ABSTRACT

Interactive Metadiscourse Marker In Malaysian University Students' Three Minutes Thesis Presentation

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Academic presentations, especially in competitive environments like the Three-Minute Thesis, require effective use of language to communicate complex ideas in a limited time. This study focuses on the use of interactive metadiscourse markers in Malaysian university students' 3MT presentations, such as frame markers, transitions, endophoric markers, evidentials, and code glosses. This study employed Hyland's (2005) interactive metadiscourse framework to analyze how these markers contribute to clarity, coherence, and audience engagement in academic discourse.

This research employed a qualitative methodology. The data of this study were collected from recorded 3MT presentations on YouTube. The findings reveal that students strategically use five types of interactive metadiscourse markers to structure their presentations. First, students used frame markers like "let me share with you" to guide the audience through the presentation's structure. Second, transitions like "for example" helped connect ideas and facilitate a smooth flow of discourse. Third, endophoric markers, such as "this is where," referred back to previous points, reinforcing the main ideas. Fourthly, the use of code glosses such as "in other words" helped the audience understand complex concepts. Finally, the sparing use of evidence established credibility and bolstered arguments.

By demonstrating how interactive metadiscourse markers enhance academic communication, this study advances our understanding of linguistic strategies in high-stakes, time-constrained presentations. The findings highlight the importance of teaching these markers to improve presentation skills, particularly in formats like the 3MT, where clear and effective communication is essential.

Keywords: *Interactive metadiscourse, three-minute thesis, academic presentation, metadiscourse markers, discourse analysis.*