

**AN ANALYSIS OF INTERPERSONAL COMMUNICATION IN THE EDITORIAL
COLUMNS OF *PARENTS* MAGAZINE**

BY

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DECLARATION

This thesis is my original work and has not been presented for degree or diploma in any other university. No part of this thesis may be produced without the prior permission of the author and/or Maseno University.

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DEDICATION

To my mother Perpetua Ingumba who labored, went through and tolerated all odds to see us through. May you blow 1001 candles to see your industry, tolerance and incessant prayers answered.

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ABSTRACT

Parents is a magazine that is published monthly in Kenya. It was launched in 1986 and presents content on life's relevant issues such as love, marriage, health, finances among others. It has been on the market for over three decades. For effective, communication interpersonal communication is vital. It can be challenging to writers to effectively achieve and maintain interpersonal communication with the readers since they are usually not present for a face-to-face interaction to guide the readers through their text. The aim of the study was to investigate how interpersonal communication is achieved in the editorial column of *Parents* magazine. This study was library research in the field of discourse analysis. The study sought to explore how the editorial column of *Parents* magazine signals authorial and social presence to facilitate interpersonal communication. The specific objectives were: to identify features used in the editorial column of *Parents* magazine that help achieve interpersonal communication; classify the features that achieve interpersonal communication in the editorial column of *Parents* magazine; explain how authorial presence is attained in the editorial column of *Parents* magazine to achieve interpersonal communication and; establish how social presence is attained in the editorial column of *Parents* magazine to enhance interpersonal communication. For the purpose of analyzing interpersonal communication, the study applied a theoretical framework based on Hyland (2005) theory of metadiscourse. The study employed all the tenets of Hyland's theory of metadiscourse namely metadiscourse is distinct from propositional aspect, metadiscourse expresses writer-reader interactions, metadiscourse comprises the interactive and interactional functional categories and metadiscourse employs rhetorical appeals to achieve interpersonal communication. The study adopted a descriptive design. The study adopted multi-stage sampling which involved Simple random sampling to sample *Parents* magazine and 2017 as the year of study. Purposive sampling was used to select the editorial column since it carries the writer's voice. All the twelve editorial columns of 2017 *Parents* magazine formed the population of the study. A corpus compilation technique was used in data collection. Content analysis was used to analyze the interactive and interactional features of metadiscourse identified in the editorial columns of *Parents* magazine. A documents schedule comprising Hyland's taxonomy of metadiscourse was used in qualitative analysis to describe and explain the interactive and interactional features of metadiscourse with specific functions in the editorial column. Qualitative data was presented through description and classification of the metadiscourse features such as transitions, frame markers, evidentials, code glosses, hedges, boosters, attitude markers, engagement markers and self mentions. For quantitative analysis, the data was presented in frequency distribution tables and charts to establish metadiscourse patterns in the editorial column. The study revealed that both interactive and interactional metadiscourse resources were used in the editorial column of *Parents* magazine. The interactive features were present through the use of transitions, frame markers, evidentials and code glosses and they guided the reader to find the content of the magazine. The interactional metadiscourse features through the use of hedges, boosters, attitude markers, engagement markers and self mentions were used to involve the readers in the text thus drawing the readers closer to the writer and thereby building the writer-reader interaction. The findings reveal the crucial role of metadiscourse in the organization of discourse and as a rhetorical strategy for magazines. The study suggests that for a vivid authorial presence and personality, the study of both textual and visual metadiscourse should be adopted in future studies. The study makes a contribution to existing knowledge in the use of metadiscourse in the print media, discourse analysis and in the field of communication in general.

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ABBREVIATIONS

ABC	– Audit Bureau of Circulation
ADV	– Adverb
ATM	– Attitude Markers
BOO	– Boosters
COD	– Code Glosses
END	– Endophoric Markers
ENG	– Engagement Markers
ESP	– English for Specific Purposes
EVI	– Evidentials
FRM	– Frame Markers
HED	– Hedges
MUERC	– Maseno University Ethics Review Committee
NM & P Ltd	– Nation Marketing and Publishing Limited
NP	– Noun Phrase
RA	– Research Articles
RM	– Relational Markers
SEM	– Self Mentions
TRA	– Transition Markers

LIST OF OPERATIONAL TERMS

Editorial – an opinion piece written by the senior editorial staff or publisher of a newspaper or magazine or any other document

Ethos - the personal appeal of one's character

Interpersonal communication – is an exchange of information between two or more people

Interactional features – features that involve the reader in a text

Interactive features – features that help to guide the reader through a text

Logos – refers to the appeal to reason

Metadiscourse – refers to the features that help readers organize, classify, interpret, evaluate and react to propositional content

Pathos – refers to the appeal to emotions

Propositional content – this is the communicative content of discourse

Social presence – refers to the awareness of others in an interaction combined with an appreciation of interpersonal aspects of that interaction

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CHAPTER ONE

INTRODUCTION

The study sought to apply the linguistic concept of metadiscourse to explain the role of writers in facilitating social presence to attain interpersonal communication with their readers in the editorial column of *Parents* magazine. Writers have a task of guiding the readers through their text to enhance communication since they are usually not present when the reading takes place. An editorial is a piece of writing intended to promote an opinion or perspective. It is a platform of interaction between the writer and reader and a section where the authorial voice is heard. The study has discussed the concept of metadiscourse, explained interpersonal communication and social presence, given a brief history of *Parents* magazine and highlighted the role of editorials in promoting interpersonal communication between the writer and the reader.

1.1 Background to the Study

This section has looked at the features of metadiscourse and the functional categories of metadiscourse. It has also defined interpersonal communication, social presence and editorial column. A brief history of *Parents* magazine has also been given.

1.1.1 Interpersonal Communication

Interpersonal communication is an exchange of information between two or more people (Walther, 1992). It is a process by which people exchange information, feelings and meaning through verbal and non-verbal messages. Although interpersonal communication is most often between pairs of individuals, it can also be extended to include small intimate groups such as the family.

Interpersonal communication can take place in face-to-face settings, as well as through platforms such as social media. Walther (1992) notes that interpersonal communication not just about what is actually said – the language used – but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language. In contrast to other forms of communication, it is interactive and relational. During interpersonal communication there is message sending and message receiving. Successful interpersonal communication is when the senders and receivers understand each other. It is assumed that writers have a challenge of creating and maintaining interpersonal communication with their readers since they are usually not present during the interaction to guide them. Writers therefore have a task of enhancing interpersonal communication in the absence of their readers. They have to employ features that facilitate this interpersonal communication for an effective communication.

The five elements of interpersonal communication are that (1) it involves independent individuals who each have their own motivations, expectations, and interpretations of communication; (2) it involves self-disclosure, or revealing personal thoughts, feelings, and reflections; (3) it is rational in that it is meant to be understood by others. Importantly, ‘rational’ does not mean correct, truthful, or even logical; (4) it involves personal choice. Ultimately people choose what they say and how they say it, which makes interpersonal communication a learnable skill and not an innate process; (5) and it is constant and inescapable. Because humans need relationships with other humans to survive, interpersonal communication is an ongoing and inevitable fact of life (Walther, 1992).

There are four different types of interpersonal communication. Verbal communication uses spoken words. Nonverbal communication uses body language, vocal intonational, and other nonverbal modes of communication. Written communication includes words that have been fixed in a

medium like email, text message, and paper. Last, listening is a type of interpersonal communication that involves actively trying to understand what the other person is communicating.

Interpersonal communication is crucial for all aspects of life, but it is especially important in the workplace. In fact, for decades employers from all different fields have reported that interpersonal communication is crucial to finding a job and advancing in a career. Why is this the case?

- Accomplishing goals: work is ultimately about ‘doing’ stuff, whether that is building a house or fixing a clunky interface for a website. Common workplace tasks all involve trying to motivate and coordinate individuals to accomplish collective goals.
- Relationships: strong relationships are the engines of productive workplace. Relationships are built and sustained only through interpersonal communication.
- Leadership: effective leadership involves the ability to motivate team members to work towards a common goal. To do so, leaders must possess the interpersonal communication skills needed to motivate their teams.
- Listening: interpersonal communication is not just about talking. It also involves listening which is a key ingredient of problem solving and decision making.
- Conflict resolution: working with other people usually involves negotiating some form of conflict. In order to solve conflicts, workers need to first have the ability to voice their concerns and advocate for themselves, while sustaining strong relationships.

Interpersonal communication encompasses a huge range of behaviors that people do multiple times a day everyday:

- The most obvious example of interpersonal communication is a conversation where both parties are actively participating and trying to understand each other.
- An interview for a job is an example of interpersonal communication since interview questions are not merely transactional; oftentimes interviewers aim to build a relationship with the interviewee because strong relationships are essential for a productive workplace.
- An argument is a great example of interpersonal communication because it balances relationship maintenance with negotiation of contrasting goals.
- Online chats are an example of interpersonal communication even though they are not in person.
- Similarly, a virtual meeting over zoom or skype is an example of interpersonal communication among a group of people.

To create the social presence necessary in enhancing interpersonal communication, then the study of features that help achieve it are important. This study has focused on the interactive and interactional features to find out how they help in achieving interpersonal communication in the editorial column of *Parents* magazine. In this regard, both the interactive and interactional resources of metadiscourse have been studied which was an objective the study sought to fulfill.

1.1.2 Principles of interpersonal communication

Abdi (2002) notes that human communication is a complex process with many components. And there are principles of communication that guide our understanding of communication.

1.1.2.1 Communication is transactional

Communication is transactional – that is, a dynamic process created by the participants through their interaction with each other. In short, communication is an interactive process in which both parties need to participate.

1.1.2.2 Communication can be intentional and unintentional

Some communication is intentional and deliberate, for example, before you ask your boss to give you a promotion or a raise, you will do a lot of mental building and practice many times how to talk to your boss so that it won't cause embarrassment. But at the same time, communication can also be unintentional. For example, you are complaining about your unfortunate experience today in the corner of the school, but it happens that your friend overhears your complaint. Even if you don't want others to know about your experience from the bottom of your heart, but unintentionally, this also delivers message and forms communication (Abdi,2002).

1.1.2.3 Communication is unrepeatable

Unrepeatability arises from the fact that an act of communication can never be duplicated. The reason is that the audience may be different, our mood at the time may be different, or our relationship may be in a different place. In short, you don't get a second chance to make a first impression (Walther, 1992).

The process of interpersonal communication is irreversible, you can wish you hadn't said something and you can apologize for something you said and later regret – but can't take it back. We often behave and therefore communicate to others based on previous communication encounters. These encounters may or may not be appropriate points of reference. We stereotype

people, often subconsciously, maybe by gender, social standing, religion, race, age and other factors – stereotypes are generalizations, often exaggerated.

Because of these stereotypes, when we communicate with people, we carry with us certain preconceptions of what they are thinking or how they are likely to behave, we may have ideas about the outcome of the conversation.

These preconceptions affect how we speak to others, the words we use and the tone of voice. We naturally communicate in a way that we think is most appropriate for the person we are talking to. Unfortunately, our preconceptions of others are often incorrect. This can mean that our communication is inappropriate and therefore more likely to be misunderstood. As the goal to all communication has to be understanding, it can be said that we have failed to communicate (Abdi, 2002). By communicating in this way, being influenced by preconceived ideas, we feedback further stereotypes to the person we are speaking to, thus exasperating the problem.

Start all interpersonal with an open mind; listen to what is being said rather than hearing what you expect to hear. You are then less likely to be understood or say things that you regret later.

1.1.2.4 Interpersonal communication is not optional

Abdi (2002) says that, we may, at times, try not to communicate, but not communicating is not an option. In fact, the harder we try not to communicate, the more we do! By not communicating we are communicating something: perhaps we are shy, perhaps that we are angry or sulking, perhaps that we are too busy. Ignoring somebody is communicating with them, we may not tell them we are ignoring them but through non-verbal communication we hope to make that apparent.

We communicate for more and far more honestly with non-verbal communication than we do with words. Our body posture and position, eye-contact (or lack of it), the smallest and most subtle of mannerisms are all ways of communicating with others (Abdi, 2002). Furthermore, we are constantly being communicated to, we pick up signals from others and interpret them in certain ways and whether or not we understand is based on how skilled we are at interpreting interpersonal communication.

1.1.2.5 Endless complexity

No form of communication is simple, there are many reasons why communication is taking place, how it is taking place and how messages are being broadcast and received.

Variables in communication, such as language, environment and distraction as well as the individuals involved in communicating all have effect on how messages are sent, received and interpreted.

When we communicate verbally, we swap words – words that have, maybe subtly, differently contexts. It could be argued that words are in fact just tokens we exchange with each other and that they have no inherent meaning at all.

We can communicate the same thing to different individuals but each person may have different understanding or interpretation of the message. At any point in communication any misunderstanding, regardless of how small it may seem, will have an effect on the message that is being received.

When two or more people are in the same place and are aware of each other's presence, then communication is taking place, no matter how subtle or unintentional. Without speech, an observer

may be using cues of posture, facial expression and dress to form an impression of the other's role, emotional state, personality and/or intentions. Although no communication may be intended, people receive messages through such forms of non-verbal behaviour.

1.1.3 Elements of Interpersonal Communication

1.1.3.1 The communicators

For any communication to occur there must be at least two people involved. It is easy to think about communication involving a sender and a receiver of a message. However, the problem with this way of seeing a relationship is that it presents communication as a one-way process where one person sends the message and the other receives it. While one person is talking and another is listening, for example (Short et al 1976).

In fact, communications are almost always complex, two-way process, with people sending and receiving messages to and from each other simultaneously. In other words, communication is an interactive process. While one person is talking the other is listening – but while listening they are also sending feedback in the form of smiles, head nods etc.

1.1.3.2 The Message

Message not only means the speech used or information conveyed, but also the non-verbal messages exchanged such as facial expression, tone of voice, gestures and body language. Non-verbal behaviour can convey additional information about the spoken message. In particular, it can reveal more about emotional attitudes which may underlie the content of speech (Hinds, 1987).

1.1.3.3 Noise

Walther (1992) says that noise has a special meaning in communication theory. It refers to anything that distorts the message, so that what is received is different from what is intended by the speaker (. Whilst physical ‘noise’ (for example, background sounds or a low-flying jet plane) can interfere with communication, other factors are considered to be ‘noise’. The use of complicated jargon, inappropriate body language, inattention, disinterest and cultural differences can be considered ‘noise’ in the context of interpersonal communication. In other words, any distortions or inconsistencies that occur during an attempt to communicate can be seen as noise.

1.1.3.4 Feedback

Feedback consists of messages the receiver returns, which allows the sender to know how accurately the message has been received; as well as the receiver’s reaction. The receiver may also respond to the unintentional message as well as the intentional message. Types of feedback range from direct verbal statements, for example, ‘say that again, I don’t understand’, to subtle facial expressions or changes of posture that might indicate to the sender that the receiver feels uncomfortable with the message. Feedback allows the sender to regulate, adapt or repeat the message in order to improve communication (Short et al, 1976).

1.1.3.5 Context

All communication has a context; communication happens for a reason. All communication is influenced by the context in which it takes place. However, apart from looking at the situational context of where the interaction takes place, for example in a room, office or perhaps outdoors, the social context also needs to be considered, for example the roles, responsibilities and relative

status of the participants. The emotional climate and participants' expectations of the interaction will also affect the communication.

Short et al (1976) mention that communication can fail because one or more of the participants overlook the context. To help avoid misunderstandings, and therefore communicate more effectively, it is important that the context of the communication is understood by all. Why is the communication happening? It is important that participants are on the same "wavelength" so that they understand why the communication is occurring. It may be useful to start a large conversation by explaining why it is happening.

Knowing why communication is occurring is an important first step – there are however problems that affect the context of the communication.

1.1.3.6 Channel

The channel refers to the physical means by which the message is transferred from one person to another. In a face-to-face context the channels which are used are speech and vision, however during a telephone conversation the channel is limited to speech alone.

1.1.3.7 Timing

Timing is fundamental to successful communication as well as considering a suitable time to hold a conversation you should make sure that there is enough time to cover all that is needed, including time to clarify and negotiate. Talking to an employee about a strategic decision five minutes before they have to leave the office for the day, for example, would probably not be as successful as having the same conversation the following morning (Abdi, 2002).

1.1.4 Uses of interpersonal communication

According to Abdi (2002), most of us engage in some form of interpersonal communication on a regular basis, often many times a day, how well we communicate with others is a measure of our interpersonal skills. Interpersonal communication is a key life skill and can be used to:

- Give and collect information
- Influence the attitudes and behaviour of others
- Form contacts and maintain relationships
- Make sense of the world and experiences in it
- Express personal needs and understand the needs of others
- Give and receive emotional support
- Make decisions and solve problems
- Anticipate and predict behaviour
- Regulate power

As stated by Short et al (1976), communication is an interactive process in which both parties need to participate. While one person is talking the other is listening – but while listening they are also sending feedback in the form of smiles, head nods etc. Without speech, an observer may be using cues of posture, facial expressions and dress to form an impression of the other's role, emotional state, personality and/or intentions. Although no communication may be intended, people receive messages through such forms of non-verbal behaviour. It is from this background that the study sought to find out how interpersonal communication is achieved between the writer and reader since they are usually not present for a one-to-one interaction so that the writer can guide the reader to get the intended meaning in the absence of other cues that aid the spoken word.

1.1.5 Social presence

Social presence is important to achieve interpersonal communication. Tu (2002) defines social presence as the awareness of others in an interaction combined with an appreciation of interpersonal aspects of that interaction. Communication is effective if the communication medium has the appropriate social presence required for the level of interpersonal involvement required for a task. Turn taking, facial expression, gestures, body talk all encompass social presence. The reaction of the speaker or listener communicates the intention of the parties in a communication interaction. On a continuum of social presence, the face-to-face medium is considered to have the most social presence and written, text-based communication the least. It is assumed that in any interaction involving two parties, both parties are concerned both with acting out certain roles and with developing or maintaining some sort of personal relationship. These two aspects of any interaction are termed interparty and interpersonal exchanges (Short, William, Christie, 1976).

According to Short et al (1976), intimacy and immediacy are the two core components of social presence. Social presence, or the feeling of being there with a 'real' person, is a crucial component of interactions that take place in virtual reality (VR). Intimacy refers to the connectedness that communicators feel during an interaction, while immediacy is the psychological distance between the communicators. Both intimacy and immediacy are determined by verbal and nonverbal cues such as facial expressions, vocal cues, gestures and physical appearance. Short et al (1976) argued that some media were more capable at delivering these cues, while others were not, emphasizing that social presence was a "quality of the media itself."

In written discourse, social presence is manifested through the use of interactional features such as engagement markers, attitude markers and self mentions. Visual elements of metadiscourse can

also be used to enhance social presence such as the writer's picture and its elements such as posture, facial expressions, positioning, dressing and gesture.

The writer's social presence is important in enhancing interpersonal communication. Greater social presence causes greater intimacy, immediacy, warmth and interpersonal rapport. Magazine writers are usually not present for a face-to-face interaction with their clients that necessitates interpersonal communication. It is assumed that the challenge facing the editors of *Parents* magazine is how to enhance interpersonal communication between them and the reader without their social presence. The study has analyzed how metadiscourse helps enhance this editor- reader interaction to achieve interpersonal communication. The study has also analyzed the metadiscourse features that help enhance interpersonal communication in the absence of the editor and reader.

Hyland (1999) notes that studies on metadiscourse have been carried out by contrasting texts written in two different languages or cultural context, contrasting academic texts from the same language but different disciplines, contrasting metadiscourse use in genres and research articles. He notes that few studies have been carried out on specific genres such as magazines. This study has been motivated by the fact that Hyland (2005) recommends more descriptive studies to be done with different genres written for different populations and different topics. The study has filled the knowledge gap by analyzing metadiscourse use in the editorial column of *Parents* magazine. The researcher has looked at how the writer maintains interpersonal communication with readers in the editorial of *Parents* magazine through metadiscourse.

Studies have been conducted on social presence and how it achieves interpersonal communication. Le (2002) examined how metadiscourse helps present authorial presence and persuasion in the

editorial of Le Monde newspaper. Le (2002) carried out her research on a newspaper and limits herself on authorial presence and persuasion. In this case, social presence has not been fully explored it is from this view that this study has gone further to determine how social presence enhances interpersonal communication in the editorial column of *Parents* magazine.

1.1.6 *Parents* Magazine

Parents is a magazine that is published monthly in Kenya. According to Waithaka (2005), it is noted that *Parents* magazine presents various topics on parenting and it was the first locally published family magazine in Kenya dealing exclusively with family issues including love, marriage, relationships, health real life experiences, finances, youth among other life issues. It was launched in July 1986 and has stayed the course for over three decades, providing education and inspiration to readers and empowering families to overcome life's challenges. It celebrated 21 years of continuous publication- a first for any Kenyan magazine in July 2007. The researcher has analyzed the metadiscourse features that enhance interpersonal communication between the editor and reader in the editorial of *Parents* magazine.

The magazine has grown from a black and white 32-page magazine to a full color magazine of over 80 pages. The magazine was re-launched in full color in November 2005 and has continued to be on market to date (Waithaka,2005).

Parents magazine is designed to achieve its motto 'The Magazine that cares for you and your family'. The objectives of the magazine are to: provide education and inspiration, empower families to overcome stigma in areas that society treats with reservation, including diseases, sexual matters and relationships, highlight and debate family issues, provide practical solutions on family care and relationship issues, share experiences that give information, hope and inspiration to

others, share information on health and family challenges especially HIV&AIDS, give insight on money management and inform through ethical advertising (Waithaka, 2005).

Parents magazine is packaged to encompass the family theme. The cover models are always a family whether a husband and wife; a mother and her child or children; or a father and his child and children. Regular columns in the magazine include: Relationships, Marriage and Sex, Inspiration (where authors share their real-life challenges), Pregnancy, Birth and Parenthood, Family Nutrition and Health Education, Real Life Experience, Spiritual Guidance, Role Models – Celebrating Our Heroes, Legal Advice, Hair, Beauty and Grooming, Leisure and Money Management.

The study has analyzed features of metadiscourse that enhance interpersonal communication between the editor and the reader of *Parents* magazine.

1.1.7 Editorial Column

An editorial is an opinion piece written by the senior editorial staff or publisher of a newspaper or magazine or any other document. Editorials reflect the opinion of the magazine (Abdollahzadeh, 2007). Typically, a newspaper's editorial board evaluates issues that are important for their readership. Editorials are typically published on a special page called the editorial page, which often also features letters to the editor from members of the public. The page opposite the editorial page is called the op-ed page and frequently contains opinion pieces by writers not directly affiliated with the publication. However, a magazine may choose to publish an editorial on the front page. In most English language press, this is done only rarely and on topics considered

important; however, it is more common in some European countries such as Italy and France (Abdollahzadeh, 2007).

In the field of fashion publishing especially, the term has been adopted to usually refer to photo editorials in particular- features with often full-page photographs on a particular theme, designer, model or other single topic, with or (as a photo-essay) without accompanying text.

Editorials in trade publications are valuable for both the reader and writer, says a former editor who had just launched media release service, WriteRelease. “The secret is to remember who you’re writing for and then offer some really useful information,” says WriteRelease Director, Wendy Cramer. Since writers write with the reader in mind, Metadiscourse is hence crucial in creating this interpersonal communication.

Parents magazine has several sections but worth noting is the editorial. Apart from playing an interactive and interactional role; guiding the readers in a nutshell of the salient sections of the magazine and providing a platform for a direct interaction between the reader and the writer, the editorial is a piece of writing intended to promote an opinion or perspective. According to Cramer (2008), editorials in trade publications are valuable for both the reader and writer. Advertising and editorial in targeted publications both have roles to play – advertising is the perfect way to make yourself known and maintain a high profile, while an editorial explains in more detail what you can offer readers. To carry out this role, the writer requires to apply some linguistic features. This study, therefore, has analyzed the linguistic features in the editorial of *Parents* that have aided social presence and interaction between the reader and the writer.

In summary, an editorial is a section where the authorial voice is manifested and it provides a platform for interaction between the writer and the reader thereby promoting interpersonal communication.

1.2 Statement of the problem

In any piece of writing, the aim of writers is to reach their audience and interact with them for a better communication. For effective communication, social presence or interpersonal communication between the writer and the reader is important. It can be challenging to writers to effectively achieve and maintain interpersonal communication with the reader since they are usually not present for a face-to-face interaction to guide them through their text. They have to maintain social presence or interpersonal communication in their text using interactive and interactional linguistic features. One section where interpersonal communication can be realized is the editorial column. This necessitates a linguistic study of how interpersonal communication, in terms of reader assistance and engagement, is signaled linguistically in the editorial column of *Parents* magazine. The study has explored how interactive and interactional features are used in the editorial column of *Parents* magazine to enhance interpersonal communication between the writer and reader and help the reader connect and organize materials in a way preferred by the writer.

1.3 Research questions

The research has addressed the following questions:

- i) What features are used in the editorial column of *Parents* magazine that help achieve interpersonal communication?

- ii) What are the categories of the features that achieve interpersonal communication in the editorial column of *Parents* magazine?
- iii) How is authorial presence attained in the editorial column of *Parents* magazine to achieve interpersonal communication?
- iv) How is social presence attained in the editorial column of *Parents* magazine to achieve interpersonal communication?

1.4 Aim and objectives

The aim of the study was to investigate the use of metadiscourse in the editorial column of *Parents* magazine in order to establish how it brings about interpersonal communication.

The specific objectives were to:

- i) Identify features used in the editorial column of *Parents* magazine that help achieve interpersonal communication.
- ii) Classify the features that achieve interpersonal communication in the editorial column of *Parents* magazine.
- iii) Explain how authorial presence is attained in the editorial column of *Parents* magazine to achieve interpersonal communication.
- iv) Establish how social presence is attained in the editorial column of *Parents* magazine to achieve interpersonal communication.

1.5 Scope of the Study

This research focused on metadiscourse use in *Parents* magazine's editorial column. The study was limited to the main editorial columns of *Parents* magazine as it is the section where the author's voice comes out strongly to state their opinion. All the editorials of 2017 *Parents* magazine editorial column were studied. Both the interactive and interactional features of metadiscourse were studied.

1.6 Justification of the Study

This study has been motivated by the fact that metadiscourse has not been fully explored and especially visual metadiscourse. Kumpf (2000) laments that previous discussions of metadiscourse have focused on the text as if it encompasses only words, sentences and paragraphs. This gap prompted the study of the visual elements in the editorial column of *Parents* magazine to see how it visually communicates to build interpersonal communication.

Second, *Parents* magazine was chosen through simple random sampling and the choice of the editorial column of *Parents* magazine was motivated by the fact that it is the only section of the magazine where the authorial voice is present. This section was key because the focus of the study was to see how the writer interacts with the reader.

Third, although the linguistic concept of metadiscourse has been used in various studies on its role in the organization of discourse in texts, it has not been fully explored as noted by Crismore (1989). In studies where it has been undertaken in the print media, the study is either on textual (interactive) metadiscourse or interactional metadiscourse exclusively. This study has sought to fill the gap by analyzing both the interactive and interactional metadiscourse features in the main

editorial column of *Parents* magazine. By so doing, the study has established how metadiscourse helps create social presence to enhance interpersonal communication since the writers are usually absent to guide their readers through their text for an easier comprehension of their text.

Fourth, Hyland (2005) recommends that more descriptive studies should be done with different genres written for different populations and different topics. A few studies on metadiscourse have been carried out on specific genres. This study has sought to fill this knowledge gap by undertaking a study on topical issues presented by *Parents* magazine. This would help determine interactional features which characterize particular genres (in this case *Parents* magazine) and how such interactional patterns facilitate interpersonal communication in the main editorial of *Parents* magazine.

1.7 Theoretical framework

This study adopted Hyland's theory of metadiscourse. According to Hyland (2005), the theoretical framework is based on a functional approach, which regards metadiscourse as the way writers refer to the text, the writer or the reader. The first three tenets were extracted from Hyland and Tse's (2004) discussion on the role of metadiscourse in organizing discourse in texts while the fourth tenet is from Hyland's (2005) discussion of metadiscourse as a rhetorical strategy. This study employed the four tenets of the theory. The first and second tenets helped in identifying and classifying metadiscourse features; the third in categorizing and explaining the functions of the features and the fourth showed how metadiscourse is a rhetorical strategy.

1.7.1 Definition of metadiscourse

Metadiscourse markers refer to features that aid readers organize, classify, interpret, evaluate and react to propositional content. The term metadiscourse was coined by Zellig Harris in 1959 to provide a way of understanding language use, representing a writer's or speaker's attempt to guide a receiver's perception of the text. The concept has been developed further with varying interpretations by different authors such as Lautammatti (1978), Vande Kopple (1985), Crismore (1993) and Hyland (2005). The common denominator in metadiscourse definitions in the earlier discussion of the subject is that it concerns meanings other than propositional ones. Lautammatti (1978) defines the concept of metadiscourse as non topical linguistic material which is irrelevant to discourse topic development but key to understanding discourse as a whole. The distinction is crucial in William (1981) definition which explains metadiscourse as whatever does not refer to the subject matter being addressed. He identifies two levels at which the author conducts his discourse. He mentions the content of his primary discourse; but embeds it in metadiscourse, which is the discourse about discourse, words, phrases, clauses or sentences that refer to the act of discoursing rather than to the subject "out there", to the speech event that the discourse and its readers create.

William's definition of metadiscourse as discourse about discourse has been criticized of looking inward to refer to the aspect of the text itself. Swales (1990:188) and Nash (1992) oppose this view arguing that it is difficult to establish the boundaries of metadiscourse.

Similarly, Vande Kopple (1985) defines the concept as the linguistic material which does not add propositional information but which signals the presence of the author. He developed a taxonomy of seven types of metadiscourse which he groups into two categories of textual and interpersonal.

Under textual metadiscourse, the four sub classes are text connectives. Code glosses, validity markers and narrators. The interpersonal category has three sub classes: illocution markers, attitude markers and commentaries.

Crismore (1993: 40) refers to metadiscourse “as the linguistic material in texts, written or spoken, which does not add anything to the propositional content but is intended to help the listener or reader organize, interpret, and evaluate the information given”. Crismore, Markkanen and Steffenson (1993) undertake major revisions of Vande Kopple’s classification. The categories are collapsed, separated, renamed and reorganized (see Table 2). Logical connectives, sequencers, reminders and topicalizers appear as text markers. A new category, announcers, is added to the textual metadiscourse. Code glosses, illocution markers and announcers together make a new category – interpretive markers. Similarly, the interpersonal categories have been reorganized. They include hedges, certainty markers, attributors, attitude markers and commentaries. However, the main categories still remained seven in number.

Hyland (2005) notes some shortcomings in Crismore, Markkanen and Steffenson taxonomy. He argues that organizational features contribute to the coherence of the text and thereby assist the reader in interpreting it. Based on this premise, Hyland (2005) sees no reason for dividing metadiscourse into textual and interpretive markers. He also faults the placement of some items within certain categories. For example, the decision to include reminders, which refer to matter earlier in the text, as textual markers while announcers, which look forward are seen as interpretive. Hyland (2000) revises Vande Kopple (1985), Crismore, Markkanen and Steffenson categories from seven to ten.

In Hyland's textual metadiscourse, there are five subgroups identified. Logical connectives are used to draw the connection between ideas using adverbial devices or conjunctions (however, in addition). Frame markers involve a wide range of linguistic devices, ranging from numbers, words to phrases, which are mainly used to label discourse boundaries such as to announce the discourse functions (the purpose is to). Endophoric markers indicate extra resources or detailed information available for readers to refer to. The typical expressions are like see below, as noted, or see table. Evidential are used to report the source of the information from which it is derived, standing for the attitude of the reported authors (state, point out). Code glosses are expressions which can be used to clarify the information that has been stated before, directing the reader's attention into more detailed information (namely, that is).

Similarly, Hyland's interpersonal metadiscourse has five subgroups. Hedges are signals which suggest a comparatively low degree of certainty a writer carries over to the text content, like it seems that and likely; in the opposite, boosters refer to a high degree of commitment by the writers, like undoubtedly and certainly. Attitude markers are the textual devices used to express the attitude of the writers. Verbs in the category of writer acts such as agree or disagree and expressions that signal emotions such as interestingly and unfortunately are often used. Relational markers are rhetorical devices that include the readers into the contexts, enriching the interaction between readers and writers. Words such as consider and imagine are typical examples. Person markers refer to the first person pronouns used to indicate the presence of the writer in the discourse (I, we, our). Hyland (2005) classifies these subgroups as interactive and interactional functional categories of metadiscourse. The interactive resources guide the reader through the text and the interactional resources involve the reader in the text. This study has looked at both the interactive and interactional features of metadiscourse.

Table 1: Metadiscourse Model

HYLAND’S TAXONOMY OF METADISCOURSE		
INTERACTIVE RESOURCES		
Help to guide the reader through the text		
Category	Function	Device Lexicalization
Transitions	Express semantic relation between main clauses.	And; or; but; in addition
Frame markers	Refers to discourse acts, sequences or stage.	Finally; to conclude; my purpose here is to; I argue here; well known
Endophoric Markers	Refer to information in other parts of the text	See section X; noted above; See figure X, in Section X
Evidentials	Refers to information from other texts	According to X; Z states
Code Glosses	Elaborate propositional meaning	Such as; for instance; in other words; namely; for example
INTERACTIONAL RESOURCES		
Involve the reader in the text		
Hedges	Withhold commitment and open dialogue.	Possible; might; perhaps; about
Boosters/Emphatics	Emphasizes certainty or close dialogue.	In fact; It is obvious; definitely; clearly
Attitude Markers	Express writer’s attitude to proposition.	Unfortunately; I agree; Agreement, Surprise
Engagement Markers	Explicitly build relationship with the reader.	Consider; note that; you can see that
Self mentions	Explicit reference to writer (s)	I; We ; My; Our

Metadiscourse Model

Source: Hyland (2005:49)

Table 3 shows Hyland (2005) categorization of metadiscourse features. Though there is a clear distinction in the role played by each category of features, we still note some functional overlaps. For instance, in the interactive category of features transitions of conclusion (*finally, at last, lastly, as a final point*) can also work as frame makers that signal sequences or stage. In the interactional category, engagement makers that are inclusive of the writer take the same form as self mentions for instance *our* that may refer to the writer and also refer to the reader and writer all inclusive, *we* that refers to the writer and *we* inclusive of the writer and reader. It is important therefore to note the function the interactive and interactional features are playing in the discourse.

Kumpf (2000) expands the boundaries of metadiscourse. He laments about the omission of visual elements by the previous metadiscourse analysts. The relationship between the author of a document and the reader begins before the reader reads a word. The visual features of the document can determine whether the reader will make the effort to read the text. These visual features can be regarded as a visual metadiscourse, giving the textual information, shape and structure. Indeed, Vandepol's (1985), Crismore et al (1993) and Hyland's (2000) focus is specifically on words, sentences and paragraphs. Kumpf (2000:402) argues:

Previous discussions of metadiscourse have focused on the text, as if it encompasses only words, sentences and paragraphs. However, authorial influence extends beyond these boundaries of metadiscourse to include visual elements of a text such as layout, color and typography. Computer software has added these document features into the definition of texts....

This study has filled the gap by considering the visual aspects of metadiscourse that enhance authorial present in an attempt to achieve interpersonal communication. Although Kumpf initially adopts Vande Kopple's textual metadiscourse to provide a basis on which to expand metadiscourse still fits in Hyland's typology and can be classified either as interactive or interactional depending on its use.

1.7.2 Tenets of Hyland's theory of Metadiscourse

1.7.2.1 Metadiscourse is distinct from propositional aspect

Metadiscourse definitions make a distinction between propositional material, or the communicative content of discourse on the one hand and, metadiscourse, the material which organizes this content and conveys the writer's beliefs and attitudes to it on the other. The two dimensions refer to two types of entity: things in the world and things in the discourse, propositions and metadiscourse. Most of the definitions refer to propositional content as the primary discourse and metadiscourse as the secondary discourse expressing two separate levels of meaning. Hyland (2005:39) argues that "metadiscourse does not simply support propositional content: it is the means by which propositional content is made coherent, intelligible and persuasive to a particular audience." Consequently, neither the propositional or metadiscoursal content is primary or secondary to the meaning of a text. Metadiscourse is integral to the process of communication and not mere commentary to the propositions. In the following business discourse example by Hyland (2005:42), both *but*, the metadiscoursal element and the rest of the sentence which is propositional content occur together in the same sentence and are both crucial for the coherence and meaning of the text.

1. The city is a great place to visit, *but* would you want to bank there?

[Advertisement]

The metadiscourse item ‘but’ enables the writer brings out the contrastive relationship of the city as a good place to visit and its viability as a place of investment.

Although the proposition-metadiscourse distinction is required as a starting point for exploring metadiscourse, metadiscourse analysts should adopt the integration view where each element expresses its own content: one concerned with the world and the other with the text and reception.

This tenet was vital in identification of metadiscourse features since propositions which are the communicative content are distinct from metadiscourse – features which organize this content. The identification of features in the editorial column of *Parents* magazine that help achieve interpersonal communication was an objective in this study.

1.7.2.2 Metadiscourse expresses writer-reader interactions

Metadiscourse concerns the relationship between the writer and the reader, with the writer making clear his or her awareness of the communication situation itself. According to Hyland and Tse (2004), all metadiscourse is interpersonal in that it takes into account of the reader’s knowledge, textual experiences and processing needs and that it provides writers with an armory of rhetorical appeals to achieve this. The so called textual metadiscourse is actually another aspect of the interpersonal features of a text. In some cases, textual devices organize texts as propositions by relating statements about the world and as metadiscourse by relating statements to the reader. These distinct functions can be seen in the following examples. In example 3 by Hyland (2005:42), the conjunction *first* functions ideationally, connecting propositions and signaling the writer’s

understanding of the relations between ideas by creating links with statements about the world. In the example, *first* relates the sequence the propositions should undertake for a proper course of action which is aided by the transition *but* that introduces the contrasting idea that before a marketing research project in resolving a specific marketing problem is undertaken there should be a step that has to be fulfilled for success to be realized. *First* functions ideationally to show the interrelationship between the propositions.

2. A marketing research project is undertaken to help resolve a specific marketing problem but *first* the problem must be clearly defined.

[Marketing textbook]

In contrast, example 3 by Hyland (2005:77) sets up relations between aspects of the discourse and express metadiscoursal functions. *Likewise* functions interactionally by making the argument structure explicit by denoting the connections of comparison between the profitability in the first sentence and portfolio credit of Dao Heng Bank in the second sentence.

3. Profitability was outstanding and the company continued to broaden its customer base by developing new dealer relationships. *Likewise*, as in prior years, portfolio credit quality was maintained at high levels.

[Dao Heng Bank, 1993]

In the following example by Hyland, the two functions of textual devices (organizing propositions and organizing discourse) are illustrated in the Figure 1.1 on page 24. The textual devices organize texts as propositions by relating statements about the world and as metadiscourse by relating statements to the reader. Halliday (1994) refers to the textual elements as having an enabling role, facilitating the creation of discourse by allowing writers to generate texts which make sense within

their context. Textuality should therefore be seen as a general property of the realization of discourse itself. As illustrated in Figure 1.1, the textual devices do not function independently of the two functions.

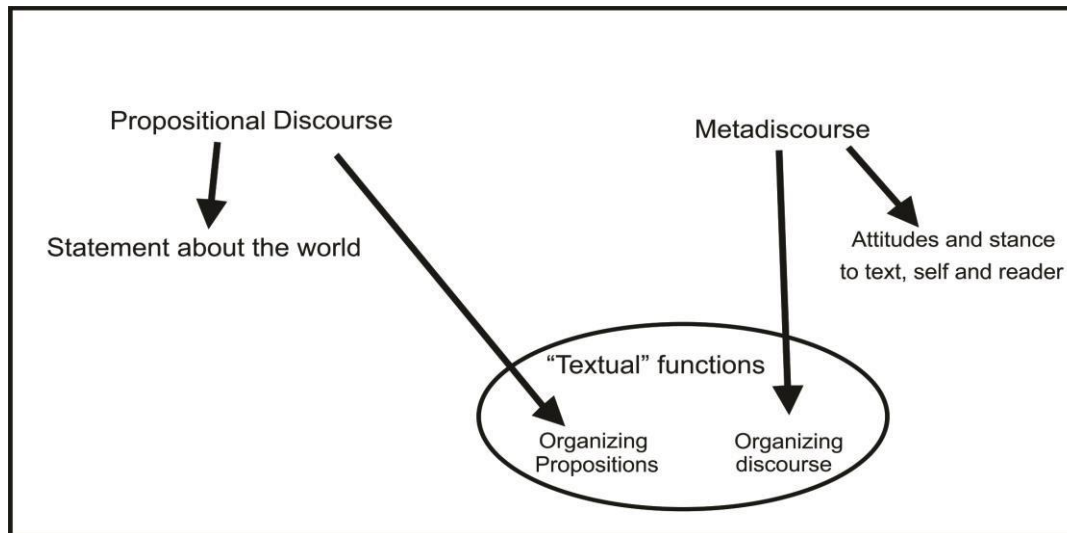


Figure 1: The role of textual devices in texts

Source: Hyland (2005: 44)

The second tenet has been largely influenced by Thomson's (2001) discussion on two main types of interaction. Interactive resources attend to the management of information; the second called interactional attends to the readers' involvement in the text argument. Thompson (2001:61) concludes that the two aspects of interactive and interactional 'are essentially the two sides of the same coin'. He gives an example of a question or directive which might be seen to be primarily having an interactional purpose but can also signal where the text is going next, and so function interactively as well. Hyland (2005:44) thus observes that the interactional represents the writer's overt presence while the interactive more discreetly embodies it. He concludes that if the so called textual metadiscourse is another aspect of interpersonal features, then all metadiscourse refers to

interactions between the writer and reader. Therefore, the identification of any metadiscourse feature has to be supported by the writer-reader interaction.

The writer-reader interaction tenet was key because the study sought to identify linguistic features that *Parents* magazine's editorial employs to attain authorial presence to achieve interpersonal communication. Through authorial presence, the writer is able to interact with the reader and develop an interpersonal communication. This tenet helped show how the writer interacts with the reader to achieve interpersonal communication.

1.7.2.3 Metadiscourse comprises the functional categories of interactive and interactional

Hyland's model employs Thompson and Thetela's (1995) distinction between interactive and interactional resources to acknowledge the organizational and evaluative features of interaction. The metadiscourse taxonomy recognizes that the linguistic concept comprises of two dimensions of interaction: interactive and interactional metadiscourse. The two levels have five sub categories each that have specific functions with varying lexical realizations. Interactive resources are used to guide the reader through the text. According to Hyland (2005), it concerns the writer's awareness of a participating audience and the ways he or she seeks to accommodate its probable knowledge, interests, rhetorical expectation and processing abilities. The use of resources in the category addresses ways of organizing discourse and reveals the extent to which the text is constructed with the reader in mind. Interactive metadiscourse include transitions, endophoric markers, evidentials, frame markers and code glosses.

Interactional resources involve or engage the reader in the text. Hyland (2005) explains that the dimension concerns ways writers conduct interaction by intruding and commenting to their

message. Metadiscourse in this category is evaluative and engaging, expressing solidarity, anticipating objections and responding to an imagined dialogue with others. Interactional metadiscourse comprise hedges, boosters, engagement markers, attitude markers and self mentions. The interactive and interactional resources form what is referred to as Hyland's taxonomy of metadiscourse.

In assigning either propositional or metadiscoursal values to items, the distinction between internal and external reference differentiates the writer's roles. Hyland (2005:47) notes that the internal/external distinctions similar to that made in modal logic between *de re* and *de dicto*, concerning roles of linguistic items in referring to either the reality denoted by propositions or the propositions themselves. Items such as *might* and *possible*, can be regarded as interpersonal features where they express the writer's inferences about the likelihood of something, and as propositional where they are referring to real world enabling conditions which can affect outcomes (Coates,1983; Hyland,1998b). In the following examples by Hyland, 5a comments on the writer's estimation of possibilities of a company's poor performance captured in a business report while 5b is propositional as it represents an outcome dependent on certain circumstances because quick travelling is dependent on possession of a travel card.

4(a) The poor market performance *could* be due to customers switching to alternative on-line sources for their groceries.

(Business report)

4(b) A Travel card makes it *possible* to visit all these sites in one day.

(London Guide)

Connective items make the internal/external distinction clearer as they can function to either connect steps in an exposition (internal), organizing the discourse as an argument or connect

activities in the world outside the text (external). An internal relation is communicative while an external refers to those situations themselves. In other examples provided by Hyland, 5a *therefore* signals a consequence concerning how something will happen in the world. It refers to how the real-world enabling conditions (*idea of moving account to us*) affects the companies' corporate image (*we will do the most of it for you*). In 5b, then expresses possibility of using *Top up points* if the condition of linking the swipe card to the mobile number is met. It performs a metadiscoursal function by realizing a logical condition in an argument.

5(a) We understand that the idea of moving your account to us may be daunting, *therefore* we will do most of it for you. (Bank advertisement)

5(b) If you link the swipe card to your mobile number then you can use it at any one of over 60000 Top Up points where you see the green Top Up sign.

(Mobile phone SIM brochure)

As observed in example 5a and b, the criterion of internal and external relations is important in distinguishing metadiscourse from propositional content.

The functional categories helped achieve the categorization of metadiscourse features identified in the editorial of *Parents* magazine which is an objective in this study.

1.7.2.4 Metadiscourse employs rhetorical appeals to achieve interpersonal communication

Apart from organizing discourse, metadiscourse pursues persuasive objectives. Hyland (2005) posits that the relationship between metadiscourse and rhetoric can only be understood if metadiscourse is viewed as a strategy of persuasion. He borrows concepts of classical rhetoric from Aristotle's, *The Rhetoric*, to explain persuasion, discuss the types of persuasion and then relate the means of persuasion to metadiscourse. From the classical rhetoric, Hyland (2005) identifies the following three means of persuasion that are significant to metadiscourse research: ethos (the personal appeal of one's character), pathos (the appeal to emotions) and logos (the appeal to reason). First, metadiscourse projects the rational appeals of logos when it explicitly links elements of the argument. Interactive metadiscoursal features such as transition markers, endophoric markers, frame markers and code glosses help to achieve the function. In the following examples provided by Hyland (1998c), sentence 6 indicates the writer's purpose. The following statement extracted from the CEO of Pacific Concord plays a metadiscoursal role by indicating the CEO's intention to prepare the stakeholders for a discussion of the core business of the company. What follows after the statement, though not captured in example, is the propositional content (core businesses). The statement in italics is the metadiscoursal content which explicitly links the CEO's argument about the business of the company when addressing the stakeholders.

6. *I will now discuss* each of these core businesses.

(Pacific Concord, 1993:87)

Second, metadiscourse conveys ethos where it refers to the writer's authority and competence.

The aspects of metadiscourse which contribute to the writer's credibility appeals are interactional features such as boosters, hedges and engagement markers. The interactive feature, evidentials also helps convey ethos of the writer. Example 8 provided by Hyland (1998c) illustrates how the CEO uses the booster *definitely* to instill confidence in the stakeholders. The metadiscoursal feature in example 7 creates an impression of certainty, assurance and conviction about the views presented about Ryoden Development's commercial activities.

7. Commercial activities in China will *definitely* create unprecedented opportunities..... (Ryoden Developments, 1993:42)

Third, metadiscourse relates to pathos when it signals respect for the reader's view point. The affective element involves the writer in looking at the text from the reader's perspective, addressing their situation, empathizing with the values and their goals. The combination of engagement markers, attitude markers and hedges help realize the affective appeals. Example 8 provided by Hyland (1998c) illustrates how CEO's engage stakeholders of Chase Manhattan Company and encourage them to explore the issue of progress with the CEO as equals, sharing their curiosity and following where the argument leads. In example 9, the CEO presents an opinion (*Chase Manhattan has made progress*) as an interrogative so that the stakeholders appear as judges. By doing so, the CEO manages to attend to the readers' attitudes to their argument and then directs them to his or her preferred interpretations (*they are capable of achieving more progress*).

8. Have you made any progress? Yes, we do more? *Definitely*. And we intend to.

(Chase Manhattan, 1993:38)

Metadiscourse is closely associated with the purpose of speakers and writers (Hyland, 2005). It allows them to project their interests, opinions and evaluation into a text and to process and refine ideas out of concern to readers' possible reactions. Because it helps writers to engage their audience, signal relationships, apprise readers of varying certainty and guide their understanding of a text, metadiscourse pursues persuasive objectives. In fact, metadiscourse contributes to rational, credible and affective appeals which have characterized persuasive discourse since the time of ancient Greece: it promotes rational appeals when it explicitly links ideas and arguments; it relates to credibility appeals where it concerns the writer's authority and competence and it addresses affective appeals when it signals respect for the reader's viewpoint or that the message has direct relevance to the audience.

Persuasion occurs when language is used to influence a person's inner attitude or external behaviour (Charken, 1996; Gass, Seiter, 1999). A key resource that allows language users to engage with their audience is metadiscourse (Crismore et al 1993; Hyland, 2005). A wide range of metadiscourse devices has been identified in persuasive discourse (Olivera, 2001, Dafouz, 2008).

Crismore (1989:86) states that instead of defining metadiscourse as a level or plane of language, or a distinct unit separate from primary discourse, metadiscourse can be conceptualized as a rhetorical strategy used by speakers and authors to talk about their own talk.

The term rhetoric has had different meanings in history and at one time referred to one of the most important of all academic subjects (Ong, 1983). Essentially, rhetoric is the art of persuasion; it concerns arguments on matters about which there can be no formal proof. In the recent past the notion of rhetoric tended to carry negative connotations, suggesting unscrupulous manipulation

and coercion, but today it is a central concept to those working in text analysis and written communication. As Mauranen (1993b:20) observes:

The study of rhetoric has been rediscovered not only as a means of improving efficiency in verbal presentation, but as an analytical tool that can be used by different disciplines for uncovering certain aspects of discourse.

The concepts of classical rhetoric are particularly important in much contemporary research into oral communication and in current theories of composition both of which carry traces of the basic insights and principles of persuasion established by Aristotle (Erickson, 1974; Furley and Nehamas, 1994).

Aristotle's *Rhetoric* is one of the most respected and enduring works of antiquity, an attempt to systematically understand persuasion and ground it in the practice of the oratory of the day. At the outset of this work, Aristotle distinguishes rhetoric from the more speculative form of argument of dialectic, defining it as the art of finding available ways of establishing persuasive proof. Since people are not persuaded until they are convinced that something is true, the rhetoric involves demonstrating how something is true or how it can be shown to be true. He argued that persuasion has to be adjusted for differences in the three major components of communication: the speaker, the hearer and the content of the argument. Further, he suggested that to make an argument speakers had to attend to three points: the means of persuasion, language and the organization of the argument.

The above three elements have been central to almost all writing and composition textbooks in modern times, with emphasis placed on strategies for making claims, careful language choice

forms, themes, and attention to the genre structure of the discourse. Of greatest interest to metadiscourse research, however, are the three means of persuasion: ethos, pathos and logos.

Although these means of persuasion can be analyzed separately, they tend to work in combination towards persuasive ends. Ethos concerns the character of the speaker and his or her credibility. Authors can have credibility prior to their text being heard or read, so it is partly related to reputation, expertise, celebrity and so on, but they must always re-establish it during the course of the discourse itself. Modern interpretation suggest that we do not see ethos as a static quality or as an attribute of a person, but as the dynamic and interpretive result of the interaction or as an attribute of a person, but as the dynamic and interpretive result of the interaction between the writer and reader through the text itself (for example Hauser, 1986). Pathos concerns affective appeals and focuses on the characteristics of the audience rather than the speaker, considering the audience's education level, ethnicity, gender, age, interests, background, knowledge, group membership and so on. Logos concerns the speech itself, its arrangement, length, complexity, types of evidence and arguments and so on.

Relating these three means of persuasion to metadiscourse, we can see metadiscourse projecting the rational appeals of logos when it explicitly links elements of the argument; it conveys an ethos where it refers to the writer's authority and competence; and it relates to pathos when it signals respect for the reader's viewpoint or that the message has direct relevance to the audience.

Le (2004) attests that the texts with a balanced number of metadiscourse markers are regarded as the most persuasive. In general, it seems that readers prefer to be given some metadiscourse categories, both textual and interpersonal, to guide them through the text, rather than having to reconstruct and reinterpret the text without any explicit signposting. At the same time, readers

regard as more persuasive those texts in which metadiscourse items are not over-presented and where there is still room for individual interpretation, opinion or disagreement. Interpersonal metadiscourse, however, is not the only determinant for persuasion; textual metadiscourse in form of logical markers, which add, sequence, contrast or conclude a number of ideas is essential to the overall persuasive effect of a text. Equally essential are code glosses that include relevant information by rephrasing, offering examples and explaining further, or sequencers that list a number of arguments so that the reader can follow the text comfortably.

Textual metadiscourse, although not overtly persuasive, fulfils a persuasive function and attains a persuasive effect. In the case of interpersonal markers, the combination of hedges, and attitudinal markers, together with the inclusion of certainty markers and personalisers, contribute to the development of a relationship with the reader. A relationship that, ultimately, may convince or not but that is inherently persuasive.

Nunn (2009) highlights three basic criteria for evaluating persuasive effect: rational appeals which are logical lines of reasoning are arguments based on the structure of reality, offering argumentation by example, illustration and model, and analogy and metaphor. Also, comparisons, facts and statistics, and cause and effect examples fall into this category.

Credibility appeals include the writer's personal experiences, knowledge of the subject, and awareness of the audience's values. Devices such as personal pronouns and personal references to build a credible textual persona are used here. Affective appeals include the use of concrete and charged language, of vivid pictures and of metaphors to evoke emotion and sentiment in the audience.

This tenet proved that metadiscourse is a rhetorical strategy that enhances social presence between the writer and reader to achieve interpersonal communication in the editorial of *Parents* magazine.

In summary, Hyland (2005) taxonomy of interactive and interactional features of metadiscourse were used in the identification and classification of metadiscourse features in the editorial column of *Parents* magazine. They were also used in the discussion of authorial presence and social presence. All the four tenets of Hyland (2005) theory of metadiscourse were used in data collection and presentation. The first tenet was vital in identification of metadiscourse features used in the editorial column of *Parents* magazine. The second tenet was key in showing how the interaction between the writer and reader is created to achieve interpersonal communication. The third tenet helped in the categorization of metadiscourse features so identified. The fourth tenet was used to show how metadiscourse is a rhetorical strategy in achieving interpersonal communication.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviewed literature in relation to metadiscourse concept, approaches to the study of metadiscourse, types and function of metadiscourse, frequency of metadiscourse in texts, metadiscourse and interpersonal meaning, studies on interactive and interactional features of metadiscourse, studies on metadiscourse and interpersonal communication and studies on metadiscourse in the media.

2.1.1 The concept of metadiscourse

Discourse analysis centers on language in use, the ways in which linguistic forms are employed for social purposes – what language is used for. Metadiscourse is a term used in Discourse Analysis. It is based on the view of writing or speaking as a social and communicative engagement and is therefore used to conceptualize interpersonal communication. Metadiscourse is the generic term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community (Hyland, 2005:37).

Drawing on actual texts, Crismore (1989) provides a plethora of examples showing that western writers from antiquity to today, in areas as diverse as history, drama, handbooks, poetry, religion, biography and science, have found it natural to use metadiscourse in their texts. Despite their abundance, however, metadiscursive phenomena are far from fully explored. Researchers do not

agree on what metadiscourse is, nor have they sufficiently clarified how it works in general, how it varies across genres, or how it differs across languages.

By all appearance, however, metadiscourse is becoming a highly dynamic topic in text/discourse research. In Hyland's (1998:437) words, metadiscourse is "a relatively new concept but one which is increasingly important to research in composition, reading and text structure". Researchers are beginning to explore it from a wide range of perspectives in linguistics, for example in contrastive studies (Mauranen 1993; Markkanen et al 1993), Historical stylistic change (Taavistsainen 2000), Pragmatics (Verschueren 1999; Hyland 1998), and genre studies, such as in Backlund (1998) and Bondi (1999).

Some writers have sought to draw the distinction between propositional discourse and metadiscourse even more clearly. William (1981) and Dillon (1981), for instance, talk of different planes or levels of meaning, with one level supplying the reader with information about a topic, and the other calling attention to the act of writing. This is also Vande Kopple's view (1985 and 2002), expressed most recently like this:

On one level we expand ideational material. On the levels of metadiscourse, we do not expand ideational material but help our readers connect, organize, interpret, evaluate and develop attitudes towards that material.

(Vande Kopple, 2002:93)

It is difficult to see, however, how metadiscourse can constitute a different level of meaning. It is certainly possible, even commonplace, to distinguish the propositional content of a text from the particular way it is expressed, for even the most idiosyncratic reading positions we might adopt are constrained by the text and the conventions of a community of readers. But this does not imply

that metadiscourse can be omitted from a text without changing its meaning (Hyland and Tse, 2004).

Content can, of course, be written, summarized, paraphrased and reformulated in different ways and, indeed, academic texts often undergo transformations of this kind, from the original appearance in research articles to new forms in popularizations, text books, dictionaries, grant proposals, abstracts and undergraduate essays. Meyer (1975), for example, shows how a paper in the journal *Science* was rewritten by the editors of the *Scientific American* for a wider, non-specialist audience.

What is understood by ‘proposition’ is often vague, but it is generally used to refer to information about external world: all that which concerns thoughts, actors or states of affairs in the world outside the text. Halliday (1994:70), for example, states that propositional material is something that can be argued about, affirmed, denied, doubted, insisted upon, qualified, tempered, regretted and so on. The distinction made by analysts to clearly identify metadiscourse therefore looks back to the transactional –interactional division. But additionally, and more questionable, it also follows earlier theorists in regarding propositional matter as the primary discourse with metadiscourse performing a supportive or ‘secondary’ role. The transactional function is once more elevated above the interactional one. Thus, not only is communication divided into ‘types’ of discourse, but an unnecessary hierarchy is also established which values one type over another. This not only preserves the Lockean positivist theory, which privileges the propositional and informational, but by doing so also relegates metadiscourse to an inferior status.

A closer look, however, reveals that the idea of propositional content does not always rule out much of what is typically considered as metadiscourse. Sometimes a statement can have a dual

function; for example, the Socratic paradox ‘I am lying’ simultaneously expresses a ‘propositional’ and a commentary on it. The question of what is actually ‘propositional’ has long preoccupied philosophers working in formal semantics, who have traditionally applied the test of falsifiability to identify propositions, determining whether a statement describes a state of affairs truly or falsely. But this test turns out to be of little use as both propositions and metadiscourse can be seen as either true or false. Mao (1993:267), for example, points out that the words ‘I hypothesize’ seem to be a metadiscourse marker adding no propositional information to the rest of the utterance which follows. It simply calls the reader’s attention to the speech act and the status of the assertion. But if what is hypothesized is a well acknowledged fact, then this too can be untrue. So, if metadiscourse can be judged as true or false, then this test does not allow us to characterize it as being ‘non-propositional’.

An attempt to preserve the propositional metadiscourse distinction is made by Beauvais (1989) who characterizes metadiscourse as explicit markers which helps readers to identify how writers’ arguments are to be understood. Drawing on Austin’s (1962) theory of speech acts. Beauvais points out that there is a difference between how a proposition is to be taken and the proposition itself. The speech act theorist John Searle puts it like this:

Stating and asserting are acts, but propositions are not acts. A proposition is what is asserted in the act of asserting, what is stated in the act of stating. The same point in a different way: an assertion is a (very special kind of) commitment to the truth of a proposition.

(Searle, 1969:30)

The role of metadiscourse is therefore to signal the writer’s communicative intent in presenting propositional matter and Beauvais lists a number of ways this is done limiting metadiscourse to

illocutionary predicates such as *'I argue/believe/have noted'* and *'he/she/ Smith/asserts/believes/ has noted'* and their reduced forms. This, in the example *'I believe that tax reform is necessary'*, *'I believe that'* is the metadiscourse marker of illocutionary force, and *'tax reform is necessary'* is the propositional content. Illocutionary acts according to Austin (1962) are speech acts that are accomplished by communicating our intend to accomplish them. This can be done by mentioning directly what we are doing in making a particular utterance. Clauses of illocutionary act contain the first-person singular subject and a verb in the simple present which conveys the intended force of the utterance. *'I believe that'* is therefore a metadiscourse marker of illocutionary force. Unfortunately, however, such overt, explicit performatives do not cover most utterances expressing writers' viewpoints, and in many cases, such as passive sentences, the reader is unable to recover who the actor is at all, making metadiscourse identification problematic. In addition, such predicates often do more than indicate the force that the writer intends the proposition to have: they also establish the writer stance to the material and attitude to the reader. Such acts which state or assert information can therefore carry significant weight in delivering a message and actually represent the 'content' of the message itself- what the utterance is actually 'about'. Metadiscourse can therefore both be of equal importance to what is asserted and overlap with it.

For many researchers, the concept of metadiscourse is defined as discourse about discourse; and it is based on a view of writing as a social and communicative action between the writer and the reader. It deals with the study of textual resources at above-sentence levels and can be defined as the linguistic resources used to organize a discourse or the writer's stance toward either its content or reader and includes a heterogeneous series of cohesive and interpersonal features, which help the readers connect, organize and interpret materials in a way preferred by the writer and with regard to the understandings and values of a particular discourse community (Hyland,

1988/2000; Vande Kopple, 1985). As noted by Hyland and Tse, through metadiscourse a writer is able not only to transform a dry, difficult text into coherent, reader-friendly prose, but also relate it to a given context and convey his personality, credibility, audience-sensitivity and relationship to the message (2004). Metadiscourse markers, according to Vande Kopple, help readers organize, classify, interpret, evaluate and react to propositional content (1985).

Metadiscourse markers are discourse elements that help both the writer and the reader in two ways. On the one level, they help the writer organize the propositional content and his ideas mainly through using connectives such as *and*, *therefore*, *in addition*; additionally, connectives such as the sequences *first*, *then*, *finally*, guide the reader through the maze of the writer's units of thoughts by indicating the organization of the text. On the other level, metadiscourse markers build an interaction between the reader and the writer and account for the atmosphere and reader friendliness of the text as an example, the writer reveals his own ideas when he uses illocution markers like *I recommend that*, or *I believe that*, or by using hedges like *perhaps*, *might*, and *apparently* and emphatics such as *clearly*, *undoubtedly*, and *surely* which allows the writer to send signals to the reader about whether he is doubtful or sure about what he is pointing out. Such markers, however, may not signal coherence on their own. Once metadiscourse ties are removed from the text, slight modifications can still make the text coherent.

Many researchers have made attempts to scrutinize the contributions that metadiscourse can make to language pedagogy. Traditionally, the focus of an immense part of the literature on metadiscourse has been on writing skill. However, only a few of these studies have been experimental in nature and have tried to tease out the effect of metadiscourse on the students' writing; rather, they are chiefly comparative studies that have applied cultural and discipline specific viewpoints as their point of departure conceding that a great number of theoreticians have

brought metadiscourse knowledge within the context of writing to the centre of attention, the role that this crucial part of discourse plays in reading comprehension skill seems to have sunken into oblivion. On the grounds of this conspicuous disregard, there is an opaque picture of the correlation between the recognition of metadiscourse markers and the promotion of students reading comprehension skill.

A number of researchers have conducted studies on metadiscourse markers in relation to different modes of language and have substantiated the facilitative role of metadiscourse markers (Dahl, 2004; Hyland & Tse, 2004; Ifantidon, 2005, Le, 2002; Perez & Macia, 2002; Steffenson & Cheng 1996; Suaa, 2004). Steffenson and Cheng (1996) studied the propositional and pragmatic functions of metadiscourse in writing. Lee (2002) focused on coherence in writing in terms of five features of metadiscourse. Perez and Macia (2002) investigated the role of metadiscourse in lecture comprehension. This study, however, does not limit itself on specific features of metadiscourse as the previous researches have done. Both the interactive and interactional features of metadiscourse and how they achieve interpersonal communication in the editorial column of *Parents* magazine have been studied.

2.1.2 Approaches to the study of metadiscourse

Metadiscourse studies have been investigated interculturally between English and Finnish (Markkanen et. al, 1993; Mauranen, 1993) and between English and Spanish (Valero Garces, 1996), interdisciplinary (Hyland, 1998, 2000) and intergeneric perspectives (Ignacio, Millan, Sanz, and Duenas, 2005). Intercultural refers to contrasting of texts written in two different languages or cultural context while interdisciplinary is contrasting academic texts from the same language but

different disciplines. Intergeneric contrasts metadiscourse use in genres. Metadiscourse studies can also focus on specific genres (Gonzalez, 2005).

Some writers have restricted their analysis to features of rhetorical organization by including only those textual elements that refer to the text itself, such as *we now turn to another topic* or *this will be discussed in the next chapter* describing this as metatext or text reflectivity (Mauranen, 1993; Valero-Garces, 1996; Bunton, 1999). Text reflectivity views metadiscourse as the explication of the writer's awareness of the text itself, rather than the reader, Mauranen (1993) calls this a non-integrative approach to metadiscourse as it seeks to distinguish metadiscoursal material by including text referential material. Others approach it in terms of explicit illocutionary predicates, such as *I believe that* and *we demonstrate that* (Beauvais, 1989).

The last group has adopted an integrative approach (Hyland, 1989). According to Hyland (2005), the distinction of metadiscoursal and non-metadiscoursal material is arbitrary because in expressing awareness of the text, the writer also makes the reader aware of it, and this happens when he or she has a clear, reader-oriented reason for doing so.

Another key issue in the metadiscourse literature, and often a source of confusion in empirical studies, concerns whether metadiscourse is a syntactic or functional category, with some analysts even adopting both approaches simultaneously (for example. Lautamatti, 1978; Meyer, 1975; Williams, 1981).

The term functional has a number of meanings in applied linguistics, but in metadiscourse studies it refers to how language works to achieve certain communicative purposes for uses. It therefore concerns whether a stretch of language is asserting a claim, directing readers to an action or response, elaborating a meaning, posing a question et cetera. Functional analyses recognize that a

comprehensive and pragmatically grounded description of any text must involve attending to the use of language in relation to its surrounding context and the purpose of the writer creating a text as a whole. The emphasis is therefore on meaning in context, how language is used, not what a dictionary says about it. So, when considering any item as a candidate for inclusion as metadiscourse the question is not ‘what is the function of this item?’ but ‘what is this item doing here at this point in the text?’

Metadiscourse is a relative concept in that text items only function as metadiscourse in relation to another part of the text. So, what might be metadiscourse in one rhetorical context may be expressing propositional material in another, and analysts must always examine each item individually to determine its function. The potential multifunctionality of items is illustrated in the examples below:

9. (a) I want to agree about the date, *then* we can talk about the venue.

(b) I was waiting an hour *then* he told me the train had already left.

In (9a) the speaker is talking about how he will organize his discussion, using *then* to sequence the programs of the discourse while in (9b) *then* tells us how events followed in time.

This multifunctionality means that metadiscourse cannot be regarded as a strictly linguistic phenomenon at all, but must be seen as a rhetorical and pragmatic one. In looking at metadiscourse as functional we can see that metadiscourse is something that we do a social act through which people carry on a discourse about their own discourse for particular rhetorical purposes.

In order to decide what metadiscourse is and what is not, we need to take the context into account (Mauranen 1993:173). Although some forms are basically inherently metalinguistic, we still

cannot classify a linguistic form as metadiscourse without taking the context of each particular instance into consideration. A consequence of multifunctionality is that one linguistic form can fulfill different functions, for example both as metadiscourse and non metadiscourse, depending on the linguistic context.

Adel (2006) notes that metadiscourse is becoming a highly dynamic topic in text research. It has been investigated from a descriptive stand point and has been shown to be a prominent feature of various types of texts. These include school textbooks (Crismore, 1989, Crismore and Farnsworth 1990), University text book (Bondi, 1999; Hyland, 2000), popularizations (Crismore and Farnsworth, 1990), student writing (Intraprawat and Steffenson 1995), doctoral dissertations (Bunton, 1999), research articles (Mauranen, 1993; Luukka, 1994, Valero Garces, 1996; Hyland, 1998a, 1999, 2000) and in electronic text on the world wide web (Gonzalez, 2005). The studies are predominantly qualitative and descriptive focusing on broad tendencies than qualifying the exact quantitative terms. Hyland (2005) notes that while many studies make use of text corpora, the frequency counts are used to support qualitative observations and comparisons. The study of corpora has gained considerable ground in the past decades signaling a trend from decontextualized linguistics towards a study that takes into account language in context or what is referred to as real language. The descriptive approach or corpus-based approach are useful as they enable metadiscourse analysts conduct functional analyses that are appropriate for identifying social interactions in discourse.

2.1.3 Types and functions of metadiscourse

The first objective of this study was to classify metadiscourse features used in the editorial column of *Parents* magazine that help achieve interpersonal communication. It is therefore important to look at the types and functions of metadiscourse.

Fottum, Gedde, Kinn (2006) state that many metadiscourse analysts have drawn on Halliday's metafunction to code their data (for example Vande Kopple, 1985, Crismore and Farnsworth, 1990, Crismore et al 1993, Hyland, 1998, 2000, Hyland and Tse, 2004, Hyland, 2005). In metadiscourse studies, the ideational component becomes the propositional material while the textual and interpersonal form the two main types of metadiscourse (interactive and interactional) (see page 5). Textual metadiscourse is used to guide the readers through the text while the interpersonal metadiscourse involve the readers in the texts.

2.1.4 Frequency of Metadiscourse in Texts

In classifying metadiscourse features, we get the frequency of metadiscourse in the text which was the first objective of this research.

Hyland (1999) compares the features of the specific genre of metadiscourse in introductory course books and research articles on the basis of a corpus consisting of extracts from twenty-one university textbooks for different disciplines and a similar corpus of research articles. The quantitative analysis reveals the importance of metadiscourse in these text books with an average of 405 examples per text; about one every fifteen words. The applied linguistic texts comprise considerably more evidential (EVI) and relational markers (RM), the biology authors favored hedges, and marketing textbooks had fewer evidentials and endophoric. Perhaps more interesting however are the cross-discipline similarities, with all three fields containing comparable total use

and a near identical proportion of textual and interpersonal form. In particular, all disciplines showed a high use of logical connectives and code glosses which together comprised about half of all cases, demonstrating that the principal concern of textbook authors is to present information clearly and explicitly.

The increase in interpersonal metadiscourse from about a third of all cases in the textbooks to nearly half in the RAs shows the critical importance of these forms in persuasive prose. Devices used to assist comprehension of proposition information, such as connectives, code glosses and endophoric markers, were less frequent in the articles while those typically used to assist persuasion, such as hedges, emphatics, and evidentials and person markers, were more frequent. Hedges were almost three times more common in the research articles (RAs) and represented the most frequent metadiscourse feature; demonstrating the importance of distinguishing established from new claims in research writing and the need for authors to evaluate their assertions in ways that their peers are likely to find persuasive.

Crismore and Farnsworth (1990), Mauranen (1993), Garces (1996), Hyland (1998, 1999, 2000)

Swales and Peak (2000:170) point out the following preliminary conclusions about frequency of metadiscourse in texts: first, long texts tend to have a greater amount of metadiscourse in order to reduce the amount of cognitive load which the larger content entails; second, there is a disciplinary variation: the harder sciences use more metadiscursive devices; third, complex materials like philosophy contains more metadiscourse; fourth, metadiscourse is prevalent in monologic rather than dialogic language; and finally, metadiscourse is more likely to appear at the beginning. This analysis is important to the study because it will help examine the prevalence and frequency of metadiscourse in the editorial columns.

2.1.5 Metadiscourse and interpersonal meaning

The second objective of this study was to assess the role of metadiscourse features in achieving interpersonal communication. This was meant to show how metadiscourse resources help shape up interpersonal meaning between the editor of *Parents* magazine and the reader. This review shows how metadiscourse brings about interpersonal meaning.

According to Hyland (2005), to view writing as interactive means examining discourse features in terms of the writer's projection of the perceptions, interests, and needs of a potential audience. Managing social relationships is crucial in writing because a text communicates efficiently only when the reader's resources for interpreting it and their likely response to it. This is, in part, achieved through the use of metadiscourse.

Grabe and Kaplan (1996: 207-11) point to five main parameters of audience that influences writing:

1. The number of readers – whether a text is written for oneself, a single person, a small group or a large heterogeneous group will have an impact on linguistic and rhetorical choices.
2. Whether readers are known or unknown – the degree of closeness to the reader is likely to influence the extent of interactional and involvement features in the text (e.g. Biber, 1988).
3. The relative status of participants – metadiscourse choices will also vary depending on whether the writer has an equal or lower status than the reader. In spoken contexts it seems that equal status creates more interactional negotiation (Wolfson, 1989)

4. The extent of shared background knowledge – writers are likely to be more explicit in their use of metadiscourse where they assume the reader’s lack of cultural, institutional or social familiarity with issues.
5. The extent to which specific topical knowledge is shared – how far writers can rely on readers knowing about the topic will influence not only the amount of detail that can be included, but also the elaboration of ideas and assumptions through code glosses, the amount of evidential support required, the frequency of explicit transitions, and so on.

The notion of audience, however, is elusive. For some analysts, audience refers to real people outside a text, whom the writer must accommodate, while for others it is a fiction embodied in the writer’s rhetorical choices (Kirsch and Roen, 1990; Park, 1986). Audience is, in fact, outside the context of personal letters, face-to-face conversation and similar genres, rarely a known and stable reality. In many settings we do not have exact knowledge about who we are addressing. A great deal of professional and academic writing, for example, may have multiple audiences and this is particularly true of much of the significant writing we do in our lives, which is evaluated by examiners, employers, clients and other gatekeepers. Essentially then, audience represents the writer’s awareness of the circumstances which define a rhetorical context and the ways that the current text is related to or aligned with other texts. Writers construct an audience by drawing on their knowledge of texts they have encountered in similar settings in the past, either as readers or writers, and by relying on readers’ abilities to similarly recognize intertextuality, or resemblances, between texts.

Grabe and Kaplan (1996) note that, the extent of knowledge overlap is crucial to the ways we construct meanings. At one end of a continuum of shared understandings, writing for oneself

allows a lot to be left unsaid, so , for example, we usually have little trouble reconstructing fuller meanings from a set of notes or a shopping list. Metadiscourse here is likely to be minimal and the text will approach the extremes of a fully ideational discourse. At the other end of the continuum, there is the situation where we are writing for a largely known audience, as on a subject that is either new to readers or something they are likely to disagree with. Here writing needs to be far more explicit and writers need to draw on a host of rhetorical techniques to help readers understand the material and guide their responses to it.

In most cases, we have little trouble in decoding the texts we encounter, often because we are among the writers' intended recipients (Grabe and Kaplan, 1996). Even when the audience is a heterogeneous one, such as with a mass mail shot sales letter or an email addressed to all employees of a large corporation, we are able to identify the writer's purposes and the context it was designed to create. We can usually say who wrote it, for whom, why and its likely chances of success.

Generally, what enables us to recover something of the characteristics of that context and audience are the metadiscourse features the writer has chosen to use. This is because creating a convincing reader – environment involves deploying metadiscoursal resources so that the final text is co-produced by the author and by members of the audience to which it is directed. The degree of formality chosen by the writer, the power, social status and familiarity encoded in the text , the shared understanding implied, and the cultural or community knowledge drawn on, can all be marked with metadiscourse. These signals can appeal to readers in different ways and provide important clues about the writer-reader relationship and the writer's goals in the encounter.

While interaction is influenced by the writer's purpose and genre in any particular context, Grabe and Kaplan's (1996) parameters remind us that it also involves the writer's sense of his or her

personal relationship with readers. In deciding whether to establish an equal or hierarchical affiliation, adopt an involved or remote stance, or choose a convivial or indifferent interpersonal tenor, we are at least partly constrained by the dominant ideologies of our institutions. But these choices depend to some extent on the number of intended readers and how far they are personally known to us. Following, Brown and Levison (1987), writers make evaluations of their readers in terms of the social distance between them, the power difference between them, and the scale of imposition being made on the reader. By weighing up these variables, writers decide how far they can be direct, involved, informal, friendly or forceful. A letter to a friend, for instance, will obviously be very different from one written to a stranger in terms of informality, interactional involvement and amount of topic elaboration needed to establish common ground.

Metadiscourse is therefore an important link between a text and its context as it points to the expectations readers have for certain forms of interactions and engagements. It highlights the dialogic role of discourse by revealing a writer's understanding of an audience through the ways that he or she addresses readers and their needs (Grabe and Kaplan, 1996). These expectations are social, affective and cognitive based on participants' beliefs and values, their individual goals and their experiences with similar texts in the past. In other words, a text has to talk to readers or hearers in ways that they find familiar and acceptable, which means that the processes of comprehension and participation are not just a matter of informational clarity, but of the individual writer's or speaker's projection of a shared context. That is, in pursuing their personal and professional goals, readers seek to embed their discourse in a particular social world which they reflect and conjure up through particular recognized and accepted discourses.

Based on the view of writing as a social and communicative engagement between writer and reader, metadiscourse focuses our attention on the ways writers project themselves into their work

to signal their communicative intentions (Hyland, 2005). It is a central pragmatic construct which allows us to see how writers seek to influence readers' understandings of both the text and their attitude towards its content and the audience (Hyland 1998:437). With metadiscourse awareness and strategies for using it, readers will better understand the author's text plan (Crismore, 1990). They will know whether they are reading the introduction, the body or conclusion of a text; they will know when the author has shifted to a different topic or defined a text; they will understand that an author is conceding his point or that he considers certain ideas more important than others. Accordingly, interpersonal metadiscourse allows the audience to understand author's implicatures and presuppositions as well as author's stance while considering the social framework of the speech act.

Using metadiscourse means that the author has foreseen the audience's interactive frames and knowledge schemas, and that he or she has made the necessary amendments and additions to the information flow. If, as members of the same discourse community, both authors and readers use similar interpretive mappings, effective comprehension will cope with the reader's expectations in terms of contents, contextual resources and disciplinary knowledge and, as Wilson and Sperber (2004) would state, will therefore look for maximal relevance. As a result, using metadiscourse allows readers to understand discourse texture and intertextuality, to share pragmatic presuppositions, to infer intended meanings, and to interpret the institutional and ideological ties underlying the text.

2.1.6 Studies on interactive and interactional features of metadiscourse

The second objective of this study was to examine the use of both the interactive and interactional resources of metadiscourse. This section reviewed literature on what other studies have done on interactive and interactional resources and the gap that this study has filled.

Le (2002) demonstrated how the elite newspaper *Le Monde*, constructs active participation within its editorials' argumentation to establish its authority. This active participation is revealed through analysis of three metadiscursive categories, evidentials, person markers and relational markers, in connection with the editorials' argumentative structure. It appears that *Monde's* editorialist present themselves as responsible and competent journalists, as representatives of public opinion, and as independent and committed intellectuals in the French tradition. These strategies attest to *Le Monde's* persuasive abilities in playing one part of its audience (Public opinion) against the other (ruling elite), or appealing to them together on a matter of foreign policy.

In her work, Le (2002) looks at how metadiscourse helps present authorial presence and persuasion in the editorial of *Le Monde* newspaper. She limits herself to the fourth tenet of Hyland's (2005) theory of metadiscourse and refers to only three metadiscursive categories: evidentials, person markers and relational markers in connection with the editorial's argumentative structure. The researcher has filled the knowledge gap by looking at all the metadiscoursal features; both interactive and interactional resources and how the writer creates social presence to enhance interpersonal communication.

Russell (2006) analyses how *Consumer* magazine in New Zealand visually communicates a profound message to its readers: that *Consumer* should be read and its information relied upon. One aspect in *Consumer's* strategy to succeed in the competitive media environment is the visual

appearance of the magazine. As Russell declared when consumer was redesigned in 2006: ‘The look of the magazine is important’, (Russell, 2006, p2). He identifies three factors that work together to create the visual rhetoric of a document: making a good first impression that fulfills the reader’s visual expectations, presenting a clear and coherent visual style and presenting the appropriate editorial personality. These visual elements govern the reader’s initial engagement with the document and once engaged works with the rhetoric of the text to give the reader a consistent whole. Authorial influence extends to include visual elements of a text such as layout, color and topography. He notes that visual metadiscourse can provide design criteria for authors when considering the needs and expectations of readers. The linguistic concept of metadiscourse is expanded from the textual realm to the visual realm, where authors have many necessary design considerations as they attempt to help readers navigate through and understand documents. These considerations both textual and visual also help construct the ethos of authors, as design features reveal awareness of visual literacy and of the communication context. Visual metadiscourse complements textual metadiscourse in emphasizing the necessity of rhetoric. The visual features of the document can determine whether the reader will make the effort to read the text. These visual features can be regarded as a visual metadiscourse giving the textual information, shape and structure.

Russell (2006) in contrast to Le (2002) looks at authorial presence by focusing on the visual elements of metadiscourse while Le (2002) analyzes authorial presence using the textual features of metadiscourse. Russell (2006) notes that visual metadiscourse complements textual metadiscourse in emphasizing the necessity of rhetoric. Both visual and textual metadiscourse are important in achieving rhetorical appeal of a document. All in all, the point brought out by both

researchers is that authorial presence is important in enhancing the message of the writer and for the writer-reader interaction.

Abdollahzadeh (2007) studied the use of metadiscourse in 53 Persian and English (British and US) newspaper editorials in order to see how writers in different languages and cultures tone down and organize their writings in their attempt to gain solidarity and community acceptance. Based on Vande Kopple (1985), he examined instances of hedges, emphatics, attitude markers, person markers, text connectives and code glosses, to ascertain if there were significant differences in the use of these subtypes of metadiscourse. Twenty-six editorials (16,144 words) by Persian-speaking editors and columnists and twenty-two editorials by English-speaking editors (16,190 words) were examined qualitatively and quantitatively. The newspapers were selected randomly from March to June 2003 issues from Iran, the United States and Britain. The results demonstrated no significant difference between Persian and English editorials for metadiscourse subtypes of text connectives, attitude markers and person markers. However, significance differences were found for the subtypes: the English editorials used more code glosses and hedges while Persian editorials had more emphatics.

According to Abdollahzadeh (2007), the heavy use of emphatics by Persian editorial writers was due to an Iranian tradition of valuing and abiding by the rules of those in power without questioning them or without expressing doubt or uncertainty about social and, specifically, religious issues. The heavy use of hedges by English editorial writers was ascribed to their being more considerate and polite to their readers. The significant use of code glosses by the English editorial writers was believed to show a reader-oriented attitude. He concluded that not all cultures sanction the same degree of author projection and author presence in order to be persuasive and that metadiscourse use is influenced by personal, interpersonal, institutional and socio-cultural factors.

Awareness of audience and purpose pushes writers to be rhetorically more effective, particularly so for authors publishing in leading journals, given the high-stakes nature of article publication and the critical stance of the readers. Therefore, it seems that Anglo-American writers publishing in leading international journals need to create more forcefully a research space for themselves in order to persuade an expert audience of a new interpretation or need to anticipate the consequences of being proved wrong. These situations may account for the significant use of interpersonal metadiscourse found in Anglo-American writing. On the other hand, writers publishing in local journals may not need to compete for a research space because of the much smaller size of the discourse community and the decreased possibility of audience rejection. Consequently, the status of the journals (local versus international) can be another reason for the significant use of interpersonal language in order to gain community acceptance by English writers.

Abdollahzadeh (2007) holds a different view from Le and Russel in that his findings reveal that persuasion does not rely on authorial presence as this depends on the cultural background of the reader and that metadiscourse use is influenced by personal, interpersonal, institutional and socio-cultural factors.

Dafouz (2008) explores the role that metadiscourse markers play in the construction and attainment of persuasion. In a cross linguistic perspective, two elite newspapers, The British, *The Times* and the Spanish, *El Pais* were chosen because of their status and of the political and rhetorical influence they exert in their respective national cultures. Both textual and interpersonal metadiscourse markers are present in English and Spanish newspaper columns, but that there are variations as to the distribution and composition of such markers, specifically in the case of certain textual categories. Regarding the persuasive effect of metadiscourse, a balanced number of both textual and interpersonal markers was necessary to render the text persuasive and reader oriented. The

quantitative analysis reveals that the texts written in Spanish used a higher number of textual metadiscourse than did the texts in English (Spanish n=496, English n=334). As for interpersonal markers, the Spanish texts used a lower number of metadiscourse markers than the English texts did (Spanish, n=331 and English, n=424). However, from a statistical perspective, these differences were not significant, a result that endorses the principle that metadiscourse markers act across linguistically.

It was also noted that the texts with a balanced number of metadiscourse markers were regarded as the most persuasive. In general, it seems that readers prefer to be given some metadiscourse categories, both textual and interpersonal, to guide them through the text, rather than having to reconstruct and reinterpret the text without any explicit signposting. At the same time, readers regard as more persuasive those texts in which metadiscourse items are not over-presented and where there is still room for individual interpretation, opinion or disagreement. Interestingly, interpersonal metadiscourse is not the only determinant for persuasion; textual metadiscourse in the form of logical markers, which add, sequence, contrast or conclude a number of ideas is essential to the overall persuasive effect of a text. Textual metadiscourse, although not overtly persuasive, fulfils a persuasive function and attains a persuasive effect. In the case of interpersonal markers, the combination of hedges and attitudinal markers, together with the inclusion of certainty markers and personalisers, contribute to the development of a relationship with the reader. A relationship that, ultimately, may convince or not but that is inherently persuasive.

In the analysis, hedges were most numerous of all the markers analyzed in the corpus, even more so than logical markers. This finding seems to confirm the crucial importance of combining fact and mitigated opinion in newspaper discourse in order to attain effective persuasion. It reveals that both Spanish and English writers follow parallel rhetorical conventions in the articulation of

persuasion by means of metadiscourse hedges. Reminders, topicalisers, illocutionary markers and announcements displayed a low frequency of occurrence in the texts surveyed, both in English and Spanish. One might suggest that the presence of these items is not necessary, given the short length of these articles and the linguistic economy that writers have to exercise in their columns. Although Dafouz analyzed newspaper columns, his focus was on the construction and attainment of persuasion. This study has filled the gap by looking at all the four tenets of Hyland's theory of metadiscourse by analyzing how interpersonal communication is achieved in the main editorial column of *Parents* magazine.

Edwin (2008) in his research project analyzed instances of such relatively rare televisual self reflexivity or metadiscourse in three different contexts: Australia, Indonesia and the Netherlands. The research focused on three different categories of televisual metadiscourse in each of the contexts: humorous, journalistic and artistic metadiscourse, respectively. Humorous metadiscourse is the product of comedians, includes cabaret, parody and satire and functions to "denormalize" television by putting it in alternative, humorous contexts. Journalistic metadiscourse is the product of journalists and intellectuals, includes media watch programmes and critical debates, and functions to deconstruct and "rethink" television by explicitly discussing the commercial and ideological mechanisms behind television production. Artistic metadiscourse is produced by creators of fine art, including video and installation artists, who not only rethink television, but also literary "transform" the revealing television's impact of society as well as the impact of external factors, either commercial or ideological – on television itself, the three categories of televisual metadiscourse help to assess and potentially increase the "publicness" of the medium in each of the three socio-political contexts.

Edwin (2008) studied televisual metadiscourse and how they help to assess and potentially increase the publicity of the medium. His study also focused on visual elements of metadiscourse. This study seeks to fill the knowledge gap by analyzing textual and interpersonal features of metadiscourse in the editorial of *Parents* magazine of Kenya. The study has also filled the gap by analyzing both the interactive and interactional resources of metadiscourse and how they foster interpersonal communication.

2.1.7 Studies on Metadiscourse and Interpersonal communication

Social presence is the awareness of others in an interaction combined with an appreciation of interpersonal aspects of that interaction. It is assumed that in any interaction involving two parties, both parties are concerned acting out certain roles and with developing or maintaining some sort of personal relationship (Short, William, Christie, 1976).

The fourth objective was meant to find out how metadiscourse creates social presence to enhance interpersonal communication. This review shows what other studies have done on interpersonal communication and the gap this study has filled.

Eunita (2001) studied a sociopragmatic approach to use of metadiscourse features in effective non-native and native speaker composition writing in attainment of interpersonal communication. Metadiscourse features in 64 compositions were examined: 34 ESL compositions by Dholuo first language subjects in the third year of study at Kenyatta University, Kenya and 32 compositions by English native speakers freshman at Midlands Technical College, Colombia, SC. Prior to the analysis, three native-speaker compositions instructors independently rated the compositions as effective or ineffective. The results showed that both non-native and native writers conformed to the target language's schematic superstructures. They also used metadiscourse features to express

messages of intentionality. A major finding of this study shows that effective writers used more metadiscourse features to express messages of intentionality than ineffective writers; results were almost identical for both native and non-native speakers. The study claims that effective writers exploit their linguistic repertoire to maximize audience awareness and indications of their own awareness to achieve maximum communicative reward and concludes that metadiscourse features structure discourse at a higher level than propositional content. Consequently, instructors should sensitize their students to the use of metadiscourse features, and writers should view writing as interactive enterprise between themselves and the text.

Eunita (2001) focused only on how metadiscourse is an interactive enterprise. Her research also focused on academic composition writing. The researcher intends to fill the gap by looking at both the interactive and interactional features of metadiscourse. The researcher has gone further beyond academic writing and analyzed metadiscourse use in *Parents* magazine which borders more on social writing.

Karim and Sonour (2012) analyzed the frequency of textual metadiscourse resources in two original and their simplified counterparts. The researches were interested in understanding how writers of original and simplified novels differed in the use of these resources. The corpus used in this study was analyzed based on Hyland and Tse's (2004) model. The frequency of metadiscourse resources was calculated per 1000 words and the difference in their distribution across original novels and their simplified versions was checked using the statistical analysis technique of Chi-Square. The findings indicated that there was not a significant difference in the frequency of metadiscourse resources between original and simplified novels analyzed implying that writers of both original and simplified novels strived to provide a coherent text.

Karim and Sonour (2012) focused their study on Hyland and Tse's (2004) model of metadiscourse. They also focused on textual resources of metadiscourse. The researcher has focused on Hyland's (2005) model of metadiscourse and both interactive and interactional features of metadiscourse were analyzed.

Wellman (2014) in Malawi, studied hedging and boosting as interactional metadiscourse in literature doctoral dissertation abstracts. The study was undertaken to investigate the writing culture in literature by analyzing dissertation abstracts of PhD candidates in the field using Hyland's (2005) metadiscourse taxonomy. The study discovered that literature PhD candidates hedge three times more than they use boosters favoring the use of low commitment modal auxiliaries *can* and solidarity phrases. They boost only when they are convinced that their claims conform to some universal understanding. When crafting abstracts writers employ language cautiously because the acceptance of their research papers depends largely on how they are presented to the academic community (Nivales, 2010). They have to decide either to increase the strength of their propositions by using boosters or decrease the force through the use of hedges. Researches indicate that hedges and boosters serve three main functions: 1) threat minimizing strategy to signal distance and to avoid absolute statements; 2) strategies to accurately reflect the certainty of knowledge; 3) politeness strategies between writers and editors (Nivales, 2010); Hinckel, 2009). As noted by Abdi (2011) Hyland's model is highly preferred in modern metadiscourse studies for being recent, simple, clear and comprehensive. Hedges were grouped into three. The first category consists of modal and lexical verbs with low degree of commitment such as *may*, *might*, *could*, *can* and *would*. Introductory verbs like *seem*, *suggest*, *appear* and phrases that use any or a combination of these such as *it may seem to appear*, *it might be suggested* formed from another category. Lastly, probability adjectives and their adverbs counterparts like

possible/possibly, probable/probably, presume/presumably were also grouped together. Boosters were similarly classified into three. The first group comprised of modal auxiliaries with higher degree of commitment like must, should, have to and need to. Adjectives as well as adverbs like certainly, definitely and obviously were treated as boosters as they are used to show confidence in the claims. Solidarity features like it is well known, it is a fact, as we all know, were also grouped as boosters in Wellman's study.

Wellman (2014) focused only on the interactional features of metadiscourse and limited himself on hedges and boosters for interpersonal communication. His study also focused on academic discipline of literature doctoral dissertation abstracts in Malawi, Central Africa. The researcher has filled the gap by analyzing all the features of metadiscourse both interactive and interactional in the main editorial columns of *Parents* magazine of Kenya and how they help achieve interpersonal communication.

In summary, the reviewed studies have either applied metadiscourse taxonomies partially or given metadiscourse a minor role in their linguistic analyses. Le (2002), Russel (2006), Dafouz (2008) and Edwin (2008) limit themselves on the fourth tenet of Hyland's theory of metadiscourse. Karim and Sonour (2012) analyzed frequency of textual metadiscourse resources and Wellman (2014) limits himself only on interactional features of metadiscourse in his study. None of the reviewed studies investigated both interactive and interactional metadiscourse resources. The linguistic gap this study has filled is by investigating metadiscourse use in the editorial columns of *Parents* magazine and how it helps enhance interpersonal communication by analyzing both the interactive and interactional features in terms of frequency and functions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study adopted a descriptive design. Cooper and Schindler (2003) state that a descriptive study aims at a classification of the range of elements comprising the subject matter of study. Descriptive research determines and reports the way things are. It attempts to describe such things as possible behaviour, attitudes, values and characteristics. A descriptive study is carefully designed to ensure complete description of the situation making sure that there is minimum bias in data collection and to reduce errors in interpreting the data collected (Cooper and Schindler, 2003). It is designed to gather descriptive information and provides information for formulating more sophisticated studies. This method is applicable to problems that satisfy certain criteria. First, the problem must be describable and arguable. Second, the data should be amenable to an accurate, objective and, if possible, quantitative assemblage for reliability and significance. Data is collected by using one or more appropriate methods like observation, interviewing and mail questionnaire. This design was used to describe metadiscourse use (a corpus of interactive and interactional resources) in the editorial column of *Parents* magazine.

3.2 Study Area

This was library research in discourse analysis. The study focused on the monthly issues of *Parents* magazine of Kenya. Only the editorial section of *Parents* magazine was studied because of the authorial voice and presence. It is in the editorial that the writer is able to interact with the reader. The metadiscourse features used in the editorial column of *Parents* magazine and how they

enhanced interpersonal communication were studied. Both the interactive and interactional features of metadiscourse were analyzed.

3.3 Study Population

The study analyzed all the editorial columns of 2017 issues of *Parents* magazine that was randomly sampled through multi-stage sampling. Each editorial of every month of *Parents* magazine issue of the 2017 year was analyzed. Since the population in the sample is well defined (complete sampling frame) all the 12 editorials of 2017 *Parents* magazine were studied as a census. A total of 12 editorial columns therefore formed the population of the study.

3.4 Sample Size and Sampling Procedures

This study used multi-stage sampling. According to Altheide (1996), multi-stage sampling involves a combination of sampling methods. By combining different sampling methods, we are able to achieve a rich variety of probabilistic sampling methods that can be used in a wide range of social research contexts. In this study, *Parents* magazine was sampled through simple random sampling. Second, the year of study was also sampled using simple random sampling. The editorial column was purposively sampled because it presents the writer's perspective and it provides a platform for interaction between the writer and reader which was the aim of the study. All the editorial columns of 2017 were studied as a census. A total of 12 editorials provided the words that were analyzed in this study.

3.5 Data Collection Methods

The study was based on library research which involved reading published editorials of *Parents* magazine to examine how interpersonal communication is created between the writer and reader.

Data in form of words was collected from 12 sampled editorials. Through corpus compilation, metadiscourse features were extracted from the sampled editorials for analysis. A corpus is a body of written texts or transcribed speech for linguistic analysis (Kennedy, 1998). Using a corpus is using a selection of texts to represent the language (Stubbs, 2001). The researcher created (compiled) a corpus by selecting texts from the editorial of *Parents* magazine. The corpus-based approach is descriptive research. The data, a corpus of interactive and interactional features of metadiscourse were collected from the editorial columns by carefully reading and picking the features of metadiscourse identified. Corpus compilation technique was used to get the interactive and interactional resources of metadiscourse from the editorial columns of 2017 *Parents* magazine. A documents schedule comprising Hyland's taxonomy of metadiscourse was used to guide the researcher in identifying the metadiscourse features used in the editorial of *Parents* magazine.

3.6 Reliability and Validity

Mugenda and Mugenda (2003) define reliability as a measure of degree to which instruments yield consistent results or data after repeated trials. Therefore, a reliable instrument is one that consistently produces the expected results when used more than once to collect data from two randomly drawn from the population. For a research data to be reliable, it must have the ability to consistently yield the same results when repeated. A trial of data collection using the documents schedule on an editorial was done by the researcher on a randomly selected *True Love* magazine.

Validity is defined as the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda and Mugenda, 2003). It is the accuracy and meaningfulness of inferences of a study based on the research results. A pilot study on a randomly

selected *True Love* magazine was carried out before the actual data collection to test the validity of the instrument.

3.7 Data Analysis and Presentation

Content analysis was used to analyze data. Content analysis is a methodology in the social sciences for studying the content of communication. Berelson (1952) defines content analysis as a research technique for the objective, systematic and quantitative description of manifest content of communications. Content analysis is a research tool focused on the actual content and internal features of media. Content analysis is used to determine the presence of certain words, concepts, themes, phrases, characters or sentences within texts or sets and to quantify this presence in an objective manner. The examination of the corpus of metadiscourse features was done following Hyland's theory of metadiscourse. First, the corpus of words was analyzed with the intent of classifying them into the interactive and interactional categories of metadiscourse (refer to appendix 1)

Holsti (1969) groups fifteen uses of content analysis into three basic categories: make inferences about the antecedents of a communication, describe and make inferences about characteristics of a communication, make inferences about the effects of a communication. He also places these uses into the context of the basic communication paradigm.

Content analysis method was used to analyze the editorial columns of 2017 *Parents* magazine for interactive and interactional resources of metadiscourse. Both qualitative and quantitative techniques were used to analyze data. Qualitative analysis obtains detailed information about the phenomenon being studied to establish patterns, trends and relationships from information gathered. Qualitative data was presented through description and classification of the results

obtained from the editorial column. Hyland's taxonomy of metadiscourse (see appendix I) was used for qualitative analysis to relate the types of metadiscourse with specific functions in the editorial. It involved identification and classification of the metadiscourse features present in the editorial column of *Parents* magazine. The analysis involved a corpus of twelve editorials of 2017 for interactive and interactional metadiscourse features. The data was obtained by reading the editorial and underlining the metadiscourse features used in the editorial column for analysis. All the metadiscourse features identified were underlined then categorized in the functional categories of interactive and interactional features of metadiscourse and counted to get their frequencies. Quantitative analysis involves using descriptive statistics such as mean, standard deviation, percentages with the aid of graphical representation such as tables, graphs and pie charts to analyze and present numerical data (Kothari, 2003). Quantitative content analysis starts with word frequencies, space measurements (column, centimeters/inches in the case of magazines and in this case *Parents* magazine), time counts (for radio and television time) and keyword frequencies. However, content analysis extends beyond plain word counts, for example with keyword in content routines words can be analyzed in their specific context to be disambiguated. The study used quantitative techniques to study the interactive and interactional features of metadiscourse in form of tables and pie charts, highlighting their respective categories and subcategories.

3.8 Ethical Considerations

To ensure the research ethics are adhered to, the researcher sought clearance from the Maseno University Ethics Review Committee (MUERC). The ethics approval was granted by MUERC (refer to appendix IV). This was meant to ensure that the research was to the standard and in line with the requirements expected by MUERC.

Elements of plagiarism were avoided by ensuring that all works from other writers and sources were acknowledged. Since the research was textual, and focused on the editorial column of *Parents* magazine, the researcher sought clearance from *Parents* magazine management for their consent to the research (refer to appendix III). This was for the purpose of ensuring that permission was granted to research on their magazine and also get their support in case of any need.

The data collected was used specifically for research purpose. Only metadiscourse features were picked from the main editorial column of *Parents* magazine. The research did not involve interviewing or interacting with the respondents directly. The information gathered was specifically used for the research purpose and would not be disseminated outside the realm of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter contains a presentation of the study findings, their interpretations and discussions. The study findings are presented in the form of descriptive statistics. Descriptive statistics were calculated to describe the presented data in the form of frequency tables with percentages. The chapter is presented in line with the three objectives in the study.

Findings from each of the objectives are presented followed by interpretations and discussions. Comparisons with empirical findings are also made to help in making conclusions about metadiscourse use in the editorial column of *Parents* magazine and its effects on textual appeal to the reader.

4.2 General characteristics of the sample

The researcher analyzed all editorial columns of the *Parents* magazine from January to December 2017 to examine the use of metadiscourse. In this regard, a total of 12 editorials were analyzed from the 2017 *Parents* magazine series. One editorial for each of the months from January through to December of 2017 were analyzed. This represented 8.33% for each month giving a total of 100%. The selected editorial sample was significantly representative of the corpus from which it was drawn.

4.3 Identification of metadiscourse features used in the 2017 editorial column of *Parents* magazine

The narratives in the *Parents* magazines 2017 editorials were examined for metadiscourse features using Hyland's (2005) categories as outlined in Table 3 and Appendix 1.. Specifically, the narratives were surveyed for metadiscourse markers that are defined by two distinct categories; interactive resources and interactional resources. Interactive resources are features that consider the relationship between the reader and the writer. Their role is to organize propositional information to maximize understanding for the reader. Interactive resources consist of transitional markers, frame markers, endophoric markers, evidentials, and code glosses. Interactional resources define the ways authors interact and intrude on their message. These types of markers present the writer's perspective and add personality in the text. Interactional markers include hedges, boosters, attitude markers, self-mentions, and engagement markers. According to Hyland, (2005), metadiscourse markers can serve more than one role (for example a frame marker and a self mention). For the purposes of this study each metadiscourse marker was counted only once.

In this study, the researcher identified the metadiscourse markers by physically reading the editorials and identifying the features of metadiscourse present. The identified features were marked and classified accordingly. The following methods described by Witte (1983) were used. First, the stories in the editorial column of *Parents* magazine were read repeatedly. Next, the subject of the sentence or given information was identified by asking the question, "What is this sentence about?" Then, the predicate or new information was determined by asking, "What is being said about X?" Once the propositional information was determined, the metadiscourse words

or phrases were categorized by determining their contribution to enhancement of interpersonal communication. Lastly, the metadiscourse markers were categorized and totaled.

The first objective involved identification of features that help achieve interpersonal communication in the editorial column of *Parents* magazine. Below are the findings of the study:

Editorial column of *Parents* Magazine January 2017:

From Me...To You

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Celebrate love and Achievement in this New Year

Samuel Murava aka DLMo has been helping some of the individuals covered in *Parents* magazine. Although we had never met him, he was always kind enough to offer assistance whenever I sought one from him. I therefore looked forward to this issue's cover featuring anything, just to personally thank him for being a good support. When I finally got to meet him together with his wife, Size 8 Reborn, it was as easy as he sounded on the phone. Size 8? Never in my life have I ever met someone so full of life. Being the life of the party that she is, she practically lit the cover shoot. I am grateful that they agreed to share their story in this first issue of 2017. What an inspiring way to kickoff the year! read their incredible story of love triumphing over challenges in *Cover Story* column.

Each issue of *Parents* magazine celebrates individuals who set the agenda for this nation and beyond in whatever capacity they serve. This issue features the story of Dr Gladys Mwiti whose contribution to the field of psychology and psychotherapy is commendable. we also announced Grace Wahome featured in *Real people Real lives* for believing in herself and taking a road less travelled. Grace runs a dog business, a little known venture in Kenya, and is excelling at it.

Speaking of ventures, Antony Micheni ditched a well-paying job to start a home care service company. How did that go? He shares in the *missing Achiever* column. Daniel Maina in this *life column* gives us his first hand experience of life on the streets as a child and how he managed to pull through to become a family man and entrepreneur. The phenomenal woman for this month is Khasoha Shiyenze of Shiyenze Fashions. The 22-year-old shows us hunger for success is not a respecter of age.

On the love front, Mrs Africa International Lucie Kamiti and her husband Boniface Kamiti reiterate the role self-improvement plays towards the success of a marriage in *Marriages that Last* while the bond of love column carries the heartwarming story of an interracial marriage between a Kenyan and a Japanese that was brewed miles away from home. And since sex is an integral part of marriage, the sex column sheds light on sex toys, which you can use to switch things up in the bedroom.

Being a New Year, we tell you how to make your 2017 financial resolutions a reality in the *Finance* column while the hair chat column advises on some of the hair resolutions you need to commit to this year. The *Fashion* column demonstrates how you can wear bold prints without breaking a sweat. Move over to our *Well being* columns for practical advice on your health such as tips to take charge of your heart health.

My team joins me in wishing you happy and prosperous New Year. Keep it *Parents* in 2017 to enjoy inspiring articles of enduring value each month.

As always, I thank you for taking time to read *Parents* magazine.

Lily
Dressed by Vivo Activewear

7 *Simplify your Life*

Refuse to live in fear

Courage is resistance to fear, mastery of fear, not absence of fear.

Mark Twain

The Lord is my Light and my Salvation – whom shall I fear or dread? The Lord is the Refuge and Stronghold of my life – of whom shall I be afraid?
Psalms 27:1

There is certainly nothing simple about fear. It torments and prevents progress and is a major obstacle. Satan uses it against people to keep them out of God's will. There is quite a bit people tend to fear. They are afraid of other people, certain animals, the dark, the past, the future, going without, sacrifice, heights, elevators, water, germs and so on. If you can think of it, someone is afraid of it. We may feel fear but we do not have to give in to it, we can do whatever we need and want to do, even if we have to "be it afraid." Courage is not the absence of fear, but it is taking action in the presence of fear.

Remember God leads us to do something. He always supplies everything we need for the task. He gives us the ability, help, finances, courage, wisdom, and everything else that is required to finish well. We may not feel or see those provisions right away, but as we step out in faith those things will always be present. Satan uses that to cause us to shrink back, but God wants us to go all the way through and see our dreams fulfilled.

We cannot win our battles when we are surrounded by fear. Gideon was headed to war and God told him the first thing he needed to do was to get rid of the soldiers who were afraid, and that was about two-thirds of them (Judges 7:3). While not suggesting we reject people who experience fear, if we want to accomplish the will of God, we need people around us who understand the nature of fear and refuse to be ruled by it.

Fear clouds our thinking, torments us emotionally, causes us to act irrationally, and in general complicates everything. It is time to say no to fear. God has given us courage of fear, but also of power, love, and a sound mind (2 Timothy 1:7).

James Olyan

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Table 2: Data extracts for January 2017

Interactive resource	Feature	Frequency
Transitions	Although	1
	Therefore	1
	And	3
	Also	1
	While	2
Frame markers		
Evidentials	Samuel Muraya aka Dj Mo	1
	Dr. Gladys Mwili	1
	Size 8 Reborn	1
	Samuel Muraya	1
	Antony Micheni	1
	Daniel Maina	1
	Khasoha Shiyenze	1
	Licie Kmiti	1
	The sex column...	1
	In the Finance column...	1
	The Hair Chat column	1
	The Fashion column	1
	In the Higher Achiever column	1
	Bond of love column	1
	In the Cover Story column	1
In the well-being column	1	
In this new year		
Code glosses		

Endophoric markers		
Interactional resource	Feature	Frequency
Hedges	Can	2
Boosters	Always	2
	Never need	2
	practically	1
		1
Attitude markers	never ... incredible	2
	triumphing	1
	commendable	1
	commend...	1
	excelling	1
	phenomenal	1
	heartwarming	1
	integral inspiring	1
	enduring	1
		1
		1
		1
		1
Engagement markers	You	5
	Us	1
	Your	3
	Keep it...	1
	Move over... Read....	1
		1
Self mentions	We	3
	Our	1
	I	6
	My	2
	Me	1

From the above data, the interactive and interactional features of metadiscourse present have been used once or twice because of the scope of the editorial. The evidentials used each appears only once because each issue of the magazine presents a different personality every month. It is only the engagement marker 'you' that appears 5 times and 'your' 3 times. This is because the writer tries to build a close relationship with the reader by engaging them in the text and thereby creating interpersonal communication between the writer and reader. The self mention 'I' is the most used appearing 6 times and 'we' appearing 3 times. These person markers enhance the writer's presence in the text and thereby building the interpersonal relationship with the reader. Highland (2005) notes that person markers refer to the first person pronouns used to indicate the presence of the writer in the discourse (*I, we, our*). And Nunn (2009) states that devices such as personal pronouns and personal references build a credible textual persona.



From Me...To You

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C24

The time to love is now

February is a special month. For one, it is the shortest month of the year meaning payday comes around sooner than we are used to. Secondly, it has been christened the month of love given it plays host to Valentine's Day. What's not to love about it? Here at *Parents*, we are always up to par and that is why this issue celebrates love.

To start us off is the fearless, fabulous and fun-loving Angela Ndambuki of the all-girl singing group Tattuu. And oh dear! Didn't we love them? They were the epitome of young, driven and beautiful women. Of course, life happened and each went their separate ways. We got lucky to catch up with Angie to bring you her story. What has she been up to? The *cover Story* column chronicles the songstresses' shift from the stage to advocating for performers' rights through the Performers Rights Society of Kenya, drawing strength from her family as well as the possible return of Tattuu.

This issue also carries the incredible stories of two individuals, Marion Op het Veld aka Mama Sarakasi and Michael Wamaya, who are shaping the dancing sphere in the country. There is a labour of love for an art that not only puts food on their table, but also gives hope to hundreds of talented Kenyans. Mama Sarakasi is the co-founder and director of the popular Sarakasi Trust that has nurtured many acrobats and dancers. Michael Wamaya on the other hand is on a quest to train slum children ballet.

Dr Jennifer Riria has played a critical role in empowering women financially. Through the Kenya Women Finance Trust, Dr Riria has helped shape the microfinance industry by giving women a chance to be self-reliant. Read her inspiring story in my story column. Catch up with Dr. Esther Dindi, a fitness doctor, in the *Real People Real lives* column as she takes us through the

benefits of healthy living, as exemplified by her own life. While at it, get to learn about a concept that was instrumental in stemming maternal and infant deaths in Finland and how a Kenyan lady is replicating the same in Kenya in *Phenomenal Woman*

Kenya women's national football head coach, David Ouma, and his wife Recho give us the ingredients of a winning marriage in *marriages that last*. On the same note, the *Bond of Love* couple demonstrates that you can actually find love in the workplace. Being the love issue, we have lined up several articles to help you have a wonderful experience this Valentine's, from tips for a low-cost date to ideas for romantic bedroom décor.

Elsewhere in this issue we give men tips for caring for the little man down there. You want 'him' in tiptop condition, don't you? Have you recently lost weight? You are at the right place: find nutrition advice to help you keep the weight off for good. And if hair loss myths are giving you sleepless nights, worry no more for the *Well Woman* column debunks them while telling you how best you can take care of your hair.

We hope you will enjoy this issue that is filled with ideas to enable you have a fabulous February as well as inspirational stories from individuals making our society better.

With love.



Lily

Simplify your Life

Have simple friends

Some people come into our lives and quickly go. Some stay for a while and leave footprints on our hearts. And we are never, ever the same.

Anonymous

Make no friends with a man given to anger, and with a wrathful man do not associate.

Proverbs 22:24

The people we spend time with affect us, so it stands to reason, if we want a more simple life, we should not have a lot of complicated people for close friends. If you are around people who

are very intense and always stressed out, they get you stressed; but if you are around people who are peaceful, it helps you remain peaceful too. When you are around people who are lighthearted and thoroughly enjoy even the very simple things in life, it reminds you to do the same.

Having a close relationship with a person who is extremely insecure can be complicated. You find yourself always taking care not to hurt their feelings, instead of being free to be yourself and enjoy being around your friends. Likewise, negative people are not easy to

be around. They resemble dark clouds everywhere they go.

Not everyone understands the importance of choosing friends wisely. They merely get involved with whoever is in their space, and quite often those choices are the source of a lot of their problems. Some people could drastically change the quality of their life just by changing who they spend time with.

There are too many complications in life and you don't want to spend your leisure time with a person who seems to complicate every plan, conversation, and hour you try to spend together. Take an inventory of your friendships, and if they are not nurturing you, then consider making some changes.

Joyce Meyer

Table 3: Data extracts for February 2017

Interactive resource	Feature	Frequency
Transitions	And	4
	But also	1
	While	2
	As well as	1
	On the other hand	1
Frame markers	For one	1
	Secondly	1
	To start	1
	Elsewhere	1
Endophoric markers		
Evidentials	Angela Ndambuki	1
	Dr. Jennnifer Riria	2
	David Ouma and his wife	
	Recho	1
	Esther Dindi	1
	Marion Op held Veld aka mama sarakasi Michael Wamaya	1
	In my Story column	1
	In the Real People Real Lives column	1
	In Phenomenal Woman	1
	In Marriages that Last column	1
	In Well woman column	1
	In the Cover story column	1
		1
Code glosses		

Interactional resource	Feature	Frequency
Hedges	Can	1
Boosters	Now	1
	Actually	1
	Demonstrates	1
	Will	1
	In fact	1
	Of course	
Attitude markers	Fearless	1
	Fabulous	2
	Fun-loving	1
	Incredible	1
	Inspirational	1
	Wonderful	1
Engagement markers	You	10
Self mentions	We	7
	Us	1

Just like the January data, the engagement marker ‘you’ and the self mention ‘we’ are the most used in this editorial. ‘*You*’ has been used 10 times and ‘*we*’ 7 times. Both have been used to create interpersonal communication between the writer and the reader as the engagement marker involves the reader in the reader and the self mention creates the authorial presence and thus developing interpersonal communication.

From Me...To You

Be bold for change

In 2014, I changed careers from teaching to media. It was a bold move, considering I had never worked in the media industry before. I had been teaching English for four years about to graduate with a Masters in Linguistics so I was at home with English, yet I still shivered at the prospects of my new undertaking as a revise editor. Self-doubt and fear of the unknown nearly made me to rescind the decision to switch careers. But I finally found my footing thanks to the mentorship I got, and still get, from Mrs Eunice Mathu and the unwavering support of the *Parents* family.

It is no wonder then that this year's International Women's Day theme - Be Bold for change - resonates with me. I believe the same can be said of millions of women out there who took the bold step for change. And like me, I am sure they now look back and are glad they made the move.

And so it would be fitting for the cover model of this International Women's Month issue to embody this year's theme. Mention Kenya fashion industry and the name Wambui Mukenyi will surely pop up. From dressing women in the corporate world to ensuring brides and their bridesmaids look exquisite on their wedding day, our cover model, Wambui Mukenyi, has proven she is a bastion in her line of work. It's frightening to imagine that this fashion powerhouse would be wasting her talent balancing books as an accountant hadn't she made the bold move to follow her passion. The fashion icon lets us into her world in the *Cover Story* column.

Coincidentally, Flora Mutahi, founder and

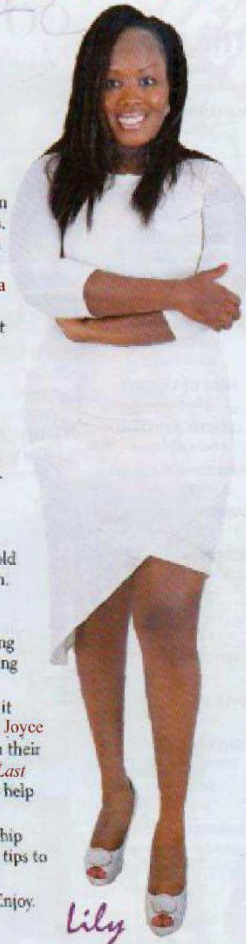
CEO of Melvin Marsh International - producers of Melvins teas, also shifted from being an accountant to being her own boss. She shares her entrepreneurial journey and the courage it took to delve into the tea business in *My Story* column. When Diana Chebet went blind as a result of a doctor's negligence, she had only one choice: accept her new status and learn to live with it. It paid off for two-and-a-half decades later; Diana is leading an independent and fulfilled life as narrated in *This is life* column. I could go on and on about the inspiring women we have featured in this issue but I will let you find out for yourself.

Moving on, Kurura Ward's Member of County Assembly, Stephen Thuo, demonstrates leadership knows no age in the *Young Achiever* column, while 24-year-old Peter Cyril Otieno is our hero of the month. Peter runs a community library for slum children in **Baba Dogo Estate** he wants children in multiple reading time and space, something he lacked growing up.

How deep and strong is your love? Can it last five decades and counting? Gilbert and Joyce Otieno show it is possible as they reflect on their 54 years of marriage in the *marriages that Last* column. Their story is laden with advice to help you weather marital storms.

Speaking of advice, the health, relationship and nutritional columns come loaded with tips to improve your life.

This issue is as inspiring as they come. Enjoy.



Simplify your Life

Learn to do things efficiently

The men who succeed are the efficient few. They are the few who have the ambition and willpower to develop themselves.

Robert Burton, American actor
Balance yourself wisely in your relations with those of the outside world, making the most of the time and seizing the opportunity.

Calvin 4:5

Can you remember of a day you went shopping to shop looking for a pair of shoes or a pair of another item on your shopping list only to realise you have wasted so much time that the first pair

or item you had liked would have been more value for money? You have wasted more time and money than you may have saved on the pair of shoes or item you bought in the end. We often forget that time is money. If you waste your time, you are wasting one of the most precious gifts God has given you. Once time is used, you never get it back, so you should spend it wisely.

For example, learn to combine errands. You may think you are doing well because you are doing everything the moment you think of it and not

procrastinating, but when it comes to errands, that is not always the best strategy. Plot out a route that doesn't waste time and gas, and set aside a specific time each week to go where you need to. It will help you not feel so frazzled. If you feel like you are constantly running around all over the place, may be you are and you need to make changes.

There are many ways to save time, and you need to take the time to look for them. Think about what you have been doing recently and see if you can creatively come up with ways to be more efficient. This will give you a great start to achieving a simple life.

Joyce Meyer

Table 4: Data extracts for March 2017

Interactive resource	Feature	Frequency
Transitions	And	18
	Yet So	1
	But	1
	Also	2
	While	1
		1
Frame markers	Moving on	1
	still on	1
Endophoric markers		
Evidentials	In 2014	1
	Mrs. Eunice Mathu	1
	Flora Mutahi	1
	Diana Chebet	1
	Stephen Thuo	1
	Peter Cyril Otieno	1
	Baba Dogo Estate	1
	Gilbert and Joyce Otieno	1
	In this is Life column	1
	In the Marriage that Last column	1
	In My Story column	1
	In the Cover Story column	1
Code glosses		

Interactional resource	Feature	Frequency
Hedges	Can	2
	Would	1
	Could	1
Boosters	Never	1
	Will	2
Attitude markers	Exquisite	1
Engagement markers	Enjoy	1
Self mentions	I	11
	Me	1
	Our	2
	We	1

In the March data, the self mention 'I' is the most used appearing 11 times to mark the authorial presence. Person markers refer to the first person pronouns used to indicate the presence of the writer in the discourse (Hyland Nunn (2009) posits that devices such as personal pronouns and personal references build a credible textual persona and authorial presence. The author's presence helps to affirm the message of the writer in the editorial. The other features appeared once or twice because of the length of the editorial.

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From Me... To You

Take advantage of this mini holiday

The Romans decided to name the fourth month of the year as April, which means to 'open' and rightly so since this is the season that flowers begin to open or blossom. April is also the first month of the year to have 30 days. Here in Kenya, April is considered a holiday month since most of our children will be home for the April holidays. The Easter holiday also falls on this month. Where am I getting to with all these? Simple, I am telling you to pack your bags and go for a short holiday, as the next time you will be enjoying such a privilege is long in coming.

Let our cover couple, Simon and Sarah Kabu, inspire you to unleash the adventurous spirit in you through their company Bonfire Adventures. For the longest time, tourism was a preserve of international tourists and a handful of local tourists. Enter Bonfire Adventures and domestic tourism seems to be the in-thing as they provide affordable rates to enable Kenyans from all walks of life sample what the country has to offer. The couple opens up on rewriting the rules of tourism and travel industry in the region, running the business as a couple and staying sane, and parenting in the *Cover Story* column.

We are honoured to carry the story of Prof Chris Wanjala an icon in Kenya's literary sphere. At a time when Westernisation has taken root in the country, it is important to remind ourselves what it took to decolonise our minds after years of colonisation. Prof Wanjala is among the crop of writers who gave birth to oral literature in the country, which takes us back to our roots. His book, *Memories We Lost*, is currently one of the secondary school literature set books.

John Harbo Aftiyes is the hero of the month. John was born into a Muslim family but later

converted to Christianity and is currently a pastor in Marsabit County. He is using this calling to carry out humanitarian work in the county thereby uplifting many lives. In *This is Life*, we bring you the story of Fidelis Muigai who is determined to ensure that her son thrives despite being autistic. Her captivating story gives credence to the saying; "There is none like mother's love."

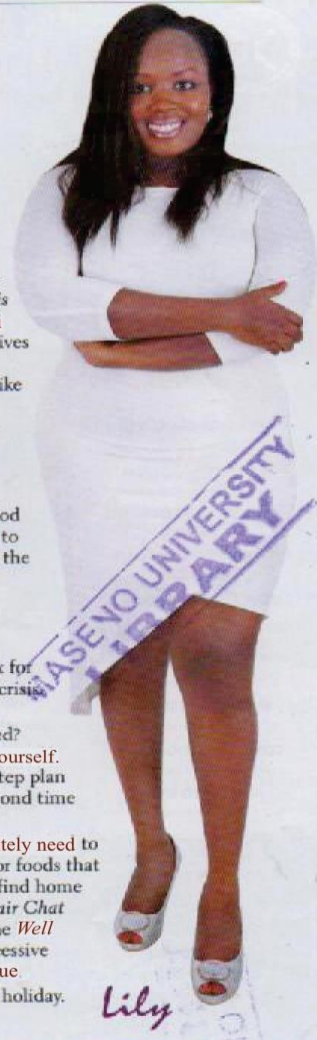
Still on love, the couple in our *Marriages that Last* column has been trying to have a child for a decade, to no avail. However this has not stopped them from enjoying their marriage even as they continue trusting in God for bundles of joy. Let their story inspire you to find contentment in your marriage whatever the challenges you are going through.

Our *Trending Issues* column this month delves into the world of individuals who are uncomfortable in their assigned gender. We caught up with a transgender and an intersex for a candid discussion on their gender identity crisis. Have a read and be informed.

How do you know you are incredible in bed? Take the test in our *Sex* column and gauge yourself. The *Relationship* column gives you a three-step plan to getting back with your ex for a fruitful second time around.

We may not be living to eat but we definitely need to eat to live. Flip over to the nutrition pages for foods that will nourish both your body and skin as you find home remedies that promote hair growth in the *Hair Chat* column. And since the sun is unrelenting, the *Well Woman* column gives you tips to combat excessive perspiration. Find these and more in this issue.

My team and I wish you all a restful mini holiday. Happy Easter!



Lily

Simplify your Life

Give it to God

All that I have seen teaches me to trust God for all I have not seen.

Cast the whole of your care on Him, for He cares for you affectionately and cares about you watchfully.

There has probably been a time in your life when you had a problem and someone said, "Just give it to God," although that may not be the answer we want to hear at the time we are hurting. It is still the answer. A great deal of our unhappiness and confusion is a result of

us trying to do what only God can do. "Let go and let God be God" really is a good idea. It immediately simplifies any situation no matter how difficult. We need to do what we can and then cast the rest, along with our cares, on God. The Bible in Ephesians 6:13 says we should do what the crisis requires and "having done all... to stand." The word "stand" translated in the original Greek means "to abide or rest in God." Life is not complicated when we are doing something that comes easy to us, but can get downright overwhelming when we try to do what we know we cannot. Do your best and then let God do the rest! Ask yourself if you are trying to be

superhuman and do something that only God can do. If so, stop right now and give it God. Say out loud, "This is something I cannot make happen and I release it to God right now." Now, feel the weight of it leave you and refuse to take it back. Even if God takes longer than you planned, do not take it back. Remember, all that burden did was make you miserable and the same thing will happen again if you keep welcoming it back with open arms. Keep life simple by, once and for all, casting all your cares on God, all your anxieties, all your worries and all your concerns. Remember, it's because He cares for you!
Joyce Meyer

Table 5: Data extracts for April 2017

Interactive resources	Feature	Frequency
Transitions	And	11
	Or	1
	Also	2
	But	1
	However	1
Frame markers	Still on...	1
Endophoric markers		
Evidentials	In Kenya	1
	Simon and Sarah Kubu	1
	Prof. Chris Wanjala	1
	John Harbo	1
	Marsabit county	1
	Fidelis Muigai	1
	In our Sex column	1
	Our Trending Issues column	1
	In our Marriages that Last column	1
	In this is Life column	1
Our cover Story column	1	
Code glosses		
Interactional resources	Feature	Frequency
Hedges		
Boosters	Rightly	1
	Will	1
	Important	1
	Inspire	2
Attitude markers	Adventurous	1
	Captivating	1
	Incredible	1
Engagement markers	Our	3
	You	9
	Ourselves	1
	Your	2
	Find...	1
Self mentions	I	3
	Our	3
	We	2
	My team...	1

In this data the transition 'and' was the most used appearing 11 times. It was mainly used to link the words, phrases and clauses together. Engagement markers and self mentions were also the most used to enhance interpersonal communication.

Editorial column of *Parents* magazine May, 2017:

From Me...To You **MASENO UNIVERSITY LIBRARY**

A TOAST TO ALL MOTHERS!

Mom. Momm Mumm Mama. Whatever you call her, this month we choose to pay tribute to all mothers. They bring us joy and nurture us when we are young, vulnerable and needy beings. From the moment a woman becomes a mother she bears the responsibility of her child's upbringing and wellbeing. The motherhood journey is often one of mixed emotions - joy, loneliness, fear, love, worry, sacrifice and selflessness. And as the child grows into an adult, he never quite leaves the mother's heart - she always says a silent prayer for her children. It is for this reason that we should love, celebrate and dote on our mothers not only this month, but also every day. They deserve it.

And as we celebrate all mothers in this special Mother's Day issue, especially our editor, Lily-Roseh Waweru, whose bundle of joy checked in last month. Now on maternity leave to nurture her daughter, Kimberly Wangira, gets a solid start in life, her strong and supportive editorial team has put together this great issue, which will inspire and motivate you to be the best you can.

The cover story delves on media personality Grace Msalame, for the first time Zawadi and David, whom she fondly calls "my gift and joy". Grace has evolved over the years to become a selfless, gracious young woman in relentless pursuit of her life's purpose. In an exclusive interview with *Parents*, Grace gets up close and candid about her motherhood journey, embracing her now blended family, exiting her media job (yes you read that right) and reveals her new venture. You don't want to miss out on this.

In the special feature in this issue two women who are bringing up children with special needs talk about their struggles and the selfless love they have for their children. Today, many women are leaving motherhood to later on in life when they are settled in their careers or found the right partner, but with this comes fertility problems. In the *Well Woman* column, we give you tips that will help you to boost your chances of conceiving. This is a must-read for every woman approaching 30s and desires to be a mother one day.

Kenya's longest serving broadcaster, uncle Fred Obachi Machoka, adds his strong and recognisable voice to *My story* column as he talks about his life in the media, dealing with the limelight and valuable lessons picked along the way. Food enthusiast, Lorna Mweru, popularly known as Mamake Bobo, who has built a name through her popular online food recipes tells you how she turned her cooking passion into a successful business in the *Real people, Real lives* column.

And *Hero* of the month, 30-year-old Genevieve Audrey Naisula, came to Kenya from Australia, loved it and decided to stay to help victims of sexual abuse. Having experienced sexual abuse at the age of 11, Genevieve uses her experience to be mother, protector and provider of abused children.

From relationships to sex, real life experiences, inspirations, wellbeing, nutrition, health and fashion, this issue has something for everyone, so delve in and enjoy.

Happy Mother's Day to moms everywhere!

Esther Kiragu, standing in for Lily

Simplify your Life

Tackle each day as it comes

Don't dwell in the past nor in the future, but let each day's work absorb your entire energies, and satisfy your widest ambition.

Dr. William Oshier, Canadian physician

Discipline I always exercise and discipline myself to have a clear conscience, void of offense toward God and toward men.

1 Peter 2:12

Things we ignore can pile up and seem too overwhelming, but daily discipline keeps us in a place to handle the possibility. God's Word, in Hebrews 12:1, states no discipline seems pleasant at the time but later on it yields the peaceable fruit of righteousness. In other words, it may be a challenge and require discipline to do what is right now, but the knowledge we have done what we are supposed to do is what gives us peace.

A little daily discipline protects us from suddenly finding we have more to do than is humanly possible. If we put things off that need to be done now, that does not prevent them from needing to be done. It only adds today's duties to tomorrow; and day after day, things pile up and soon life gets so confusing, frustrating and overwhelming that we get depressed and discouraged.

Discipline means we must frequently say no to the fleshly desire to put things off that need to be done now. The Apostle Paul said: "I die daily." He did not mean he daily experienced physical death, but he did say no to himself regularly if what he desired did not agree with what the Holy Spirit was leading him to do. If your discipline muscles are weak from lack of use, begin getting them in shape today. They may hurt and feel sore at first, but soon you will be enjoying a peaceful, simple life.

Joyce Meyer

May 2017 | 1

Table 6: Data extracts for May 2017

Interactive resources	Features	Frequency
Transitions	And But Also Or	14 2 1 1
Frame markers	_____	_____
Endophoric markers	_____	_____
Evidentials	Grace Msalame Kenya’s longest serving broadcaster, uncle Fred Obachi Machoka Lona Mweu 30 year old Geneveive Audrey Naisula In the Real People, Real Lives My Story column The Well Woman column Zawadi	2 1 1 2 1 1 1

Code glosses		
Interactional resources	Features	Frequency
Hedges		
Boosters	Often Never Always Should Will Inspire Motivate Must Today	1 1 1 1 2 1 1 1
Attitude markers	Mom , Mommy, Mummy, Mama Valuable Enthusiast Stunning	1 1 1 1
Engagement markers	You Your Us We Read... Enjoy... So delve...	7 1 2 1 1 1 1
Self mentions	We Our	5 1

From the data above, transitions, engagements markers and the self mentions were the most used to create interpersonal communication. The other interactive and interactional features of metadiscourse were used once or twice because of the length of the editorial.

From Me...To You

START THINKING AHEAD

The year is halfway through... how quickly time flies. Admittedly it has been a tough half-year that began on a rough lane with water rationing in most parts of the country. Then came a looming drought countrywide that took its toll on all of us. Kenyans have now been forced to dig deeper into their pockets for basic necessities including milk, sugar and flour. And to top all that, the controversial maize shortage, which had an adverse effect on the pricing and availability of the commodity. What a sad affair!

The bottom line is that everything has become a shilling costlier than it used to be and truth be told, as a country, we need not find our selves in such a situation, as there are measures that could have been taken had we thought ahead. This month's living value advocates for this; forethought - the knack for thinking ahead.

In this issue, we bring you stories of people who embody this value. One such individual is DJ Soxy who got into the art of deceiving at a time when there was nothing much to write home about this as a career. Through forethought, persistence and hardwork, he has built a name for himself to become an award-winning gospel DJ and touching the lives of many Christians countrywide. We tell you of his journey to success in the Cover Story column even as he opens up on his wife's infertility struggles, parenting his two children and his aspirations after retirement.

If you need further inspiration, media personality Renee Ngamau will give

you a dose in the *real people Real Lives* column. Diagnosed with a brain growth over a decade ago and given five years to live, she survived to tell her story and even found her life's purpose. Also meet Professor Miriam Were in the *My Story* column whose participation and contribution to public health issues in the country is one of the reasons many Kenyans today enjoy a devolved health care system.

In This Life column we bring you the story of Ibrahim Wafula^o lost his right leg when he was seven years old. Read how he learnt to survive with one leg and also become a top cyclist. Benson Gicharu, this month's *Young Achiever*, has literally fought his way from the slums to compete in the international arena in boxing. He attests that hardwork and determination always wins the prize.

Speaking of sizes, a lot of emphasis has been placed on sex as the ultimate prize for couples to prove their affection for one another but did you know there are non-sexual ways to spice things in the bedroom? The Sex column tells you how. Elsewhere in the magazine we give you tips to help you eat healthy snacks, as we tell you smart ways you can adopt to cope during these tough financial times.

In honour all fathers we celebrate Father's Day with several articles in this issue that focus on fatherhood. The *Trending issues* column brings you the experiences of three men who share their real life experiences with their fathers and some as fathers. Don't miss it!

As always, this issue is packed with lots of inspiring stories. Delve in and let us know your thoughts. Enjoy!



Esther Kiragu,
standing in for Lily

Make up by: Sam Omondi of Samnit Holistic.

Simplify your Life

You are more than a conqueror

Make me a captive, Lord, and then I shall be free. Force me to render up my sword, and I shall conqueror be.

George Matheson (1842-1906), Scottish minister and hymn writer

Be afraid all these things we are more than conquerors and gain a surpassing victory through Him who loved us.

Romans 8:37

If we begin believing life is too much for us and adopt a 'give-up' attitude, we make a big mistake and buy into false. The truth is, we are more than conquerors through Christ who loves us (Romans 8:37). Being more than a

conqueror means knowing when you begin a trial that will have the victory. You don't have to worry or be afraid - God is on our side and we are more than conquerors. We may feel like David in the Bible, standing before Goliath with nothing more than a slingshot, but we have the assurance of God that He is standing with us.

There is nothing in creation - no problem too big that can separate us from the love of God found in Jesus - if we don't allow it. When you feel overwhelmed, say: "God loves me and I am more than a conqueror though Him." Don't believe the devil's lies when he

tries to tell you that you are not going to make it this time. Stop right now and purposely recall other victories you have had in the past. There have been other times when you probably felt you couldn't go on and yet you are still here. That is testimony in itself. You are an overcomer!

Be careful how you talk during difficult times because your words affect you. They can strengthen or weaken you depending on what kind of words they are. Be positive. Think victory. Believe God, working in you, is enabling you to do anything you must. This God-kind-of-attitude helps you enjoy life at all times.

Joyce Meyer

Table 7: Data extracts for June 2017

Interactive resources	Feature	Frequency
Transitions	And	12
	Also	2
	But	1
	Speaking of	1
Frame markers	_____	_____
Endophoric markers	_____	_____
Evidentials	Dj Soxxy	1
	Renee Ngamau	1
	Prof Mirriam Were	1
	Ibrahim Wafula	1
	Benson Gicharu	1
Code glosses	_____	_____

Interactional resources	Feature	Frequency
Hedges	Can	1
	Could	1
Boosters	Admittedly	1
	Need	1
	Will	1
	Always	2
Attitude markers	Inspiration	1
	Inspiring...	1
Engagement markers	Ourselves	1
	You	8
	Your	1
	Read...	1
	Delve in...	1
	Enjoy	1
Self mentions	We	6
	Us	1

In this data, transitions, engagement markers and self mentions were commonly used. Transitions help express semantic relation between clauses thereby guiding the reader connect and organize

text material for easy comprehension. Engagement markers and self mentions help create interpersonal relationship between the writer and reader. Evidentials appeared only once per character since different personalities are used in every issue of *Parents* magazine. Because of scope endophoric markers were not used.

Editorial column of *Parents* Magazine July, 2017:

From Me... To You

KNOW THYSELF...

I developed a little complication during delivery that warranted I be put under anaesthesia. When I came to hours later, the first thing I saw was a white ceiling. There was a soft and relaxing RnB music playing in the background. In that serenity, I got the perfect opportunity to reflect on my life and also to make a major milestone in a process I had begun months earlier – self-discovery.

See, for the longest time, I had been selling myself short because I didn't believe in my abilities. What others told me went into my mind and I would spend sleepless nights mulling over it. But ever since I started the journey to self-discovery, my self-esteem shot up. I am now able to face my fears and most importantly, I have a better control of my weaknesses.

This month's *Living Value* is on self-discovery and its importance has been highlighted in the lives of the great individuals we have featured in this iconic issue. Collins Majale aka Collo of the now defunct boy group Kleptomaniax and his wife, Phoebe Ida Ayaya-Majale, grace the cover of this issue. The couple takes us through their never-heard-before story of life in the fast lane. In an exclusive tell-all interview, they reveal their fall from grace and how they were able to pick up the pieces of their lives through self-discovery. Read their narrative in *Cover Story*.

Prof Eddah Gachukia is no stranger in Kenya's education sphere. We have aptly christened her educationist extraordinaire for she has played a major role in shaping education policies in the country. She also has a passion for women and children and as such has gone out of her way to ensure their voices are heard. She shares her story in this issue. The young talented and unstoppable Lizz Ntonjira features in the *Young Achiever* column. Indeed, she is, a young achiever having accomplished what many of her age mates can only dream of. Lizz understood from an early age the power of hard work and commitment and this seems to work in her favour. More power to you Lizz!

Someone once said life is about solving one problem after another and no one knows this better than Dorcas Waitera. For her, life has dealt her one huge blow after another including losing her parents at a young age, being widowed early, and being diagnosed with cancer. All in all, she has stood firm in the face of all these adversities and now testifies that sorrow may last through the night but joy comes in the morning.

Draw inspiration from the couple of the month Rtd Major Boke Kitangita and his wife Lucy Awendo who candidly share the experience of their marriage and emphasise the benefits of being friends first and foremost in the *Marriages that Last* column. And the *Sex* column gives insight on female sexual pleasure points. Read on to up your chances of taking her to cloud nine, as you get tips on dating a feminist from the *Relationship* column.

If you are trying to shed weight like me, then get tips from the *Well Woman* column, which outlines 10 reasons why we should hit the trail walking or running. Get to know about the ultimate money mistakes the middle class earners make in the *finance* column as you learn the benefits of super food seaweed in *Nutrition Focus*.

Read these and many more informative articles in this issue.

Till next month...

Lily

Simplify your Life

Pray before you have an emergency

Prayer is as natural an expression of faith as breathing is of life.
Jonathan Edwards (1703-1758), US preacher

Let my prayer come before You and really enter in Your presence; incline Your ear to my cry!

Psalms 88:2

The apostle Paul thanked God for giving him the needed strength to handle every situation in life. He did so as a matter of habit, and not necessarily because he had an emergency. Praying ahead of time gets us the help we need even before we need it. It shows we depend on God and trust Him to take care of things we do not even know about yet.

The way we release our faith is through prayer. Don't wait until you need faith to try and develop it. It may be too late then. Develop and release your faith before you are in a situation that requires it. Each morning pray, God will help you with the day, even though you don't know what the day will bring. Though we may have plans all the time, things happen every day we have not planned, and you want to be ready for them and not be taken by surprise. Ask God to release the angels that are assigned to you, to go ahead of you and prepare your way. "You have not because you ask not" (James 4:2), so why wait until you have problems. Why not pray early and have the help you are going to need already waiting for you?

Praying before you have an emergency is like putting money in the bank. If you have money set aside, then a car problem you were not expecting or any other financial need does not upset you. You have provided a way to continue living a simple, joy-filled life before you experienced a need. Start getting some prayers in reserve today. Fill up your prayer tank and you will avoid constantly living in a crisis mode.

Joyce Meyer

July 2017 | 1

Table 8: Data extracts for July 2017

Interactive resources	Features	Frequency
Transitions	And	19
	Also	2
	But	1
Frame markers		
Evidentials	Collins Majale aka Collo	1
	Phoebe Ida Ayaya	1
	Prof Edda Gachukia	1
	Lizz Ntinjira	3
	Dorcas Waithera	1
	Rtd Major Boke Kitangita	1
	Lucy Awendo	1
	The Sex column	1
	In the Well Woman column	1
	In the Finance column	1
	In the Marriages that Last column	1
	In the Young Achiever column	1
	In the relationship column	1
Endophoric markers	_____	_____
Code glosses	Because	1

Interactional resources	Features	Frequency
Hedges	Can	1
Boosters	Would	1
	Importantly	1
	Indeed	1
	Should	1
	Major...	1
	Have aptly...	1
Attitude markers	Unstoppable	1
	Inspiration	1
	Candidly	1
	Insight	1
	Informative	1
Engagement markers	Us	1
	You	4
	Your	1
	We	1
	Read...	3
	Draw...	1
	See...	1
Self mentions	I	12
	Me	2
	My	1
	We	2

As noted earlier, transitions, engagement markers and self mentions were frequently used to build interpersonal communication. The other identified interactive and interactional features of metadiscourse were used either once or twice.

Editorial column of *Parents* magazine August, 2017:

From Me... To You

Be Yo Do Yo For Yo

I believe it is familiar with the story of the old man, the boy and the donkey. The old man and the boy couldn't quite make up their mind on who should ride the donkey based on what people told them. The moral of the story is; you can never please everyone. Admittedly the thought, "What will people say?" kills a million dreams everyday and so in this issue we dare you to be you and to stay true to yourself. After all, we only live once, don't we?

Speaking of once, the Kiuna's need a re-introduction, thanks to their seemingly 'larger-than-life' lifestyle. Their popularity has grown through their televised church service every Sunday in mainstream media, as well as talk shows and international conventions. Indeed, they are the face of prosperity gospel. In a classic case of preaching water and drinking water, they have not shied from walking their talk and are thus eating life with a big spoon, much to the consternation of their critics. But they have not let this criticism faze them; if anything, they are determined to prove their critics wrong by living life the way they know best and as their means can afford them. Well, the intriguing couple answers their critics in the Cover Story column and also opens up on love, life and family.

Nominated Member of Nyeri County Assembly Wangui Njee has lived with vitiligo – a skin condition – for nearly a decade now. It took her courage to embrace the white patches on her skin and to face the world confidently. She gives us a glimpse of living with vitiligo and how she reaches out to people living with the condition in the *Heroes* column. On the same note, the *Trending Issues* column carries

two women who are with albinism and vitiligo. They tell us how they have learnt to be comfortable in their own skin.

Telkom Kenya's chief legal and regulatory affairs officer, Clare Ruto, muses on her journey to the c-suites of Kenya's leading telcos in *Real People Real Lives*. Her story offers vital lessons on work, life and love not to be missed. Be sure to indulge. Grace Wambere Ndung'u is making a fortune out of *mitumba* business. Her story in the *Young Achiever* column is interspersed with invaluable business lessons that we could all do with.

Catherine Njeri muses of her multiple suicide attempts in *This is Life*. This story is apt as it comes at a time when the conversation on suicide has picked up following the recent regrettable death of Linkin Park's singer Chester Bennington committed suicide.

If you feel you could do with a little dose of inspiration in your marriage, then flip over to the *Marriages that Last* column and be inspired by the story of Peter Macharia and Lyma Kivali Mwangi who attest that lifting each other up has been the silver bullet that makes their marriage tick. Thereafter, look out for the ultimate intimacy killers in the *Sex* column.

Remember those excuses that you usually give as you plan to work out or eat healthy? Well, they could be the ones sabotaging your weight loss journey. Find out how in the *Nutrition Focus* column. While at it, look for the *Well Woman* column for the effects of alcohol on women. Who would have thought that something that makes us feel so good could actually be harming us?

Lastly, my team and I wish Kenya a good and peaceful election.

Lily

Simplify your Life

Don't be discouraged with yourself

Permanence, perseverance and persistence in spite of all obstacles, discouragement, and impossibilities: It is this; that in all things distinguishes the strong soul from the weak.

Thomas Carlyle, Scottish philosopher (1795-1881)

Therefore we do not become discouraged. Though our outer man is decaying and wasting away, yet our inner self is being renewed day after day.

2 Corinthians 4:16

Babies learn to walk by taking one-step at a time, and while they learn, they frequently fall down. This process takes place over and over again until they finally learn to walk. If they became so discouraged that they quit trying, they would never learn to walk. We may get discouraged, but when we do, we must remember everyone goes through the same types of challenges. These challenges are often designed to check our character and faith. Will we give up or will we get up and try again? The Bible says the righteous man falls seven times and rises again. You see, even righteous men fall. None of us manifests perfection while we are in fleshly bodies.

When God gives us instructions, He only shows us one step to take. It's natural for us to want the entire blueprint, but that's not how God works. If we take that one step, then we are given another and another until we finally reach our destination. Many people refuse to take one step until they think they have their entire future figured out; these are the people who usually end up as failures in life.

Even those willing to take these important steps one-step at a time will make mistakes and have to try again. Those who get discouraged with themselves and quit somewhere along the way will live miserable, fruitless lives. But it doesn't have to be that way. If we say we trust God, we must trust Him all along the way. It is not about the destination as much as it is about the journey.

Discouragement is complicated because it comes with a load of other negative emotions. Faith, on the other hand, is very simple. We do what we can do and trust God to do what we cannot. This attitude leaves us free to enjoy life and is the attitude God wants us to live with.

Joyce Meyer

August 2017 | 1

Table 9: Data extracts for August 2017

Interactive resources	Feature	Frequency
Transitions	And	17
	As well as	1
	But	1
	Also	1
	While	1
Frame markers	Lastly	1
Endophoric markers	_____	_____
Evidentials	The Kiunas	1
	Nominated MCA Wangui Njee	1
	Telcom Kenya's Chief Legal & Regulatory Officer Clare Ruto	1
	Grace Wambere Ndung'u	1
	Catherine Njeri	1
	Peter Macharia	1
	Lyma Kivuli Mwangi	
Code glosses		

Interactional resources	Feature	Frequency
Hedges	Could	1
Boosters	Couldn't	1
	Should	1
	Admittedly	1
	Can	1
	Never	1
	Need	2
	Indeed	1
	Be sure...	1
	Could	3
	So good	1
	Actually	1
	Usually	1
Attitude	Classic...	1
	Inspiration	1
	Ultimate	1
Engagement markers	Us	5
	You	9
	Yourself	1
	We	2
	Find...	1
	Be inspired...	1
Self mentions	1	2
	We	2
	Us	1
	My team...	1

The data below shows that transitions, engagement markers and self mentions were commonly used to create interpersonal communication.

From Me... To You

Lights, camera, action!

It's difficult to envision a world without film, as it has become such an essential ingredient in our lives. Indeed it's almost impossible to find a home without a television set. I may not be very cognisant with how the film industry works, but what I do know is that our local film industry has come a long way if the infiltration of local programmes is anything to go by.

One such programme is *Auntie Boss*, which runs on NTV every Tuesday, and daily on *Matika Magic East*. If you are familiar with the programme, then you must know Shiru - the naive, know-it-all and funny domestic help. She is one of the reasons why many Kenyan homes tune to NTV every Tuesday at 8:30pm to get their dose of humour. Shiru, whose real name is nice Wanjeri, is our cover model for this issue alongside her partner, Titus Winaina. I can assure you she is as funny in person as she is on screen. Nice reveals the lows of growing in poverty, losing her parents, foray into acting and family in the *Cover Story* column.

Still on film, we focus our lenses on scriptwriters. While many of us can name nearly all actors in our favourite movies, only a handful can tell who wrote them. As such, scriptwriters are not given the credit they deserve; yet the success of a good film is highly dependent on the script. The *Trending Issues* column celebrates the scriptwriters behind some of the local hit shows.

The name Robert Bresson might not ring a bell, but I bet you have heard about the film *Sansho Shogun*, which bagged several awards at the 2012 Kalasha Film Awards. Well, Robert was its producer. The award-winning filmmaker takes us through the evolution of the film industry in Kenya as well as the role he has played in shaping the industry in *Real people*

Real lives

Talking of industry shapers, we are very pleased to bring you the story of DJ Pinye. for example, did you know his real name is Peter Chuani. And that is not the only thing you didn't know about him. The media shy deejay is such a force to reckon with but you will only know this after reading his story in *My Story* column. Prepare to be blown away.

We all know drugs and substance abuse are harmful to our mental, social and physical health, don't we? But sometimes it's good to hear from someone who has been there and done that for it to really sink in. Francis Wesonga tells of his dalliance with drugs, which, together with alcohol, dragged him down a path he wouldn't even wish on his worst enemy. Now sobered up, Francis shares on how alcohol and drugs ruined his life with the hope of saving the youth from going the same route.

The conventional route to marriage is arguably couple meets; couple falls in love; then couple walks down the aisle, right? But for George and Elizabeth Yogo, skipped the love part and went straight to the altar. Now almost a decade in marriage, find out how they finally found love in *Marriages that Last*.

Elsewhere in this issue, we help you understand common symptoms that should make you run to the doctor. Also get to learn about the best breakfast foods to jump-start your day as well as some of the essential business skills you need to instill in your child.

Enjoy!



Simplify your Life

Bridle Your Tongue

Men are born with two eyes, but only one tongue, in order that they should see twice as much as they say.

Charles Caleb Colton (1780-1832), English writer

Keep your tongue from evil and your lips from speaking deceit.

Proverbs 10:3

Put a restraint on your tongue and stop going through life saying whatever you want to say whenever you want to say it. James 1:26 says: "If anyone thinks

himself to be religious and does not bridle his tongue but deludes his own heart, this person's religious service is worthless."

Ponder that scripture and think about how many "religious" people there are in the world who do not bridle their tongue. They speak in negative terms all the time; they gossip, criticise, judge, murmur, complain, and curse. They go to church but use no discipline in what they say. The Bible makes it very clear their religious service is worthless.

A lot of our problems are rooted in our own words. The power of life and death

is in the tongue, and we must be satisfied with the result of our words (see Proverbs 18:21). You should be careful of what you say. Anyone who never offends in speech is a perfect man, able to control his whole body, curb his nature, and affect his destiny.

Are you dissatisfied with your life right now? Perhaps you have now what you have said in the past. Are you ready to offer your mouth to God to be used in His service? If you are, then you are on the road to a better, simpler and more satisfying life.

Joyce Meyer

Table 10: Data extracts for September 2017

Interactive resource	Feature	Frequency
Transitions	But	4
	And	7
	While	1
	Yet	1
	Also	1
	As well as	1
Frame markers	Elsewhere	1
Endophoric markers	_____	_____
Evidentials	Nice Wanjeri	1
	Titus Wainaina	1
	Robert Breson	1
	DJ Pinye	1
	Peter Chuani	1
	Francis Wesonga	2
	George and Eizabeth yogo	1
	In My Story column	1
	In Real People Real Lives	1
	In the Trend Issues column	1
	In the Cover Story column	1
	In Marriage that Last column	1
Code glosses	For example	1

Interactional resources	Feature	Frequency
Hedges	May	1
	Can	2
	Might	1
Boosters	Indeed	1
	Can	1
	Will	1
	Wouldn't	1
	Should	1
	Essential	1
	Need	1
Attitude markers	Impossible	1
	Difficult	1
Engagement markers	Our	2
	You	10
	Us	1
	Find out...	1
	Your	1
	Enjoy	1
	We	2
Self mentions	I	4
	Our	2
	We	3

Like in the previous months, transitions, engagement markers and self mentions were commonly used to enhance interpersonal communication.

Editorial column of *Parents Magazine* October, 2017:

From Me... To You

Sending love to breast cancer warriors

You have probably noticed how sparkling our cover for this issue is. This can be partly attributed to the sassy, vivacious and charming cover model - Mwendu Macharia. In life, as on radio, Mwendu is a breath of fresh air and we are excited to share her story with you.

At 31 years, we can comfortably say that the queen of radio has earned her place on the airwaves. Having forayed into the media scene almost a decade ago, her story aptly encapsulates the saying, 'wisdom comes from experience.' And experience she has, not just career wise, but also in life. The mother of one and radio show host talks about growing up, coming of age in media, why she broke up with her child's father and motherhood in the *Cover Story* column. Her interview is a must read!

We have a slew of articles dedicated to breast cancer as we join the rest of the world in commemorating Breast Cancer Awareness Month. First, there is the story of Shaira Adamali, founder of Faraja Cancer Support Trust, who features in the *Heroes* column. A breast cancer survivor herself, she is keen to make the cancer journey more bearable for those afflicted by the scourge. The *Trending* box column carries the stories of men who are battling male breast cancer as it seeks to unearth and demystify myths surrounding the condition. On the same note, we give you advice on how to make your home comfortable for cancer patients in the *In Style* column.

Moving on, Iomo Kenyatta University of Science and Technology's founding Vice-Chancellor, Prof. Ratemio Michieka, graces My *Story* column for this month. The distinguished scholar reflects on his life's journey so far and as things stand, he still has so much to offer this country. Elsewhere, Gladys Some-Mwambi, corporate affairs manager at Kenya Reinsurance Corporation, shares on her career journey, her husband's tragic death and keeping it together in the face of so many challenges.

Ivan Gicharu and Marjolein Blockland are two young women who are passionate about their businesses. Lyn tells us how she is making a kill in the water branding business while fitness guru Marjolein makes a case for pole dancing for fitness.

Hop over to the relationship section starting with *Marriages that last* where this month's couple shares their struggles with alcohol and how it nearly ruined their marriage. We know they are not alone and their marital lessons can be replicated in any marriage struggling with any form of addiction. We also tell you of the five love languages that hold the promise of bettering your relationship as we help you discern if you are having too much sex. Also, get to learn about the foods that will have your libido firing up.

On wellbeing, we give you techniques to help you de-stress in less than five minutes as well as reasons why you should not be afraid to express yourself. This is just but a glimpse of what's between these pages. There's more inside.

Enjoy!



Lily

Simplify your Life

Avoid Scenes of Temptation

When you flee temptation, don't leave a forwarding address.

Matthew 26:42

Watch and pray, that you may not come into temptation. The spirit indeed is willing, but the flesh is weak.

Most of us wish we were never tempted to do the wrong things, but that is not reality. The Bible says temptation must come, but why? If we were never tempted to do wrong, we could never exercise our free will to do right. God does not want robots or puppets serving Him; He wants free people who choose to serve Him. He sets before us life and death and urges us to choose life (see Deuteronomy 30:19).

The moment you feel tempted to do wrong, say no and get away from the temptation. If you had a problem with alcohol in the past don't go to the bars planning not to drink alcohol. If you had a problem with drugs and were delivered, don't spend the day with people who use drugs. If you tend to abuse sweet things, don't keep cookies, candy, and cake in the house.

Sometimes we say we don't want to do something and we pray for God to deliver us, yet we continue making provision for that very thing which tempts us. Perhaps the truth is we really don't want to be free as much as we say we do. We must be honest with ourselves and realise the flesh is weak.

In Romans 13:14, the apostle Paul said to "make no provision for the flesh to desires." Get it off your mind and out of your sight and you are more likely to avoid temptations. This way you will live a simple life without regrets.

Joyce Meyer

October 2017 | 1

Table 11: Data extracts for October 2017

Interactive resource	Feature	Frequency
Transitions		2
	But and while	10
	also as well as	1
		3
		1
Frame markers	First	1
	On the same note	1
	Moving on	1
	Elsewhere	1
	Hop over	1
Evidentials	Mwende Machiaria	2
	Shaira Adamali	1
	Prof Ratemo Michieka	1
	Gladys Some-Mwangi	1
	Lyn Gicharu	2
	Marjolein Blockland	2

Interactional resources	Feature	Frequency
Hedges	Can	3
	probably	1
Boosters	Must read	1
	Will	1
	Should	1
Attitude markers	Sparkling	1
	Sassy	1
	Vivacious	1
	Charming	1
	Excited	1
	Comfortably	1
	Passionate	1
Engagement markers	Distinguished	1
	You	8
	Your	3
	We	1
	Get to learn	1
	Enjoy	1
Self mentions	Our	1
	We	7

In this issue, transitions, evidentials, engagement markers and self mentions were frequently used to create interpersonal communication. Evidentials give dates, names and refer to information from other texts to create credibility. By giving dates, names and reference to other sources makes the information so given realistic and therefore can be believed. This makes the information credible.



Parents Me...To You

Just do it...

It's possible to age backwards. Just look at our cover model, Jacquy Nyaminde or Wilbroda as we identify her, and you will get the drift. She is in her late thirties but she doesn't look a day older than 30. However less than a year ago, she looked old and her health was at risk, thanks to unhealthy habits such as eating too much junk food and drinking daily. The realisation made her run to the gym and also adopt a healthy lifestyle.

Let Jacquy's journey to fitness and healthy living inspire you to drop the excuses hindering the pursuit of your dreams and as she says in the *Cover Story* column, just do it. Unbeknown to her, this seems to be her mantra in life and it is evident in all spheres of her life, which includes acting. We get up close and personal with her on life, joys of motherhood and getting to her dream body in the *Cover Story*.

As Kenyans, one brand that many of us identify with, apart from *Parents* magazine of course, is Farmers Choice. Started in 1980, this Kenyan brand has defied time thanks to the quality of its products. Michael Godfrey is the man who has, for last two decades or so, ensured that your choice products from Farmers Choice are not only fit for human consumption, but also meet international standards and also give you value for your money. Get to know him better in *My Story Column*.

Ghetto Radio presenter Bonoko shares about his life in the streets and his big break on radio in *This is life*, as Dr. Esther Njoroge of Smile Train Africa talks about her journey towards the helm



of the charitable organisation and their mission in Africa and the world at large in *Real People Real Lives*.

Admittedly, a day never goes without a suicide incident being reported in the media and God only knows the many cases that go unreported. On *Trending Issues* this Month, we pick the brains of a therapist, an attempted suicide survivor and a man who lost his girlfriend to suicide to help us better understand this phenomenon if only to help us prevent future cases. They also tell us of the red flags to watch out for. As you will notice, apart from the therapist, our interviewees give their stories anonymously and this tells you of the stigma that comes with suicide. So let's keep talking about it and provide safe spaces for victims to open up about their experiences.

On relationships, we give you the telltale signs of a manipulative relationship, as you get marital advice from our couple of the month in the *Marriages* that last column. They demonstrate that it is possible to balance a busy work schedule and family. The *Sex* column tells you the seven important sex topics you ought to discuss with a new partner so as to avoid misunderstandings later.

Have you been working out to build lean muscle but the results are long in coming? Then the culprit could be your diet. We tell you foods that help you build lean muscle in the *Nutrition Focus* column. Also find reasons and remedies for unhealthy nails in the *Well Woman* column and tips to help you save for retirement whilst on a tight budget in the *Finance* column. Find these and more captivating stories inside.

Have a great month!

Lily

Simplify your Life

Avoid Scenes of Temptation

When you flee temptation, don't leave a forwarding address.

Anonymous

All of you must keep awake and watch and pray, that you may not fall into temptation. The spirit indeed is willing, but the flesh is weak.

Matthew 26:41

Most of us wish we were never tempted to do the wrong things, but that is not reality. The Bible says temptation

must come, but why? If we were never tempted to do wrong, we could never exercise our free will to do right. God does not want robots or puppets serving Him; He wants free people who choose to serve Him. He sets before us life and death and urges us to choose life (see Deuteronomy 30:19).

The moment you feel tempted to do wrong, say no and get away from the temptation. If you had a problem with alcohol in the past don't go to the bars planning not to drink alcohol. If you had a problem with drugs and were delivered, don't spend the day with people who use drugs. If you tend to abuse sweet things, don't keep cookies, candy, and cake in the house.

Sometimes we say we don't want to do something and we pray for God to deliver us, yet we continue making provision for that very thing which tempts us. Perhaps the truth is we really don't want to be free as much as we say we do. We must be honest with ourselves and realise the flesh is weak.

In Romans 13:14, the apostle Paul said to "make no provision for the flesh to desires." Get it off your mind and out off your sight and you are more likely to avoid temptations. This way you will live a simple life without regrets.

Joyce Meyer

BLE.
November 2017 | 1

Table 12: Data extracts for November 2017

Interactive resources	Feature	Frequency
Transitions	Or	2
	And	21
	But	3
	However	1
	Also	5
	Not only	1
Evidentials	Jacquey Nyaminde or Wilbroda	1
	Farmers choice started in 1980	2
	Michael Godfrey	1
	Dr Esther Njoroge of Smile Train Africa	1

Interactional resources	Features	Frequency
Hedges	Possible	1
	Could	1
Boosters	Will	2
	Inspire	1
	Of course	1
	Defied	1
	Never	1
	Admittedly	1
	So...	1
	Possible	1
	Ought	1
Attitude markers	Seems	1
	Captivating	1
Engagement markers	You	13
	Your	3
	As Kenyans	1
	Us	4
	Find...	2
Self mentions	We	5
	Our	1

The interactive features frame markers, endophoric markers and code glosses were not present in this issue. This is due to the scope of the editorial as it is meant to give a brief summary of the magazine and does not require elaborations, examples and does not have room to refer to other parts of the same text. Transitions, engagement markers and self mentions were the most used features that helped create interpersonal communication.

From Me...To You

It's a wrap!

I love my job! It can get hectic, but which job doesn't? One of the most exciting parts of it is meeting new people every month and telling their stories. It's also inspiring reading about people who have made it in life despite the ups and downs. However, the best part of my job is receiving a mail of a call from someone who needs to be connected with one of the persons we have featured so that they can be helped in one way or another. This year, the calls and the mails have increased tremendously and it is an affirmation that we are doing the right things.

Even more importantly, no publication in Kenya and indeed East Africa can boast of giving space to Kenyans to tell their stories and in the same breath inspire others like *Parents Magazine* does. And so in each issue we reach out to Kenyans whose stories are bound to change lives and this issue does not deviate from the norm.

For this issue we are honoured to have Linus Karuri and his lovely wife, Mwem Karika, on the cover. We exclusively bring you the story of this power couple who let us into their lives and home for a deeper insight into their relationship. We also get to understand why they protect their children from the public glare and the values they hold so dear. Theirs is a heartwarming story worth your time. Enjoy reading it.

Moving on to other inspiring stories, Teed Josiah, one of the most decorated music producers in this country, gets candid on life, music and the recent loss of his wife in *Real People Real Lives*.

Abdul Sadi, renowned car rally navigator, takes us through his successful career in the motoring industry in *My Story*.

We have also covered young women who are breaking the glass ceiling in their industries. Thirty-six-year-old Phyllis Wakiaga, the CEO of Kenya Association of Manufacturers, is one such lady. Her young age notwithstanding, she has achieved so much academically and career wise as narrated in *Young Achiever*.

Similarly, Cynthia Mumbenge features in the *Phenomenal Woman* column for her efforts in redefining the terms of operations in Kenya's sports industry.

In this issue, Pastor Joseph Kibochi talks about his life in crime and drugs and his transformation from being a gangster to preaching the Gospel on the streets he used to rob.

Get marital advice from *Marriages that Test Us*, where Fredrick and Evelyn Othman extensively talk on the steps they took to mend their marriage after an incident of infidelity. While at it, take a look at the *Sex* column, where we have curated a number of foods you should avoid if you are expecting some action between the sheets.

Being a Christmas issue, we have a number of articles to help you



best Christmas, yet. For instance, the *Relationship* column gives you tips to enable you have a healthy relationship this festive holiday, as *In Style* outlines timeless Christmas decoration ideas to enable you spread the holiday cheer. If you are planning for a retreat, we have lined up a couple of swim wears in the *Fashion* column that will fit any body type for a perfect getaway. Let not your perceived imperfections stop you from having a good swim.

Finally, my team and I take this opportunity to thank everyone that has participated in one way or another in the making of this year's issues. We are indebted.

We wish you a merry Christmas and happy holidays!

Lily

Simplify your Life

The Battle Belongs to the Lord

We shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battle for us.

Patrick Henry (1736-1799), Former governor of Virginia, US

The Lord will fight for you, and you shall hold your peace and remain at rest.

Exodus 14:14

Complication is often the result of not trusting God to fight our battles for us. The Israelites were between the Red Sea and the Egyptian army, which was a frightening place to be. They were crying and wanting to run away but God sent

a message through Moses saying, "The Lord will fight for you and you shall hold your peace and remain at rest" (Exodus 14:14).

We are told in the Bible when three armies came against Jehoshaphat and the people, their first inclination was to be afraid. But they intentionally set themselves apart to seek God, and He told them, "Be not afraid or dismayed at this great multitude; for the battle is not yours, but God's" (2 Chronicles 20:15).

How do you see battles in your life; are they yours or God's? Remember, it is not what happens in life that makes

it so complicated, but it is the way we approach what happens that stirs up stress and strife. It is the mindset we embrace which determines whether or not we experience peace or turmoil.

When Jehoshaphat began worshipping God, he sent singers out to sing and others were appointed to praise. Soon the armies became confused and slaughtered one another. Do you want to live in confusion, or would you rather confuse the enemy? Begin to worship, praise, and sing, and do it, especially when you have a problem. God will fight your battles for you and you can continue enjoying your life while you wait for His victory.

Joyce Meyer

Table 13: Data extracts for December 2017

Interactive resources	Features	Frequency
Transitions	But	1
	and also	15
	despite	3
	however	1
	or while	1
		3
		1
Frame markers	Moving on	1
	Similarly	1
	Finally	1
Endophoric markers	-----	-----
Evidentials	Cynthia Mumbo	1
	Pastor Joseph Kabochi	1
	Linus Kaikai	1
	Mueni Kaikai	1
	Tedd Josaih	1
	Abdul Sidi	1
	Phillis Wakiaga	1
	The CEO Kenya Association Manufacturers	1
	Fredrick and Everlyn Otieno	1
	In the Relationship column	1
	In Marriages that Last column	1
	In the Phenomenal Woman column	1
	In the Real People Real Lives column	1
Code glosses	For instance	1

Interactional resources	Features	Frequency
Hedges	Can	2
Boosters	_____	_____
Attitude markers	Exciting	1
	Inspiring	2
	Boast	1
	Inspire	1
	Power couple	1
	Heart warming	1
	Most decorated	1
	Successful	1
	Notwithstanding	1
	Achieved	1
	Best Christmas	1
Engagement markers	You	8
	Your	2
	Everyone	1
	Get marital...	1
Self mentions	I	1
	We	13
	My team	1

From the data, engagement markers which build relationship with the reader were commonly used. Also, self mentions were most used for authorial presence. This helped build interpersonal relationship between the writer and reader. The other metadiscourse features were used once or twice because of the short length of the text. Endophoric markers and boosters were not used in this text.

4.4 Classification of metadiscourse features used in the 2017 editorial column of *Parents* magazine that help achieve interpersonal communication

The second objective of the study sought to classify metadiscourse features used in the editorial column of *Parents* magazine that help achieve interpersonal communication.

4.4.1 Interactive metadiscourse

4.4.1.1 Transitions

Transitions which signal additive, causative and contrastive relationships in the writer's thinking were identified in the narratives most frequently as conjunctions and adverbial phrases. Discourse markers were identified as transitional makers when they added elements to an argument, marked similarities or differences, or announced a conclusion or justification. They are used by the author to help the reader progress from one significant idea to the next. They also show the relationship within a paragraph (or within a sentence) between the main idea and the support the author gives for those ideas (Hyland, 2005). Different transitions do different things.

They may be additive, adversative, causal, and sequential.

From the data, transitions of addition included *and, also, or, as well as*; transitions of adversative were *but, while, however, yet, in spite of, although, despite*; sequential transitions include *before, secondly, to start, first* as seen in the examples below:

1. *Although* we had never met in person, he was always kind enough to offer assistance whenever I sought one from him.

(January, 2017 Parents' editorial)

2. *And* experience she has, not just career wise, *but also* in life.

(October, 2017 Parents' editorial)

3. *However*, less than a year ago, she looked old *and* her health was at risk, thanks to unhealthy habits such as eating too much junk food and drinking daily.

(November, 2017 Parents' editorial)

Table 14: Use of Transitions in Parents Magazine editorial 2017

Transition	Frequency	Percentage %
And	150	66.66
But	19	18.44
Also	17	7.55
While	14	6.22
Or	7	3.11
As well as	4	1.77
secondly	4	1.77
To start	4	1.77
However	3	1.33
Despite	3	1.33
Yet	2	0.88
Because	2	0.88
Although	1	0.44
In spite of	1	0.44
Before	1	0.44
First	1	0.44
Total	225	100

Source: Research data

Results in table 16 reveal that the transition (and) has been used 150 times in the sampled editorials. This means that out of the 225 transitions used, the transition (and) formed 66.66% of total use. It was the most used transition to link clauses and create unity of purpose and cohesion. The transition (but) was used 19 times representing 18.44% of all transitions used. The transition also was used 17 times representing 7.55 of the total transitions used. The transition (while) was used 14 times representing 6.22 %. The transition (as well as) was used 4 times making up for 1.77% of the population. The transitions (however and despite) were each used 3 times constituting 1.33 % of the total use of transitions while the transitions (yet and because) were each used twice marking a 0.88 % of the population of the transitions used in the editorials. It is worth noting that transitions (TRA) (although and in spite of) were each used once during the entire review period each constituting 0.44% of the total use of transitions in the editorial column of *Parents* magazine.

4.4.1.2 Frame markers

The second group of metadiscourse features consists of frame markers (FRM) (*first, then* – refer to appendix A) and these signal text boundaries or elements of schematic text structure (Hyland 2005). The devices function to sequence or additive relations, provided labels, announce goals, predict and shift arguments, making the discourse clear to readers. The following examples drawn from the editorial columns of *Parents* magazine exemplify this:

1. *Moving on*, Karura Ward's Member of County Assembly Stephen Thuo, demonstrates leadership knows no age In the Young Achiever column, *while* 24-year-old Peter Cyril Otieno is our hero of the month.

(March, 2017 *Parents'* editorial)

2. *Elsewhere* in this issue, we help you understand common symptoms that should make you run to the doctor.

(September, 2017 *Parents*’ editorial)

3. *Hop over* to the relationship section starting with Marriages that Last where this month’s couple shares their struggles with alcohol and how it nearly ruined their marriage.

(October, 2017 *Parents*’ editorial)

Table 15: Use of Frame Markers in Parents magazine editorial 2017

Frame markers	Frequency	Percentage (%)
For one	4	17.39
Secondly	4	17.39
To start	4	17.39
Elsewhere	3	13.04
Moving on	3	13.04
Still on	2	8.69
First	1	4.34
On the same note	1	4.34
Hop over	1	4.34
Total	23	100.0

Source: Research data.

Results in table 17 present the use of frame markers in the *Parents* magazine 2017 editorials. The frame markers (*for one, secondly and to start*) have each been used 4 times while the frame markers (*elsewhere and moving on*) have been used 3 times. The frame marker ‘*still on*’ was used 2 times while all other frame markers were used once in the editorials.

4.4.1.3 Evidentials

Evidentials refer to information from other texts. They quote, give names, years and dates in order to provide relevant information that is credible (Hyland, 2005). The following examples show some of the evidentials used in the editorial columns of *Parents* magazine of 2017:

1. *Kenya Women’s national football head coach, David Ouma, and his wife Recho* give us the ingredients of a winning marriage in *Marriage that Lasts Column*.

(February, 2017 *Parents* editorial)

2. In *2014*, I changed careers from teaching to media

(March, 2017 *Parents* editorial)

3. *Kenya’s longest serving broadcaster, uncle Fred Obachi Machoka* adds his strong and recognizable voice to *My Story Column* as he talks about his in the media, dealing with the limelight and valuable lessons picked along the way.

(May,2017 *Parents* editorial)

The mention of names, years, places and dates authenticates the message being presented and makes the information credible. This shows that what is being said is true and can be relied on.

Table 16: Use of Evidentials in Parents magazine editorial 2017

Evidentials	Frequency	Percentage (%)
In 'Marriages that last' column	9	16.07
In 'the cover story' column	9	16.07
In ' the Real People Real Lives' ...	7	12.5
In 'the Trending issues' column	6	10.71
in 'My Story' column	5	8.92
In the 'sex' column	5	8.92
In 'This is My Life' column	4	7.14
In 'The Finance' column	2	3.57
The 'Heroes' column	2	3.57
In 'Relationship' column	2	3.57
In 'Nutrition Focus' column	2	3.57
In 'The Phenomenal Woman'	2	3.57
In 'The Young Achiever' column	1	1.78
Total	56	100.0

Source: Research data.

Results in table 18 indicate that that the editor mostly used evidentials to refer the readers to the various columns within the *Parents* magazine that contain factual information. The Marriages that Last column and the Cover Story column were the most referred to accounting for 16.07% of all evidentials in the sampled editorials. *The Real People Real Lives* column was referred to 7

times in the total population sampled. *The Sex column* was referred to 5 times. *This is Life* and *The Well Woman column* were referred to 4 times. It was observed that evidentials ...*The Phenomenal Woman*...,...*the Finance column*...,...*the Relationship column*...,...*the Nutrition Focus Column*... and ...*the Heroes column* each was used 2 times within the sampled editorials, each representing 3.57% of the sampled editorials.

4.4.1.4 Code Glosses

Code glosses (COD) (*that is, in fact, in other words, for example, that is to say*- refer to appendix A) supply additional information in discourse by rephrasing, explaining or elaborating what has been said, to ensure that the reader is able to recover the writer's intended meaning (Hyland, 2005). Code glosses help the readers follow the argument in the way the writer intends by extending an item to ensure its content or significance is understood.

The following examples from the editorial columns of *Parents* magazine show the use of code glosses:

1. See, for the longest time, I had been selling myself short *because* I didn't believe in my abilities.

(July,2017 *Parents'* editorial)

2. *For example*, did you know his real name is Peter Chuani?

(September, 2017 *Parents'* editorial)

The code glosses seek to provide clarification to what is being said for a better understanding of the reader so that the intended meaning is not lost.

Table 17: Use of Code Glosses

Code glosses	Frequency	Percentage (100%)
Including	1	16.66
Because	1	16.66
Which simply means	1	16.66
It means	1	16.66
For example	1	16.66
For instance	1	16.66
Total	6	100

Source: Research data

Results in Table 19 show that within the sampled editorials COD were used once each representing 16.66% of used code glosses. The code glosses were not commonly used because of the scope of the editorial which is presented in a summary form and therefore elaborations are avoided.

4.4.2 Interactional metadiscourse

4.4.2.1 Hedges

Hedges are interactional devices used to withhold commitment on the part of the writer and therefore open dialogue. Metadiscourse devices *possible, might, perhaps* - see appendix A fall in this category (Hyland, 2005). Hedges indicate the author's uncertainty and have been used in the editorial of *Parents* magazine. Hedges were counted in the corpus when comments were made that

conveyed the writer’s lack of commitment or confidence in the presented information as in the following examples:

1. We *may* not be living to eat but we definitely need to eat to live.

(April, 2017 *Parents’* editorial)

2. The name Robert Bresson *might* not ring a bell but I bet you have heard the film *Simoja Samurai*, which bagged several awards at the 2012 Kalasha Film Awards.

(September, 2017 *Parents’* editorial)

3. Well, they *could* be the ones sabotaging your weight loss journey.

(August, 2017 *Parents’* editorial)

The writer does not commit herself on the assertion made but puts it unto the readers to make their own judgement. The use of *may*, *might* and *could* shows possibility and does not convey certainty to the propositions.

Table 18: Use of Hedges in *Parents* magazine editorial 2017

Hedge	Frequency	Percentage
Can	14	63.63
Could	3	13.63
May	2	9.09
Would	1	4.54
Might	1	4.54
Possible	1	4.54
Total	22	100

Source: Research data.

Findings in Table 20 present the use of hedges (HED) in the *Parents* magazine 2017 editorial. The hedge *can* is the most used within the sampled editorials with a representation of 63.63%. The hedge *could* was used 3 times in the editorials each representing 13.63% of sampled editorials. The hedge *may* was used 2 times in the sample. The findings further reveal that all the remaining hedges (*would, might and possible*) have each been used once within the sampled editorials which mark possibility as the writer withholds commitment.

4.4.2.2 Boosters/ Emphatics

These interactional metadiscourse devices are used to emphasize commitment and open dialogue. They indicate the writer’s confidence on a particular position. Boosters were tallied in the editorial columns analyzed when words or phrases were used to influence the reader to draw a similar conclusion or opinion as the author. They include *in fact, it is obvious, definitely, clearly* – refer to appendix A.

Table 19: Use of Boosters/Emphatics

Booster/ Emphatic	Frequency	Percentage (100%)
Will	11	26.19
Never	6	14.28
Should	5	11.9
Need	5	11.9
Indeed	3	7.14
Could	3	7.14
Admittedly	3	7.14
Of course	2	4.76
Can	2	4.76
Always	2	4.76
Total	42	100.0

Source: Research data

Table 21 presents the use of boosters in the *Parents* magazine editorials. Findings indicate that the booster ‘will’ has been most used in the sampled editorials accounting for 26.19% of used boosters. The booster *never* was used 6 times. *Should* and *need* were used 5 times. The boosters *indeed*, *could* and *admittedly* were used 3 times. The boosters *of course*, *can* and *always* were least used representing 9.09% of the use of boosters (BOO) within the sampled editorials. The use of boosters reinforce the message presented by the writer. Boosters enhance certainty and that what is presented the writer can be relied on.

The following sentences drawn from the editorial columns of *Parents* magazine 2017 show how boosters are used to affirm the message presented by the writer as true and can be relied upon:

1. Flip over to the nutrition pages for foods that *will* nourish both your body and skin as you find home remedies that promote hair growth in the Hair Chat Column.

(April, 2017 *Parents*’ editorial)

2. *Admittedly*, it has been a tough half-year that began on a rough lane with water rationing in most parts of the country.

(June, 2017 *Parents*’ editorial)

3. *Indeed*, they are the face of prosperity gospel.

(August, 2017 *Parents*’ editorial)

From the above examples, the use of the boosters *will*, *admittedly* and *indeed* lend some credibility to the assertion made by the writer. It is certain that what is being said is true and can be relied upon. The boosters affirm that the message being presented as true and should not be doubted.

4.4.2.3 Attitude markers used in the editorial column of *Parents* magazine 2017

Attitude markers indicate the writer’s attitude toward the information presented in the text (Hyland, 2005). These markers were counted in the data set when words or phrases were used to convey surprise, importance or frustration from the writer to the reader.

Table 20: Use of attitude markers

Attitude marker	Frequency	Percentage %
Inspiring	4	15.36
Incredible	3	11.54
Inspiration	3	11.54
Captivating	2	7.69
Fabulous	2	7.69
Never	2	7.69
Heartwarming	2	7.69
Triumphing	1	3.85
Exquisite	1	3.85
Sparkling	1	3.85
Best Christmas	1	3.85
Successful	1	3.85
Wonderful	1	3.85
Valuable	1	3.85
Passionate	1	3.85
Total	26	100

Source: Research data

These devices *sparkling, agree, fortunately, hopefully* – s appendix A) indicate the writer’s affective, rather than epistemic attitude to propositions (Hyland, 2005). They convey surprise,

agreement, importance, obligation, frustration et cetera. Attitude markers are explicitly signaled by attitude verbs (*agree, prefer*), sentence verbs (*unfortunately, hopefully* and adjective (*appropriate*) unlike boosters and hedges which comment on the status of information, its probable relevance, reliability or truth, attitude markers convey surprise, agreement, importance, frustration, obligation etc.

The attitude markers used in the editorial are meant to encourage the readers to put into practice the values presented in the magazine. They are also meant to encourage the reader into reading the various issues presented in the various sections of the magazine. For instance, when it is said, ‘Find this and more ‘captivating’ stories inside. The attitude marker ‘captivating’ is meant to raise the level of expectation of the reader thus encouraging the reader to take time and read.

The examples below drawn from the editorials of *Parents* magazine show how attitude markers have been used.

1. Being the love issue, we have lined up several articles to help you have a *wonderful* experience this valentine from tips for a low-cost date to ideas for romantic bedroom décor.

(February, 2017 *Parents*’ editorial)

- 2 This issue is as *inspiring* as they come.

(March, 2017 *Parents*’ editorial)

3. You have probably noticed how *sparkling* our cover for this issue. This can be partly attributed to the *sassy, vivacious* and *charming* cover model – Mwende Macharia. In life, as on radio, Mwende is *a breath of fresh air* and we are *excited* to share her story with you.

(October, 2017 *Parents*’ editorial)

The attitude markers *wonderful, inspiring, sparkling, sassy, vivacious, charming, a breath of fresh air* and *excited* carry the attitude of the writer towards the subject. The markers communicate the

feelings of the writer towards the message presented thereby involving the readers in their text by creating the attitude created unto them.

4.4.2.4 Engagement markers used in the editorial column of *Parents* magazine 2017

These devices (*you, your, enjoy, inclusive us, inclusive we*) refer to the various ways writers bring readers into the discourse to relate them and anticipate their objections (Hyland, 2005).

Table 21: Engagement markers

Engagement marker	Frequency	Percentage %
You	21	23.38
Your	17	22.07
Us	14	18.18
We	7	9.09
Read	6	7.79
Enjoy	5	6.49
Find	5	6.49
So delve	2	2.59
Ourselves	2	2.59
Get to learn	1	1.29
Total	77	100

Source: Research data

Findings in Table 23 show that a significant number of engagement markers (ENG) were used in the *Parents* magazine editorial. The engagement marker *you* is the most used in the editorials accounting for 23.38% of all the used engagement markers. The engagement marker *your* accounts for 22.07% of all the used engagement markers in the editorials. This category of interactional resources of metadiscourse was among the most used features. *You* being a second person marker

directly refers to the reader or listener thereby involving them in the interaction. This helps build the interpersonal communication between the writer and reader and as a result, it was the most commonly used engagement marker. *Your* similarly, was greatly used for the same purpose. The use of the engagement marker *us* which was also frequently used appearing 14 times, is inclusive and this draws a closer relationship between the writer and reader as they are all parties in the interaction. Engagement markers therefore were used in the editorial to involve the reader in the interaction and enhance the interpersonal communication.

The following examples picked from the editorial columns of Parents magazine 2017 illustrate the use of engagement markers:

1. Her story in the Young Achiever Column is interspersed with invaluable business lessons that *we* could all do with.

(August 2017 Parents' editorial)

2. Elsewhere in this issue, we help *you* understand common symptoms that should make *you* run to the doctor.

(September, 2017 *Parents'* editorial)

3. Then the culprit could be *your* diet.

(November, 2017 Parents' editorial)

The writer, in the above examples, directly engages the reader by use of the pronouns *we*, *you* and *your*. *We* in the first example is inclusive of the writer and reader, both are asked to consider the lessons that should be learned from the story in the Young Achiever Column. A line should be drawn between engagement markers that are inclusive of both the reader and writer such as (*us*,

our) and self mentions which refer to the writer alone (*we, our*). The following sentences give us a distinction between the two interactional features:

1 a) You have probably noticed how sparkling *our* (the writer) cover for this issue is.

b) Prof Wanjala is among the crop of writers who gave birth to oral literature in the country, which takes us back to *our* (writer and reader) roots.

(April, 2017 *Parents'* editorial)

2 a) *We* (writer) tell you foods that help you build lean muscle I the Nutrition Focus column.

(November, 2017 *Parents'* editorial)

b) *We* (writer and reader) may not be living to eat but *we* (writer and reader) definitely need to eat to live

(April, 2017 *Parents'* editorial)

4.4.2.5 Self-mentions used in the editorial column of *Parents* magazine 2017

These devices (*I, we, me, us, our, mine-* refer to appendix A) refer to the degree of explicit author presence (Hyland, 2005). The author's presence is measured by the frequency of the first person pronouns or possessive adjectives. By examining self-citation in a wider context of self mention, however, the phenomenon can be seen as part of a more comprehensive rhetorical strategy for emphasizing a writer's personal contribution to a piece of research and strengthening his or her knowledge claims, research credibility, and wider standing in the discipline. The choices which express writer presence are also closely associated with authorial identity and authority and these not only affect the ideational meaning that writers convey, but also influence the impression they

make on their readers. Self mention is therefore a powerful rhetorical strategy for emphasizing a writer’s contribution.

The most obvious means available to writers for explicitly showing their presence is to use first person pronouns (the unmarked way of showing one’s presence in spoken discourse), but they can also refer to themselves in the third person by using a noun like the author, for example. The ‘presence’ of the imagined reader, similarly, is most explicitly shown in the use of second person pronouns, or in the use of noun phrases such as the reader or dear readers. In short, personal metadiscourse makes direct reference to the writer and or reader of the current text, either by pronouns (personal *I, we, you* and their oblique and possessive forms) or nouns (such as *the writer, dear readers*). This is explicit reference to the current discourse participants *qua* discourse participants.

Table 22: Self mentions

Self mention	Frequency	Percentage %
We	56	47.05
I	40	33.61
Our	10	8.4
My	6	5.04
Me	4	3.36
Us	3	2.52
Total	119	100

Source: Research data

Findings in table 24 present the use of self mentions (SEM) in the editorials of *Parents* magazine. The self mention ‘we’ is most used in the sampled editorials with a representation of 47.07%. The first person pronoun *I* was also frequently used appearing 40 times in the editorials. The other self

mention used in the sampled editorials is ‘our’ which appeared 10 times and accounted for 8.04% of the use of self mentions. The self mention *my* appeared 6 times, *me* 4 times and *us* 3 times. The use of self mentions enhance authorial presence and credibility. This presence helps build a solid relationship between the writer and reader and thereby enhancing interpersonal communication. This is as illustrated below:

1. on relationships, *we* give you the tell tale signs of a manipulative relationship, as you get advice from our couple of the month in the Marriages that Last column.

(November, 2017 *Parents’* editorial)

2. *My team* and *I* wish you all a restful mini holiday.

(April, 2017 *Parents’* editorial)

3. *Our* Trending issues column this month delves into the world of individuals who are uncomfortable to their assigned gender.

(April, 2017 *Parents’* editorial)

4. As always, this issue is parked with lots of inspiring stories. Delve in and let *us* know your thoughts.

(June, 2017 *Parents’* editorial)

The use of the first person markers *I*, *we*, *my*, *our*, *us*, carries the writer’s voice. The writer addresses the reader directly through the self mentions thereby creating an interaction between them. This interaction enhances the interpersonal communication between the writer and reader.

The use of metadiscourse has been proved to be an important strategy (Ifantidou 2005). It helps the writer to guide the reader through the unfolding text and engage in the discourse process; it makes the text more interactive and therefore accessible to the reader. The reader’s task then of understanding and interpreting the message becomes easier. Metadiscourse can be said to be an

indicator of author explicitness and, consequently, an indicator of text quality. A key resource that allows language users to engage with the audience is metadiscourse (Crismore et al 1993; Hyland, 2005)

The use of metadiscourse strategies as identified and classified in this study shows to what extent the author of the editorial column of *Parents* magazine is aware of discourse-as-process and how they manage it. In other words, (1) how text is structured, (2) how they engage readers (3) how they evaluate their own writing. In broader terms, metadiscourse use in editorial columns show how independent and confident the author is as a writer, how they perceive their audience and themselves, what sort of interpersonal relations they establish; how they persuade the expert members of the discourse community to accept their ideas as presented in the editorial column of the *Parents* magazine.

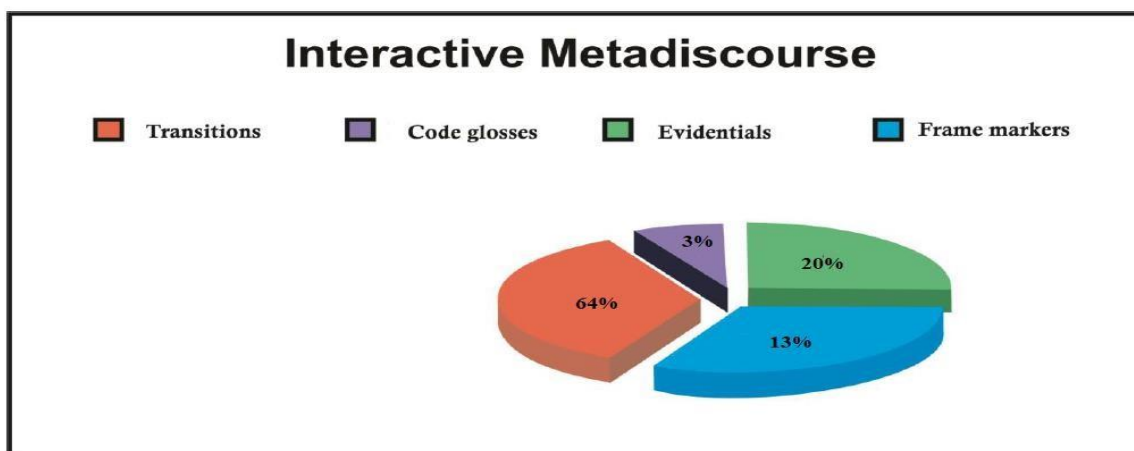


Figure 2: Comparative analysis of the use of interactive metadiscourse

Source: Research data.

Findings in figure 2 present a comparison of the use of interactive metadiscourse. The results show that 64% of interactive metadiscourse used within the sampled editorials were transitions. The use of evidentials account for 20% of all used interactive metadiscourse. Findings also show that frame

markers accounted for 13% of the use of interactive metadiscourse in the editorials while code glosses were the least used of the interactive metadiscourse representing 3% of such use.

Transitions were the most used of the interactive features of metadiscourse. Transitions help consolidate the message in the editorial by creating links so that the message is not fragmented. Of the transitions, the transition *and* was the most used. This falls in the category of additive transitions. The additive transitions show addition (*and, further, as well ...*), introduction (*such as, for example, including ...*), similarity (*similarly, equally, likewise ...*), reference (*considering (this), regarding (this), as for (this) ...*), identification (*namely, thus, specifically ...*), clarification (*I mean, in other words, that is (to say)*).

And is a transition of addition and was the most used of all the transitions. This transition was the most used for the purpose of creating unity of purpose. It was used to consolidate the message of the writer since the editorial is covered on one page and so related clauses are linked by the transition *and* for this purpose. Of the other transitions *and* is the only coordinating transition of addition and therefore the most used in coordinating clauses to help reduce redundancy. This was a strategy of the writer to ensure that the message is made brief and clear to the reader.

Table 23: Comparative analysis of the use of interactional metadiscourse

Interactional metadiscourse	Frequency	Percentage (%)
Hedges	22	7.5
Boosters	42	14.48
Attitude markers	26	8.96
Engagement markers	81	27.93
Self mentions	119	41.04
Total	290	100.0

Source: Research data.

Findings in table 25 present a comparison for the use interactional metadiscourse within the editorials of *Parents* magazine. Results show that self mentions account for the majority of interactional metadiscourse used in the editorial of *Parents* magazine with a representation of 41.04% within the sampled editorials. Engagement markers accounts for 27.93% of the used interactional metadiscourse used in the editorials. Boosters account for 14.48 of the sampled editorials. The use of attitude markers accounts for 8.95% while the least used interactional metadiscourse are hedges accounting for 7.5%.

From the findings, self mentions (*we, I, our, us, my, me*) were the most used of the interactional features. This explicit reference to the writer, helps to enhance the author's presence and thereby building the author's interaction with the reader. Self mentions present the authorial voice and thus showing the reader that 'am here' and what am presenting is credible and can be relied on.

The engagement markers (*you, your, read, find, us...*) were second to self mentions of the most used interactional features. Engagement markers explicitly build relationship with the reader and thereby boosting the interaction between the writer and reader. This interaction helps develop the interpersonal relationship between the writer and reader as the reader is engaged in the communication medium.

Boosters (*will, never, should, need, indeed...*) were third and this marked certainty telling the reader that what is presented is true and can be relied on. This also helped enhance the authorial personality.

Of the interactional features, the least used were hedges, which withhold commitment, and attitude markers which express the writer’s attitude towards propositions.

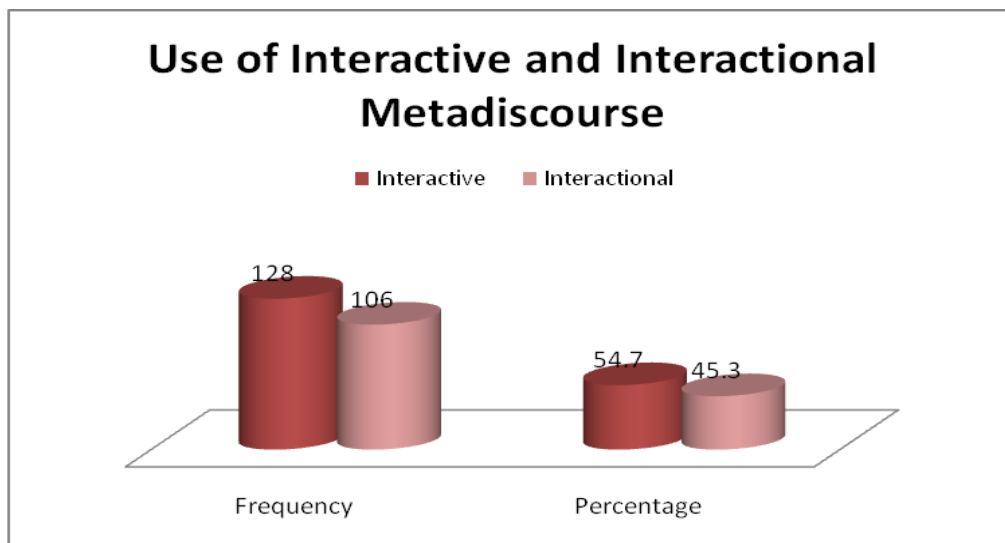


Figure 3: Comparative analysis of the use of interactive and interactional metadiscourse

Source: Research data.

Figure 3 presents a side-by-side comparison for the use of interactive and interactional metadiscourse in the editorials of *Parents* magazine. The findings indicate that interactive

metadiscourse have been used a little more than interactional metadiscourse accounting for 54.7%. It is therefore important to mention that the editor has the task of guiding the readers through the magazine so that the content of the magazine is well perceived the reader. Therefore, more of the interactive features were used in comparison to the interactional features. It is worth noting that the use of interactional metadiscourse accounted for 45.3% of metadiscourse used in the editorials of the *Parents* magazine. These were mainly used to create the writer-reader interaction.

4.5 Explanation of how authorial presence is attained in the editorial column of *Parents* magazine in achieving interpersonal communication.

The third objective sought to explain how authorial presence is attained in the editorial column of *Parents* magazine achieving interpersonal communication. The second tenet in Hyland (2005) theory of metadiscourse states that metadiscourse expresses writer-reader interactions. In this regard, metadiscourse was analyzed to examine how the writer presents himself in the editorial of *Parents* magazine and how the writer interacts with the reader.

According to Hyland (2005), interactive features concern the writer's awareness of a participating audience and the ways he or she seeks to accommodate its probable knowledge, interests, rhetorical expectation and processing abilities. The use of features in the category addresses ways of organizing discourse and reveals the extent to which the text is constructed with the reader in mind. Hyland (2005) explains that interactional features concern the ways writers conduct interaction by intruding and commenting to their message. Metadiscourse in this category is evaluative and engaging, expressing solidarity, anticipating objections and responding to an imagined dialogue with others. The following findings were revealed:

Authorial presence was manifested in two ways: firstly, through the interactive and interactional features of metadiscourse and secondly, through the use of visual elements of metadiscourse.

4.5.1 Interactive features used in the editorial column of *Parents* magazine to achieve authorial presence.

4.5.1.1 Evidentials

As the writer gives evidence to the information given, he/she guides the reader to relevant information to back up the information so given (refer to table 16). The following examples are drawn from the editorial column of *Parents* magazine.

1. In '*This is Life*', we bring you the story of *Fidelis Muigai* who is determined to ensure that her son thrives despite being autistic.

(April, 2017 *Parents*' editorial)

By citing the section where the information is to be found and stating the name of the individual who is having the experience of the said condition, the writer is communicating a message to the reader: that what he/she is saying is true. By guiding the reader to the relevant information, an interaction is created between the writer and reader. The author's presence is achieved in that interaction.

2. Being a new year, we tell you how to make your 2017 financial resolutions a reality in the *Finance column* while the *Hair Chat* column advises on some of the hair resolutions you need to commit this year.

(January, 2017 *Parents*' editorial)

The reference to the year and the specific columns to get the specific information is a guide to the reader and this is interactive. The writer is interacting with the reader and the author's presence is felt.

3. Let *Jacquey's* journey to fitness and healthy living inspire you to drop the excuses hindering the pursuit of your dreams and as she says in the *Cover Story* column, just do it.

(November, 2017 *Parents'* editorial)

The writer refers the reader to Jacquey's story in the *Cover Story* column. As seen earlier the writer interacts with the reader creating an interpersonal communication through author presence.

4.5.1.2 Code glosses

Code glosses elaborate propositional content (refer to table 17). They give additional information in discourse by rephrasing, explaining or elaborating what has been said to ensure that the reader is able to recover the writer's intended meaning. The following examples have been picked from the editorials of *Parents* magazine.

1. Taking of industry shapers, we are very pleased to bring you the story of DJ Pinye. *For example*, did you know his real name is Peter Chuani?

(September, 2017 *Parents'* editorial)

The writer interacts with the reader by making clear the information given by exemplifying. This author presence ensures that the information given is well understood by the reader.

2. See for the longest time, I have been selling myself short *because* I didn't believe in my abilities.

(July, 2017 *Parents'* editorial)

Because explains the assertion in the first clause so that the sentence gets complete sense. The writer directs the reader to the intended meaning by providing the explanation. This helps achieve interpersonal communication.

The author's presence is important in making the information authentic and reliable. What is said can be taken by the reader as true. It boosts the interaction between the writer and reader by creating the necessary interpersonal communication.

4.6 Interactional features used in the editorial column of *Parents* magazine to achieve interpersonal communication.

4.6.1 Use of engagement markers

Engagement markers explicitly build relationship with the reader. In this regard, they develop an interaction between the writer and reader. This helps build a sense of presence on the side of the writer. The following examples are picked from the editorial columns of *Parents* magazine.

1. *Delve in* and let us know *your* thoughts.

(June, 2017 *Parents*' editorial)

The writer is asking the reader to engage in some activity and at the same time to give feedback. This opens up an interaction between the two. With so doing, the authorial presence is realized as there is an explicit interaction between the writer and reader.

2. *Read* these and many more informative articles in this issue.

(July, 2017 *Parents*' editorial)

In this example, the readers are engaged directly and asked to make an effort of reading the issue since it is informative. This is a direct address to the reader and therefore the writer's presence is realized in the direct address.

3. *Hop over* to the relationship section starting with Marriages that Last where this month's couple shares their struggles with alcohol and how it nearly ruined their marriage.

(October, 2017 *Parents'* editorial)

Similarly, the reader is being directed to a section of the magazine “Marriages that Last”. This creates an interaction between the writer and the reader in the act of directing. The authorial presence is thus created through the writer’s guidance of the reader through the text by leading the reader to a section where the specific information can be found.

4. *Have you* been working out to build lean muscle but the results are long in coming?

(November, 2017 *Parents'* editorial)

This is a direct question to the reader. The writer has an interaction with the reader through the engagement of the direct question

Engagement markers (refer to table 23) build a relationship between the writer and reader. This relationship creates an interaction between them and promotes interpersonal communication since the reader is involved in the interaction.

4.6.2 Use of self mentions

Self mention is the explicit reference to the writer(s). In so doing, the writer’s presence is realized. The following examples show how authorial presence is realized through the explicit reference of the writer.

1. *My team and I* wish you all a restful mini holiday.

(April, 2017 *Parents'* editorial)

The self reference marks the author's presence. Use of the first-person marker identifies the speaker and authenticates what is being said. With this reference, the writer's presence is manifest and the collective endeavor on their part as writers.

2. On relationship, *we* give you the telltale signs of a manipulative relationship, as you get marital advice from our couple of the month in Marriages that Last column.

(November, 2017 *Parents'* editorial)

The writers' presence through the plural first person marker "we" show their collective effort to ensuring that the message is passed onto the reader. This opens up an interaction between the writer and reader. Through this interaction, the author's presence created and interpersonal communication between the writer and reader achieved.

3. *I* believe many of us are familiar with the story of the old man, the boy and the donkey.

(August, 2017 *Parents'* editorial)

The authorial presence is captured in the first-person marker 'I'. The writer addresses the reader in the all-inclusive pronoun (writer and reader) 'us'. With this address, the interaction between the writer and reader is built thereby achieving interpersonal communication.

The use of the first-person markers 'we', 'I', 'my', 'our' (refer to table24) carries the writer(s)' voice. The writer speaks directly to the reader through the self mentions thereby involving the reader in the interaction. By involving the reader, the writer creates an interaction and therefore achieving interpersonal communication.

4.7 Use of visual elements of metadiscourse to achieve interpersonal communication

Metadiscourse is the name given to various textual and interpersonal elements writers use to impart ideas to their readers. It is a rhetorical practice used by writers to explain what they are saying, identify their intentions, and assist their readers grasp the meaning of their texts (Vande Kopple, 2002). Textual elements include connectives, references and code glosses. But whereas such devices are part of the text itself, the relationship between the author of a document and the reader begins before the reader reads a word (Kumpf, 2000). The visual features of the document can determine whether the reader will make the effort to read the text. These visual features can be regarded as visual metadiscourse, giving the textual information shape and structure. In this study, visual elements of metadiscourse were also used to create authorial presence. First, the portrait of the editor seems to be communicating a profound message: that the message is from the editor who is there and that she is talking to the reader. The name of the editor is written below the picture of the editor. This is for the purpose of authenticating the message and to show the reader that what is being said is real and true.

The smile that the writer puts on creates warmth and is quite welcoming (refer to February 2017 *Parents'* editorial page 65). This helps draw the reader close and helps build the interpersonal communication in the interaction. The authorial presence is therefore achieved through this visual communication.

Use of color is another visual element that the writer uses to communicate. The color resonates with the theme of the month. And the theme is written in a font bigger than the body of the editorial. For instance, in the month of February, where we anticipate 'Valentine Day', the color of the theme is red and the month's theme is "The time to love is now". Similarly, the new year's theme is about

love and the color in which the theme is written is red. We can thus say that the editorials are visually communicating.

Heft is a concept similar to the bulk or length of a document. Heft influences the reception of a document. Documents deemed too long for the subject may not be read. The editorial column of *Parents* magazine is short capturing in brief the various sections of the magazine and what they entail. This helps the reader get the salient content of the magazine quickly.

Similarly, writers may visually help readers through a document by arranging text into discrete visual parts. This is commonly manifested in the shape of a paragraph and this concept can extend to all visual levels of a document, from the sentence, to paragraphs, sections and chapters. A considerate writer will chunk items into visual parts to help readers identify the constituent parts of a document and to show the boundaries of related items, such as related sentences in a paragraph, related paragraphs in a section and related sections in a chapter. Chunking as interpreted through visual metadiscourse helps provide visual relief in a document by allowing the readers to process the content in parts rather than as a continuous flow of text without breaks. Chunking prevents long stretches of that text that may make the reader think the document is dense and therefore difficult to read (Kumpf, 2002). This is a strategy employed in the editorial column of *Parents* magazine whereby columns have been used making the editorial look brief. Also, the paragraphs are short each dealing with the various sections of the magazine. The reader therefore finds it easier to read the editorial and find out the perspective of the writer. This is a manifest of authorial presence in an attempt to guide the reader through the text with ease.

The editorial column of *Parents* magazine visually communicates a profound message to its readers: that *Parents* magazine should be read and its information relied upon. By transmitting this

message visually and repeatedly, *Parents'* readers may be more likely to accept it without question, surely the objective of all rhetoric.

4.8 Establishing how social presence is attained in the editorial column of *Parents* magazine to achieve interpersonal communication

The third objective sought to establish how social presence is achieved in the editorial columns of *Parents* magazine to enhance interpersonal communication.

Social presence is the awareness of others in an interaction combined with an appreciation of interpersonal aspects of that interaction (Tu, 2002). It is assumed that in any interaction involving two parties, both parties are concerned both with acting out certain roles and with developing or maintaining some sort of personal relationship. These two aspects of any interaction are termed interparty and interpersonal exchanges (Short, William, and Christie, 1976). Communication is effective if the communication medium has the appropriate social presence required for the level of interpersonal involvement required for a task. Greater social presence causes greater intimacy, immediacy, warmth and interpersonal rapport. Writers use metadiscoursal features to enhance social presence in their writings. Social presence in written work can be achieved by elements of rhetoric which include logos, ethos and pathos.

Metadiscourse projects the rational appeal of *logos* when it explicitly links elements of the argument. Interactive metadiscourse such as transition markers, endophoric markers and code glosses help to achieve the function. The following examples shows how logos is attained by writers.

1. *Although* we had never met in person, he was always kind enough to offer assistance whenever I sought one from him.

(January 2017 *Parents'* editorial)

'Although' links the two parts of the proposition by providing a contrast that is surprising.

Metadiscourse conveys *ethos* where it refers to the writer's authority and competence. The aspects of metadiscourse which contribute to the writer's credibility appeals are interactional features such as boosters, hedges, self mentions and engagement markers. The interactive feature, evidential also helps convey *ethos* of the writer. The following examples from the editorial column of *Parents* magazine show how *ethos* is attained.

1. Elsewhere in this issue, we help you understand common symptoms that *should* make you run you to the doctor.

(September, 2017 *Parents'* editorial)

The certain marker 'should' is used as a booster to show that it is necessary to take the necessary step once you see the symptoms as advised. Thus, what is said by the write should not be doubted since '*should*' carries certainty.

2. *I* developed a little complication during delivery that warranted *I* be put under anesthesia.

(July 2017 *Parents'* editorial)

The second example carries a self mention 'I' which is a first-person speaker. What a first person says shows a participant whose proposition cannot be questioned since he/she is talking from experience. We are therefore able to believe what is said.

3. And Hero of the month, *30-year-old Geneveive Audrey Naisula* came to *Kenya* from *Australia*, loved it and decided to stay to help victims of sexual abuse.

(May, 2017 *Parents* editorial)

The use of names, places and span of time authenticates the assertion of the writer. The reader is able to believe what the writer says. Ethos therefore makes the assertions of the writer believable.

Metadiscourse relates to *pathos* when it signals respect for the reader's viewpoint. The combination of engagement markers, attitude markers and hedges help realize the affective appeals. The examples below show the use of *pathos*.

1. *You* probably noticed how sparkling our cover for this issue is.

(October, 2017 *Parents*' editorial)

The second person pronoun '*you*' refers to the reader or listener and it works to challenge the reader into some activity. In so doing the reader is involved in the interaction. This enables the reader to make their own judgement or conclusion on what is said.

2. We have lined u several articles to help you have a *wonderful* experience this valentine from tips for a low-cost date to ideas for romantic bedroom decor.

(September 2017 *Parents*' editorial)

'Wonderful' is an attitude marker used to show the writer's attitude to the proposition. In the above example, the writer has an obligation to the reader in ensuring that the reader gets the best service. This creates a positive feeling in the mind of the reader.

3. Well, they *could* be the ones sabotaging your weight loss journey.

(August, 2017 *Parents*' editorial)

Here, the writer does not commit to the proposition but leaves it to the reader to make their own judgement.

Table 24: Use of Metadiscourse in achieving social presence

Metadiscourse marker	Number	Sample of metadiscourse marker from subject
Interactive Resource		
Transition Markers	76	Because, and, so, although
Frame Markers	104	A long time ago, next, then
Endophoric	0	
Evidentials	90	They say, it is said
Code Gloss	23	Which was..., like this..., known as
Interactional Resources		
Hedges	2	Probably, What looks like probably....,
Boosters	3	Very much, seems like
Attitude Markers	7	Luckily, Thank God, All of a sudden
Self Mention	31	I cannot imagine, that is what I see
Engagement Markers	6	They will never forget the day.

Source: research data.

To further clarify the relationship between metadiscourse marker usage to achieve social presence and interpersonal communication in the *Parents* magazine, the scores from the editorial column of the *Parents* magazine were grouped by descriptive rankings from very frequent to not very frequent. The number of metadiscourse markers per rank was parsed among the descriptive rankings and the average number of markers per rank was determined. Study findings revealed

that metadiscourse was used in achieving social presence to enhance interpersonal communication in the editorial of *Parents* magazine.

In this study it was realized that the use of metadiscourse enhanced social presence. The use of metadiscourse markers indicates maturity in writing specifically, the writer demonstrates awareness of the needs of the reader in both an interactive and an interactional manner.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings, conclusions based on the findings of the study and recommendations based on the findings and conclusions. The purpose of the study was to investigate metadiscourse use in the editorial column of *Parents* magazine to establish how interpersonal communication is achieved. The study sought to apply the linguistic concept of metadiscourse to explain the role of writers in facilitating social presence to attain interpersonal communication. Twelve editorial columns of *Parents* magazine were sampled and content analysis employed to summarize the use of interactive and interactional metadiscourse in the editorials.

5.2 Summary of the findings of the study

In summary the following were the findings of the study;

5.2.1 Classification of metadiscourse features used in the editorial column of *Parents* magazine

A comparison was done to establish the use of interactive metadiscourse. The results show that 64% of interactive metadiscourse used within the sampled editorials were transitions. The use of Endophoric markers accounts for 20% of all used interactive metadiscourse. Findings also show that frame markers accounted for 13% of the use of interactive metadiscourse in the editorials while code glosses were the least used interactive metadiscourse representing 3% of such use.

The use of interactional metadiscourse within the editorials of *Parents* magazine was also analyzed. Results show that engagement markers account for the majority of interactional metadiscourse used in the editorial of *Parents* magazine with a representation of 58.38% within the sampled editorials. Self mentions accounts for 19.81% of the used interactional metadiscourse used in the editorials. The use of hedges accounts for 11.32% while the least used interactional metadiscourse are boosters accounting for 10.38%.

5.2.2 Examining the use of both the interactive and interactional features of metadiscourse in the editorial column of *Parents* magazine in enhancing interpersonal communication.

Comparative analysis for the use of interactive and interactional metadiscourse was also done. Findings of the study showed that interactive metadiscourse have been used more than interactional metadiscourse accounting for 54.7%. It is worth noting that the use of interactional metadiscourse accounted for 45.3% of metadiscourse used in the editorials of the *Parents* magazine.

The study revealed that both interactive and interactional resources of metadiscourse were used in the editorial columns of *Parents* magazine. Hinds (1987) notes that English is considered to be a “writer-responsive” language. This means that you are responsible for leading the reader through the text you have written and for telling the reader about your responses to what you are discussing. The interactive resources were used to guide the readers towards the various sections of the magazine. The interactive metadiscourse items help the reader to get the content of the magazine as it highlights all the columns and what they contain. They quickly run the reader through the magazine. The interactive metadiscourse features transitions, frame markers, Endophoric markers and code glosses all help achieve this role of leading the reader and guiding them through the text. The interactional resources of metadiscourse were used to involve the readers in the text. These

devices are used to draw the reader close to the writer and make them feel to be part and parcel of the magazine. The reader is drawn close to the writer through these devices. The metadiscourse resources hedges, boosters, attitude markers, engagement markers and self mentions all help to achieve this.

Other than playing the noble roles of guiding and involving the reader in the magazine, the editorial column is also used as a rhetorical strategy. The editorial is the only section where the author directly interacts with the reader. It also presents the magazines ideology and perspective to the readers. Through this, the authorial presence and personality is achieved. The use of metadiscourse items boosters, engagement markers and self mentions help realize the author's presence and personality. The author through the editorial affirms that what is presented in the magazine is real and can be relied upon. Thus, the reader has no option but to read and learn from the various topics presented in *Parents*; all the function of metadiscourse.

5.2.4 The use of metadiscourse in achieving social presence to enhance interpersonal communication in the editorial of *Parents* magazine

Both interactive and interactional resources of metadiscourse were present in the editorial column of *Parents* magazine. Interactional resources of metadiscourse such as self mentions and engagement markers helped highlight authorial presence and credibility. Self references can be considered as a rhetorical strategy used by the author to present themselves as authorial selves, promoting themselves and outlining their specific, novel contributions to their magazine. Engagement markers which help build relationship with the reader also helped in building credibility towards the author's assertions. Boosters helped emphasize on some issues telling the reader to consider what is being presented in the section at hand. The interactional resources were

aimed at telling the reader one thing: that what *Parents* is presenting to them is credible and can be relied on.

The interactive resources of metadiscourse equally were important in building authorial presence and credibility. The use of Endophoric markers and code glosses all help bring up credibility to the text. Code glosses by elaborating propositional meaning through examples created the point that what the author is putting across is true. By bringing real life experiences of people whom the author interacted with proves one thing: that what is presented is not fictitious but real and therefore credible. Endophoric markers on the other hand, other than guiding the reader through the entire text tells the reader where to find particular information and the advice presented. By telling the reader what each section of the magazine contains and the advice given builds to the authorial presence and credibility. The author is simply talking to their audience by proving a lead through the text. This is the essence for the use of metadiscourse as clearly used in the editorial column of *Parents* magazine: bring out their authorial selves and credibility.

5.4 Conclusions

From the findings discussed, metadiscourse plays a crucial role in the organization of discourse and as a rhetorical strategy for magazines. The following conclusions and implications may be drawn:

First, both the interactive and interactional metadiscourse features were identified and classified from the editorial column of *Parents* magazine. The interactive features which guided the reader in the text included transitions (*and, but, also, while, or*), frame markers (*for one, secondly, to stat, moving on*), evidentials (*Linus Kaikai, in My Story column, Farmers Choice started in 1980*) and code glosses (*including, for instance, because*). The interactional features which involved the

reader in the text included hedges (*can, could, may*), boosters (*will, indeed, of course, always*), attitude markers (*fabulous, passionate, heartwarming, inspiring*), engagement markers (*you, your, read, enjoy, find*) and self mentions (*I, we, me, my, our*). The editorial of *Parents* magazine effectively directs and guides the reader into the text on what and where to find the various topics and sections in the magazine. The reader also interacts with the writer as they are involved in the text through the interactional metadiscourse resources.

Secondly, the interactive and interactional metadiscourse helped achieve authorial presence and writer-reader interaction through the use of engagement markers that challenged the reader to take a step (*find out..., read... keep it*) and markers that directly addressed the reader (*you, your*). Authorial presence was also manifested through the use of person markers such as *I, we, our, my and me*. It is also worth noting that interactive resources were slightly used more than the interactional resources of metadiscourse as the reader is guided through the text though both features are important in the attainment of authorial presence and credibility; involving and guiding the reader through the text.

Thirdly, metadiscourse is important in creating social presence to necessitate interpersonal communication. Social presence helps create interpersonal relationship with the reader. The authorial presence brought out for instance through self mentions (*I, me, my, our*) help build the trust that what *Parents* presents is true and can be relied on. Credibility is also achieved through evidentials (*Prof Mirriam Were, in Kenya, Baba Dogo Estate*) which help show that what is being presented emanates from real situations and experiences in real life. Interpersonal metadiscourse is not the only determinant for persuasion; textual metadiscourse in the form of logical markers, which add (*and, also, similarly*), sequence (*first, next, lastly*), contrast (*but, however, in contrast*) or conclude (*finally, to conclude, at last*) a number of ideas is essential to the overall persuasive

effect of a text. Equally essential are code glosses (*for example, for instance, it means*) that include relevant information by rephrasing, offering examples and exploring further, or sequences that list a number of arguments so that the reader can follow the text comfortably.

Metadiscourse, then, reveals how writers seek to represent themselves, their texts and their readers as they frame and present their arguments. Seen in this way, then, metadiscourse is a response to the writer's evaluation of his or her reader's need for elaboration and involvement, ensuring that he or she supplies sufficient cues to secure an understanding and acceptance of propositional content. Finally, due to the scope of editorials, not so many metadiscoursal devices are used. Some metadiscourse devices like endophoric markers were scarcely used.

5.5 Recommendations

1) Metadiscourse features were identified and classified in this study. Due to the scope of the editorial column, the features of metadiscourse were not many in every category. As demonstrated in other studies, metadiscourse can be overused. As a result, it is recommended that metadiscourse should be used according to the genre and discipline to avoid overuse that can lead to misinterpretation of texts.

2) This study has shown the importance of the interactive and interactional features of metadiscourse helped achieve authorial presence by the writer guiding and involving the reader in the text, it is recommended that writers should employ both the interactive and interactional features of metadiscourse in their texts for a proper authorial presence that generates an easy comprehension of their messages, maximal clarity to readers and credibility.

3) The study revealed that both interactive and interactional features of metadiscourse are important in creating social presence. It is recommended that the use of both the interactive and interactional categories of metadiscourse should be employed by writers to draw closer the social distance between the writer and reader and for the writer-reader interaction.

5.6 Suggestions for Further Research

This preliminary investigation lends itself to future studies with the shared goal of further understanding of the complexity of metadiscourse in writing. Three specific areas of investigation would be helpful in gaining a more complete picture in the use of metadiscourse. First, a more in-depth analysis as to what specific types of metadiscourse markers increase the quality of writing, specifically in editorials. This information would be helpful to both the author and readers of the editorial column of *Parents* magazine.

To effectively show the role of interactive and interactional metadiscourse features use in documents based on the findings of this study, a comparative study should be carried out to compare different magazine editorials in terms of metadiscourse use and how it enhances interpersonal communication.

This study focused on the use of textual metadiscourse devices and a few elements of visual metadiscourse in the editorial of *Parents* magazine in creating social presence. It is suggested that for a vivid authorial presence and personality, the study of both textual and visual metadiscourse should be carried out to effectively show how metadiscourse use is a rhetorical strategy by writers.

Since the holistic quality of discourse coherence makes it difficult to break down into component parts for writing and reading, the effects of direct instruction of metadiscourse markers usage should be examined. The results of this study suggest that the number of metadiscourse markers used in an editorial column positively correlated with the overall story quality. Future research should examine whether columns that use high quality of discourse markers would result in higher quality interpersonal communication.

Although the presence and function of metadiscourse markers has been examined in a number of different contexts, little attention has been given to the genre of newspaper discourse yet newspaper discourse and opinion columns in particular, can be considered some of the most adequate examples of persuasive writing in most countries, setting standards for written persuasion. I suggest that more studies be carried out on the metadiscourse use in the newspaper genre.

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APPENDICES

APPENDIX I: HYLAND’S TAXONOMY OF METADISCOURSE

HYLAND’S TAXONOMY OF METADISCOURSE		
INTERACTIVE RESOURCES		
Help to guide the reader through the text		

Category	Function	Device Lexicalization
Transitions	Express semantic relation between main clauses.	And; or; but; in addition
Frame markers	Refers to discourse acts, sequences or stage.	Finally; to conclude; my purpose here is to; I argue here; well known
Endophoric Markers	Refer to information in other parts of the text	See section X; noted above; See figure X, In Section X
Evidentials	Refers to information from other text s	According to X; Z states
Code Glosses	Elaborate propositional meaning	Such as; for instance; in other words; namely; e.g.

INTERACTIONAL RESOURCES		
Involve the reader in the text		
Hedges	Withhold commitment and open dialogue.	Possible; might; perhaps; about
Boosters/Emphatics	Emphasizes certainty or close dialogue.	In fact; It is obvious; definitely; clearly
Attitude Markers	Express writer’s attitude to proposition.	Unfortunately; I agree; Agreement, Surprise
Engagement Markers	Explicitly build relationship with the reader.	Consider; note that; you can see that
Self mentions	Explicit reference to writer (s)	I; We ; My; Our

APPENDIX II: SGS LETTER OF APPROVAL



**MASENO UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

Office of the Dean

Our Ref: PG/MA/034/09

Private Bag, MASENO, KENYA
Tel:(057)351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke

Date: 2nd July, 2018

TO WHOM IT MAY CONCERN

**RE: PROPOSAL APPROVAL FOR IRENEO DENIS BUKHALA —
PG/MA/034/09**

The above named is registered in the Master of Arts in Linguistics in the School of Arts and Social Sciences, Maseno University. This is to confirm that his research proposal titled “An Analysis of Interpersonal Communication in the Editorial Column of *Parents Magazine*” has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.


Prof. J.O. Agure

DEAN, SCHOOL OF GRADUATE STUDIES



Maseno University

ISO 9001:2008 Certified



APPENDIX III: PERMISSION TO CONDUCT RESEARCH FROM PARENTS

parents
Caring for you and your family

St. Michael's Road, Waiyaki Way, Off Church Road, Westlands.
P.O. Box 50795 - 00200 Nairobi.
Tel : 020 233 1650, 020 233 1312, 020 251 9283
Fax: 020 235 2212
Email: info@parents.co.ke
Website: www.parentsafrika.com

October 5, 2018

To whom it may concern,

RE: PERMISSION TO CONDUCT RESEARCH

My name is Lily Ronoh-Waweru, editor of Parents magazine, which is the leading magazine in Kenya. The magazine has been in circulation for the last 32 years and covers issues that affect the family unit.

The purpose of this letter is to inform you that I give Dennis Bukhala, a Master's student at Maseno University, permission to conduct the research titled *The Analysis of Interpersonal Communication in the Editorial Column of Parents Magazine*.

This also serves as an assurance that he will get all the support he needs from us.

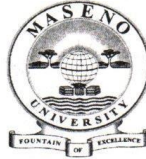
Yours faithfully,



Lily Ronoh-Waweru
EDITOR

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APPENDIX IV: MASENO UNIVERSITY ETHICS REVIEW APPROVAL



MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

FROM: Secretary - MUERC

DATE: 19th July, 2019

TO: Denis Bukhala Ireneo
PG/MA/00034/2009
Department of Linguistics
School of Arts and Social Sciences
Maseno University
P. O. Box, Private Bag, Maseno, Kenya

REF: MSU/DRPI/MUERC/00636/18

RE: An Analysis of Interpersonal Communication in the Editorial Column of Parents Magazine. Proposal Reference Number MSU/DRPI/MUERC/00636/18

This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues were adequately addressed in the initial proposal. Consequently, the study is granted approval for implementation effective this 19th day of July, 2019 for a period of one (1) year. This is subject to getting approvals from NACOSTI and other relevant authorities.

Please note that authorization to conduct this study will automatically expire on 18th July, 2020. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 15th June, 2020.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 15th June, 2020.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you.

Dr. Bernard Guyah
Ag. Secretary,
Maseno University Ethics Review Committee.



Cc: Chairman,
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED

