An Analysis of Interactional Metadiscourse Markers in Hawthorne's Simplified Novel ''The Scarlet Letter''

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تحليل أدوات الخطاب الشارح التفاعلي في رواية هوثورن المبسطة ''الحرف القرمزي''

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Abstract:

In academic writing, writers intend to use the linguistic term "metadiscourse" to guide, to make their readers interact, and to persuade them through interactive and interactional levels of metadiscourse. Hence, the current study is important for specialists and researchers who study the analysis of the interactional metadiscourse, especially in novels and short stories. Furthermore, the study seeks to answer the following questions: Firstly, how does the interactional level of metadiscourse persuade the readers? Secondly, what are the most frequent marker of interactional metadiscourse in the simplified novel? The study also attempts to examine the interactional metadiscourse markers in Hawthorne's novel "The Scarlet Letter" in its simplified Oxford edition. The selected data consists of ten samples. The study aims to identify the frequencies and function of each marker in interactional metadiscourse. Two hypotheses are utilized to achieve the aims: First, the interactional metadiscourse markers have an essential impact on

ملخّص:

في الكتابة الأكاديمية، يميل الكتّاب الى أستخدام المصطلح اللغوي "الخطاب الشارح" لتوجيه القراء وجعلهم يتفاعلون ويقتنعون من خلال المستويات التوجيهية والتفاعلية في الخطاب الشارح. بالتالي، تعتبر الدراسة الحالية مهمة للمختصين والباحثين الذين يدرسون تحليل الخطاب الشارح التفاعلي، خاصة في الروايات والقصص القصيرة. تسعى الدراسة إلى الإجابة عن الأسئلة التالية: أولاً، كيف يقنع المستوى التفاعلي للخطاب الشارح القراء؟ ثانيًا، ماهي العلامات الأكثرشيوعًا للخطاب الشارح التفاعلي في الرواية المبسطة؟ اضافة الى ذلك, تسعى الدراسة الحالية الى البحث عن علامات الخطاب الشارح التفاعلي في رواية هوثورن "الحرف القرمزي" في طبعتها المبسطة من أكسفورد. تتكون البيانات المختارة من عشر عينات. تهدف الدراسة إلى التعرف على ترددات ووظيفة كل علامة في الخطاب الشارح التفاعلي. يتم استخدام فرضيتين لتحقيق الأهداف: أولاً ، تؤثر علامات الخطاب الشارح التفاعلية بشكل أساسي على إقناع الجمهور. ثانيًا، يتفاعل الكاتب مع القراء في النص ، باستخدام معدل تكرار أعلى لعلامات الإشارة الذاتية. للتحقق من صحة هذه الفرضيات ، يتضمن الإجراء الخطوات التالية: تقديم مراجعة الأدبيات ، باستخدام نموذج الخطاب الشارح الخاص بـ هايلند (٢٠١٩)، واختيار عينات البيانات ، وتحليل البيانات المحددة باستخدام الأساليب النوعية والكمية، وعرض النتائج ومناقشتها. تشير النتائج إلى أن علامات الخطاب الشارح التفاعلية لها وظائف مهمة في إقناع القارئ من خلال الكتابة. بالإضافة إلى ذلك ، يتم استخدام علامات الاشارة الذاتية بشكل

audience persuasion. Second, the writer interacts with readers in the text, using a higher frequency of self-mentions markers. To validate these hypotheses, the procedure includes the following steps: Presenting a literature review, using Hyland's (2019) metadiscourse model, selecting data samples, analysing the selected data using qualitative and quantitative methods, and presenting and discussing the findings. The results indicate that interactional metadiscourse markers have significant functions in persuading the reader through writing. In addition, self-mention markers are employed frequently since these markers project writers in the text to persuade their readers by attracting their attention to the mood and atmosphere of the novel.

Keywords: metadiscourse; interactional metadiscourse; persuasion; self-mention markers; The Scarlet Letter.

متكرر لأن هذه العلامات تبرز الكتّاب في النص لإقناع قرائهم من خلال جذب انتباههم إلى حالة وطابع الرواية.

الكلمات المفتاحية: الخطاب الشارح؛ الخطاب الشارح التفاعلي؛ الاقناع؛ علامات الاشارة الذاتية؛ الحرف القرمزي.

1. Introduction

In the literary genre (henceforth LG), a metadiscourse analysis is rarely used in novels and short stories analysis. However, it is commonly used in academic fields such as reports, media, articles, and scientific papers. As a result, the current study seeks to fill a gap in metadiscourse analysis by examining interactional markers in "The Scarlet Letter" (henceforth TSL). It also attempts to discover why the writer employs such linguistic devices to interact with readers. Thus, the current study attempts to reveal the frequencies of each interactional marker. In addition, the study tries to uncover which marker is most frequent in the simplified novel (henceforth SN). Hyland (2004) indicates that interactional metadiscourse devices engage the readers in discourse. The main focus of these devices is to be on participants who are involved in the interaction. They also exhibit the writer's identity and a dependable tenor by following the community norms (p. 139).

Furthermore, the current study hypothesises the following hypotheses: First, the interactional metadiscourse markers have an essential impact on readers' persuasion. Second, the writer interacts with readers in the text, using a higher frequency of self-mentions markers. As such, the study aims to identify the frequencies and function of each marker in interactional metadiscourse by adopting the following procedures: First, the researcher has read the simplified novel line by line. The extracts of the first person pronoun for the protagonist character (Hester) are analysed in terms of three levels: linguistical, psychological, and literal. Then, the data is analysed by displaying the metadiscourse markers in the electronic document of the TSL novel. To obtain an accurate and reliable analysis, the researcher excludes the titles, references, and peripheries. The data is then analysed using qualitative and quantitative methods. Some figures and tables are later made to assist readers in comprehending the data. Ultimately, the researcher draws conclusions based on the data analysis and findings. All these procedures are based on the second level of Hyland's model (2019) namely interactional level of metadiscourse. In this regard, the model consists of

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the following markers: Hedges, boosters, attitude markers, engagement markers and self-mention markers. Regarding the value of the study, it is valuable for scholars, specialists, and researchers who analyse metadiscourse, especially in the LG.

Wang & Zhang (2016) state, in their research paper entitled, *"An Analysis of Metadiscourse in the Abstracts of English Academic Papers"* that interactive metadiscourse markers are more frequently used than interactional metadiscourse markers in academic papers. On the other hand, in AlJazrawi & AlJazrawi (2019) entitled *'The Use of Metadiscourse: An Analysis of Interactive and Interactional Markers in English Short Stories as a Type of Literary Genre'* metadiscourse markers are investigated, particularly those used by writers to construct persuasive text of short stories and LG. According to the findings of their study, interactional metadiscourse markers have the highest frequency in the LG.

Interactional markers are remarkably crucial in educational writing since they show the writers' awareness of their position within the academic community. These communicative markers allow writers to indicate their academic background (Rahimivanda & Kuhi, 2014, p. 1497). In addition, curriculum experts of educational and human disciplines could use metadiscourse markers in textbooks. Such metadiscourse markers help learners in grasping texts. By the same token, teachers could use metadiscourse markers verbally to persuade students in teaching. Thus, metadiscourse markers, particularly those at the interactional level, facilitate the interaction between the teacher and the student. Hyland & Tse (2004) state that via employing judicious metadiscourse, a creative writer can "transform a dry, and difficult text into a coherent, and reader-friendly prose, and related it to a given context and convey his or her personality, credibility, audience-sensitivity and relationship to the message" (p. 157). Throughout metadiscourse markers particularly interactional markers, important implications for teaching can be provoked.

2. Literature Review

Hyland (2005) indicates that Zellig Harris coined the term metadiscourse in 1959 to offer a comprehensive description of language and how to use it by directing the reader's/ listener's attention to text via the writer/speaker. For Hyland, the term 'metadiscourse' refers to the speaker's/writer's overview whether it is social or communicative engagements, and provides a way to recognise how writers identify themselves and manage their intended meaning in a text. Because linguists are concerned with how language conveys information, the emergence of the term "metadiscourse" helps to reformulate the value of language's interpersonal perspective (p. 3). Hyland (2013) states that metadiscourse is a specific form of discourse in which writers communicate with their audience. At the same time, it assists readers in analysing the text by evaluating it in a reasonable manner (p. 88). For interactional metadiscourse, Hyland (2019) states that the use of interactional metadiscourse markers allows authors to organise their interactions with their audience. These markers include hedges, boosters, attitude markers, engagement markers, and self-mentions. The author's purpose is to engage the audience by allowing them to react to the evolving text. He also states that interactional metadiscourse markers engage readers and allow them to contribute to the discourse by involving them in the writer's perspective (p. 58-61). Qin & Uccelli (2019) indicate that the interactional markers of metadiscourse are concerned with how the writer or speaker makes his interaction explicit to engage the audience by enabling them to comment or respond to the unfolding text (p. 23).

According to Hyland (2005) metadiscourse is strongly related to the goals of the speaker/writer. In other words, it allows speakers/writers to construct and modify their viewpoints, evaluations, priorities, ideas, and opinions into a text while also considering the audience's reaction. Moreover, metadiscourse attempts to persuade others by pursuing plausible goals.Such persuasive goals are the outcome of the interaction between writers and their readers, which facilitates indicating relationships and makes the text appear more comprehensive to them (p.3). The current

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study employs the second level of Hyland's (2019) metadiscourse model namely the interactional level to reveal the most common markers of interactional metadiscourse used in Nathaniel Hawthorne's "TSL," which are behind the implied communicational interaction between the author and his readers.

3. Methodology

3.1 Data Description

It is vital to illustrate the selected data to give sufficient elaboration to the audience. Regarding data description, the researcher intends to extract ten samples as selected data from Nathaniel Hawthorne's novel "TSL" in its SN, the SN was edited by series editor Jennifer Bassett, founder editor Tricia Hedge, and activities editors Jennifer Bassett and Christine Lindop. Furthermore, it is also retold by John Escott and illustrated by Thomas Sperling and it has 85 pages. It is published in 2008 by Oxford University Press.

The novel "TSL" is a fictional story, written by Nathaniel Hawthorne in 1850. The setting took place in the puritan colony, namely, 'New England' in the seventeenth century. A dynamic character in the novel is called Hester Prynne, a lady who lived in New England after migrating from the United Kingdom. The Puritan officials prisoned her for committing adultery with an unknown man. As a result, she has born to a baby called Pearl. Thus, the Puritans force her to wear the emblem of the scarlet letter on her bosom as a punishment. TSL exposes the bleak reality of life in both previous and modern societies. The selected quotations belong to the protagonist "Hester" who is the dynamic character in the novel. According to Hassan (2019),"TSL" is one of Nathaniel Hawthorne's most intriguing novels, written during the seventeenth century. The plot of the novel is about themes of good and evil, sin and guilt, and the societal dominance of Puritan principles. It also sheds some light on Puritan officials' hypocrisy (p. 32).

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3.2 Model of Analysis

The current study adopts the interactional level of Hyland's model (2019) of metadiscourse. Below, the markers of interactional metadiscourse are illustrated in Table 1.

Table 1

Interactional Metadiscourse Markers

Category	Function	Example
Interactional	**Involve the reader in the text**	**Resources**
Hedges	withhold commitment and open dialogue	might; perhaps; possible; about
Boosters	emphasize certainty or close dialogue	in fact; definitely; it is clear
that		
Attitude markers	express writer's attitude to proposition	unfortunately; I agree;
surprisingly		
Self-mentions	explicit reference to author(s)	I; we; my; me; our
Engagement markers	explicitly build relationship with reader	consider; note; you can see that

Note. Adapted from Hyland, 2019, p. 58

3.2.1 Hedges:

According to Hyland (2005), hedges emphasize the speaker's subjectivity and his participation in providing information as subjective views rather than stating facts (p.52). Hedges are linguistic devices that indicate how the writer decides to acknowledge different perspectives, for example (might, perhaps, and possible) (Hyland, 2019, p. 61). These are the interactional markers that allude to the writer's reluctance to introduce propositional information definitively, for instance, (may, perhaps, to some extent, and about) (Crismore & Farnsworth, 1989, p. 95).

3.2.2 Boosters

Hyland and Tse (2004) state thatsuch markers indicate certainty and focusing on the proposition force (p.168). Boosters enable writers to conflict arguments and also predict possibilities by showing their certainty, for instance, (will, clearly, must etc.) (Gholami, etal., 2014. p. 5).

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3.2.3 Attitude Markers

Attitude markers demonstrate the writer's emotional response to propositions. Emotional attitudes are conveyed through attitude markers such as agreement, surprise, obligation, importance, frustration, and others. Moreover, subordination, comparatives, progressive particles, punctuation, and text location are used to demonstrate attitude as attitude verbs, which are also the clearest and specific metadiscourse markers, such as attitude verbs (agree, prefer), sentence adverbs (unfortunately, hopefully), and adjectives (appropriate, logical, remarkable) (Hyland, 2019, p. 62).

3.2.4 Self-mentions

Self-mentions refer to the author's presence in a text through using possessive adjectives and first-person pronouns, for instance (I, mine, me, exclusive we, our, ours). Furthermore, writing includes details about the author; however, using first-person pronouns may be the most excellent strategy for projecting the writer in the text. (Ivanic, 1998 as cited in Hyland, 2019, p. 62-63). Hyland (2019) indicates that writers consciously employ self-mention devices. "to adopt a particular stance and a contextually situated authorial identity" (p. 63).

3.2.5 Engagement markers

As regards engagement markers, the function of such markers is to address readers or listeners to involve them in the text. Practically, it is challenging to differentiate between attitude and engagement markers since affective devices include relational implications. Engagement markers motivate reader inclusion for two main reasons: The first one satisfies readers' expectations for participation and solidarity by attempting to refer to them as participants in the discourse using reader pronouns, for example (you, your, inclusive we), and interjections (by the way, you may notice). The second one rhetorically positions readers, involving them in the discourse in critical circumstances, expecting potential conflicts, and leading them to specific interpretations. These functions, are typically attained via the use of questions and directives, for example (mainly imperatives, such as see, note, and consider, and obligation modals, such

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as should, must, have to, etc.), and references to shared knowledge (Hyland, 2019, p.63).

3.3 Procedure

The researcher adopts the following procedures in analysing the selected data. To grasp the content, the researcher has read the simplified novel line by line. The extracts of the first person pronoun for the protagonist character (Hester) are analysed in terms of three levels: linguistical, psychological, and literal. The datais analysed by displaying the metadiscourse markers in the electronic document of the TSL novel based on Hyland's model (2019). To obtain an accurate and reliable analysis, the researcher excludes the titles, references, and peripheries. The data is then analysed using qualitative and quantitative methods. Some figures and tables are later made to assist readers in comprehending the data. Ultimately, the researcher draws conclusions based on the data analysis and findings.

3.4 Data Analysis

Throughout the data analysis, the selected text is analysed in terms of the interactional level of metadiscourse. These include hedges, boosters, attitude markers, engagement markers, and self-mentions. The data is analysed to identify the frequency and function of interactional markers. Furthermore, the current study aims to reveal these markers in terms of the first ten direct quotations from the first two chapters of the protagonist "Hester" in "first-person narration" since the author intends to prepare the audience for the rising events through the author's formulation.

Regarding the methodological approach, the current study employs both qualitative and quantitative methods. The study investigates the use of interactional metadiscourse markers in the ten samples of the selected data. This study covers certain speeches as linguistic data for analysis of language. The quantitative analysis of the selected data attempts to explain the use of metadiscourse markers, while the qualitative analysis is achieved to show the types of metadiscourse markers in the text. Ahmad et al. (2019) indicate that a qualitative research relies on the researcher's observation and understanding of individual behaviour,

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expertise, attitudes, intentions, and motivations to investigate people's thoughts and feelings. Moreover, such qualitative research involves case studies, ethnography, grounded theory, historical studies, and phenomenology. A quantitative research, on the other hand, is a type of research that uses natural science techniques to produce statistical information and factual evidence. It employs statistical methods to establish a cause-and-effect relationship between two variables. Since the quantitative research can be accurate and precise it is also known as empirical research. The collected data can be categorised. Quantitative research, graphical representations, diagrams, and tables of data can assist the researcher to analyse the results (p. 2829). Finally, the whole SN has been read word by word to extract the interactional markers of metadiscourse based on Hyland's model (2019). The percentage of interactional markers is calculated using the following formula:

$$\frac{\text{The overall number of each marker}}{\text{The overall number of each level}} \times 100$$

4. Analysis
4.1 Qualitative Analysis

Following Hyland's model (2019), the current study employs qualitative analysis to investigate the use and function of interactional markers in the first ten quotations that belong to the protagonist "Hester". Finally, Table (2) shows the occurrences of the interactional metadiscourse markers in the selected samples.

Sample 1: "I will not speak his name" p.10

This sample is said by Hester to the young priest "Dimmesdale" when he asks her to tell the public about the secret identity of Pearl's illegitimate father. In interactional metadiscourse analysis, the first-person

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pronoun "I" is sub-classified as self-mention marker. It implies that Hester projects herself as a present woman in the discourse. In other words, she regards herself as a strong woman who defies the puritans courageously. Moreover, she wants to interact with the priest to know his response. In addition, the negative modal verb "will not" is sub-classified as a booster. This marker is used by Hester to demonstrate her probability in her declaration. In this regard, she refuses to mention the name of her child's illegitimate father. This reflects that Hester is a strong and confident woman, although she reveals his identity later on. As a result, this hypocritical manner reflects the hypocrisy of the puritan society.

Sample 2: **"My** child **must find** a father in heaven. She **will never know** one on earth!" p.10

In the sample above, Hester answers the priest Dimmesdale when he addresses her to reveal the name of her accomplice. In the beginning, the possessive adjective "my" is sub-classified as self-mention in interactional metadiscourse. Seemingly, Hester would show her steadfast identity and would adopt her attitude. Besides, she would indicate her inner feeling to Dimmesdale. Furthermore, the verbs (must, find, will, know) and the adverb (never) are sub-classified as "booster" in the interactional level of metadiscourse. That means Hester may conflict with Dimmesdale that her child must necessarily get a heavenly father. She may reflect on her certainty to anticipate the possibilities. In other words, she would involve Dimmesdale in the argument, using interactional metadiscourse markers.

Sample 3: "**I** have **thought** of death" p.13

In this sample, the speech is said by Hester to Chillingworth when he offers a cup of drink to her child. The first-person pronoun "I" is sub-classified as self-mention in the interactional level of metadiscourse. On this occasion, Hester testifies to Chillingworth about whether he wants to avenge or not. She tries to communicate with him to know more about his plan. At the same time, she may reflect on her inner feeling that she is not afraid of death. Hence, she would also be ready to drink the cup before her child. This indicates that Hester is a brave woman who has powerful determination. Furthermore, the verb "thought" is sub-classified as a

booster in interactional metadiscourse. In this regard, Hester is a highly intelligent woman. She could anticipate Chillingworth's reaction by reflecting on her certainty in wishing the death. At last, she may succeed in getting the plan that Chillingworth hides.

Sample 4: "**I** have wished for it, and **even** prayed for it, but if death is in this cup, then **I** ask **you** to **think** again before **I** drink it." P.13

In this sample, Hester responds to her husband Chillingworth when he presents a cup of drink to her child to relief her cough. For interactional metadiscourse markers, the first-person pronoun "I" is sub-classified as self-mention. The function of self-mention implies that Hester would identify herself as a present woman in the discourse. Moreover, she would like to communicate with Chillingworth to know information concerning his reaction. In addition, Hester would be ready to sacrifice herself to defend her child. Besides, she intends to drink the cup even if it has poison. This manner indicates that Hester is a brave woman. She never fears death. Furthermore, the adverb "even" is sub-classified as an attitude marker in. In this regard, Hester reflects her attitude and emotion subjectively. Cleverly, Hester would add another explanation to facilitate the idea so that Chillingworth concludes the gist of Hester's speech. The pronoun "you" is sub-classified as an engagement marker in the interactional level of metadiscourse. It infers that Hester engages Chillingworth in discourse. Ultimately, the verb "think" is also sub-classified as an engagement marker. The employment of this marker shows that Hester includes Chillingworth in the speech to create an interaction. In other words, she would also reflect to him that her marriage is loveless and aimless. In other words, she would intend to prefer death instead living with him.

Sample 5: "**I never felt** or pretended any love for **you**," p.14

In the above sample, Hester addresses Chillingworth regarding their loveless marriage. She admits that she is not in love with him. For analysis of interactional metadiscourse markers, the first-person pronoun

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"I" is sub-classified as self- mention. It is an interactional metadiscourse marker. Furthermore, the use of self-mention indicates that Hester is a protagonist character who would project her presence in the discourse. In other words, she would communicate with Chillingworth to inform him that their marriage is miserable. Thus, her interaction with Chillingworth may indicate that she is right not to love him due to their loveless marriage. In addition, the word "never" is sub-classified as "booster" in interactional metadiscourse. The function of this marker indicates that Hester demonstrates her certainty in what she states. In this regard, she directly admits that their marriage is loveless. Furthermore, the past verb "felt" is sub-classified as a hedge marker in interactional metadiscourse. That means,Hester uses communicative strategies to present her opinion about her loveless marriage. What is more, the use of a hedge marker helps Hester to negotiate with Chillingworth to reach the argument. Besides, the pronoun "you" is sub-classified as an engagement marker in interactional metadiscourse. In other words, Hester would engage Chillingworth in the discourse and confess that their marriage lacks love. Consequently, neither Hester nor Chillingworth loves each other since Chillingworth is a deformed man. He also never takes care of her, that is why she reflects her negative emotion.

Sample 6:"**I** have **greatly** wronged **you**," p.14

In the above sample, Hester tells her husband Chillingworth that she is so sorry about committing adultery. In the analysis of interactional metadiscourse level, the first person pronoun "I" is sub-classified as self-mention. This indicates that Hester would tell Chillingworth about her attitude by projecting her presence in the discourse. Moreover, the adverb "greatly" is sub-classified as an attitude marker. Basically, Hester would reveal her frustration and negative emotion to Chillingworth. On the other hand, she reflects on her hypocrisy when she tells Chillingworth that she wrongs him. This manner reflects that Hester is a hypocrite young woman since hypocrisy is the characteristic of the Puritan community since she

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does not love Chillingworth because their marriage lacks love and genuine affection. Finally, the second-person pronoun "you" is sub-classified as an engagement marker. It denotes that Hester would involve Chillingworth in her discourse to communicate with him to convince him that she no longer loves him.

Sample 7: "**Do not** ask **me**!" p.14

Hester delivers this speech to Chillingworth when he starts asking her to divulge the identity of her lover. The negative form of the verb to do, "Do not" is classified as an interactional marker, specifically an engagement marker. As a participant in the conversation, Hester interacts with Chillingworth. What is more, the pronoun "me" is sub-classified as self- mention marker. That means, Hester could demonstrate her self-assurance by refusing to reveal the identity of her secret lover. In other words, she would take a strong stance. In addition, she tries to engage Chillingworth in the argument to know his reaction concerning her secret lover. This reflects that Hester is intelligent. She would discover what Chillingworth plans in his mind.

Sample 8: "but **your** words frighten **me.**" P.14

The speech is delivered by Hester to Chillingworth when he informs her that he will know the identity of her secret lover. Furthermore, the possessive pronoun "your" is sub-classified as an engagement marker. In this regard, Hester would engage Chillingworth in the discourse to recognise his intention well. Finally, the first person pronoun "me" is sub-classified as self-mention. This indicates that Hester would project her identity in the discourse to interact with Chillingworth to convince him. Through her communication with Chillingworth she also infers that Chillingworth intends to hurt her secret lover.

Sample 9: "Why not say **openly** who **you** are, and send **me** away at once?"

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This quotation is said by Hester to Chillingworth in order to find out why he is hiding his identity from the public. In the beginning, the adverb "openly" is sub-classified as a booster marker. In this respect, Hester could reveal her certainty in arguing with Chillingworth to reach an agreement. She would strive to know the causes that provoke Chillingworth to hide his identity through her communication with him to convince him to reveal the causes. Furthermore, the pronoun "me" is sub-classified as self-mention. The employing of self-mention markers indicates that Hester would reflect her explicit presence as a protagonist character in the novel.

Sample 10: "**I will** keep **your** secret, as **I** have kept his," p.16

Hester delivers this speech to Chillingworth when he requests her to keep his identity hidden. She promises Chillingworth that she will keep his secret as she retains her lover's secret. In the beginning, the first-person pronouns "I" is sub-classified as self-mention marker. The function of this marker indicates that Hester would represent herself in the discourse and demonstrates her presence and confidence as a strong woman. She also interacts with Chillingworth in order to persuade him to stop questioning her about her secret lover. Furthermore, the modal verb "will" is sub-classified as a booster marker. In this regard, Hester's words may demonstrate her probability. In other words, she promises Chillingworth that she will not tell anyone about his hidden identity. However, she would reveal his identity to her secret lover Dimmesdale later on. Generally, this hypocrite behaviour indicates the miserable relationship between Hester and Chillingworth. In addition, hypocrisy is the distinguished characteristic of the puritan community. Ultimately, the possessive adjective "your" is sub-classified as an interactional engagement marker. Thus, through the engagement markers, Hester includes Chillingworth in the argument to persuade him of what she says.

4.2 Quantitative Analysis

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With regards to quantitative analysis, the current study employs statistical numbers to analyse the first ten selected samples quantitatively, as shown in Table (2) by following these steps: Firstly, the analysis results are presented in tables. Secondly, calculating the interactional metadiscourse frequencies in the simplified novel. In addition, the total number of each marker is divided by the total number of interactional metadiscourse level. As displayed in Table (2) and Figure (1), quantitative analysis illustrates that self-mention markers are the most common. Their occurrence is 13 markers with a percentage of (38.2%). Moreover, boosters are less frequent than self-mention markers. The occurrence of which is 10 times with a percent of (29.4%). Then, the percentage of engagement markers is (23.5%) with an occurrence of 8 times. However, the overall frequency (henceforth FR) of attitude markers is only 2 times with a percent of (5.9%). Ultimately, the least frequent markers are Hedges. The FR of such markers is 1 time, with a percentage of (2.9%). Hence, the overall number of interactional markers is 34. Table (2) results indicate that both self-mention markers and boosters have a frequent number. It denotes that the writer intends to identify his presence and to engage the audience in the text to attract them. In other words, the author would create a close relationship with his readers.
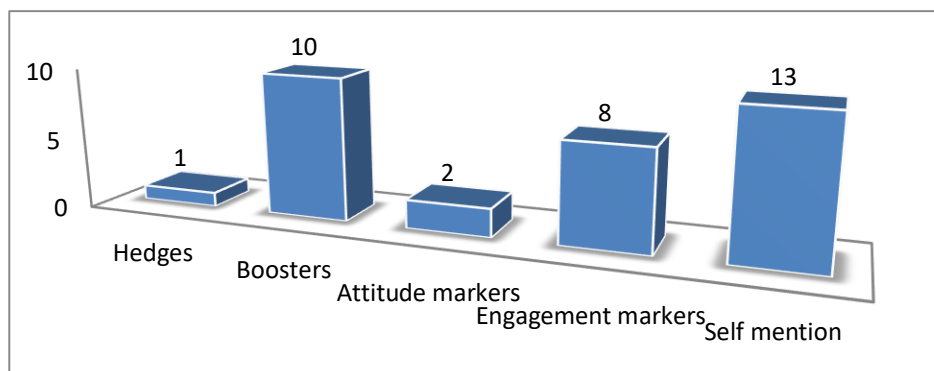
Table 2

The Frequency and Percentage of Interactional Metadiscourse Markers

Categories	Subcategories	Sample 1	Sample 2	Sample 3	Sample 4	Sample 5	Sample 6	Sample 7	Sample 8	Sample 9	Sample 10	Frequency	Percent
Interactio	Hedges	'	'	'	'	felt	'	'	'	'	'	1	2.9

Boosters	Will not	Must, findwill	thought	-	never	-	-	-	openly	will	10	29.4
Attitude makers	-	-	-	even	greatly	-	-	-	-		2	5.9
Engagement markers	-	-	-	You,	you	you	Do not	your	you	your	8	23.5
Self-mention	I	My	I	I, I, I	I	I	me	me	me	I, I	13	38.2
Grand total											34	

Figure 1

Frequency of Interactional Metadiscourse Markers

5. Results and Discussion

The SN is a condensed edition with abridged material that contains the core but excludes subsidiary details. As presented previously in Table (2) and Figure (1), the current study indicates that the dominant frequency of self-mention markers is 13 markers. In contrast, the overall number of

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hedges markers is 1. These results imply that the writer intends to convince the readers by engaging them in the text. The results indicate that self-mention markers have the dominant frequency with an occurrence of 13 times, and a percentage of (38.2%). In this regard, the writer uses self-mention markers to engage the readers in the text. In other words, he intends to create intimacy with them to attract their attention to the atmosphere. In discourse, the writer identifies himself by using possessive adjectives and first-person pronouns for instance (I, we, me, and mine). Through self-mention markers, the writer persuades the audience by trying to identify himself as a teller or via the protagonist in the story. Furthermore, booster markers are less common than self-mention markers.Booster markers occur 10 times, forming (29.4%). Booster markers, such as (will, know, openly etc.), demonstrate the writer's level of certainty in his statements. In addition, engagement markers occur 8 times with a percentage of (23.5%). That means, the writer employs such markers to engage the reader in the text. In other words, engagement markers have an impact on the readers through creating a close relationship between the writer and the reader. This close relation has a significant role in building the intended interaction. Attitude markers occur only 2 times with a percentage of (5.9%). It demonstrates that the writer persuades the audience through these markers such as (even, and greatly). In other words, the writer uses these emotional markers to persuade the audience of what he states. Ultimately, hedges markers are the least frequent markers which occur 1 time and have a percentage of (2.9%). It implies that the writer employs these hedges markers for instance (felt) to express his personal view rather than stating the facts. That is, he strives to convey his overview to persuade the reader. The minimal number of these markers demonstrates that the writer intends to be a cameraman in the novel. That is, the writer presents the events of the story to the reader directly without providing additional commentary. As a result, literary writers frequently use interactional markers in their writing to create a connection with the readers. This kind of interactional relationship has a significant influence on readers' persuasion, and conclusively draws their attention. On the contrary, the current study reveals that the interactional metadiscourse

markers have significant role in LG of the SN of "TSL". These results are in line with AlJazrawi and AlJazrawi (2019) entitled *'The Use of Metadiscourse: An Analysis of Interactive and Interactional Markers in English Short Stories as a Type of Literary Genre'* who indicate that interactional metadiscourse markers in short stories are dominantly used with a percentage of 51.32% (p. 72).

7. Conclusion

Interactional metadiscourse markers are used broadly in literary disciplines such as novels and short stories. However, such markers are not dominantly used in academic or scientific disciplines, such as reports, newspapers, and journals. Hence, no study discloses that interactional markers are more frequently used in novels, specifically in Nathaniel Hawthorne's "TSL" in its simplified version. On the other hand, interactional metadiscourse markers help writers to engage with the audience interactively. Hawthorne's language is persuasive and attractive to the audience. That means Hawthorne uses the dominant number of interactional markers in the LG to engage and persuade the audience. Ultimately, the results of the current study indicate that self-mention markers and engagement markers have been employed frequently. That means, Hawthorne reflects his attitudes, feelings, and presence by applying such markers. The writer intends to overuse self-mentions as a strategy through which he could reflect his presence, contributions, and rhetorical personality in the novel. The writer also employs engagement markers frequently as a technique since he creates interpersonal relations with his audience to attract their attention to the mood and atmosphere of the TSL plot.

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