METADISCOURSE ANALYSIS OF
AN ONLINE ENTERTAINMENT ARTICLE

Afiqah Humaira Anuarsham,
Noor Hanim Rahmat[i],
Muhammad Adib Nazhan Khamsah
Akademi Pengajian Bahasa,
Universiti Teknologi MARA,
Malaysia

Abstract:
In language structure, discourse is generally used by writers in their text to get readers to understand and comprehend the content of the written text. Metadiscourse is a specific class of language device used by writers to organize their text as well as manage the interactions or relations with the reader of the text. By using Hyland (2005) and Lakoff's (1975) interactional metadiscourse models, this paper employs the data analysis driven method called document analysis to analyse the presence of interactional metadiscourse elements in an online entertainment article. Coding and frequency counting method are adopted to find out the sub-categories of respective four elements: Intensifiers, Hedges, Boosters, and Engagement Markers. The elements are interpreted as representing writers' strategies to define the relationship between themselves, the reader and the topic. Consequently, it is found that the four elements of interactional metadiscourse are all deployed in the article text. The result of this study identifies that engagement markers is the most frequent interactional metadiscourse used by the author. This research may suggest entertainment online article employ the integration of interactional metadiscourse as effectively as other genre of online articles. This suggestion may be of value in understanding entertainment online genre for the development of the metadiscourse framework from academic context.

Keywords: metadiscourse, interactional resources, online article, writing style

1. Introduction

1.1 Background of the Study

Metadiscourse is described as a specific class of language devices used by the author of the text to organize their produced text and to manage the interactions or relations in some ways with the reader of the text. In other words, it can help the writer to build a

---

[i] Correspondence: email patanim@gmail.com, noorh763@uitm.edu.my

relationship with the readers if they are able to comprehend the text. Hyland (2017) claimed that metadiscourse is the method used by writers in order to communicate in the current discourse analysis, pragmatics and language teaching. Writers believed that the application of metadiscourse in their writings could help the reader to understand the conveyed information in their work. According to Amiryousefi & Rasekh (2010), writers do not only deliver information in their text, but they also make sure it is clear and easy to be interpreted by the readers. The article chosen for this study is taken from Netflix. Netflix has been subscribed by people all over the world, this is because watching or streaming videos with the interference of commercials is irritating as it pauses the video that the viewers are watching (Zujic, 2020).

2. Statement of Problem

When talking about online entertainment article in this era of globalization where information can be accessed and searched at anyone's fingertips, many writers of online entertainment article will engage their text to cater for maximum understanding among the readers. In ideal situations, an online article content of entertainment genre contains good metadiscourse elements in the text that the writer employs to establish interaction with the reader Lakoff, 1975).

There is little attention of studies on the use of metadiscourse markers, particularly in the domain of online entertainment articles in Malaysia. Entertainment article is also accepted by the public reader as the source of their self-entertainment pleasure. Writer-readers relationship is significantly high when they share common interests. This creates a social group of writer-reader common interest. Hence, this calls for further study into the metadiscourse features in this specific genre of online an entertainment article. This research seeks not only to contribute to the additional of the existing knowledge on interactional metadiscourse, but also would suggest some applications academically in the field of language and communication in understanding the entertainment genre for the development of the metadiscourse framework.

2.1 Objective and Research Questions

Generally, this research looks into the presence of metadiscourse elements in an online entertainment material. This research specifically analyses interactional metadiscourse in an online entertainment article on Netflix in Malaysia. This study hopes to answer the following questions;

1) How can the use of Interactional resources of Malaysian online entertainment article be described as Intensifiers?
2) How can the use of Interactional resources in online entertainment article of Malaysian online entertainment article be described as Hedges?
3) How can the use of Interactional resources of Malaysian online entertainment article be described as Boosters?
4) How can the use of Interactional resources of Malaysian online entertainment article described as Engagement Markers?

5) How does the use of different categories of interactional discourse differ in frequency?

3. Review of Related Literature

3.1 Online Article and its Influence on Readers

Online articles are widely read by a variety of readers. Nordquist (2018) indicated that the content of article needs to be informative and relatable with the topic or title so that the readers acknowledge the objective of article. According to Tariq and Zia (2014), online article is easy to search and access anytime or anywhere as long as the readers have the resources such as electronic devices and internet. Since articles online are relied upon to provide readers with relevant information about current issues, writers need to be more aware of the uses of metadiscourse markers to convey the proper message and attitude towards the message.

3.2 Metadiscourse

In general, metadiscourse is the word used in writing to indicate the meaning of the phrase and the objective of the text and it helps the author to share their feelings and experience with the readers in their writings. It is important to use the correct terms or words in the text to reflect the meaning of the content conveyed by the author. Mohamed and Rashid (2017) agreed that it is a linguistic expression used by the writers or speakers to interact with readers and listeners. Hyland (2017) proposed that it is the interpersonal resources used to sort out the discourse or position of the author in the text or towards the reader. Metadiscourse exposes the existence of readers in the text or in other words, the author is able to see them in their writing (Hyland, 2005). Tajeddin and Alemi (2012) claimed that metadiscourse is used for writers to allow readers to understand the attitude of the writers towards the issues presented. The way ideas are presented and understood can be influenced by the interaction between writers, readers, speakers and listeners which are considered as social acts (Amiryousefi & Rasekh (2010).

Derived from Hyland's (2005) interpersonal model of metadiscourse, two classification of metadiscourse markers are categorized as main and sub categories (Mohamed and Rashid, 2017). Main categories are known as interactive and interactional metadiscourse while sub categories consist of frame markers, transitions, endophoric markers, evidential, hedges, attitude markers, self-mentions, engagement markers, boosters, and code glosses as shown in Table 1.

Based on Table 1 below (Hyland, 2005), interactive resources would guide readers as they read the text. In interactive resources, transitions focus on the relationship of semantic between the main clauses that are used in the text. Some examples of transitions are, *in addition, but, thus, and,* and more. Next, the function of frame markers in the text is to be the indicator of numbering, order or ranking such as *finally* and *to conclude. My purpose here is to* is another example of frame markers that can be used in writing in order to show the stages that is highlighted by the phrases. The third sub-category of interactive metadiscourse is endophoric markers in which a reference of previous information stated

in the text like *noted above*, *see Fig* and *in section*. Evidentials is a citation of information from other texts such as *According to X, (Y, 1990)* and *Z states. "Some types of writing do not include this sub-category"* (Mohamed and Rashid, 2017). Lastly, code glosses help readers to understand the function of ideational material that consist of *namely, e.g., such as,* and *in other words.*

Table 1: Interpersonal Model of Metadiscourse (source: Hyland, 2005)

Category	Function	Examples
Interactive resources: Help to guide reader through the text		
Transitions	Express semantic relation between main clauses	In addition / but / thus / and
Frame markers	Refer to discourse acts, sequence, or text stages	Finally / to conclude / my purpose here is to
Endophoric markers	Refer to information in other parts of the text	Noted above / see Fig / in section 2
Evidentials	Refer to source of information from other texts	According to x / (Y, 1990) / Z states
Code glosess	Help readers grasp functions of ideational material	Namely / e.g. / such as / in other words
Interactional resources: Involve the reader in the argument		
Hedges	Withhold writer's full commitment to proposition	Might / perhaps / possible / about
Boosters	Emphasize force or writer's certainty in proposition	In fact / definitely / it is clear that
Attitude markers	Express writer's attitude to proposition	Unfortunately / I agree/ surprisingly
Engagement markers	Explicitly refer to or build relationship with reader	Consider / note that/ you can see that
Self-mentions	Explicit reference to author(s)	I / we / my / our

The second main category of metadiscourse markers is interactional resources in which where the writer involves the reader in the argument (Hyland, 2005). The function of this metadiscourse in the text is to interact with the reader or engage the reader to participate in any text argument. *Might, perhaps, possible,* and *about* are the examples of the first interactional resources, hedges, and they are used to shield against what the author is trying to deliver. Booster is used by the writer in their writing in order to emphasize their assurance of argument such as *in fact, definitely,* and *it is clear that.* Other than that, boosters also include *unfortunately, I agree* or *surprisingly* in the text whenever they want to convey their feelings and attitude toward what they presented which is also known as attitude markers. In the text, engagement markers will act as a clear reference that can build relationship with reader. For example, *consider, note that,* and *you can see that.* The last sub-category of interactional resources is self-mentions such as *I, we, my* and *our* where the meaning of it is a clear reference to the author.

3.3 Past Studies

Biri (2017) investigated the use of metadiscourse in an English blog post and debate articles from magazine website and news sites from the corpus of 285,056 word tokens consists of 343 texts from a total of 27 sources. He conducted this study to describe how different types of metadiscourse correlate with each other and which types of metadiscourse often occur in the same text. A corpus-driven quantitative method based on Factor Analysis was also one of the methods used in this research. Findings revealed that the variation of metadiscourse that exists, and it is primarily exemplified by the choice of rhetoric in creating a relationship between writer and reader. The analysis produced four factors named (1) Writer-oriented text, (2) Solidarity, (3) Reader-oriented text, and (4) Intertextuality. As a result, there is a lot of variation between authors in the same genre. However, the written opinion from newspaper website is generally low on metadiscourse and mainly used to refer to sources that can be cited.

Pascual (2018) used a compiled representative corpus to emphasize the generic and discursive features travel blogs as well as to understand more on the sub-genre of blog post. Six travels were selected online which belong to different linguacultural background and in order to conduct a qualitative discourse and rhetorical analysis, three entries from the blogs were chosen. It was resulting in a small-scale corpus of 18 entries consisting of 30,419 words. As for corpus analysis, a data-based approach was applied where the quantitative data were retrieved by reading the notes manually. In the research, he managed to find the exists of such aspects of metadiscourse elements in engaging readers/web users in a digital environment through discursive and pragmatic metadiscoursal perspective such as (1) the self-mention, writer's key way to promote a competent scholarly identity and approval of claimed researches; (2) the engagement marker, which shows directives voice instructing reader to perform an action or visualising in a way determined by the writers; (3) attitude markers, in a way of expressing blog writer's attitude to the presented propositional material.

4. Methodology

4.1 Research Design

This mixed method research relies on document analysis using coding process and counting frequency to build its arguments. Document analysis or data analysis is a general process of qualitative research which consists of preparing and organizing the data (i.e., text data as in business document, newspaper, articles, transcripts, or image data as in photographs) for analysis, reducing the data into themes through a process of coding and condensing the codes, and representing the data in figures, tables, or a discussion (O'Connor, & Gibson, 2003) in the final procedure of the research. Coding method in qualitative research is an almost universal analytical process in breaking down data (O'Connor, & Gibson, 2003) because it conceptualised as a decision-making process, where the context of a particular piece of study must be made within decisions. Contrary to qualitative, counting conveys a *quantitative orientation of magnitude and frequency*" (O'Connor, & Gibson, 2003) distribution in quantitative research. Counting frequency in

quantitative research risks the possibility of potential for realization of the unwanted minority report that is seen just once in a data. Counting may also provide a useful indicator for the importance of a given code in a research. The quantitative findings of this research use counting and reporting the number of times the codes appear in their document/data. This research also looks at the number of words associated with each code as an indicator of document in a code and report the counts in the findings.

4.2 Sample

To designate coding, one of the most crucial and initial steps is the criteria for document selection. Three central criteria for document selection were adopted in this research: (1) The document chosen is a Malaysia's entertainment article source online; (2) The document has author's name and year; (3) The document's content text occupied with interactional metadiscourse includes categorized linguistic elements of intensifier, hedges, boosters and engagement markers (Lakoff, 1975; Hyland, 2005). At the end of the document selection process, it was decided that the document will be chosen from a single local digital web site of entertainment article so as to help with objective of this research. To avoid search engine bias and authorial in selecting document sources, it was decided that sources would be selected from an online entertainment article that tells about Netflix, particularly in Malaysia. Tavesper.tech is a website of online based media. The website chosen is famous and catered in a way of constructed feedback of the readers in Malaysia with unbiased content.

4.3 Instrument

The model of metadiscourse specifically on interactional sources in texts (Olsson, 2000; Lakoff, 1975; Hyland, 2005) was used (see Table 1). Interactional resources generally focus on the establishment of reader's presence, participation and seek to display the writer's language to structure and negotiate relationships with them. The justification of using interactional resources over textual resources as the instrument in this research is because Metadiscourse concerns the writer's efforts to display the writer's reader-awareness and explicitly establish the presence of their readers in the discourse such as imagining the potential reader's perceptions, interests, and requirements; to note, concede or consider some aspect of an argument in the text; and to the extent involves writer's persona by subordinating their voice to the potential readers' authority. They include: Hedges, respect reader's views and involve them in ratification of what is claimed. Boosters, express certainty of what is said. Engagement markers, explicitly address readers and engage them in the dialogue, either by the occurrence of the writer's dialogic awareness when they overtly refers to readers, asking questions, making suggestions and addressing them directly. Additionally, this research also utilizes Lakoff's theory, which Olsson (2000) elaborates the use of element of intensifiers from interactional resources acts as a boosting device in a text. Self-mention and Attitude markers are considered redundant to be used in coding the text from the chosen article as it does not suggest author's presence in using those devices in his article. These can be seen from the table 2 below:

Table 2: Categories of Interactional Metadiscourse
Model and Linguistic Elements (Source: Hyland, 2005)

Main	Sub-Category	Code	Function	Examples
Interactional Resources (Lakoff, 1975)	Intensifiers	INR-TIONAL (I)	Olsson (2002) claimed that intensifiers are a boosting device.	'very', 'quite', 'rather', 'so', 'too', 'really', 'just' and 'such'
	Hedges	INR-TIONAL(H)	Respect audience's views and involve them in ratification of what is claimed	Eg: Usually, sometimes, almost, Fairly, partly, probably, perhaps, may, might
	Boosters	INR-TIONAL (B)	Writer express certainty what they say	'Certainly, Evidently, Demonstrate, Indeed, Defiantly,'
	Engagement Markers	INR-TIONAL(EM)	Writer explicitly addresses the readers and engages them in the dialogue.	'We', 'Our', 'U's, You can see that… Consider… 'Note that'

4.4 Method of Data Analysis

Once the data was collected, textual data records were compiled (Major &Savin-Baden, 2010) for each of the appointed codes according to the interactional categories. As norm in qualitative research projects, the data from the article text were then analyzed based on codes and categories starting with aggregating the text process of data coding .At the end of the data collection process, each of the words coded categorized to their respective elements were placed in a table by both researcher. After those data were categorized in their respective elements, the document was shared among the researchers. Researchers act as the first and second rater to ensure that they agree with the data and reliability for 'inter-rater reliability' in which the compared coding comes to an agreement for both researchers (Armstrong, Gosling, Weinman, & Martaeu, 1997). After coding, frequency counting is done by counting the frequency of occurrences of the words identified according to their categories. Total number of words identified, and its percentage were calculated. The results were then shared once more among the researchers to close the inter-rater reliability loop and to increase the accuracy standards (Armstrong, Gosling, Weinman, & Martaeu, 1997) of this mixed method research.

In concerns to establish a higher 'accuracy' (see Armstrong, Gosling, Weinman, & Martaeu, 1997) reliability in the manual document analysis, the two researchers of this research, functions as the coders. The researchers independently examined and fully coded the online entertainment article in terms of interactional metadiscourse elements. The researchers act as the coders conferred on the individual coding which is made by dividing task; first rater and second rater and then reached agreement in cases where markings differed. Results were then shared by both researchers to close the inter-rater reliability loop if occurs. Frequency and percentage counts were used to analyze the data.

5. Findings

5.1. Introduction
In this section, findings are presented based on the five research questions.

5.2 Use of Intensifiers
This section answers Research Question 1: How can the use of Interactional resources of Malaysian online entertainment article be described as Intensifiers?

Below are some of the examples from [1] to [5], showed that intensifiers are used to tell the strength of another word within the same sentence written. Sardabi & Afghari (2015) annotates that author uses intensifiers to increase the effect of a verb by using an adverb. They also add that it functions to strengthen the emotional content of the word written. Moreover, Lakoff (1975) claimed that intensifiers weaken the feelings of the speaker in language. It could delicately suggest to the audience how they should feel and also reduce the emotional content of a verb.

[1] *"after going through **such** challenging moments.."*
[2] *"whenever they want to without worrying **so** much"*
[3] *"This is **just** a godsend."*
[4] *"users don't have to pay for their membership with debit or credit card but **rather** use the Gift Card.."*
[5] *"they have also **heavily** invested in subtitling and dubbing…"*

5.3 Use of Hedges
This section answers Research Question 2: How can the use of Interactional resources in online entertainment article of Malaysian online entertainment article be described as Hedges?

The examples below are text data identified as hedges-excerpt [6] and [7]. These two examples are hedges found in the article of which the author uses in respect of the audience's views and involve them in ratification of what is claimed (Hyland, 2005). The usage of the word 'feels like' in this article has effect on the author's message which implies that *"the author's statement is based on plausible reasoning rather than certain knowledge or fact"* (Hyland, 2005).

[6] *"It's not even that long but it feels **like** they have been in Malaysia like forever."*
[7] *"It feels **like** they entered the market with no issue…"*

5.4 Use of Boosters
This section answers research question 3: How can the use of Interactional resources of Malaysian online entertainment article be described as Boosters?

Below are some of the examples from the data extracted from the article, which is, boosters. Excerpts [8] to [12], showed the use of boosters in this article marks that the author uses it to support his point or arguments and help the audience to understand

better when the audience read the article. In addition to that, this is also supported by Hyland (2005) which he explains that the usage of boosters is to emphasize certainty in the massage to the audience.

[8] the fact (line 2)
[9] actually (line 3)
[10] completely (line 11)
[11] To prove (line 47)
[12] In fact (line 56)

5.5 Use of Engagement Markers

This section answers research question 4: How can the use of Interactional resources of Malaysian online entertainment article described as Engagement Markers?

Excerpts [13] to [17] are said to be engagement markers because the author explicitly address the audience and engage them in the dialogue. This can be supported by Hyland (2005) in which he points out that "*the most obvious indication of a writer's dialogic awareness occurs when author overtly refers to audience, asking questions, making suggestions and directly addressing the audience.*" The effect that engagement markers have to the message is "*to clearly address audience or create relationship with them*" (Hyland, 2004).

[13] *"What makes it even interesting is **the fact** that Netflix has shown catered to each and every single one…"*
[14] *"**our** favorite shows and Movies on Netflix."*
[15] *"criticisms on value for money among customers and **if you** remember back in 2018…"*
[16] *"figure out what to watch and more time to actually watch content that **we users** would enjoy…"*
[17] *"with **your** fambam or **your** partner."*

5.6 Frequency of Use for Interactional Discourse

This section answers research question 5: How do the use of different categories of interactional discourse differ in frequency?

Table 3: Frequency of the Use of Interactional Resources

Main	Sub-Category	Code	Total of Interactional	Percentage
Interactional Resources	Intensifiers	INR-TIONAL (I)	8	16.67%
	Hedges	INR-TIONAL (H)	2	4.17%
	Boosters	INR-TIONAL(B)	6	12.5%
	Engagement Markers	INR-TIONAL (Eng M)	32	66.67%
Total			48	100%

Table 3 above represents the interactional metadiscourse elements found and used in this research's text document. Evidently, the data show that the document has the highest frequency of use in interactional resources engagement markers with the total 32 (66.67%). This can be seen that engagement marker marks the author longing to build a relationship with the reader and make sure that they could relate the article with their experiences. This finding goes hand in hand with the study on metadiscourse by Hyland (2004) where readers can be addressed clearly or relationship with them can be created by using engagement markers. As regards with Lakoff's theory, the data show that 8 intensifiers (16.67%) such as 'so', 'just', 'very' were used in the article by the author in order for him to tell the reader the strength of another word. However, Lakoff (1975) claimed that intensifiers weaken the feelings of the speaker in language. Then, it can be seen the use of hedges in entertainment genre of this study is relatively less frequent. Only two (2) hedges which equivalent to 4.17% percentage of this interactional feature were found in the article text and both of the hedges is the same word. The word that described as hedges in the data is 'feels like' and the author used it in different lines which are in line 4 as well as 5 even though it is the same words. The author does not tend to express his plausible reasoning but rather provide his full commitment to his argument in his text. Lastly, the author used interactional resource which is six in total (12.5%), boosters are found in his text. 'The fact', 'actually', and 'To prove' are the examples that he used to support his point or arguments and this would help the readers to understand better when they read his article. Hyland (2005) stated that boosters are to emphasize certainty in the massage to the audience. It is clear that the author provides his certainty in his text to support his points and help readers understand better.

6. Conclusion

6.1 Summary of Findings

Based on the findings of this research, it suggests that metadiscourse in online entertainment genre article co-occur as functions related largely on how the author (1) strengthens emotional content of the text and suggests how audience should feel, (2) suggests plausible reasoning or points in text rather than certain knowledge or facts, (3) emphasizes certainty in helping the reader understand the text better, and (4) refers to and engage with reader to define reader-writer relationship in the text. If a meaningful function sets the dimension of communicative purpose can be expected to be found in text, then similar dimension of writer-reader relationship can also be expected to share the same purpose. It is noteworthy that the most common interactional resource in the article is the use of engagement marker in which it shows author utilizing the functions of writer and reader relationship/oriented text. More reader-engaging interactional is employed, overtly refers to readers by asking questions, suggestions and addressing directly. The least common interactional resource is the use of hedges. The author limits including hedges device in his text. Indeed, for this online entertainment article document, the extensive utilization of interactional metadiscourse is significant as the acknowledgement for writers and readers on how important the role of metadiscourse in

writing as it reflects on how information is delivered and presented. It can assist writers to improve on how to present text information to the readers in their writing with more accurate and appropriate words and phrases. This research may also suggest that entertainment online article had employed the integration of interactional metadiscourse as effectively as other genre of online articles. It also gives overall insights on not only the relationship of metadiscourse and the chosen article, but also the best method of identifying metadiscourse and arguably how the categories is understood.

6.2 Suggestions for Future Research

Therefore, genre-specific research efforts with larger sample sizes should be conducted in the future. Similar and more elaborate studies on analyzing interactional metadiscourse could be realistically carried out with documents of the same online entertainment article or any other online entertainment articles in Malaysia and beyond, using interactive metadiscourse as well in order to further elucidate the importance of metadiscourse in a more meaningful, understanding and evocative data can be compared within the study.

About the Author(s)

Afiqah Humaira Anuarsham and **Muhammad Adib Nazhan Khamsah** are postgraduate students Masters in Professional Communication at Universiti Teknologi MARA, Shah Alam, Malaysia.

Noor Hanim Rahmat is an associate professor who has at Universiti Teknologi MARA, Shah Alam, Malaysia for the past 28 years. Her research interests include academic writing, TESL methodology, Methodology of Teaching Writing.

References

Amiryousefi, M., & Eslami Rasekh, A. (2010). Metadiscourse: Definitions, Issues and Its Implications for English Teachers. *English Language Teaching*, *3*(4), 159–167. Retrieved from https://www.researchgate.net/publication/47807497_Metadiscourse_Definitions_Issues_and_Its_Implications_for_English_Teachers. doi:10.5539/elt.v3n4p159.

Armstrong, D., Gosling, A., Weinman, J., & Martaeu, T. (1997). The Place of Inter-Rater Reliability in Qualitative Research: An Empirical Study. *Sociology*, *31*(3), 597-606. Retrieved from https://https://journals.sagepub.com/doi/abs/10.1177/0038038597031003015. doi: 10.1177/0038038597031003015.

Biri, Y. (2017). Metadiscourse in Online Opinion Texts-Exploring Variation within a genre. MA Thesis, Department of Modern Languages, University of Helsinki. Retrieved from https://core.ac.uk/download/pdf/132491131.pdf.

Hyland, K. (2005). Representing readers in writing: Student and expert practices, *Linguistics and Education*, *16*(4), 363–377. Retrieved from

https://https://www.sciencedirect.com/science/article/pii/S0898589806000404?via%3Dihub. doi: 10.1016/j.linged.2006.05.002.

Hyland, K. (2017). Metadiscourse: What is it and where is it going? *Journal of Pragmatics, 113,* 16-29. Retrieved from https://www.sciencedirect.com/science/article/abs/pii/S0378216616306245?via%3 Dihub. doi: 10.1016/j.pragma.2017.03.007.

Lakoff, T. R. (1975). Language and Woman's Place. *Language in Society*, 2(1), 45-80. Retrieved from https://web.stanford.edu/class/linguist156/Lakoff_1973.pdf.

Major, C. H., & Savin-Baden, M. (2010). *An introduction to qualitative research synthesis: Managing the information explosion in social science research*. New York: Routledge.

Mohamed, A. F. B., & Rashid, R. B. A. (2017). The Metadiscourse Markers in Good Undergraduate Writers' Essays Corpus. *International Journal of English Linguistics, 7*(6), 213–220. Retrieved from https://www.researchgate.net/publication/320351583_The_Metadiscourse_Marke rs_in_Good_Undergraduate_Writers'_Essays_Corpus. doi: 10.5539/ijel.v7n6p213

Nordquist, R. (2018, February 17). *Definition and Examples of Online Writing*. Retrieved from https://www.thoughtco.com/what-is-online-writing-1691358.

O'Connor, H. & Gibson, N. (2003). A Step-By-Step Guide to Qualitative Data Analysis. *Pimatiziwin A Journal of Aboriginal and Indigenous Community Health,1*(1), 63-90. Retrieved from https://www.researchgate.net/publication/292432218_A_Step-By-Step_Guide_To_Qualitative_Data_Analysis.

Olsson, L. (2000). *A study of gender-related differences in introductory letters*. Unpublished Master's Thesis, Lulea Tekniska Universitet. Retrieved from https://pdfs.semanticscholar.org/d73f/f3c620d0c49f943606f97610d9643a4f64e2.pdf.

Pascual, D. (2018). Analysing digital communication: Discursive features, rhetorical structure and the use of English as a lingua franca in travel blog posts. *Journal of English Studies*, *6,* 255-279. Retrieved from https://zaguan.unizar.es/record/77140/files/texto_completo.pdf. doi: 16. 10.18172/jes.3556.

Sardabi, N., & Afghari, A. (2015). Gender differences in the use of intensifiers. *Journal of Applied Linguistics and Language Research*, *2*(7), 203-213. Retrieved from http://jallr.com/index.php/JALLR/article/view/174.

Tajeddin, Z. & Alemi, M. (2012). L2 Learners' Use of Metadiscourse Markers in Online Discussion Forums. *Issues in Language Teaching (ILT), 1*(1), 93-121. Retrieved from http://ilt.atu.ac.ir/pdf_116_99d46e550f0e24fd572de0f41b563079.html.

Tariq, H., & Zia, M. W. (2014). Use of Electronic Information Resources by Students of Faculty of Science, University of Karachi. *International Journal of Digital Library Services*, *4*(3), 80–91. Retrieved from https://www.researchgate.net/publication/266376609_use_of_electronic_informat ion_resources_by_students_of_faculty_of_science_university_of_karachi.

Zujic, B. (2020, January). *Advantages and Disadvantages of Netflix*. Retrieved from https://www.technobezz.com/advantages-disadvantages-netflix/.