METADISCOURSE AND CULTURE: A CORPUS-BASED EXPLORATION OF METADISCOURSE IN PAKISTANI AND AMERICAN UNIVERSITY PROSPECTUSES

Shahzad Ali
Lecturer in English, Shiblee College of Commerce, D Ground, Faisalabad, Pakistan
shahzadali354904@gmail.com
Hafiz Muhammad Arslan
BS English Literature, Government College University, Faisalabad, Pakistan
Email: hmarslanmallick010@gmail.com
Karamat Ali
Lecturer in English Language, College of Education,
Al-Majmaah University, Al-Majmaah, Saudi Arabia
Email: shahzad.shahzad49@yahoo.com

Abstract
Research on metadiscourse markers (MDMs) in promotional writing has grown over the past two decades, yet little consideration has been paid to their use in higher education prospectuses, particularly from a native vs. non-native perspective. This study investigates the functions and frequency of MDMs in the "About Us" sections of Pakistani and American universities' online prospectuses, using Hyland's (2005) model as a framework. A total of 498 MDMs were identified through "Metapak," a tool developed by Abbas et al. (2017). Results show American prospectuses contain more MDMs than Pakistani ones. In both corpora, interactive MDMs help guide readers, while interactional MDMs reflect the writer's presence. Interactive MDMs outnumbered interactional ones in both cases. It is evident from the results that natives are more aware of the significance of metadiscourse features in writing than non-natives. These findings offer insights for designing effective prospectuses, especially for international audiences, and open avenues for future research on how overseas students perceive MDMs in promotional texts.

Keywords: metadiscourseal analysis, "about us" sections, Hyland's interpersonal model, American universities, Pakistani universities, comparative analysis

Introduction

The university prospectus includes educational and administrative sections. It appeals to readers because it focusses primarily on the university's offerings and uses persuasive language. Therefore, its status as an advertising text aids the university in its advertising efforts, as it is easily accessible to the general public. The prospectus is an asset to the university's advertising efforts as a supreme public text. According to Peppiatt's (2007) research, the prospectus is a successful style of discourse that is based on interviews with principals about the institution's information.

The online prospectus not only focusses on university programmes for prospective students but also aims to improve access to higher education and draw in deserving candidates. The "About Us" section of a university prospectus provides prospective students with information about the institution, including the facts the university wants them to know. The "About Us" section frequently provides detailed or purposeful directions to the school students, a list of achievers, the history of the university, its mission and vision, the benefits of joining the particular university, and some details on the particular university's geographical location.

Metadiscourse ensures that the content is understood by readers and writers, therefore benefiting both of them. Teaching pupils to apply metadiscourse markers has three key advantages, claims Hyland (2005). Second, learners will gain a multitude of reasons to firmly believe in what they teach in Metadiscourse. Thirdly, it gives them the ability to discuss the

remaining material with their audience. According to Hyland (2005) and Hyland and Tse (2004), "All metadiscourse is interpersonal in that it takes account of the reader's knowledge, textual experiences, and processing needs, and it provides writers with an armoury of rhetorical appeals to achieve this." (p. 41)

As a promotional tool and marketing strategy for higher education, certain parts of prospectuses have been the subject of previously undertaken study. Promotional writing for universities has been the subject of research by Fairclough (1993, 1995) and Peppiatt (2007). From a CDA vantage point, Askehave (2007) studied the commercialisation of university education. Osman's (2008) research makes use of genre analysis. Bhatia's (2002) study of promotional materials showed that generic realisations are different across cultures, especially when it comes to how lexico-grammatical and discourse-organisational patterns are used. In their description of marketing prospectuses, Khan and Qureshi (2010) place them in the environment of communication. From a promotional literary perspective, Hui (2009) investigated the utilisation of personal pronouns in university prospectuses. Bano (2015) did a study on personal pronouns used in the "About Us" part of the online prospectuses of universities. However, no research has been done on the metadiscourse features employed in the "About Us" sections of university online prospectuses. Therefore, to fill this gap, this analysis investigates and compares the utilisation of metadiscourse features in the "About Us" sections of online prospectuses from Pakistani and American universities.

Statement of the Problem

Despite extensive research on metadiscourse, the specific use of metadiscourse markers in shaping institutional identity through the "About Us" sections of university online prospectuses remains underexplored. The current investigation is looking to address the gap by analysing the frequency and functions of metadiscourse features in the "About Us" sections of 50 Pakistani and 50 American universities, with the objective of understanding how these linguistic devices contribute to the construction of institutional images.

Research Questions

1. What are the differences between Pakistani and American universities in terms of the use of interactive and interactional metadiscourse features in online prospectuses' "About Us" sections?
2. What are the functions of metadiscourse features in Pakistani and American universities' online prospectuses' "About Us" sections?
3. What are the differences in the frequencies of metadiscourse features used by Pakistani and American universities in their online prospectuses' "About Us" sections?

Limitations of the Study

This study examined "About Us" sections from 50 Pakistani and American universities. However, the findings might not represent all institutions due to variations in size, type, and location. Additionally, the random selection of universities limits the generalisability of the results. Therefore, caution is advised when extrapolating conclusions beyond the study's scope.

Review of Literature

Metadiscourse aspects have been explored in discourse of different genres. In academic writing, metadiscourse acts like a conductor, guiding readers, shaping arguments, and establishing authority through subtle language choices. Metadiscourse is crucial in academic writing, guiding readers and shaping arguments. Farahani's (2019) corpus analysis of British Academic Written English revealed a prevalence of interactive metadiscourse, such

as transitions and endophoric markers, over interactional elements like hedges and boosters. This suggests a focus on discourse organization rather than direct audience engagement.

Research on metadiscourse in academic discourse has attracted much attention from researchers, as Hyland (2004) also found metadiscourse used in 240 Hong Kong dissertations. Analysing a four-million-word corpus, he found that metadiscourse serves as an interpersonal resource for effective academic communication. The study revealed metadiscourse as a tool to reflect disciplinary norms and authorial identity.

Much research has been conducted on metadiscourse features from a cross-cultural perspective, as Farahani and Kazemian (2021) compared metadiscourse in English and Persian TED talks. Using Hyland's (2005) model, they analysed 30 English and their Persian translations. Results showed that both languages primarily used interactional metadiscourse. While some metadiscourse elements changed in translation, overall, the interaction between speaker and audience remained consistent across languages.

Research articles have also been the centre of research regarding metadiscourse as Gholami and Ilghami (2016) studied the use of interactive and interactional MDMs in biological RAs. They found a correlation between journal impact factor and MDM frequency, with Iranian authors using them more often than American authors. These findings suggest that MDMs can improve article coherence and structure, especially in high-impact journals.And the results of the study showed that both native and non-native writers used interactive metadiscourse features more frequently than interactional metadiscourse features.

The university prospectus is an important discourse to conduct research on. Many studies have been conducted investigating numerous linguistic features in prospectuses.As part of his research on genre analysis, Shahnaz (2022) analysed the introductory pages of Pakistani university prospectuses. Using Bhatia's model, they identified a six-step structure combining advertising and academic language. The main goals were to welcome, inform, and persuade potential students. The study suggested that advertising heavily influences Pakistani higher education.

Cross-cultural comparisons have also been made in many research studies regarding the discourse of university prospectuses, as Amjad (2014) compared online university prospectuses from Pakistan, the UK, and India. Using the first dimension of Biber's (1998) multidimensional model, they analysed language features in different sections of the prospectuses. The study found that Indian prospectuses were the most informative, while UK ones were less so. The department section was consistently more informative than the vice chancellor's message, which focused more on interaction.

With university prospectuses, "About Us" sections have got much attention from researchers. Many explorarions have been made on this kind of text. Bano (2015) investigated the use of first- and second-person pronouns in the "About Us" sections of online university prospectuses from the US, UK, India, Pakistan, and Australia. Analysing 463 prospectuses, the research found that while first-person pronouns were most frequent overall, there were important changes in the use of both first and second-person pronouns among the five countries. The results suggested that pronoun choice can influence how universities present themselves and could be valuable for developing effective cross-cultural marketing strategies in higher education.

After reviewing the previous research, it was found that there has not been any research on metadiscourse features in universities' online prospectuses, especially from a cross-cultural perspective. Therefore, in order to fill this gap, the current exploration has focused on exploring metadiscourse features in metadiscourses used in Pakistani and American university online prospectuses' "About Us" sections, using Hyland's (2005) model of metadiscourse as a theoretical framework.

Materials and Methods

Research Design

We used qualitative and quantitative methods to adopt a mixed research methodology for the current study.To compare the frequencies of metadiscourse aspects and compare these frequencies in terms of interactive and interactional aspects, the quantitative method is used. And to investigate the functions of metadisocurse markers in both corpora, the qualitative method is used.

Corpus Compilation

For this study, we gathered data from 50 Pakistani and 50 American universities' online prospectuses' "About Us" sections on the universities' websites. We named the Pakistani and American corpora as PUAC (Pakistani Universities' "About Us" section Corpus) and AUAC (Amrican Universities' "About Us" section Corpus), respectively. To ensure representation of diverse provinces, we gathered data from various provinces in both countries. The data is compiled from both private and public universities in multiple fields, such as medical, engineering,arts, science, and many more.

Data Analysis

Theoretical Framework

According to Hyland (2005) and Hyland and Tse (2004), "All metadiscourse is interpersonal in that it takes account of the reader's knowledge, textual experiences, and processing needs, and it provides writers with an armoury of rhetorical appeals to achieve this." (p. 41). In both oral and written forms, the term "metadiscourse" is used in applied linguistics to describe the ways in which language serves both textual and interpersonal purposes, allowing its recipients to better understand, analyse, and evaluate the message's material. (Blagojevic, 2004; Kim & Limi, 2013).Hyland (1999) defines metadiscourse as engaging element of a discourse. In the present research, Hyland's (2005) model of metadiscourse features has been used.

According to this model, the two primary categories of these markers, namely interactive and interactional markers, encompass five subcategories. Interactive metadiscourse markers assist writers in arranging their thoughts within the text and organising and directing the reader's flow through the text. Code glosses, transitions, endophoric markers, evidential markers, and frame markers are all examples of interactive markers. Interactional metadiscourse shapes the writer-reader relationship, expressing the writer's stance and inviting reader engagement. It positions the writer, shares opinions, and manages certainty.Hedges, boosters, attitude markers, engagement markers, and self-mentions are all examples of interactional metadiscourse markers that provide the writer's opinion on the proposition's subject matter and engage the audience in the discourse.

Table 1

Hyland's (2005) Model of Meta discourse Markers

Types of Markers	Function	Examples
Interactive Mark		
Transitions	Developing relations with main andcoordinating clauses	Therefore, and, but, thus…etc.
Frame markers	Framing suggestions or arguments	My purpose is, first,…etc
Endophoric markers	Moving the readers towards what comesin the next.	As noted earlier, see Figure 1,…etc.

Types of Markers	Function	Examples
Evidentials	To direct readers to information outside the text.	X (2005) states, According to,…etc.
Code glosses	To expand the propositional meaning.	In other words, such as is defined as,…etc.
Interactional Markers		
Hedges	Suggesting the writers to avoid or avert the propositions.	Might, perhaps, possible,…etc.
Boosters	To lay stress upon	….a fact that, surely, etc.
Attitude markers	To share the writer's inclinations	Fortunately, surprising…etc.
Self-mentions	Referring to the writer out and out	I, me, my,…etc.
Engagement markers	Engaging the reader	You see, you note that…etc.

Corpus Tool and Tests

We used Metapak for finding frequencies and exploring the functions of metadiscourse features in the two corpora. Metapak is a software made exclusively for metadiscourse analysis by Abbas et al. (2017), Air University scholars. For metadiscourse analysis, MetaPak incorporates Hyland's (2005) interactive and interactional categories. Endophoric markers, code glosses, evidentials, frame indicators, and transitions are interactive. Interactional categories include self-mentions, attitude indicators, boosters, hedges, and engagement indicators. These categories contain all 498 meta-discourse items suggested by Hyland (2005). We can also search for single items by category.

In this study, we used SPSS 23, a statistical tool, to conduct the Chi-Square Test in order to find statistical differences in the frequencies of metadisocurse markers in both coroproa.

Data Analysis and Results

Categories of Metadiscourse Features in PUAC and AUAC

Figure 4.1 illustrates that the American corpus exhibits a greater abundance of interactive and interactional characteristics compared to the Pakistani corpus. The American corpus contains a grand total of 6398 interactive markers. The Pakistani corpus comprises 4003 interactive markers, a significantly smaller number compared to the American corpus. Regarding interactional markers, the American corpus has 3407 of them, while the Pakistani corpus has 1300. This implies that American prospectus writers have a greater understanding of the importance and usage of metadiscourse markers in promotional discourse.

Figure 4.1

*Categories of Metadiscourse Features in PUAC and AUAC*
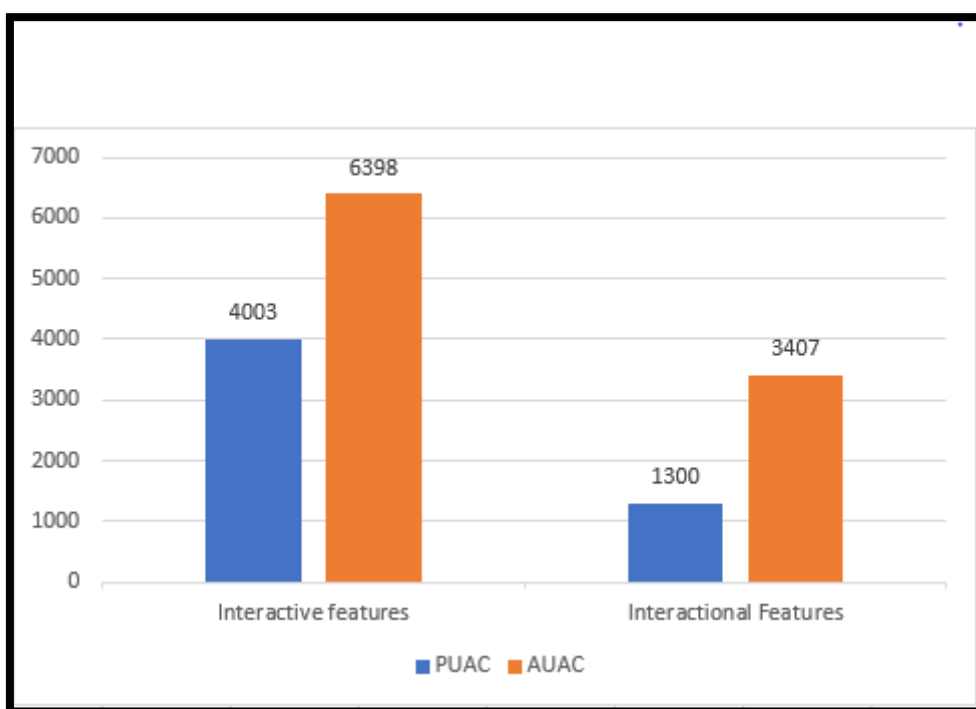
Frequency Comparison of Interactive Metadiscourse Markers in PUAC and AUAC

Figure 4.2 shows the frequencies of interactive metadiscourse features in two corpora: one Pakistani (PUAC) and one American (AUAC). Notably, the Pakistani corpus (PUAC) has a higher frequency (53 instances more) of frame markers compared to the American corpus (AUAC). Frame markers, such as "to begin with" or "in conclusion," serve to demarcate the structure of the text by expressing the initiation or culmination of different sections. This indicates a preference for comprehensive textual structure in academic writing in Pakistan, as evidenced by PUAC's 135 markers compared to AUAC's 82. The American corpus (AUAC) uses endophoric markers that relate back to previously mentioned notions significantly more frequently than the Pakistani corpus (PUAC). The AUAC has 25 occurrences of endophoric markers, while the PUAC has 17 instances.

Similar to endophoric markers, evidential markers (indicating the source of information) show a somewhat higher frequency in the American corpus (AUAC) with 9 instances, while the Pakistani corpus (PUAC) has only 1 instance. Code glosses, which include phrases like "that is" or "in other words," serve to rephrase or clarify concepts. Compared to the American corpus (AUAC), the Pakistani corpus (PUAC) exhibits a considerably higher frequency (by 59 instances) of code glosses. PUAC has 84 code glosses, compared to AUAC's only 25. This suggests a potential emphasis on ensuring clarity for the reader in Pakistani higher education promotional discourse. Academic writing in Pakistan may adopt a more implicit style, presuming the reader's prior knowledge to guide the text's progression. American discourse, on the other hand, might strive for a more explicit approach with a higher frequency of interactive features to ensure comprehension for a wider audience.

Figure 4.2

Interactive Features in PUAC and AUAC
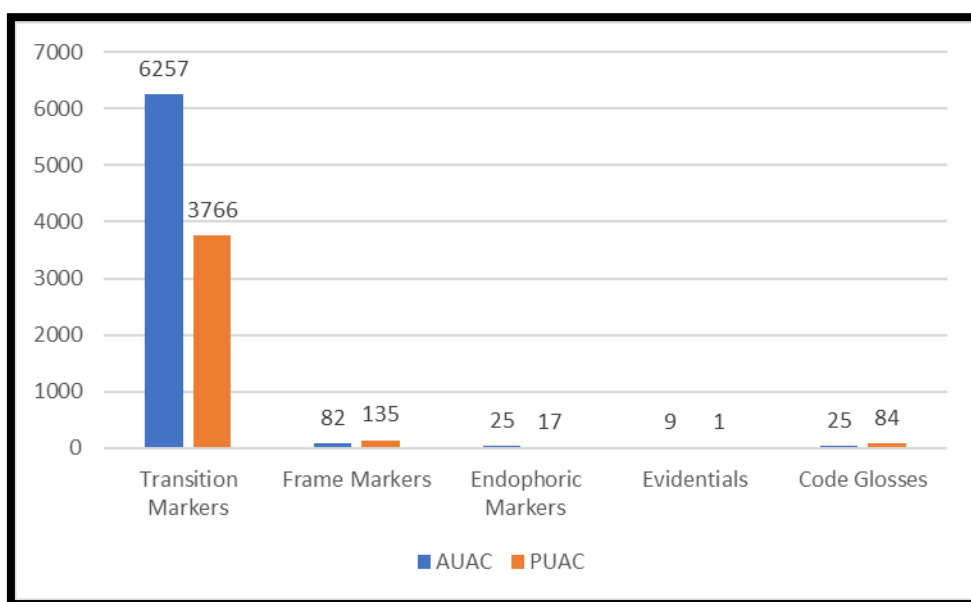
Chi square test of Interactive Features in AUAC and PUAC

Figure 4.3 shows the result of the Chi-square test of interactive markers in AUAC and PUAC. The result of the test shows that there is a statistically significant difference in the use of interactive markers between the two corpora because the p-value was lower than.05 ($X2 = 127.142$, $p =.000$).

Figure 4.3

Chi square test of Interactive Features in AUAC and PUAC

|	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	127.142[a]	4	.000
Likelihood Ratio	124.837	4	.000
Linear-by-Linear Association	85.412	1	.000
N of Valid Cases	10401		

Frequency Comparison of Interactional Metadiscourse Markers in PUAC and AUAC

Figure 4.4 displays the statistics, revealing that the Pakistani corpus has 127 hedges, while the American corpus has 137 hedges. The American corpus has a significantly higher occurrence of boosters (337 instances) compared to the Pakistani corpus, which only has 138 cases. This suggests a significant disparity in their usage. According to the data, American writers use attitude indicators more frequently (123 instances) than Pakistani prospectus writers, who use them 85 times. These indicators, such as "interestingly," convey the writer's subjective viewpoint or feeling regarding the information. The primary difference lies in the use of self-mention markers, with the American corpus exhibiting a significantly higher frequency (1806 instances) compared to the Pakistani corpus (577 instances). The use of these identities (e.g., "we," "I") serves to emphasise the author's perspective within the piece.

Furthermore, AUAC (1004 instances) utilised engagement markers more frequently than PUAC (373 instances) to actively engage the reader.

Figure 4.4

Interactional Features in PUAC and AUAC
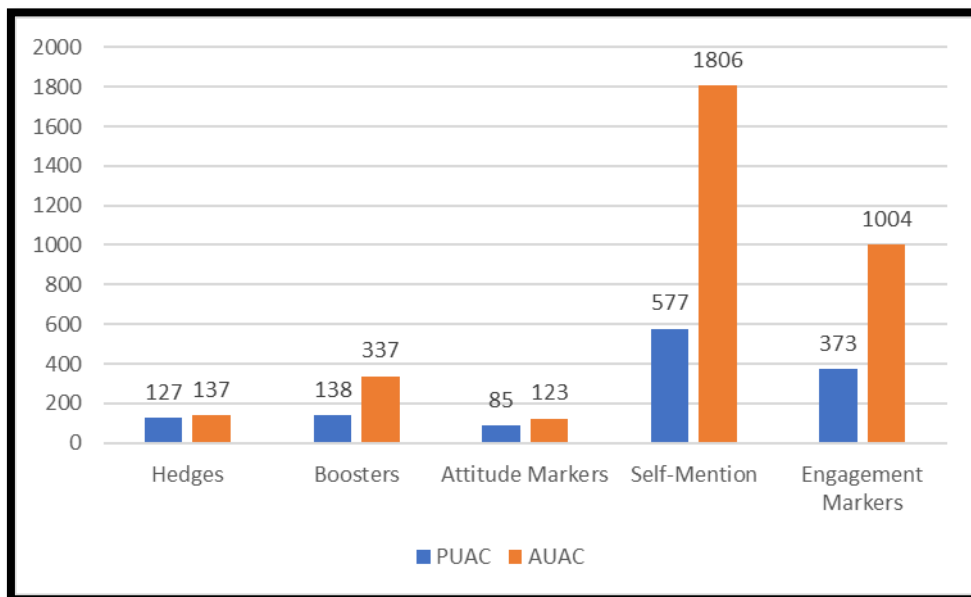
Chi square test of Interactional Features in AUAC and PUAC

Figure 4.5 shows the result of the Chi-square test of interactional features in AUAC and PUAC. The result of the test shows that there is a statistically significant difference in the use of interactional markers between the two corpora because the p-value was lower than.05 ($X2 = 88.196$, p =.000).

Figure 4.5

Chi square test of Interactional Features in AUAC and PUAC

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	88.196[a]	4	.000
Likelihood Ratio	81.539	4	.000
Linear-by-Linear Association	38.356	1	.000
N of Valid Cases	4707		

Analysis of Functions of Metadiscourse Markers in PUAC and AUAC

Interactive MDMs Analysis in PUAC and AUAC

Interactive markers improve information flow and let the author express his preferred understanding.For this analysis only two sub types of this type have ben selected which are"transition marker" and "frame markers."

Analysis of Transition Markers in PUAC and AUAC. Transition markers, usually referred to as transition words or phrases, serve as the cohesive element that binds your text.For this analysis the marker "and" is choosen.

In both corpora, "and" connects ideas, maintaining coherence. In the Pakistani corpus, it links three reasons for enjoying patient care. In the American corpus, it introduces a new

1. *The reasons for this are simple, I enjoy patient care, I see these activities as part of my identity,* ***and*** *throughout my career my research has been inspired by taking care of patients with complex illnesses.* (Pakistani corpus)

2. *Although curricular development took place in elementary education and multiple secondary education subjects, the Pennsylvania Department of Education assigned health and physical education as the primary academic focus at that time.* ***And*** *in this field, the institution rapidly earned nationwide recognition for its excellence..* (American corpus)

concept and connects related sentences.

Analysis of Frame Markers in PUAC and AUAC . These frame markers serve to indicate a sequence in the text.For this analysis the marker is choosen only from subtype of frame marker "sequencing marker." The selected marker for the analysis is "subsequently."

1. ***Subsequently***, *following seven (07) years of successful functioning in the public sector under BUET, the institution was elevated to the status of a university.* (Pakistani corpus)

2. ***Subsequently***, *the college was reopened in 2011 as an independent entity, while it nevertheless maintained a common history with Antioch University.* (American corpus)

In both PUAC and AUAC, "subsequently" indicates a chronological order. PUAC implies a successful performance preceding the upgrade. AUAC implies a reopening after an unspecified period. Both emphasize the sequence of events without implying a cause-and-effect relationship.

Overall the analysis showed that in both corpora the interactive features are used to maintain the fluency of information and keeping the text organised.

Interactional MDMs Analysis in PUAC and AUAC

As Hyland (2005) defines it, interactional metadiscourse is characterised by the use of linguistic strategies to engage readers, manage discourse, and present the writer's persona. For this analysis only two types of interactional markers are selected which are "self menion" and "engagement markers."

Analysis of Self-mentions in PUAC and AUAC. Self-mention, as defined by Hyland (2005), pertains to the manner in which writers include themselves in the text.For this analysis the marker "our" is selected from the both corpora.
Here is the analysis.

1. *Above all,* ***our*** *ultimate goal is to empower our students to become academically proficient, socially responsible, and intellectually productive individuals who will make positive contributions both within our country and on a global scale.* (Pakistani corpus)

2. ***Our*** *aim is to collaborate discreetly with faculty, staff, and students to advance our educational mission.* (American corpus)

In the Pakistani context, the frequent use of the pronoun "our" serves to underscore a shared objective or purpose. It fosters togetherness among students, instructors, and the community, emphasising their shared objective. Utilising inclusive language fosters a robust sense of belonging and collective accountability.Similarly, in the American context, the use of the MDM "our" fosters a feeling of collaboration and reciprocal assistance. The statement indicates that all members of the institution, including academics, staff, and students, are collaborating towards a shared educational objective.

Analysis of Engagement Markers in PUAC and AUAC. According to Hyland (2005), engagement in writing is an essential component where writers demonstrate respect and actively involve others, such as readers, by attracting their attention and encouraging them to actively participate in the discourse. In this category of interactional metadiscourse markers the marker "must" is selected for the analysis.

Here is the analysis.

1. *At Greenwich University, we believe education **must** go beyond merely delivering prepared content that faculty provide and students memorize.* (Pakistan corpus)

2. *There **must** be a commitment to excellence — both from this institution itself and from those who join us seeking knowledge, growth, and success.* (American corpus)

The use of MDM "must" in both Pakistani and American contexts emphasizes the importance of specific values or actions. In Pakistan, it highlights the need for education to be dynamic and engaging, not just memorization-based. In America, it emphasizes the importance of maintaining high standards and achieving excellence. This usage engages the reader by creating a sense of urgency and shared responsibility.

Over all, the analysis showed that in the both corpora, interactional MDMs are used to show the presence of the writer.

Discussion

The first research question concerns the differences in the use of MDMs in both non-native and native corpora. Figure 4.1 demonstrates that both corpora use interactive markers more frequently than interactional markers. The two corpora use MDMs similarly in terms of their tendencies towards interactive and interactional categories, but there are some lexical differences. This finding confirms Gholami and Ilghami's (2016) discovery that both native and non-native writers prefer interactive MDMs over interactional ones, though subtle patterns shaped by native culture and non-native culture can be observed in their choices of specific markers.

The present study's second research question pertains to the functions of MDMs in PUAC and AUAC. The results showed that in both corpora, the interactive metadiscourse markers functioned to organise the discourse, guide the reader, provide explanations, and maintain the sequentiality of the discourse as per Hyland's metadiscourse (2005) theoretical framework. When it comes to the interactional metadiscourse markers, they also, as per Hyland's (2005) framework, functioned to express the subjectivity of the writer, though the expression of stance reflected certain conventions associated with native and non-native academic cultures.

The third research question in this study concerns the differences in the frequencies of interactive and interactional MDMs in PUAC and AUAC. Figure 4.3 shows that there is a statistically significant difference in the frequencies of interactive markers in the two corpora. When it comes to interactional MDMs, Figure 4.5 shows that there is also a statistically significant difference in their frequencies. As Figure 4.1, which presents data on the frequencies of interactive and interactional markers in the two corpora, shows, native

prospectuses used metadiscourse markers more frequently than non-native prospectuses. Moreover, numerical values for the frequencies of subcategories of interactive and interactional MDMs are also presented in Figures 4.2 and 4.4 respectively. This implies that prospectus writers influenced by native culture are more conversant with the use and importance of MDMs in promotional language as compared to those shaped by non-native culture. It also implies that non-native prospectus writers, while reflecting their own cultural conventions, demonstrate an awareness of when to use MDMs, making their texts more reader-friendly.

Conclusion

This study explored the use and functions of metadiscourse markers (MDMs) in the "About Us" sections of Pakistani (non-native) and American (native) university online prospectuses. The findings revealed that both corpora predominantly used interactive markers over interactional ones, aligning with previous research by Gholami and Ilghami (2016). Interactive MDMs primarily served to organize discourse and guide readers, while interactional markers expressed writer stance, as outlined in Hyland's (2005) model.

Statistical analysis showed significant differences in the frequencies of both interactive and interactional MDMs between the two corpora, with American prospectuses employing more MDMs overall. This suggests that writers shaped by native culture are generally more adept at using MDMs to enhance reader engagement, reflecting conventions typical of native academic and promotional discourse. However, the presence of these markers in Pakistani prospectuses indicates an awareness of their importance, demonstrating how non-native culture also recognizes the value of creating reader-friendly texts in an increasingly global academic environment. Overall, the study highlights the role of MDMs in promotional academic discourse and their cultural underpinnings, shaping textual effectiveness for diverse audiences.

References

Abbas, A., Shehzad, W., & Ghalib, H. (2017). MetaPak: An exclusive corpus tool for metadiscourse analysis. A paper presented at Metadiscourse Across Genre (MAG) Conference. *Middle East Technical University, Turkish Republic of North Cyprus*.

Amjad, T., & Shakir, A. (2014). Study of information generating linguistic features in online university prospectuses. *Research on Humanities and Social Sciences, 4*(25), 122-128.

Askehave, I. (2007). The impact of marketization on higher education genres—the international student prospectus as a case in point. *Discourse Studies, 9*(6), 723-742.

Bano, Z., & Shakir, A. (2015). Personal Pronouns in" About Us" Section of Online University Prospectus. *Journal of Education and Practice, 6*(1), 133-139.

Bhatia, V. (2002). Applied genre analysis: A multi-perspective model. *Ibérica: Revista de la Asociación Europea de Lenguas para fines específicos (AELFE),* (4), 3-19.

Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics : investigating language structure and use.* Cambridge: Cambridge University Press.

Blagojevic, S. (2004). Metadiscourse in academic prose: A contrastive study of academic articles written in English by English and Norwegian native speakers. *Studies about Languages, 5*, 60-67.

Fairclough, N. (1993). Critical discourse analysis and the marketization of public discourse: The universities. *Discourse & Society, 4*(2), 133-168.

Fairclough, N. (1995). *Critical discourse analysis: the critical study of language*. London: Longman.

Farahani, M. V. (2019). Metadiscourse in academic English texts: A corpus-based probe into British academic written English corpus. *Kalbų Studijos,* (34), 56-73.

Farahani, M. V., & Kazemian, R. (2021). Speaker-audience interaction in spoken political discourse: A contrastive parallel corpus-based study of English-Persian translation of metadiscourse features in TED talks. *Corpus Pragmatics, 5*(2), 271-298.

Gholami, J., & Ilghami, R. (2016). Metadiscourse markers in biological research articles and journal impact factor: Non-native writers vs. native writers. *Biochemistry and Molecular Biology Education, 44*(4), 349-360.

Hui, K. L. (2009). *Higher Education in a Globalised Market: A Comparative Discourse Study of University Prospectuses in Hong Kong and the United Kingdom* [M.A Thesis, The University of Edinburgh].

Hyland, K. (1999). Talking to students: Metadiscourse in introductory course books. *English for specific purposes, 18*(1), 3-26.

Hyland, K. (2004). Disciplinary interactions: Metadiscourse in L2 postgraduate writing. *Journal of second language writing, 13*(2), 133-151.

Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London: Continuum.

Hyland, K., & Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. *Applied linguistics, 25*(2), 156-177.

Khan, S. N., & Qureshi, I. M. (2010). Impact of promotion on students' enrollment: A case of private schools in Pakistan. *International Journal of Marketing Studies, 2*(2), 267.

Kim, L. C., & Min-Hwa Lim, J. (2013). Metadiscourse in English and Chinese research articles introduction. *Discourse Studies, 15*, 129-146.

Peppiatt, A. (2007). *School prospectuses: Why do New Zealand schools produce one*? [M.A Thesis, UNITEC New Zealand].

Shahnaz, A. (2022). Marketisation of higher education: A genre analysis of university prospectuses in Pakistan. *Higher Education Quarterly, 76*(3), 653-670.