



A Cross Linguistic Study of Metadiscourse and Persuasion in English and Arabic Newspaper Articles

Abbas Talib Abdul Zahrh ^{1*}, Ali Muhammed Ridha Abdulwahid Smesim ²

¹⁻² Faculty of Education, University of Kufa, Iraq

* Corresponding Author: Abbas Talib Abdul Zahrh

Article Info

ISSN (online): 2583-8261
Impact Factor (RSIF): 8.41
Volume: 05
Issue: 03
May-June 2026
Received: 21-03-2026
Accepted: 19-04-2026
Published: 17-05-2026
Page No: 131-138

Abstract

Metadiscourse markers are widely recognized as essential tools for text organization and for fostering constructive interaction between writers and readers. It establishes writer-reader engagement, signalling relationships, appreciating the reader's varying degrees of certainty and guide their understanding of the text. It, thus, performs persuasive objectives. Despite this recognition, the relationship between metadiscourse and persuasion hasn't received an ample cross linguistic study which focuses on the explicit relationship between them. Specifically, the paper seeks to address how these markers functionally contribute to persuasive outcomes across diverse journalistic contexts. The paper hopes to fill this gap by examining the direct relationship between the distribution and frequency of metadiscourse markers and the respondents' evaluation of the persuasive degrees of the selected journalistic articles.

To investigate this, the research hypothesized that there is a moderate relationship between the frequency of metadiscourse markers and the persuasive effectiveness of the text. The aims of this research are threefold: first, to describe the frequency and types of metadiscourse markers used in selected English and Arabic articles; second, to investigate their functional role in enhancing the persuasive quality of the text; and third, to compare their usage across the two languages to identify potential cross-linguistic variations. The paper analysed 13 academic articles (English and Arabic) using Gemini AI application, alongside statistical tests (Mann-Whitney U test), and questionnaire to 65 participants to evaluate the relationship between the frequency of metadiscourse markers and persuasion.

The study confirms that a moderate, balanced frequency of metadiscourse markers makes the text highly persuasive, while texts with either a low number of metadiscourse or highly saturated with these markers will experience a drop in persuasiveness.

The results revealed functional differences in metadiscourse use, with statistical differences being marginal, yet suggesting a strong correlation between marker selection and deployment based on the writer's cultural and rhetorical preferences. Furthermore, the study supports the universality of metadiscourse, confirming that while the linguistic realization differs, both languages utilize these markers to manage writer-reader interaction effectively.

DOI: <https://doi.org/10.54660/IJSSER.2026.5.3.131-138>

Keywords: Metadiscourse, Persuasion, Arabic, English

1. Introduction

Writing is a form of social engagement where writers interact with readers by using specific linguistic resources to manage the flow of information and express their perspectives. These resources are known as metadiscourse, which Hyland (2005) ^[10] defines as the cover term for self-reflective expressions used to negotiate interactional meanings. Through metadiscourse, writers do not only present propositional content but also project themselves into their texts to guide the reader's understanding. This interpersonal dimension is crucial for creating a coherent and persuasive text, as it helps to establish a relationship between the writer and the reader (Crismore & Farnsworth, 1989) ^[5, 6].

1.1. Research Problem

The relationship between metadiscourse and persuasion has received little attention in literature. While metadiscourse is recognized as a tool for organizing text, its functional role in achieving persuasive outcomes remains under research. As noted by Dafouz-Milne (2008) ^[7], there is a need to further investigate how textual and interactional markers contribute to the construction of persuasion across different journalistic contexts. This study addresses this gap by examining the direct relationship between metadiscourse density and its persuasive impact.

The study addresses the following questions:

1. Is there a relationship between metadiscourse frequency and persuasion?
2. Given English and Arabic data, is there a significant difference between metadiscourse frequency and persuasion in the two corpora?
3. What are the metadiscourse markers that correlate with persuasion?

1.2. Hypothesis

The study hypothesizes there is a curvilinear (Inverted-U) relationship between the frequency of metadiscourse markers and persuasive effectiveness.

1.3. Aims

1. Describing the frequency and types of metadiscourse markers used in the selected English and Arabic articles.
2. Investigating the relationship between metadiscourse and text persuasion.
3. Comparing the usage of metadiscourse across the two languages to identify potential cross-linguistic variations.

1.4. The Theoretical Model

This research adopts the interpersonal model of metadiscourse proposed by Hyland (2005) ^[10], which categorizes these resources into two main dimensions:

1. Interactive Resources: used to guide the reader through the text (e.g., transition markers, frame markers, endophorics, evidentials, and code glosses).
2. Interactional Resources: used to involve the reader in the text and alert them to the author's perspective (e.g., hedges, boosters, attitude markers, self-mentions, and engagement markers).

1.5. Limitations

Although the statistical analysis showed some cultural and rhetorical differences, the sample size of the present study is small and difficult to generalize. The sample size of the corpus consists of 13 articles (6 English and 7 Arabic with total 8345 words), may limit the generalizability of the results a cross newspaper genre. These articles provide a cross sectional view of a diverse corpus encompassing different genres and topics. However, a larger corpus might reveal further variations in metadiscourse usage. Second, the quantitative nature of the research design is only suggestive. In other words, the study focuses on the explicit metadiscourse markers identified according to Hyland (2005) ^[10]

which represent a practical way to show the writer's conscious use of these markers during text creation.

2. Literature Review

Metadiscourse represents an important term in discourse analysis studies. It is a relatively new approach that emphasizes the writer-reader interaction as a fundamental aspect of communication. It is an approach that attempts to bridge the gap between propositional meaning, on one hand, and interactional meaning on the other hand. Propositionally, interactive metadiscourse markers facilitate the readability by guiding the reader through the text. Interactionally, it builds a relationship between the writer and the reader by involving the reader into the text as an active participant. Metadiscourse is not only a resource through which the writer creates a well-organized text. It extends beyond the propositional content of the text to include the writer's engagement with the reader and negotiates shared meanings (Hyland, 2019, p. 8) ^[11]. The notion of metadiscourse has developed from foundational works by Williams (1981) ^[16], Vande Kopple (1985) ^[12], and Crismore (1989) ^[5, 6]. Hyland (2005) ^[10] further reconceptualised metadiscourse as "the linguistic expressions which refer to the evolving text and to the writer and imagined readers of that text" (Hyland, 2019, p. VII) ^[11]. He unified organizational resources and interpersonal functions into an interpersonal model. Later developments shifted the focus to rhetorical and communicative dimensions (Dafouz-Milne, 2008) ^[7].

2.1. Metadiscourse and Rhetoric

Rhetoric has traditionally been defined as the art of persuasion, concerned with how speakers and writers shape arguments in contexts where formal proof is not possible. Although the term once carried negative associations of manipulation, modern discourse studies have re-established rhetoric as a central analytical tool. Mauranen (1993, p.20) ^[14] notes that rhetorical study is significant for two reasons: first, it is a means of enhancing the effectiveness of verbal presentation and it is also a framework for investigating deeper layers of discourse. Within this modern understanding, metadiscourse becomes the linguistic resource through which writers enact rhetorical intentions, aligning textual organization with persuasive goals.

This reconceptualization opened the way for analysing how metadiscourse participates in the construction of ethos, the credibility appeal central to persuasion. In their analysis of Darwin's, *The Origin of Species*, Crismore and Farnsworth (1989) ^[5, 6] demonstrated how interactional metadiscourse is used to engage and involve the reader into the text. They identified 890 instances of metadiscourse markers and observed that hedges are the most frequent functional category. It occurred four times more often than boosters. It presents Darwin as a "tentative, cautious, naturalist" and a "trustworthy expert". Thus, ethos, as a rhetorical dimension, is an aspect of a successful academic argument established by the writer and perceived by the reader through the text.

In professional and corporate genres, Bhatia (1993) ^[4] showed that frame markers, imperatives, and hedges play a strategic role in direct mail sales promotion. They guide readers through arguments while maintaining persuasive function.

The pervasiveness of rhetorical management was investigated by Hyland's (1998a) [8]. It includes an analysis of 137 CEO letters and confirmed that metadiscourse is used persuasively as a rhetorical management device. He identified one metadiscourse device every fifty words. The result is that CEOs used seven times more interactional metadiscourse than Directors' Reports, indicating a deliberate effort to align with readers and reinforce corporate ideology.

Metadiscourse operates on the three classical rhetorical appeals. It interactively reflects *logos* by explicitly organizing ideas and maintaining logical relations between clauses such as transitions, code glosses, frame markers, etc. It helps establish *ethos* by balancing hedges and boosters. It expresses *pathos* by reflecting the writer evaluative stance and acknowledging reader concerns through attitude markers and self-mention. As Hyland states, rhetoric is "the art of persuasion" and metadiscourse is the mechanism through which that persuasive effort becomes textual (2005, p.76).

2.2. Related Studies

Metadiscourse varies substantially across genres because rhetorical goals and audience expectations differ (Hyland, 2019) [11]. Newspaper articles combine informative and persuasive functions to create a text that is readable and engaging. They are different from academic or legal writing which are characterized by formality and institutional authority. In contrast, newspaper articles rely on a careful balance between asserting claims and maintaining cultural and rhetorical practices (Hyland, 2019, p.45) [11].

When considering cross-linguistic research on metadiscourse, the interaction between persuasion and communication becomes clearer. Najeeb and Rezqallah (2023) [15] examined English and Arabic trade agreements. They showed that writers use metadiscourse markers to attain persuasion across languages. Their results support that metadiscourse is used to organize writer-reader relations. However, trade agreements reflect a rigid institutional conventions and are characterized by minimal reader negotiation. On the other hand, newspaper articles are inherently dialogical and rhetorically flexible. This contrast shows that the metadiscoursal functions are affected by genre type. Trade agreements are not written to persuade while newspaper articles are written to persuade through engagement and interaction.

Alghazo *et al.* (2023) [2] studied engagement markers in English and Arabic newspaper editorials. The study aimed at showing the similarities and differences in the editorialist use of engagement strategies in English and Arabic. The results showed a significant difference in the rhetorical strategies a cross English and Arabic in reader pronoun, directives and questions. They conclude that rhetorical and linguistic choices are constrained by cultural and stylistic preferences. By examining newspaper persuasion across English and Arabic, the present study shifts the analytical lens toward the rhetorical use of metadiscourse as a resource for attaining persuasive effect. This perspective helps to point out the implicit relationship between text-organizing tools (metadiscourse markers) and the construction and attainment of persuasion.

3. Methodology and Procedures

This paper draws on both quantitative and qualitative approaches, encompassing a specialized corpus of 8,435 words. The corpus consists of 13 contemporary articles, divided into 7 Arabic and 6 English texts. Within each linguistic category, the samples are distributed between two major disciplinary domains: economic and political articles for each language.

These texts were selected randomly from the PressReader digital platform and are time-bound to the latest period of data collection to ensure the inclusion of newly emerging linguistic trends shaping global media discourse. The selection represents a contemporary cross-section of the distribution and use of metadiscourse in professional journalism. The value of this corpus is that it explores categories of metadiscourse in natural and real-world discourse that reflect the current practice and experience of professional writers as members of the global academic and media community.

Table 1: Corpus Statistics

N	English	Arabic
Art1	565	445
Art2	362	600
Art3	727	361
Art4	932	562
Art5	549	1033
Art6	976	793
Art7	-	440
Total Number of words	4111	4234
Average number of words per article	685.16	604.85

The textual data were converted into an electronic corpus, and categories of writer-reader interaction were detected using Gemini, an advanced AI-powered analytical tool, to identify linguistic patterns with high precision. This is carried out by providing a definition of each category and further fostered with a comprehensive list of potential productive items covering both interactive resources and interactional resources. The comprehensive list of potential items realizing metadiscourse functions was compiled based on (Hyland, 2019) [11]. Because these items may realize propositional as well as metadiscoursal meanings, metadiscoursal markers are further examined in their sentential co-text to ensure accuracy of identification.

To allow for an accurate and robust comparison across texts of varying lengths and across the two languages, the results follow the standard mean (per 1000 words) of frequency of occurrence. Because the data are not normally distributed, Mann Whitney U test is used to measure the difference of persuasion in the two languages. The analysis is further reinforced by extracting specific cases of rhetorical negotiation and the use of persuasive appeals, which were then annotated manually to highlight disciplinary and cultural variations.

The primary data for evaluating persuasion were collected through electronic forms distributed to a total of 65 participants: 30 responded to English articles and 35 to Arabic articles. These electronic questionnaires presented the

selected articles to the respondents, who were asked to evaluate the level of persuasiveness for each text from 1 to 5. Using Cronbach Alpha reliability test, English responses scored (0.786) while Arabic scored (0.768). The questionnaire is adopted from (Dafouz-Milne, 2008)^[7]. The respondents are also asked to explain the reasons when scoring the degree of persuasion. The choice of 6 English articles and 7 Arabic ones is twofold. The first one is that these articles are representative of the relationship between metadiscourse and persuasion. English articles include low proportion of metadiscourse which gradually rises to more than the double proportion of lowest while Arabic ones include a gradually increase of proportion of metadiscourse to four times larger than the lowest one. Secondly, the corpus is small only for the reason of convenience and practicality. It is difficult to ask the respondents to read a very large corpus. Instead, the respondents were asked to evaluate 13 articles with an average of 650 words, making the process of evaluation feasible.

4. Results

4.1. Results of Metadiscourse Markers

The quantitative analysis showed that Arabic articles have more interactive markers than the English ones (Arabic, n= 663, English, n=537) as shown in Table 2.

Table 2: Interactive Metadiscourse Markers in Arabic and English per 1000 words

Interactive	Arabic	Per 1000	English	Per 1000
Transition Markers	410	96.84	293	71.27
Frame Markers	87	20.54	80	19.45
Evidentials	75	17.71	60	14.59
Endophoric Markers	50	11.8	33	8.02
Code Glosses	41	9.68	71	17.27
Total	663		537	

However, statistically, using Mann-Whitney U test, the difference between Arabic and English writers across five functional categories was not significant ($p = 0.841$) which is much greater than 0.05. The median frequency for English (17.27) and Arabic (17.71) are incredibly close to one another. Although statistically there is no significant difference between the two languages, a closer look at the functional categories shows an interesting difference. Code glosses are used by English writers notably doubling the Arabic ones (English, $n=71$ (17.27), Arabic, $n=41$ (9.68)). On the contrary, evidentials are slightly higher in Arabic than English (Arabic, $n=75$ (17.71), English, $n=60$ (14.59)). Finally, transitions are the major interactive functional category used in Arabic and English (Arabic, $n=410$ (96.84), English, $n=293$ (71.27)). Transitions are heavily relied on by Arabic writers in comparison to English as shown in Fig 1.

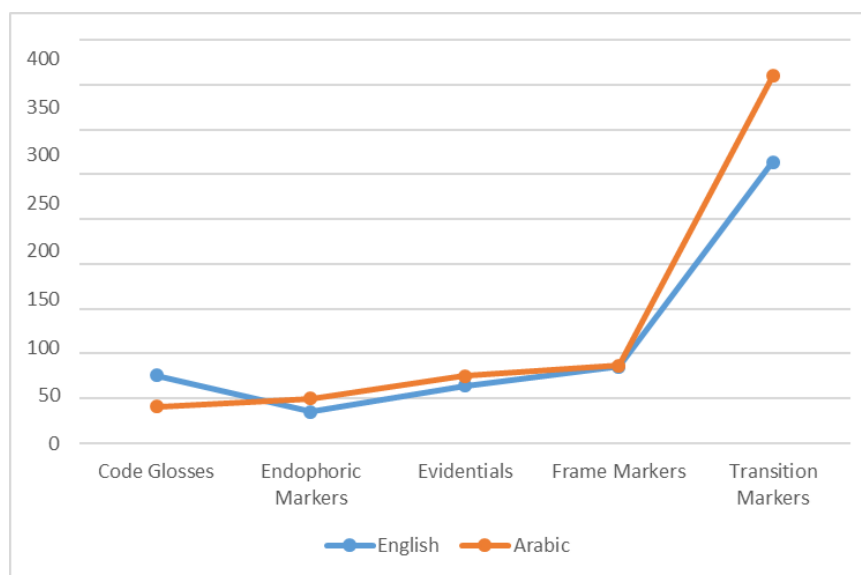


Fig 1: Results of Interactive Metadiscourse Markers in Arabic and English Articles

These statistics show the rhetorical choices made by Arabic and English writers to structure their texts according to their readers' expectations. In this regard, the use of metadiscourse markers are significant resource to construct persuasive texts while governed by certain rhetorical conventions and cultural

preferences.

On the other hand, the statistical analysis revealed that English has slightly more interactional markers than Arabic (English, $n= 254$, Arabic, $n=226$) as shown in Table 3.

Table 3: Interactional Metadiscourse Markers in Arabic and English per 1000 words

Interactional	Arabic	Per 1000	English	Per 1000
Attitude Markers	66	15.58	64	15.56
Boosters	65	15.35	69	16.78
Hedges	47	11.1	72	17.51
Self-Mention	28	6.61	29	7.05
Engagement Markers	20	4.72	20	4.86
Total	226		254	

Similarly, using Mann-Whitney U test, the difference between Arabic and English across five functional categories was not significant ($p = 0.421$) which is much greater than 0.05. It, broadly speaking, shows that the distribution of interactional markers is structurally similar in the two languages. The median frequency for English (17.27) and Arabic (17.71) are slightly different, favouring English. Similar to the interactive markers, the statistical analysis of interactional one revealed no significant difference between the two languages. However, a deeper look at the five functional categories revealed a remarkable difference. There is a divergence in the use of hedges in English in comparison

to Arabic (English, $n=72$ (17.51), Arabic, $n=47$ (11.1)) as shown in Fig 2. On the other hand, Arabic uses more boosters than hedges as shown above. The other functional categories are practically identical. The divergence in the use of hedges in the two languages points out to the classical academic conventions of English rhetorical style which favours cautious and mitigating style. It opens a dialogic space to alternative interpretations while Arabic favours a direct rhetorical style which presents claims as more assertive. On the contrary to English, it closes the dialogic and leaves no room for alternative interpretations.

Table 4: Results of Metadiscourse in Arabic and English

Language	Corpus Size	Interactive (per 1000 words)	Interactional (per 1000 words)	Total (per 1000 words)
Arabic	4234	663 (156.59)	226 (53.38)	889 (209.97)
English	4111	537 (130.63)	254 (61.79)	791 (192.41)

The above table signals a notable difference between Arabic and English both interactively and interactionally. Arabic writers use 74.6% of the total metadiscourse markers to manage text flow and organization. Although English writers also prioritizes interactive markers which represent 67.88% of the total metadiscourse markers, they use more interactional ones than Arabic. It shows that English writers slightly prioritizes reader interactional in comparison to Arabic ones. The overall results show that Arabic writers use

210 words of metadiscourse per 1000 words which slightly different compared to 192 in English. The importance of metadiscourse to Arabic and English evident when we consider the distribution of metadiscourse markers per one word in which there is one metadiscourse marker per 5.24 words in Arabic and one per 5.19 words in English. This shows that metadiscourse markers are an integral part of text formation process.

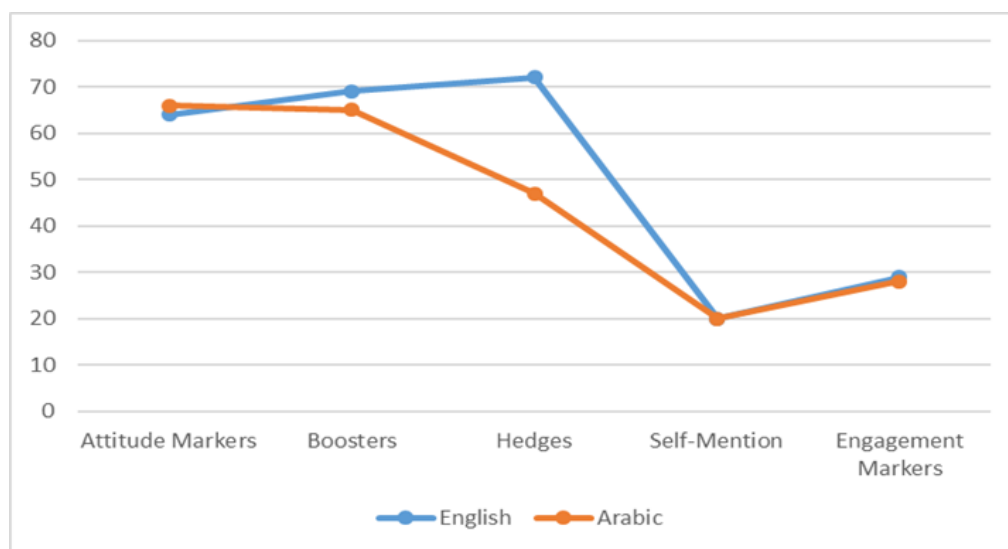


Fig 2: Results of Interactional Metadiscourse Markers in Arabic and English Articles

4.2. Results of Questionnaire and Persuasive Effect

The 65 respondents that participated in the evaluation of the 13 Arabic and English articles generally chose the texts with a moderate number of metadiscourse markers. That is, articles with the lowest and highest number of metadiscourse

were not chosen as more persuasive which suggests that readers prefer the appropriate number of interactive and interactional markers that both facilitate the text processing and involve the reader into the text as an active participant. Figs. 3 and 4 below display the results.

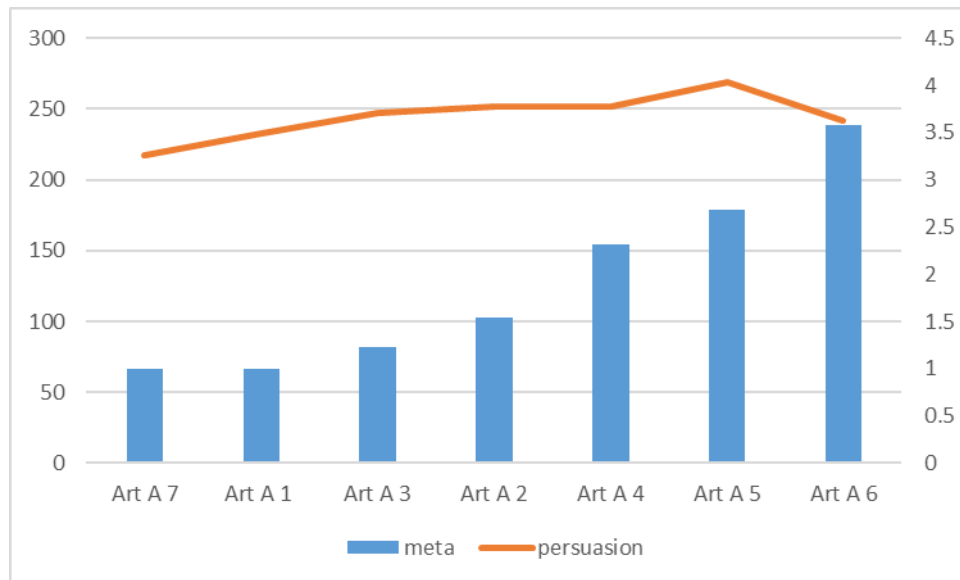


Fig 3: Results of Metadiscourse and Persuasion in Arabic Articles

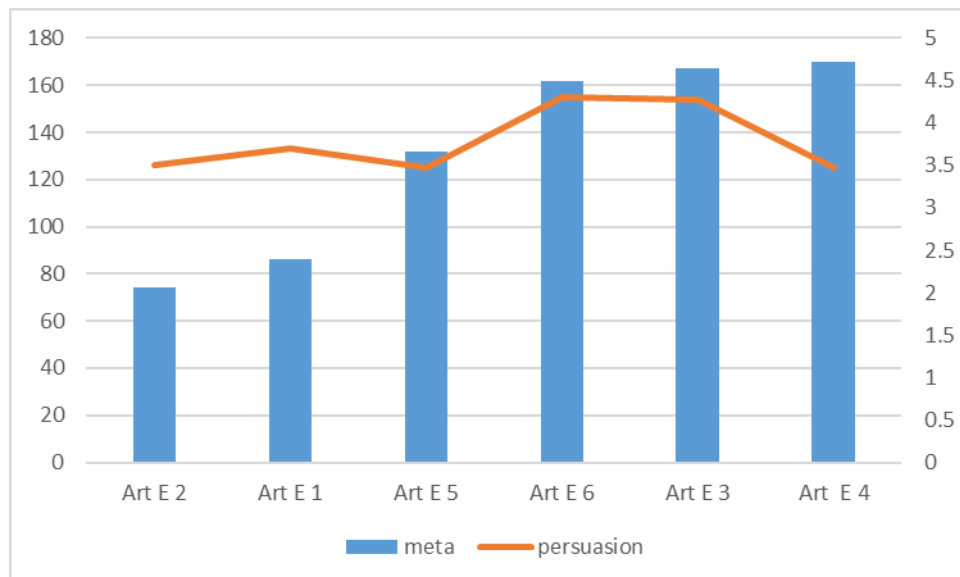


Fig 4: Results of Metadiscourse and Persuasion in English Articles

Both figures point out to the fact that article 6 in Arabic and 4 in English (Art A 6, $n=239$, Art E 4, $n=170$) have received the lowest score of persuasion.

Although the lowest scores (3.25 by the Arabic readers and 3.5 by the English readers) were given to texts with a low index of metadiscourse markers (Art A 7, $n=66$, Art E 2, $n=74$), these scores were not too different from the ones obtained by the texts with a high score (3.77 in Art A 4 and 3.46 in Art E 5). This suggests that the participants find the text to be inherently persuasive. In other words, when text persuasion achieved its clarity, additional metadiscourse markers have no further positive effect.

The statistical analysis revealed shared similar types of metadiscourse categories that appear with the high score of persuasion mean. Both Art A 5 with 4.02 and Art E 6 with 4.3 persuasion means respectively have a practically the second highest number of code glosses and evidentials on the interactive level, and hedges and boosters on the interactional level. This result supports the view that the appropriate number of metadiscourse markers correlate with the highest scores of persuasion means. Furthermore, the texts with the

highest scores of persuasion included a higher proportion of hedges and boosters. This indicates that writers favouring persuasion by means of negotiation with the reader rather than by imposition.

5. Discussion

The findings of the current study revealed a sophisticated use of metadiscourse markers in both Arabic and English, reflecting a strategic approach to persuasion and text organization. These results are in concordance with Alotaibi (2015) [3] and Zaki (2022) [17], which showed that Arabic favours interactive metadiscourse markers as a mean of persuasion. The high frequency of transitions and frame markers in Arabic corpus suggests that Arabic writers are increasingly adopting a "writer-responsible" rhetoric, where the burden of clarity lies on the author to guide the reader through the logical progression of the argument. Similarly, this result aligns with Najeeb and Rezzallah (2023) [15] regarding the role of metadiscourse in achieving persuasion. Their study on trade agreements found that Arabic texts often employ a high density of interactive markers to ensure the

"intended meaning" is conveyed. The interesting divergence between code glosses and evidentials point out to a cultural and rhetorical practice in which English writers invest more text space for explaining and elaborating propositional meaning while Arabic writers are concerned with clause connections (transitions) and external evidence (evidentials).

1) Art A 5 "كيف ن فكر في السياسة: تجربة انسانية شاملة تمس الحياة بكل تفاصيلها و تختبر وعينا في كل قرار"

.. ويصف آلن تلك المرحلة بأنها لحظة مراجعة فكرية عميقة تزامنت مع ويرى أن الأزمة جعلته يعيد.. تفشي جانحة كوفيد-19، إذ وجد نفسه التفكير في عمله كأستاذ وباحث، ويتأمل في ما يعنيه أن تكون السياسة مهنة ويؤكد أن العالم يعيش حالة من الاضطراب غير المسبوق،.. للوعي والتفكير، إذ تنهوى المعايير التي حكمت السياسة لعقود، وتتسارع الأحداث على نحو يجعل التفكير ذاته فعلاً مقاوماً للفوضى، ومن ثم يرى أن متابعة السياسة يجب أن تترافق مع تعلم التفكير فيها بهدوء وصدق ومسؤولية أخلاقية تجاه الذات والآخرين.

2) Art E 6

...For Manila, this document points to an unavoidable reality: the Philippines' defense and geopolitical trajectory will be more tightly synchronized with Washington's strategic calculus, particularly as the specter of a Taiwan contingency grows more plausible... For the Philippines, this means that every modernization decision, air defense, naval capacities, cyber capabilities, base infrastructure and intelligence integration ...That includes hardening facilities under the Enhanced Defense Cooperation Agreement, expanding access arrangements for US forces and integrating Philippine assets...

The high number of code glosses in English articles shows that writers are aware of their responsibility to make sure that the text is read as intended. Moreover, they are also aware of the broad audience they are addressing. Thus, using the appropriate number of code glosses is necessary to elaborate the propositional meaning and to help the reader to recover the writer's intended meaning. On the contrary, code glosses score as lowest interactive metadiscourse markers in Arabic. This result meets Le's (2004) expectations in which newspaper articles are essential not complicated form of writing that do not need to be further explained or elaborated. Thus, the high number of code glosses is not required. Instead, Arabic writers use evidentials as central to the social context of persuasion as they both provide justification for arguments and demonstrate the novelty of the writer's position (Hyland, 1999). In other words, referring to an external source of evidence helps to demonstrate 'sameness', or connections to prior research, and 'difference' by emphasizing originality and divergence.

Regarding other types interactional markers, the difference between them in Arabic and English is not significant and it is practically identical as shown in Table 3. For example, attitude markers, self-mention and engagement are virtually the same. This could be interpreted as part of the newspaper academic convention in which self-mention and engagement markers scores are the lowest with attitude markers score more than double their proportion to express the writer's stance.

Furthermore, the strategic use of these markers in the English sub-corpus is theoretically well grounded. Hyland (1998b)^[9] asserts that hedges and boosters are fundamentally culturally grounded aspects of English persuasion, deeply embedded in the socio-cultural expectations of the English-speaking academic community. In other words, by means of hedges and boosters writers can anticipate the reader's possible objection to their claims while simultaneously enabling the

writer to express his stance without being too assertive. Thus, hedges and boosters have become a key characteristic of academic discourse (Hyland, 1998b)^[9]. This corroborates the current study's result that English rhetorical success relies on a calibrated balance of doubt and certainty, treating persuasion as a cautious, logical negotiation between the writer and the reader." In contrast, Arabic writers build their persuasive argument on attitude markers and boosters which score as the highest interactional metadiscourse markers. This shows that Arabic writers prefer authoritative, evaluative and assertive argument to achieve persuasive effectiveness. In other words, clarity and conviction are prioritized over negotiation and dialogic exchange.

The findings of Al-Brefkane and Fathi (2023)^[1] support the universality of metadiscourse, confirming that while the linguistic realization differs, both languages utilize these tools to manage the writer-reader relationship effectively.

Finally, the second part of questionnaire asks the respondents to explain their reasons when scoring the degree of persuasion from 1 to 5. The respondents were asked to evaluate the articles holistically without asking them to pay attention to metadiscourse. Their guidelines were to evaluate the global persuasive effect of rational, credibility and affective appeals. Despite that, the respondents wrote comments on what factors contribute to persuasion. The comments on the articles with the highest persuasion mean are the following:

Table 5: Persuasion Means and Respondents Comments

Article	Persuasion means	Comments
Art A 4	3.77	Coherence, well-structured, clarity, strong evidence
Art A 5	4.02	Coherence, clarity, strong evidence
Art E 6	4.3	Clarity, well-structured, logically structured, addressing counterarguments
Art E 3	4.26	Clarity, well-structured, logically structured, acknowledge alternative arguments

These comments show the importance of text readability in terms of clarity and well-structured as a mean of achieving persuasion. Most of the respondents agree that the logical sequence of the argument is a key factor in deciding the degree of persuasion while anticipating the reader's possible opposition is also mentioned as an important aspect of persuasion.

On the other hand, Arabic and English articles with the lowest degree of persuasion have received the opposite comments, name, lacking coherence, clarity, and logical sequence.

5. Conclusion

This study reveals a significant cultural and rhetorical difference in how metadiscourse markers are employed to achieve persuasion in professional journalism across English and Arabic newspaper articles. A pivotal finding indicates that persuasion in English primarily relies on interactive density; persuasive success is intrinsically linked to the cohesion of the text and the author's ability to logically guide the reader through structural links and organizational cues. Conversely, persuasion in Arabic is anchored in authorial presence and the strategic use of interactive resources, where the Arabic reader tends to be influenced by expressions reflecting the author's stance and confidence in the presented

argument.

The study confirms that a moderate, balanced frequency of metadiscourse markers makes the text highly persuasive, while texts with either a low number of metadiscourse or highly saturated with these markers will experience a drop in persuasiveness. The persuasive function remains culturally distinct. English achieves persuasion interactively through transitions, code glosses and frame markers while Arabic accomplishes it through transitions and evidentials. Interactionally, English relies heavily on hedges and boosters while Arabic relies on attitude markers and boosters.

Appendix1

Selected English Articles for the Research:

Article 1: Trade tensions force EU to cut 2026 Eurozone growth forecast.

Article 2: Business leaders aim to become world economy.

Article 3: Ageing economies: Does Japan have a "foreigner problem"?

Article 4: MAKE DEFENCE NOT WAR?

Article 5: Economic reality: China, an indispensable partner.

Article 6: How America's 2025 NSS reshapes the Philippines' strategic horizon.

Selected Arabic Articles for the Research

المقال الأول: «المالية»: الاتحاد الجمركي ركيزة أساسية للتكامل الخليجي.

المقال الثاني: 18 عالماً بارزاً يتمردون على الاقتصاد التقليدي (حول كتاب "اقتصاد القرن الحادي والعشرين").

المقال الثالث: جلسة تناقش تسارع نمو الاقتصاد الإبداعي (ضمن قمة بريدج 2025).

المقال الرابع: الفلسطينيون.. مأزق السلاح والسياسة.

المقال الخامس: كيف نفكر في السياسة؟ تجربة إنسانية شاملة تمس الحياة بكل تفاصيلها (حول كتاب بيتر آلن).

المقال السادس: سوء فهم قضائي يتسبب في جدل حول حرية الرأي بالعراق.

المقال السابع: البيت الأبيض: "هناك أسباب وحجج عديدة يمكن تقديمها لضرب إيران عسكرياً".

References

1. Al-Brefkane S, Fathi S. A contrastive study of Arabic and English metadiscourse. *Adab Al-Rafidain*. 2023;52(95):12–13. doi:10.33899/RADAB.2023.179923.
2. Alghazo S, Al-Anbar K, Jarrah M, Rabab'ah G, Al-Deaibes M. Engagement strategies in English and Arabic newspaper editorials. *Humanit Soc Sci Commun*. 2023;10(1). doi:10.1057/s41599-023-01519-y.
3. Alotaibi H. Metadiscourse in Arabic and English research article abstracts. *World J Engl Lang*. 2015;5(2):1–12. doi:10.5430/wjel.v5n2p1.
4. Bhatia VK. *Analysing genre: Language use in professional settings*. London: Longman; 1993.
5. Crismore A. *Talking with readers: Metadiscourse as rhetorical act*. New York: Peter Lang; 1989.
6. Crismore A, Farnsworth R. Mr. Darwin and his readers: Exploring interpersonal metadiscourse as a dimension of ethos. *Rhetoric Rev*. 1989;8(1):91–112.
7. Dafouz-Milne E. The pragmatic role of textual and interpersonal metadiscourse markers in the construction

and attainment of persuasion: A cross-linguistic study of newspaper discourse. *J Pragmat*. 2008;40(1):95–113. doi:10.1016/j.pragma.2007.10.003.

8. Hyland K. Exploring corporate rhetoric: Metadiscourse in the CEO's letter. *J Bus Commun*. 1998;35(2):224–244. doi:10.1177/002194369803500203.
9. Hyland K. Boosting, hedging and the negotiation of academic knowledge. *Text*. 1998;18(3):349–382. doi:10.1515/text.1.1998.18.3.349.
10. Hyland K. *Metadiscourse: Exploring interaction in writing*. London: Continuum; 2005.
11. Hyland K. *Metadiscourse: Exploring interaction in writing*. 2nd ed. London: Bloomsbury Academic; 2019.
12. Vande Kopple WJ. Some exploratory discourse on metadiscourse. *Coll Compos Commun*. 1985;36(1):82–93. doi:10.2307/357609.
13. Le E. Active participation within written argumentation: Metadiscourse and editorialist's authority. *J Pragmat*. 2004;36(4):687–714. doi:10.1016/S0378-2166(03)00032-8.
14. Mauranen A. *Cultural differences in academic rhetoric*. Frankfurt am Main: Peter Lang; 1993.
15. Najeeb A, Rezaqallah M. Effective metadiscourse strategies in texts of English and Arabic trade agreements to attain persuasion. *Majallat Kulliyat Al-Lughat*. 2023;(47):104–125. doi:10.36586/jcl.2.2023.0.47.0104.
16. Williams JM. *Style: Ten lessons in clarity and grace*. London: Longman; 1981.
17. Zaki M. The metadiscourse of Arabic academic abstracts: A corpus-based study. *Res Corpus Linguist*. 2022;10(2):113–146. doi:10.32714/ricl.10.02.06.

How to Cite This Article

Zahrh ATA, Smesim AMRA. A cross linguistic study of metadiscourse and persuasion in English and Arabic newspaper articles. *Int J Soc Sci Except Res*. 2026;5(3):131–138. doi:10.54660/IJSSER.2026.5.3.131-138.

Creative Commons (CC) License

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.