)	Inclusive Expressions	we, our (refer to third party), us	
	Personalization	I, we (followed by verbs such as believe or agree)	

	Expression of reader address	You, the reader
	Questions	But does it really have originality?
	Asides	(but by no means highly paid)
	Anecdotes	
	Sayings	Inverted commas
	Repetition	

Methodology:

Anthony Laurence language analysis tool/software Antconc is used for Pakistani National Newspapers Editorials study and investigating engagement markers proposed by Hyland 2005a & 2005b, p.177 and Oskour, 2011 . Data is based upon 500 PNNE from 2017 to 2021. I have received tagged data from Mr. Ali Raza Siddique Lecturer, Department of Applied Linguistics, GC University, Faisalabad. Data is processed in only single step; 100 PNNE files from 2017 to 2021uploaded in Antconc, after the file view all the engagement markers searched in search bar step by step i.e. Reader Pronouns (you the reader your), We've recognized as we've seen as we've said) and Inclusive Expressions (we our (refer to third party) us) and so on; as a result, all 500 files were processed with a single click. All of the major five file folders name as PNNE 2017, PNNE 2018, PNNE 2019, PNNE 2020, and PNNE 2021 compared and analysed in table 4. and 5. While comparing token words, type words, and frequencies.

The qualitative and quantitative research approaches were chosen for this research assignment. This type of study is used to help researchers understand how the PNNE language has different engagement markers, how sentences are arranged and spoken, what basic connecters and stretches of language are, and what techniques and strategies are used to make a language more persuasive and understandable. As a speaker or writer, it instructs us on how to form relationships with our audience, listener, or reader.

The study proposed a new model for meta-discourse analysis that dealt with the Interactive and Interactional categories. The proposed model covered an extensive and maximal characteristic of metadiscourse for the purposes of study.

Table 2. Proposed Model for this Study.

Interactional Metadiscourse	Engagement Markers	Inclusive Expressions	
		Personalization	
		Expression of reader address	
		Questions	
		Asides	
		Anecdotes and saying	

Formation of list of Engagement markers.

Results and Analysis:

Table 3. 500 files Tokens and Types categorization.

Sr. No	Pakistani National Newspapers Editorials	Number of Files	Token Words	Type Words
1	National The N&D_2017	100	35848	5229
2	National The N&D_2018	100	35788	5425
3	National The N&D_2019	100	40298	5718
4	National The N&D_2020	100	35906	5380
5	National The N&D_2021	100	38398	5333

Table 4. Engagement Markers: (Hyland2005a & 2005b, p.177)

Reader Pronouns	Frequency	Cluster
You	41	you
The Reader		
Your	14	your
Directives	**Frequency**	**Cluster**
Compare	1	compare
Note	5	note
Think about	3	think
Consider	6	consider
Contrast		

Notice	45	notice
Note that		
Personal Aside	**Frequency**	**Cluster**
()		
[]		
{}		
Appeal to shared Knowledge	**Frequency**	**Cluster**
We have recognized		
As we have seen		
We have said	1	we
Questions	**Frequency**	**Cluster**
?		

Table 5. Engagement Markers: (Oskour,2011)

Inclusive Expressions	Frequency	Cluster
We	217	we
Us	161	us
Our	103	Our
Personalization	**Frequency**	**Cluster**
I	248	i
We	217	we
Expression of Reader Address	**Frequency**	**Cluster**
You	41	you
The reader		
Questions	**Frequency**	**Cluster**
?		

Table 6. Developed Expressions/ Formulae Engagement Markers.

Expressions for Engagement Markers	about|thereader's|contrast|consider|notice|order|one's|our|ought|think about|think|turn us|thinkof|use|us|we|your|you|?

While analysing table 4. Engagement Markers: (Hyland2005a & 2005b, p.177) we have seen that Readers Pronoun EM in PNNE **you** and **your** have somehow frequent use rather than **the reader** with their frequency orders. Moreover in Directive section of engagement markers of PNNE we have compare, note, think about, consider, contrast, notice and note that but excluding **contrast** and **note that** we have usage of other engagement markers in

Pakistani National Newspapers Editorials. As following the additional information section means Personal Aside we have minimum usage of **bracketing** in PNNE corpora. Same as this section Appeal to Share Knowledge we can find out only one engagement marker expressionby using Antconc in we have said only **we** is often in PNNE corpora. At the last of Hyland'sengagement markers we have**?** That has minimum use in PNNE as EM.

Moving towards table 5. Engagement Markers: (Oskour,2011) we have frequent use of engagement markers in Inclusive Expressions section likewise **we**, **us** and **our** in PNNE. As same the first one we also have frequent use of Personalization i.e. **I**, and **we** according to their frequency order elaborated in Antconc from the PNNE data. Moreover in Expression of ReaderAddress we have only usage of **you** as EM with its specific frequency rather than **the reader** which is not much frequent. At last but not the least we have Questions in which **?** Is defined asEM in PNNE but it falls at its minimum scale due to its frequency and range order.

Conclusion:

Meeting the objectives of the research paper we had come to reveal that language is not only the way of delivery of message rather than a proper dialogue having some deeper expressions, lexical choices and inter-textuality connectors or cohesive devices which play the role of adhesive materials to bond up ideas and sentences in a single idea or a paragraph. While analysing the Engagement Markers in Pakistani National Newspapers Editorials we had come to know that many personal pronouns i.e. you, I, we, our and us etc. Not only the personal pronounsbut also play an important role to make a text more meaningful and one theme oriented. We can evaluate the entire Engagement Markers one by in in futuristic studies as a subject topics, as we had analysed here **you** as also being personal pronoun replacing **Shabaz Sharif** from the PNNE 2017 as well as in PNNE 2021 writer is using the same word you to point out his? Here reader that what are the basic causes that we means Imran Khan is making hand shaking or collaboration with TTP. So the conclusion is that usage of Engagement Markers in any type of text is very important as it makes a text more persuasive, meaningful and convenient to comprehend for consumer or audience of that written or spoken text.

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