



## SURVIVING MENTALLY THROUGHOUT COVID-19: A METADISCOURSE ANALYSIS OF A PERSONAL BLOG

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### **Abstract:**

Metadiscourse is a common tool in understanding how a writer or speaker adopt the linguistic approach to project himself or herself in the discourse which was created by them. It portrays the attitude of the writer towards their own content and also the intended audience of the discourse. There have been various numbers of metadiscourse research in different genres such as academic writing, newspaper articles, education materials and scientific papers, however there are limited research perform on online or virtual metadiscourse, particularly weblogs or blogs. Numerous applications have been built on the Internet to encourage blogging and blogs are positioned as genre of a computer-mediated communication which can be analyzed in both structure and content forms. This paper demonstrates how a focus on language can provide insights to understand the metadiscourse in a personal blog. The personal blog selected was an article on mental wellbeing management during COVID-19. Hyland's (2005) model was applied to explore the metadiscourse frequency and examine the usage of interactive and interactional markers. The results show that there is a greater use of interactional than interactive markers whereby self-mentions, engagement markers and hedges were mostly used followed by attitude markers and boosters. There is only one dominant interactive marker discovered in the article which was transitions. In conclusion, it can be inferred that there is much evidence that metadiscourse markers are being used in personal blog and the tendency of higher interactional resources used, rather than interactive resources denote that there is a difference in metadiscourse in an informal article compared to academic or scientific writing and that itself is a study that is worth to be explored further.

**Keywords:** metadiscourse, genres, blogs, interactive markers, interactional markers

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## 1. Introduction

### 1.1 Background of Study

Writing as a discourse is a laborious and continuous task. The process of writing is extensive from identifying a topic, articulating ideas, identifying appropriate language for audience and expressing the information in a rational and sequential manner (Livingstone, 2019). As writing uses language as a tool, metadiscourse is the term used to relate the various linguistic signs which guide a reader to a text in the effort to understand the writer's stance. Metadiscourse incorporates an extensive range of language markers to describe how writers relate to their readers through organized content (Hyland, 2005).

As metadiscourse is the generic method for spontaneous expressions in writing, it assists the writer to engage with readers by expressing their viewpoints which are more often their own creation (Livingstone, 2019). This triangular relationship is how a blog is used to associate the writer, reader and the text. Metadiscourse markers define the design of a discourse by playing an important role in effective communication and social engagement, therefore making interactive and interactional language markers valuable tools in the process of writing (Roka, 2020). The opportunity for engagement is what makes blogging unique as it serves as a story-telling platform. Even though blogs are sometimes conceptualized as one's own diaries, most are neither private nor simplex in communication (Li and Chignell, 2010). Bloggers engage their readers by being conversational, asking questions and injecting humour. Blogs should be constructed in a clear manner using short sentences and simple words. The most essential part of a blog is the title or the headline as it serves as the first point of attention for readers (Ireland, 2020). According to a study completed by Baker and Moore (2011), most readers are able to connect through blogs as it provides a space for emotional outlet, to connect with others, and to seek support. Thus, numerous of good responses were given by the respondents in this study.

Blogging has become a powerful tool in relaying messages, and this includes the communication on the crisis that is currently striking the entire world, the coronavirus disease 2019 or better known as COVID-19. COVID-19 outbreak created a global health crisis that profoundly shaped a new perception of the world and everyday living. On March 11, 2020, the World Health Organization (WHO) declared the COVID-19 outbreak as a worldwide pandemic. This pandemic expands more than a health crisis to become a socio-economic catastrophe that is unparalleled by any adversities seen in the new era (Azevedo, 2020). As quarantine is essential during this crisis, the action of social distancing and self-isolation have resulted in the rise of mental health disorders which take effect on wellbeing as humans are becoming more anxious, secluded and stressed in times of pandemic (Pieh, Budimir & Probst, 2020). A current study in China has shown that more than 50% respondents suffer moderate or severe psychological impact from COVID-19 outbreak (Smith, Jacob, Yakkundi, McDermott & Armstrong, 2020).

## 1.2 Statement of Problem

The purpose of this study is to investigate the use of metadiscourse in a personal blog by identifying the interactional and interactive markers that are used to examine whether the lexical rhetorical devices are being used in the appropriate manner. A blog is a form of written document that fits the linguistic study as Hyland (2005) explained as either guiding the reader or engaging the reader in the text. Weblogs are used as a virtual communication in the form of online journalism which have gained popularity and immense adoption since its birth in the late 1990s (Boyd, 2006).

The ideal concept of of metadiscourse is to embrace content or discourse as a social engagement medium by playing a vital role in how the discourse is organized and structured through the writer's attitude and also reader's engagement (Roka 2020). In a blog, which is an online and virtual communication, there is a strain between physicalness and spatiality when differences in perception occurs between bloggers and readers. Readers often regard blog like a space where the more engaged they become, the more respect the blogger will receive (Boyd, 2006). According to an investigation done by Jung, Song & Vonderer (2012), it indicates that if an individual recognise social support from using personal blogs, it may influence one's sense of belonging positively but can also affect his or her loneliness negatively.

There have been extensive metadiscourse research done on academic blog writing (Livingstone, 2019 and Rahmat, Abdullah, Yahaya, Choong & Whanchit, 2020), however very few were sighted for personal blogs. Hence there is an opportunity for further research on the usage of metadiscourse in a more informal landscape through personal blogging. That leads to the objective of this study, to identify the metadiscourse application by understanding the type of interaction between the writer, text and reader in a personal blog, through personalities, attitudes and assumptions.

## 1.3 Objective

The principal objective of this study is to investigate metadiscourse in personal blog through interactional and interactive markers. There are questions and inquisitiveness that arise on what constitutes an honest writing in an informal context and how the primary features of a blog may be studied.

The following research questions guide the researchers in reaching a conclusion on this study.

- 1) What role do transitions play as an interactive metadiscourse markers in a personal blog?
- 2) How interactional metadiscourse markers used and described in a personal blog in the forms of hedges, boosters, attitude markers, self-mentions, and engagement markers.

## 2. Literature Review

### 2.1 Blog

Personal journal blogs are interactive e-writings conserved through specific authoring tool and published on the World Wide Web in a reverse chronological sequence of dated entries (Herring, Scheidt, Kouper, & Wright, 2006). They are used mainly to express personal views and commentaries (Nardi, Diane, Schiano, Gumbrecht, & Swartz, 2004). Blogs are also websites that are frequently updated and organized in inverse consecutive order (Herring, 2004). It is assumed that over 70% of blogs are personal journals (Herring, Scheidt, Wright, & Bonus, 2005; Viegas, 2005). According to Benites, Gaeur & Gomes (2016), blogging may be characterized as an outlet for opinions and feelings with patently emotional content; a way to explore fixated and passionate issues. It could maintain, train, or even advance communicational skills. Blogs also have become personal communicative spaces that offer different layers of interactivity which can be controlled or turned off completely (Bronstein, 2013). Although certain degree of openness and sharing is usually allied with blogging, blogs with access restrictions exist in corporate and organizational spaces and where individuals wish for their blog to remain reserved (Puschmann, 2013). Hence, in a simpler word, blog is known as a platform where individuals are able to share their views and ideas through the internet.

According to a study by Baker and Moore (2011), it mentions that despite blogging produce numerous of positive interactions and experiences, there are occasions for an individual to experience increased feelings of isolation and alienation through personal attack, or indeed from lack of acknowledgment. Personal journal blogs could also present texts almost exclusively expressing detailed self-information, and thus may be regarded as valid external manifestations of a lessened internal conversation (Benites, Gaeur & Gomes (2016). Thus, personal blogging could affect one positively or negatively in accordance to their own interpretation of writings and feedbacks.

### 2.2 Mental Health

The Coronavirus-2019 disease (COVID-19) pandemic and the governmental restrictions had impacted our daily life in most parts of the world. It is also well known that pandemics pose a threat to mental health. According to Serafini et al. (2020) and Abdullah, Rahmat, Zawawi, Khamsah, and Anuarsham (2020), a number of psychological problems in terms of mental health including stress, anxiety, depression, frustration, uncertainty during COVID-19 outbreak emerged progressively. Correspondingly, 2 latest reviews found a consistently negative impact of COVID-19 on mental health, with 16–18% of participants showing symptoms of anxiety and depression (Schäfer et al., 2020). The World Health Organisation has recognised that such self-isolation or social distancing measures may result in people becoming more nervous, angry, worried, agitated, and reserved (WHO, 2020). Therefore, it is mutual for publics to feel scared and anxious in this crucial time, as they fear of getting ill or even dying and this thinking also have negatively impacted the mental health.

### 2.3 Metadiscourse

According to Tarrayo (2014), Metadiscourse, which is a useful concept in discourse analysis, is a self-reflective linguistic expression that relates to the evolving text, to the writer, and to the imagined readers of the text. It is also known as “*discourse about discourse*” (Van de Kopple 1985) and refers to the author’s linguistic manifestation in a text to “*bracket the discourse organisation and the expressive implications of what is being said*” (Schiffrin 1980: 231). Moving on, metadiscourse encompasses a wide array of language indicators which are used to describe how writers categorize their discourse and the ways in which they relate to their readers or the readership (Livingstone, 2019). Metadiscourse also helps “*to define the rhetorical context by revealing some of the expectations and understandings of the audience for whom a text was written*” (Hyland and Tse 2004: 175). There are two types of metadiscourse markers which are interactional markers and interactive markers. Interactional resources focus on the participants of the interaction and seek to display the writer’s persona and a tenor consistent with the norms of the disciplinary community while interactive resources allow the writer to manage the information flow to explicitly establish his or her preferred interpretations (Tarrayo, 2014). The table below shows the sub-categories between interactive resources and interactional resources based on Hyland (2005) as cited in Tarrayo (2014).

**Table 1:** Hyland (2005) Model of Metadiscourse Markers

	<b>Explanation</b>	<b>Sub-Categories</b>	<b>How to Detect in Text</b>
<b>Interactive/ Textual</b>  Interactive markers help the organizations of ideas in the text	Express semantic relation between main clauses	Transitions	In addition/ but/ thus/ and
	Refer to discourse acts, sequences, or text stages	Frame markers	Finally/ to conclude/ my purpose is to
	Refer to information in other parts of the text	Endophoric markers	Noted above/ see Fig./ in Section 2
	Refer to source of information from other texts	Evidentials	According to X/ (Y, 1990)/ Z states
	Help readers grasp meanings	Code glosses	Namely/ e.g./ such as/ in other words
<b>Interactional</b>  Interactional markers enable the writers to engage the readers in the text	<b>Explanation</b>	<b>Sub-Categories</b>	<b>How to Detect in Text</b>
	Emphasize force or writer’s certainty	Boosters	In fact/ definitely/ it is clear that
	Withhold writer’s full commitment	Hedges	Might/ perhaps/ possible/ about
	Express writer’s attitude	Attitude markers	Unfortunately/ I agree to/ Surprisingly
	Build relationship with reader	Engagement markers	Consider/ note that/ you can see that
Explicit reference to author(s)	Self-mentions	I/ we/ my/ our	

Source: Hyland (2005).

## **2.4 Past Studies of Metadiscourse in Blogs**

Blogs have been identified as a powerful tool for reflection and the development of academic blogs are on the rise. Academicians are looking into using blogs as a scholarly communication in both the physical and social sciences field. The debate in blogs have evolved into creating a sense of community that surpasses boundaries in disciplinary and institutional boundaries. Universities are utilizing blogs to increase the visibility of both research and researchers by reaching out to wider audiences. Surprisingly, the intention of this connection is not to be intended to reach specialists but rather publics who shared similar interests as well as other academicians (Hyland & Zou, 2020). Blogs are playing significant roles in journalism and public relations fields through social engagement between writers and readers. It served the purpose of online public writing atmospheres in which most bloggers write through self-expressions in a digital-mediated forum to a massive cyber audience. Some bloggers establish and develop relationships with the online community as blogs create a binding connection which can be in the form of approval, acceptance and value (Tarrayo, 2014). Over the years, books and articles on blogging stress on the importance of developing a personal opinion for blog-writing, which serves as the foundation for other blogging guidelines. Bloggers are also pressured to have their content right from the very first posting and make their writing special and unique by being a good storyteller because in public relations, a reader is more drawn to compelling stories compared to uninteresting and dry facts (Ireland, 2020). Blogs have also made their debut during the emergence of crisis, especially during the current situation of COVID-19. Personal blogs were analysed for their style of writing and metadiscourse strategy, of which it was summarised that personal blogs heavily use interactional markers in the effort to relate and connect to their readers (A.Kadir, Rahmat, A. Wahid & Dzuradeen, 2020).

## **3. Methodology**

### **3.1 Research Design**

In the effort to analyse the data through qualitative method, document and textual analysis were conducted on a blog article to investigate the presence of metadiscourse markers and how it was applied in the content. The interactive and interactional features discovered were then categorized according to the sub-categories. Subsequently, when the sub-categories have been finalized, a quantitative analysis was performed to determine the number of metadiscourse found in the article before analyzing the frequency and percentage to assess which markers are profoundly used in this particular blog article. This research was initiated on a qualitative basis and followed by a quantitative analysis, making this study a mix-method approach.

### **3.2 Sample**

The data sample is a blog article of an online blogger, DeRuiter and entitled 'It's Okay If You Can't Right Now, which was retrieved from 'The Everywhereist' weblog.

### 3.3 Instrument

Hyland's Metadiscourse Taxonomy (2005) is a designed framework in metadiscourse that aims to aspect the interactive and interactional nature of discourse. The method has elevated the field of linguistics to a higher level. The selection of sub-categories for the blog that is being analyzed corresponds to the requirement to understand the sub-categories in the context of textual and interpersonal model of metadiscourse.

**Table 2:** Types of Metadiscourse Markers and the Assigned Coding

Main Category	Sub-Category	Code Assigned
Interactive Resources	Transitions	In-Act (Tr)
Interactional Markers	Hedges	Inter-(H)
	Boosters	Inter-(B)
	Attitude Markers	Inter-(AM)
	Self-Mentions	Inter-(SM)
	Engagement Markers	Inter-(EM)

Source: Hyland (2005).

### 3.4 Method Data Collection

For the purpose of this study, the data was examined from a personal blog that was discovered on the internet. The blog belongs to Geraldine Deruiter, an author and public speaker. The article entitled 'It's Okay If You Can't Right Now' was written on April 17, 2020. The article shared the opinion of the writer on the current situation with the worldwide health crisis with the COVID-19 pandemic and how it is affecting the mental wellbeing of everyone affected by the crisis everywhere in the entire world by focusing on her own physical and mental health. The researchers find this article interesting as it is a relevant topic with regards to the current situation and wanted to explore on how the writer handled the present condition through her writing. In view of this, the researchers proposed to perform a metadiscourse analysis to further understand the style of language that the writer is using to connect to her reader.

### 3.5 Method of Data Analysis

In order to analyze the contents that are relevant to this study and achieve higher reliability, two independent coders from a local university analyzed and coded the blog article to examine the interactive and interactional resource features. The researchers coded the article and deliberated on the individual coding that were revealed. In cases where the markings were differed, discussion was made and reached and agreement. Frequency and percentage were used to analyze and conclude the discovered the metadiscourse markers. Hyland's Metadiscourse Taxonomy (2005) was used as a guideline to perform content analysis in the effort to explore and explain the examples found for each sub-categories of interactive and interactional resources.

#### 3.5.1 Steps for Data Analysis

The study was performed in a systematic manner and the analysis was done through manual procedure to assure the validity. The data retrieved from the blog was done

through qualitative analysis whereby the research article was read thoroughly two times. Upon the third reading, the article was formatted into a line text and coding was performed at every line to highlight the metadiscourse markers found in the article. The qualitative analysis then further conducted to classify the metadiscourse into respective sub-categories of interactive and interactional markers. A quantitative approach was performed to calculate the number of identified markers found and further analysis was done to evaluate the frequency and percentage of each markers against the total resources that was found in the article. The sub-categories derived then were analyzed separately based on the categories of either interactive or interactional markers in order to arrive to the research questions that will be further elaborated in results and discussion section.

## 4. Results and Discussion

### 4.1 Introduction

This section presents the finding and analysis that was derived based on the investigation of interactive and interactional markers by following the sequence of research questions as below:

- 1) What role do transitions play as an interactive metadiscourse markers in a personal blog?
- 2) How are interactional metadiscourse markers used and described in a personal blog in the forms of hedges, boosters, attitude markers, self-mentions, and engagement markers.

### 4.2 Interactive Metadiscourse Markers in Personal Blog

**Research Question 1:** What role do transitions play as an interactive metadiscourse markers in a personal blog?

This section presents findings for the use of interactive markers in the personal blog. Presentation of the analysis is performed by discussing on the qualitative findings, followed by the quantitative aspects through the analysis of the data.

#### 4.2.1 Qualitative Findings

##### a. Transitions

[1] *"When I think of the summer after high school or Christmas ..."* [line 4]

[2] *"But that's not how time is supposed to work in the present."* [line 8]

[3] *"There are weekdays and weekends...."* [line 10-11]

[4] *"And a lot of the time the answer is: I won't."* [line 19]

[5] *"I post the photos online, because I need people to see."* [line 34]

Transitions is a form of interactive markers to that are used mainly as conjunctions to annotate consequential, contrastive or additive steps in the discourse in contrast to the external world (Hyland, 2005). Hence the use of words such as or, but, and, because are being used to link the sequences in the writer's article.



## 4.2.2 Quantitative Findings

Table 3: Interactive Resources

Main Category	Sub-Category	Code	Frequency	Percentage
Interactive Markers	Transitions	In-Act (Tr)	66	100%

As can be seen in Table 3, transitions are the only interactive markers that was found in the article. As Hyland (2005) explained, interactive markers assist readers to read through the text, however, transitions are most common in writing as the relationship between the sentences in the text was stressed upon and the easiest way to organize sentences (Mohamed & Rashid, 2017). Transitions, being the main conjunction used to explain contrastive, consequential and additive uses words and phrases like *to*, *but*, *and*, *then*, *in addition to*, and it is no surprising that is the most dominant device used for interactive resources.

## 4.3 Interactional Metadiscourse Markers in Personal Blog

**Research Question 2:** How are interactional metadiscourse markers used and described in a personal blog in the forms of hedges, boosters, attitude markers, self-mentions, and engagement markers.

This section presents findings for the use of interactional markers in the personal blog. Presentation of the analysis is performed by discussing on the qualitative findings, followed by the quantitative aspects through the analysis of the data.

### 4.3.1 Qualitative Findings

#### a. Hedges

[1] *"I woke up this morning, our sixth week of sheltering-in-place, or **maybe** our seventh..."* [line 1]

[2] *"If I'll do something today – anything at all – or if I **won't**."* [line 18]

[3] *"I wonder if I **should** make a sourdough starter?"* [line 24]

[4] *"And yet **somehow**, you still feel the pressure to make the days distinct."* [line 59]

[5] *"You can **barely** watch television...."* [line 62]

The hedges that are in bold above expressed the writer's feelings of uncertainty of how she should persevere through the day or whether she would go ahead and do what others are doing in the crisis quarantine period. Hedges are metadiscourse markers that symbolizes the writer's unwillingness to represent information that are being proposed. It is used to tone down statement's stringency which is a common aspect of any speech (Roka, 2020).

#### b. Boosters

[1] *"When the world is normal, each day is different, **even if** subtly so."* [line 14-15]

- [2] *"There is yeast in my fridge, because of course there is."* [line 26]
- [3] *"Of course I have yeast, and flour, and sugar and batteries."* [line 28]
- [4] *"But this is a reminder that you are allowed to grieve, even if you are fine."* [line 45]

The writer of this blog does not emphasize much on boosters and there were only four that found in her article. Boosters were used to stress on aspects to show certainty of a situation. The writer stressed on the monotony of the days in quarantine in excerpt [1] compared to normal days whereby even if the days were apparently different despite being a small change on daily basis. This is also seen clearly in excerpt [3] and [4]. Boosters are a form of discourse that could create an enhancement or reduction of the power of the statement that is being presented and strength lies in emphasizing the mutual or similar experiences that is needed to come to a conclusion that the writer is aiming for (Roka, 2020).

### c. Attitude Markers

- [1] *"... on a weekend that you don't really want to go."* [line 13]
- [2] *"I marvel at their sourdough bread loaves ..."* [line 22]
- [3] *"I even managed to snag a grocery delivery slot for myself this weekend."* [line 29]
- [4] *"... because you feel powerless and you can't even leave your house."* [line 52-53]
- [5] *"I laud them for it."* [line 72]

Attitude markers portrays the agreement of the writer to a proposition. In excerpt [1] and [2], the writer explains on how she appreciates watching people being busy during the quarantine and agreeing to their actions. Excerpt [3] represents an emotions of surprise that the writer is showing to the reader while excerpt [4] and [5] denote an obligation that created an agreement to the issues. Attitude markers are indicators of the writer's emotional and affection rather than epistemic or attitude to the proposition (Hyland, 2005)

### d. Self-Mentions

- [1] *"I thought time only worked like that in memory..."* [line 3]
- [2] *"They're a longing feeling in my throat ..."* [line 6]
- [3] *"Feeding something in my home, making it come alive."* [line 24-25]
- [4] *"Look how well I'm doing."* [line 31]
- [5] *"I get angry at myself for being so wrecked by everything."* [line 40]

A writer uses blog to express thoughts and feelings. Hence, self-mentions are an important metadiscourse marker in a blog in order for the writer to connect to their reader through text. It is expected that self-mentions should be one of the most prominent and important markers when analyzing a blog content. The usage of words such as *I, I am, my, myself*, explicitly refer to the author (Livingstone, 2019). In a blog, a writer cannot

evade from projecting and impression of themselves and their position in an argument or proposition, to their community and readers (Hyland, 2005). This is seen on the author's degree of involvement through the use of pronouns to show first person and possessive towards attention (Roka, 2020).

#### e. Engagement Markers

- [1] *"I bet some of **you** have done that to **yourselves**, too."* [line 44]
- [2] *"**You** are allowed to grieve and be angry..."* [line 45]
- [3] *"... **you** feel powerless and **you** can't even leave **your** house."* [line 53]
- [4] *"And maybe it's okay if **you** can't right now."* [line 65]
- [5] *"But for some of **us**, maybe it is enough just to keep **our** heads above."* [line 73]

A blog is not seen as successful if it is unable to engage with the readers. Hence, the usage of engagement markers as metadiscourse is critical to connect the writer to the readers by positioning them in a similar situation. A writer needs to bring the readers into the narratives through engagement markers (Roka, 2020). This is to build a relationship in the ultimate objective to connect. Tarrayo, 2014 stated that engagement markers directly address readers by including them as participants in the text through question forms, imperatives or second person pronouns or simply selectively focusing their attention. Note that the engagement markers were being used dominantly at the mid and ending paragraphs, as the writer is increasing her readers' involvement and connection as she comes to conclude her writing.

#### 4.3.2 Quantitative Findings

**Table 4:** Interactional Resources

Main Category	Sub-Category	Code	Frequency	Percentage
Interactional Markers	Hedges	Inter-(H)	28	21%
	Boosters	Inter-(B)	4	3%
	Attitude Markers	Inter-(AM)	8	6%
	Self-Mentions	Inter-(SM)	52	40%
	Engagement Markers	Inter-(EM)	40	30%
		Total	132	100%

The table above depicts the frequency and percentage of interactional markers detected in the article "It's Okay If You Can't Right Now" written by a personal blogger (DeRuitter, 2020). The owner of this blog is trying to relate to the audience and create a connection with regards to the current issue of COVID-19 that is impacting the entire world. As bloggers write to connect with their audience, blogging is a powerful tool for reflection (Hyland, 2020). Blog is a social engagement between writers and readers as a written discourse (Tarrayo, 2014). As blog is portrayed as an informal way of writing, the writer demonstrated varieties of strategies to enable the reader to understand the discourse and combine the information with those that already existed in their knowledge (Hyland,

2020). Therefore, it is seen with this writer, she utilized all the interactional markers in her effort to ensure readers are engaged on her story. Interactional marker for self-mentions is highest at 40% as the blogger narrated on her situation managing the crisis on day-to-day basis and managing her mental health. Simultaneously, the author is also engaging with her audience and getting them involved in the article that she wrote by using engagement markers, which is second highest interactional marker at 30%. Hedges is the third highest at 21% as the writer is trying to draw the opinion and views from her readers apart from her own. Based on the findings for interactional markers, it can be concluded that the writer has managed to successfully convey her message to her audience by using interactional metadiscourse markers to create and convey a connection between writer, text and reader.

## **5. Conclusion**

### **5.1 Summary of Findings**

To summarize, it can be inferred that there is much evidence in the use of metadiscourse markers in DeRuiter's (2020) article in her blog. Findings showed that the author utilized interactional markers more than interactive markers in her writing which was supported similarly through a previous study by Abdul Kadir et al. (2020). This study is contrast from the study conducted by Tarrayo (2004) where, unlike personal blog, investigative blogs used more interactive markers in their article. However, there is one particular interactive marker that can be seen vividly throughout the article which is transitions. Moving on, the outcome also discovered that the regularity of interactional markers of self-mentions is the highest followed by engagement markers. Finally, it can be seen that attitude markers followed by boosters were amongst the least markers found in the article.

### **5.2 Implications**

Comparable to the previous studies, this study also consists of several limitations. One of it is that, the scope of this sample focuses only on one article, hence less findings were able to be collected as it focuses on the particular article. Next, the scope of the article was also small as it is limited to a single online platform, which is personal journal blog, thus less variety of discoveries were found.

### **5.3 Suggestion for Further Research**

Future research can be done with more samples in order to obtain more substantial results in the study. Besides, different types and styles of blogs should also be taken into account such as, cuisines, entertainment, travel as well as styles like connected style blogging, self-censoring style and many more in identifying how metadiscourse markers were implemented through various subjects and styles. Next, comparison on the employment of these metadiscourse through different online platform like newspaper article, websites could also be done in the future.

### Conflict of Interest Statement

The authors declare no conflicts of interests.

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