

Metadiscourse Analysis of English and Arabic News Articles: Israel Strikes Lebanon

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Abstract:

The current study investigates the metadiscourse markers in English and Arabic. The study aims to identify the similarities and differences between the languages concerned in terms of metadiscourse and design a unified framework to analyse both languages' discourse. The study is after answering the questions: What are the differences and similarities between Arabic and English regarding metadiscourse markers? Regarding the Israel-Lebanon Strike, what are the most and least common metadiscourse markers employed in the selected Arabic and English news articles? and, What significance does the Chi-square statistical analysis reflect? To answer the questions, the current study analyses three English articles and three Arabic articles related to the news on Israel Strike on Lebanon 2024 to recognise the use of metadiscourse markers in news discourse, quantitatively and qualitatively. The current study adopts the Hyland (1999) taxonomy of Metadiscourse Markers and employs a Chi-square tool to analyse the analysis statistics. The analysis revealed that both English and Arabic utilize linguistic expressions that function as metadiscourse markers, aiding in the organization and clarification of discourse. In both English and Arabic news articles analysed, the common metadiscourse markers are evidential. However, the English news analysed lacks the employment of interpersonal markers with relatively weaker employment of logical and frame markers than that in Arabic. Furthermore, the Chi-square analysis reflects a statistically significant difference in the distribution of metadiscourse markers between English and Arabic news articles. This difference suggests that Arabic discourse emphasizes

interpersonal interaction and relationship-building, contrasting with the English focus on textual organization.

Keywords: (Metafunctions. Textual Metadiscourse, Interpersonal Metadiscourse. Israel-Lebanon Strike).

1. Introduction

On 23 September 2024, Israel initiated a series of airstrikes in Lebanon as part of the continuing Israel–Hezbollah war, designated as Operation Northern Arrows. Since that time, Israel's assaults have resulted in the deaths of over 800 individuals (Najjar, 2024), wounded more than 5,000 (Middle East newest, 2024), and displaced hundreds of thousands of Lebanese residents. The assaults represent the most lethal incidents in Lebanon since the Lebanese Civil War. This strikeb commenced five days subsequent to Israel's lethal assault on communication devices designated for Hezbollah operatives and three days following an airstrike by Israel on a Beirut apartment complex that resulted in the deaths of Redwan Force commander Ibrahim Aqil and 54 others (Israeli strikes, 2024).

According to Hyland (2005), cultural aspects shape our writing and its organisation, particularly in news, since cultural values are ingrained in language and impact perception, learning, and communication, especially regarding metadiscourse. The organisational patterns of L1 and L2 authors may differ due to cultural conventions that might be translated to other languages (Chesterman, 1998). Every culture has distinct communication techniques that influence the definition of a cohesive text (Hyland, 2005). Thus, contrastive metadiscourse studies may assist instructors in enhancing students' understanding of the disparities between their cultural norms and those of the pertinent discourse community in their writing (Hyland, 2005).

Metadiscourse refers to discourse about discourse (Hyland, 1999, p. 5); authors use it to reference themselves and convey their persona, aiming to enhance the comprehensibility of their works for readers while considering the readers' educational levels and situations.

Hyland characterises it as: “the linguistic expressions that pertain to the developing text and the author and envisioned audience of that text” (Hyland, 2005, p.viii). Metadiscourse markers are essential in news discourse since they organise the content, direct readers, and indicate the writer's position or connection with the readers (Aboulalaei, 2019). Furthermore, these markers improve the coherence of news pieces by efficiently connecting concepts and parts that the clarity and logical development are crucial for readers to understand news items (Hastomo & Farhan, 2023). Metadiscourse markers provide the author's perspective and disposition, enabling the writer to articulate viewpoints, emphasise certain points, or soften assertions (Aboulalaei, 2019). This is especially significant in news reporting, as bias and objectivity may affect public opinion. Nonetheless, metadiscourse may differ among cultures and languages. Comprehending these distinctions may provide insights into the formulation and reception of news across various settings. Accordingly, the current study seeks to answer the following questions:

1. What are the differences and similarities between Arabic and English regarding metadiscourse markers?
2. What are the most and least common metadiscourse markers employed in the selected Arabic and English news articles?
3. What significance does the Chi-square statistical analysis reflect?

To answer the research questions, the researcher will review the literature on metadiscourse in Arabic and English to identify similarities and differences. Based on the contrastive analysis, a model will be established to analyse six articles (3 from English and the same from Arabic) related to the Israel-Lebanon Strike. A third step is to analyse the data qualitatively and quantitatively to gain broader insight into the employment of metadiscourse markers in news discourse of two languages in contrast.

2. Literature Review

2.1 Metadiscourse Markers: An Overview

Metadiscourse is a language trait that denotes the interaction between authors and readers. Zellig S. Harris (Harris, 1959) used the term 'metadiscourse' to denote textual elements that provide commentary on a text's primary propositional content. Nonetheless, it lacks propositional substance. Certain academics (e.g., Vande Kopple, 1985; Crismore et al., 1993) identify varying degrees of meaning within propositional and metadiscourse texts. Vande Kopple (1985) observes that many discourses possess a minimum of two levels. At one level, we provide information on the topic of our writing to augment propositional material. At the metadiscourse level, we do not provide propositional content; instead, we assist our audience with organising, classifying, interpreting, evaluating, and responding to such content using non-propositional elements or metadiscourse. Hyland and Tse (2004) concur with Kopple that the "meaning of a text encompasses more than merely the propositional content...It constitutes the entire package". By "entire package," they refer to the proposition and metadiscourse content, asserting that metadiscourse is a fundamental and integral component of meaning. Halliday (1994) posits that individuals typically aim to achieve three overarching goals when using language. They try articulating their experiences, engaging with their audience, and structuring their expressions into coherent discourses. Halliday (1994) asserts that individuals convey signals that include three distinct types of meaning: ideational, interpersonal, and textual.

The ideational function denotes using language to convey experiences and concepts, which roughly aligns with the concept of propositional content.

The interpersonal function is to utilise language to encode interactions, facilitate engagement with others, enable role assumption, and allow for evaluating and comprehending evaluations and emotions.

The textual function demonstrates the use of language to structure the text, logically connecting the content to the external environment and the audience (Halliday, 1994, cited in Hyland, 2005, p. 26). Hyland (1999) asserts that "textual metadiscourse is

employed to structure propositional information in manners that are coherent for a specific audience and suitable for a particular context" (p. 7). He contends that the author anticipates the recipient's processing challenges and needs, adapting to certain techniques. He asserts that interpersonal metadiscourse enables authors to convey their viewpoint about their propositional material and audience. It is fundamentally an evaluative mode of speech that articulates the author's uniquely defined, albeit discipline-bound, persona.

Ädel (2006, p. 183) states that authors are urged to comply with certain research standards. These standards are adaptable and fluid, permitting differences among languages, cultures, and discourse groups. The examination of metadiscourse is a compelling study focus since it uncovers nuanced differences and provides insights for beginner authors to learn from the strategies of expert writers.

2.2 Metadiscourse in English

Metadiscourse is fundamentally an open category that may be manifested in many forms. A vast array of linguistic elements exists, encompassing punctuation and typographic symbols (such as brackets and underlining), paralinguistic indicators accompanying spoken communication (including tone and emphasis), as well as entire clauses and sentences that express our identities and intentions in both written and oral texts (Hyland, 1999, 2005). Consequently, other metadiscourse taxonomies have been suggested (Crismore, 1989; Vande Kopple, 1985, 2002; Hyland, 2005; Adel, 2006). Hyland (1999) classifies all these metadiscourse markers into two general categories: textual and interpersonal metadiscourse. He then describes their functions in detail, using examples from the linguistic representations of these categories in Table 1.

Table 1

Metadiscourse Markers Categories Based on Hyland (1999)

| Textual discourse meta | Function | Example/signals |
|-------------------------------------|---|---|
| Logical connectives | Express semantic relation between main clauses | In addition/ but/therefore/thus |
| Frame markers | Explicitly refer to discourse shift or text stages | First/finally/to repeat/ to clarify |
| Endophoric markers | Refer to information in other parts of the text. | Noted above/see fig.1/section |
| Evidential | Refer to source of information from other texts | According to X/ 1990/ Z states |
| Code glosses | Help readers grasp meanings of ideational material | Namely/ e.g./ in other words/ i.e./ say |
| Interpersonal meta discourse | | |
| Hedges | Withhold writer's full commitment to statements | Might/perhaps/it is possible |
| Emphatics | Emphasis force or writer's certainty in message | In fact/ definitely/ it is clear |
| Attitude markers | Express writer's attitude to propositional content | Surprisingly/ I agree/ X claims |
| Relational markers | Explicitly refer to or build relationship with reader | Consider/recall/imagine/you |
| Person markers | Explicit reference to author(s) | I/ we/ my/ mine/our |

2.3 Metadiscourse in Arabic

The term metadiscourse **ما وراء الخطاب** has no equivalent framework used in Arabic like those taxonomies proposed in English, as mentioned earlier. However, in the current study, the researcher attempts to collect the Arabic linguistic tools used to express the meanings and functions of metadiscourse markers. As earlier stated, metadiscourse markers tie discourse parts (textual function) and engage readers, refer to sources, show attitudes, make comments, and show writer-reader awareness (i.e., interpersonal function).

Metadiscourse markers are discourse about discourse where the latter covers longer stretches of language than a sentence. Thus, we are concerned with those markers connecting and commenting on the content of sentences rather than words within sentences. In Arabic, connectors or conjuncts **الدوات الربط** linking sentences are of two types: structural **الربط البنوي** and contextual **الربط السياقي** in addition to other expressions.

2.3.1 Structural Metadiscourse Markers

According to حسن (1950), those markers are divided into:

- a. **Time conjuncts** الربط الزمني are those relating sentences in terms of time like عندما، حينما، 'بينما، عقب، بعد ان، " قبل ان، عند، حين
- b. **Conditional conjuncts** الربط الشرطي relate sentences by condition particles or expressions like 'لولا، ان، اذا، لو، فيما اذا، شريطة ان، في حال...'
- c. **Causative Conjuncts** الربط السببي connect sentences using words indicating reason like 'ل، بفضل، نظرا ل، لان، لذلك، بسبب، حيث ان'
- d. **Purpose Conjuncts** الربط الغائي connect sentences by words indicating the purpose of the propositions like 'قصد، بغية، بهدف، لغاية، من اجل'
- e. **Relative Conjuncts** الربط الموصولي link sentences by relative pronouns like 'الذي، التي، من، ما
- f. **Coordinators** حروف العطف relate sentences with 'ام، لكن، حتى، ام

2.3.2 Contextual Metadiscourse Markers الربط السياقي

Based on حسن (1950), Arabic link sentences also show the smooth flow of relevant similar ideas and concepts through:

- a. **Analogue connectors** الروابط التماثلية link ideas that are similar or parallel to each other, like 'بموازاة ذلك، بشكل مماثل، وينسحب لى هذا، كذلك، ايضا، وبنفس المستوى، كما لو ان، مثلما... فان،
- b. **Contrast and comparative connectors** روابط التعارض والمقارنة to relate different and contradicted ideas to make comparisons like 'خلافًا لذلك، على عكس، في المقابل، غير ان، الا ان، في حين ان، بينما، اما، بالرغم من ان، على الرغم من ذلك، بالمقارنة مع، على نقيض، افضل من، من ناحية... ومن ناحية اخرى...'
- c. **Additive connectors** الروابط الاضافية to add more ideas including 'فضلا عن ذلك، بالاضافة الى ذلك، علاوة على ذلك، الى جانب كون..، وايضا، مثل ذلك، بل واكثر من ذلك، الاضافة الى ما سبق، ليس ذلك فقط بل ايضا، على صعيد اخر، بالانتقال الى نقطة اخرى

d. Topical Connectors الروابط الموضوعاتية to link topic and include topics withing each other as في اطار ذلك، في هذا السياق، في هذا الصدد، في هذا الشأن

e. Resultative connectors الروابط الاستنتاجية that show results of previous ideas including بناء على ذلك، وفقا لما سبق، على هذا الاساس، نتيجة لذلك، يترتب على ذلك، وبالتالي، وعليه،

f. Illustrative connectors الروابط التوضيحية relate sentences in a way one clarifies the other using بتعبير اخر، بعبارة اخرى، بمعنى ان، ويعني ذلك بان، على سبيل المثال، ومثل ذلك، ومن ذلك، لتوضيح ذلك، ايضا من المهم ان نفهم ان، بوضوح اكثر، ايضا يجدر بالذكر ان، ما يقصد به ان، ويقصد من ذلك، ويقصد به، بصيغة اخرى،

g. Successive Connectors روابط تسلسلية to show the sequence of ideas or events like بداية... ثم... واخيرا، في المقام الاول..... وفي المقام الثاني، لاحقا، ختاماً، واخيرا، يلي ذلك، اولاً، بادئ ذي بدء، خطوة تالية او لاحقة، في البداية، بعد ذلك، في المرحلة الاولى

2.3.3 Engagement and Evidential Metadiscourse

In Arabic, writers use different types of expressions to engage readers and denote the source of the propositional content. These include:

a. Attitude markers ادوال الموقف indicate opinion, feelings, comments, and attitude using expressions like اظن، ارى، اقصد، في اعتقادي، من وجهة نظري، بالنسبة لي، ببالغ الحزن، من المؤسف، من الجيد ان، من المدهش، من غير المتوقع...

(الجرجاني، ١٩٧٨)

b. Reader engagement markers ادوال اشراك القاريء are those pronouns addressing the readers to interact and demonstratives الضمائر المتصلة والمنفصلة، هذا، تلك، rhetorical question to stimulate thinking like هل سبق ان فكرت في..، قد يتساءل البعض، ماذا لو using imperatives like فكر، تخيل لو، ضع نفسك في،

(عناني، ٢٠٠٣)

c. Attribution tools ادوات الاسناد are expressions used to denote the source of information or ideas directly like بحسب، وقال، نقلا or indirectly using اشار... اوضح، صرح، ذكر، قال، افاد، عن

(ابن هشام الانصاري، ١٩٨٠)

D. Emphasis tools أدوات التوكيد are used to emphasise the importance of the text's content for more engagement. Those tools include بلا شك، بالتأكيد، مما لا شك فيه، من المؤكد ان، تظهر اهمية...،

(الجرجاني، ١٩٧٨)

e. Possibility tools أدوات الظن والاحتمال are used to extend the circle of possibilities and alternatives, leaving the reader with a desire to grasp precise images. These tools include من الممكن، من المحتمل، ربما، لعل، مما يثير الشك،

(عناني، ٢٠٠٣)

3. Contrastive Analysis

Some similarities and differences are derived based on the literature review of metadiscourse markers in English and Arabic. These similarities and differences are listed as follows:

1. Both languages have linguistic expressions serving as metadiscourse markers. However, Arabic has no explicit framework for these markers as metadiscourse ones.
2. English and Arabic metadiscourse markers can be classified into textual and interpersonal markers. Nevertheless, Arabic markers organising texts (textual) are divided into structural and contextual markers. In English, whether organising structures or ideas, both textually function to make discourse about discourse.
3. Although both languages have the same functional categories, Arabic has more subcategories. English textual category has five categories, whereas the structural and contextual metadiscourse in Arabic (corresponding to the textual category) has 13 types of markers and interface with the English categories as follows:
 - a. Logical connectives in English are equivalent to causative السببية، conditional الشرطية، purpose الغائية، and relative الموصولة connectors in Arabic.
 - b. Frame markers are equivalent to succession التسلسلية، الروابط، time الزمنية، coordination العطف، additive الاضافية، contrast، and analogue التماثلية markers in Arabic.

- c. Endophoric connectors are equivalent to topical and resultative الروابط الموضوعية connectors in Arabic.
- d. Codeglosses are equivalent to illustrative connectors التوضيحية in Arabic.
- e. Evidential connectors are equivalent to attributive tools ادوات الاسناد Arabic, though the latter are not part of textual Arabic metadiscourse markers.
4. The interpersonal metadiscourse markers of English are equivalent to those in Arabic with the same number and function of categories.

4. Methodology

The current study employs a mixed-method approach to analyse news discourse, combining qualitative analysis for deeper interpretation with quantitative analysis to enhance objectivity. In linguistics, the relationship between these two research paradigms is often viewed as a continuum rather than opposing extremes (Miles & Huberman, 1994). Inspired by pragmatism, mixed-method studies integrate qualitative and quantitative methods at different stages of research (Tashakkori & Teddlie, 2009). The qualitative method focuses on questions such as "How?", "Why?" and "In what way?" while the quantitative method addresses the rationale behind quantification (Miles & Huberman, 1984). The statistical tool of Chi-square distribution is used to conduct quantitative analysis. A chi-squared test (χ^2) is an analytical tool based on observations of a random collection of variables. Typically, it involves a comparison between two statistical datasets. This test was established by Karl Pearson in 1900 for the analysis and distribution of categorical data. The chi-squared test assesses the significance of the divergence between observed frequencies across one or many categories. It provides the likelihood of independent variables (Admin, 2021). The Chi-squared test is exclusively relevant to categorical data, including classifications such as gender, age, and height. Concerning the current analysis, the data is categorised according to culture variables (i.e., English and Arabic) to assess the variance between English and Arabic regarding metadiscourse markers. SPSS software is used to perform the Chi-square analysis. SPSS

(Statistical Package for the Social Sciences) is an intuitive software suite utilised for statistical data analysis since 2009 (Awati, 2024).

The current study contrasts English and Arabic in terms of metadiscourse markers. James (1980) divides contrastive analysis into two levels: micro and macro contrastive analysis. The micro level covers the basic linguistic levels: phonology, grammar, and lexis. The macro analysis comprises textual and discourse analysis. The current study operates on the macro level, specifically discourse analysis analysing news articles to interpret the use of metadiscourse markers in relation to the cultural and political context underlying the news. The news will be retrieved from the BBC, Human Rights Watch and The Guardian for English news; العربية، الحرة، اليوم السابع. One article from each news agency will be analysed following the model.

Based on the contrastive analysis (see 3.), English and Arabic metadiscourse markers can be unified into one framework following Hyland (1999). Unifying the model of the analysis is possible since we are dealing with language meanings and functions rather than specific structures. The model of the analysis is illustrated in Figure 1:

Figure 1

The Metadiscourse Model of Analysis

Metadiscourse
Analysis

**Textual
Markers**

Logical
Frame
Endophoric
Evidential
Codeglosses

**Interpersonal
Markers**

Attitude
Emphatic
Relation
Person pronouns

5. Data Analysis

The data analysis will start with analysing and interpreting sample extracts that represent the use of metadiscourse markers in the news articles. After that, the frequencies and percentages metadiscourse markers analysed by the Chi-squared tool will be interpreted and discussed.

5.1 Qualitative Analysis

5.1.1 The English Articles

The English articles use textual metadiscourse markers only. Examples are discussed in terms of the categories in which they appeared (logical, evidential, and frame).

1. Logical Markers

“Civilians who do not evacuate following warnings are still fully protected by international humanitarian law. Forced displacement is prohibited under the laws of war, except in cases in which civilian security is involved or for imperative military reasons. Moreover, some civilians are unable to heed a warning to evacuate, for reasons of health, disability, fear, or lack of any place else to go.”

The above extract from the Human Rights Watch article exemplifies how the logical marker "**moreover**" can facilitate cohesion and progress in an argument. The word "moreover" shows that the succeeding statement develops or adds to the foregoing one. In addition to protecting those who stay, the law also accounts for circumstances that prevent some from leaving. It provides the legal framework where civilians shall not be the object of attack except under conditions. The word "moreover" introduces further context in which many civilians will be unable, for various valid reasons, to leave. The author adds weight to the need to protect civilians under international humanitarian law by using the word "moreover," pointing out that failure to conduct an evacuation does not render this protection null.

2. Frame Markers

“Since September 22, Hezbollah has launched more than 200 rockets into northern Israel towns, injuring 6 people, according to media reports. On September 22, Hezbollah said that it targeted an Israeli military base and the headquarters of a weapons manufacturing company, but one rocket reportedly struck a residential neighborhood near Haifa, and part of an intercepted rocket reportedly fell in Nazareth in northern Israel.”

The extract illustrates how frame markers like "Since September 22" and "On September 22" serve for the structuring of discourse. The two phrases draw different timelines regarding the events being talked about. "Since September 22" is an ongoing state which started on that date, while "On September 22" refers strictly to actions done on that specific day. This would, therefore, help the readers trace the chronology of events.

It is from frame markers in the text that attention shifts from general events, namely continuous rocket launches, to specific activities of Hezbollah, carried out on one day. Setting such a boundary keeps things organized and easily comprehensible for the readers. The markers also encourage combining different pieces of information. While the first sentence serves as a wider background to the ongoing struggle, the second one reports on the events of that very date, hence allow to fully understand what happened. Each one of these frame markers adds to the text's readability and intelligibility by helping to navigate a puzzled reader through.

3. The Evidential Markers

“Benjamin Netanyahu, the Israeli prime minister, said the military was changing the “security balance” along its northern border. “I promised we would change the security balance, the balance of power in the north – and that is exactly what we are doing,” the Israeli prime minister told a security meeting on Monday.”

The extract from the article about Benjamin Netanyahu illustrates the use of the evidential marker to indicate the source of propositions in discourse.

The phrase "**Benjamin Netanyahu, the Israeli prime minister, said**" clearly identifies the speaker, establishing authority and context for the statement. This attribution alerts readers to the proposition's source, a prominent political figure, potentially influencing their perception of the information. By quoting Netanyahu, the text draws on his position as prime minister to lend credibility to the claim about changing the "security balance." His official status suggests that the statement reflects governmental policy or strategy, which is important in discussions about national security.

The evidential marker helps situate the military actions within a broader narrative of security and power dynamics in the region. By referencing a specific meeting and the context of this remarks, the discourse gains depth and relevance. By indicating the source, readers can critically assess the implications of Netanyahu's statements. They can consider his motives, the political context, and how these claims align with actual military actions.

5.1.2 The Arabic Articles

1. The Logical markers:

"بالمقابل، أعلن حزب الله أنه قصف قاعدة إسرائيلية غرب طبريا ومقرا عسكريا "بعشرات الصواريخ"، لافتا إلى أنه استهدف "المخازن الرئيسية التابعة للمنطقة الشمالية في قاعدة نيمرا" و"مقر الكتيبة الصاروخية والمدفعية في تكنة يوأف."

The extract with "بالمقابل" is a logical marker that reflects a semantic relationship between two interrelated but opposing events, helping to highlight the balance between information and illustrating the interaction or responses between the parties involved.

In the news text, "**In return, Hezbollah announced that it had bombed an Israeli base west of Tiberias and a military headquarters with 'dozens of rockets'...**" "بالمقابل" acts as a bridge between two opposing paragraphs or ideas: The first idea (in the preceding text of this phrase), may refer to an Israeli attack or some escalation. The second idea: is Hezbollah's reaction by bombing an Israeli base.

"بالمقابل" highlights that Hezbollah's announcement was a reaction to a development or event previously mentioned. The metadiscourse marker refers to a clear semantic relationship between what the first party did and what the second party responded to, to illustrate the context of the intertwined events in the dispute. The metadiscourse marker ensures that events are presented from multiple angles so that there is relative inclusiveness and neutrality, which is essential in news transcripts.

2. Frame markers

"ومساء الاثنين، أعلن الجيش الإسرائيلي تنفيذ "ضربة محددة الهدف" في الضاحية الجنوبية لبيروت استهدفت، وفق "حزب الله، قائد جبهة جنوب لبنان علي كركي الذي أكد الحزب أنه "بخير" وانتقل إلى "مكان آمن وفي بيان منفصل، قال وزير الدفاع الإسرائيلي يوآف غالانت "في هذا اليوم أخرجنا من الخدمة عشرات آلاف الصواريخ والذخائر الدقيقة".

The extract contains two basic correlational indicators: "ومساء الاثنين" and "وفي بيان منفصل". Both contribute to textual cohesion and show the relationship between paragraphs or events in a sequential and orderly manner. They are used to illustrate the timing of the event, helping the reader to place the event in its chronological context. "ومساء الاثنين" refers to the military's announcement of the moment in time when the "targeted strike occurred," giving the text a logical sequence. By accurately indicating the time, the text gives significance to the event and suggests that it is part of a thoughtful "ومساء الاثنين" news sequence that signals the beginning of a major event, the IDF's announcement of a "targeted strike." The relationship between the previous and subsequent idea is chronological par excellence, as the text relies on a chronology in shifting to new information.

The Frame marker "وفي بيان منفصل" "In a separate statement" indicates that there is additional information emanating from a different source or in a different context from the first declaration. Separates the strike that was carried out in the southern suburbs from the announcement of the Minister of Defence.

3. Evidential Markers

"وأعرب الأمين العام للأمم المتحدة أنطونيو غوتيريش عن "قلق بالغ" إزاء التصعيد" والعدد الكبير للضحايا المدنيين" في جنوب لبنان وشرقه، وفق بيان للمتحدث باسمه ستيفان دوجاريك، في وقت يثير فيه التصعيد بين الجيش الإسرائيلي وحزب الله اللبناني المدعوم من إيران مخاوف من توسع نطاق النزاع، ما يقلق المجتمع الدولي."

The extract shows smart use of evidential marker, as information is linked to reliable sources with the transfer of statements and clarifications clearly and accurately. "UN Secretary-General Antonio Guterres expressed" great concern "about the escalation.

واعرب is a direct evidential marker shows that the speech was issued by a specific person (United Nations Secretary-General). The verb 'اعرب' states the official transmission or opinion of Antonio Guterres'. Direct evidential marker confirms the reliability of the text through the proportions of statements to an official source. The importance of the event is highlighted by linking to a global personality (United Nations Secretary-General).

"وفق بيان للمتحدث " **According to a statement by his spokesperson Stephen Dujarric,**

باسمه ستيفان دوجاريك، This statement is an indirect evidential marker indicates that the information is taken from an official statement issued by a spokesman for the Secretary-General, which adds credibility. Using 'وفق' shows that the text transmits the meaning or idea without adhering to the literal phrase.

4. Codeglosses

"ويوضح أن "القصف كان محدوداً ولم يشمل شمال إسرائيل، بانتظار ما ستقرره اللجنة الخماسية في تحديد الطرف المعرقل للاتفاق."

'يوضح' is an illustration tool used to highlight additional details that explain a previous event or statement. It helps to provide: Precise details (nature and location of the bombing). Linking the information to the political or temporal context (waiting for the decisions of the five-year committee). It adds clarity and accuracy to the news text, thus contributing to the full understanding of the reader.

5. Attitude Markers

"وحول استهداف حزب الله لموقع رويسات العلم، يرى الأمين أن "هذه الخطوة تأتي في سياق استغلاله للخروقات الإسرائيلية، التي أقرّ بها الفرنسيون."

The extract depends on specific tools to express the attitude clearly and effectively, whether by presenting the opinion of the person (Secretary) or its interpretation of the event. The metadiscourse marker used shows the speaker's opinion and analysis towards Hezbollah's targeting of Ruwaisat Al-Alam. 'Al-Amin believes that' a major tool for expressing the situation shows the speaker's analysis and interpretation of the event.

The illustrative sentence highlights the political or military context of the event, which gives depth to the text. The use of the marker for expressing the attitude in news or analytical texts achieves a balance between the transmission and analysis of the news, and the reader helps to better understand the dimensions of the event.

6. Relational Markers

خفايا "القرض الحسن" .. كيف يلعب حزب الله على حبل "التمويل الأسود"؟

In this text, the use of the rhetorical question engages readers to think and continue reading for more information. Rhetorical questions build relationships with readers via directing questions and addressing readers.

7. Emphatic Markers

"ويشدد الأمين على أن حزب الله "قدّم تنازلات كبيرة في الاتفاق الأخير"، مضيفاً "ضمنياً، وافق (حزب الله) على منح الولايات المتحدة دوراً رئيسياً في مراقبة تنفيذ الاتفاق، هذا الوضع يضع القرض الحسن أمام تدقيق صارم قد يؤدي إلى مواجهات قانونية، خصوصاً مع أي نشاط يشنّه في تمويله للإرهاب."

In this extract, the news article shows the use of emphatic metadiscourse markers on a specific proposition. The phrase ويشدد الأمين emphasises that content of the following ideas asserted by the secretary. This marker shows the importance of the information delivered and thus engage readers.

5.2 The Quantitative Analysis

The current section is concerned with the numerical results for the metadiscourse markers employed in the English and Arabic news texts using Chi-squared tool to identify the significance of the results.

5.2.1 The Textual Metadiscourse Markers

Table 1 compares the distribution of textual metadiscourse markers in English and Arabic, highlighting the frequencies and percentages of each type of marker. The chi-squared test reveals a statistically significant difference ($\chi^2 = 28.57$, $p = 0.0079$) between the two languages.

In English, the most frequent textual metadiscourse marker is evidential (53 markers, 70.66%), followed by frame markers (15 markers, 20%) and logical markers (7 markers, 9.33%). Endophoric and code glosses markers, which are present in Arabic, are not used in English. In contrast, Arabic exhibits a more varied distribution of markers: evidential markers most frequent account for 85 markers (38.46%), logical markers are the (75 markers, 33.94%), and frame markers contribute 52 markers (23.53%). Additionally, Arabic includes 9 code glosses markers (4.07%), but no endophoric markers were found.

The chi-squared test shows that there is a significant difference in the distribution of textual markers. Arabic has more logical and frame markers, as well as code glosses. On the other hand, English is heavily reliant on evidential markers, with a much smaller proportion of logical and frame markers. This difference may reflect the distinct textual strategies and linguistic structures of each language.

Table 1

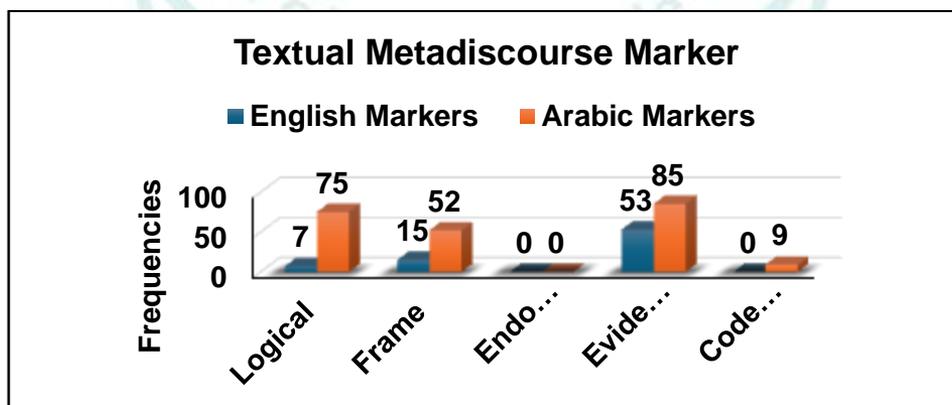
Comparison of Textual Metadiscourse Markers in English and Arabic

| Textual Meta discourse Marker | English Markers | | Arabic Markers | |
|-------------------------------|------------------|-------------|----------------|-------------|
| | Frequencies | Percentages | Frequencies | Percentages |
| Logical | 7 | 9.333% | 75 | 33.936% |
| Frame | 15 | 20% | 52 | 23.529% |
| Endophoric | 0 | 0% | 0 | 0% |
| Evidential | 53 | 70.666% | 85 | 38.461% |
| Code Glosses | 0 | 0% | 9 | 4.072% |
| Total | 75 | | 100 | |
| Chi squared test | 28.57 0.0079* | | | |

Figure 1, the accompanying bar chart, visually illustrates these differences by comparing the proportions of each marker type in both languages. The chart demonstrates the dominance of evidential markers in English and Arabic, thereby reinforcing the statistical findings and highlighting the differences in the use of textual metadiscourse markers in both languages.

Figure 1

The differences of Textual Metadiscourse Markers in English and Arabic



5.2.2 The Interpersonal Metadiscourse Markers

Table 2 presents the distribution and analysis of interpersonal metadiscourse markers in English and Arabic. The table reveals that English does not have any interpersonal metadiscourse markers, as all the frequencies for these markers are zero. In contrast, Arabic uses a range of interpersonal markers, including "attitude," "relational," and "emphatic," with emphatic markers being the most frequent (50%), followed by attitude markers (33.33%) and relational markers (16.67%). There were no markers identified for "Person mention" or "Hedges" in Arabic.

The chi-squared test result ($\chi^2 = 39.92$, $p = 0.0037$) shows that the differences seen between English and Arabic are statistically significant. This means that the markers for interpersonal discourse are spread out in very different ways in the two languages. This big difference might be because Arabic and English have different strategies to interact with readers. Arabic relies a lot on emphatic and attitude markers, which could be because of the way it is used in discourse, which stresses emotional and emphatic expressions.

Table 2

The Distribution and Analysis of Interpersonal Metadiscourse Markers in English and Arabic

| Interpersonal Metadiscourse Marker | English Markers | | Arabic Markers | |
|------------------------------------|------------------|-------------|----------------|-------------|
| | Frequencies | Percentages | Frequencies | Percentages |
| Attitude | 0 | 0% | 12 | 33.33% |
| Relational | 0 | 0% | 6 | 16.67% |
| Person mention | 0 | 0% | 0 | 0.00% |
| Emphatic | 0 | 0% | 18 | 50.00% |
| Hedges | 0 | 0% | 0 | 0.00% |
| Total | 0 | 0% | 36 | 100.00% |
| Chi-squared test | 39.92 0.0037* | | | |

The bar chart in Figure 2 visually represents this distribution, showing a stark contrast between English and Arabic in terms of the use of interpersonal metadiscourse markers. This comparison highlights the significance of incorporating these markers into cross-

linguistic studies, as they significantly influence the management of discourse and the communication of interpersonal relationships across various languages.

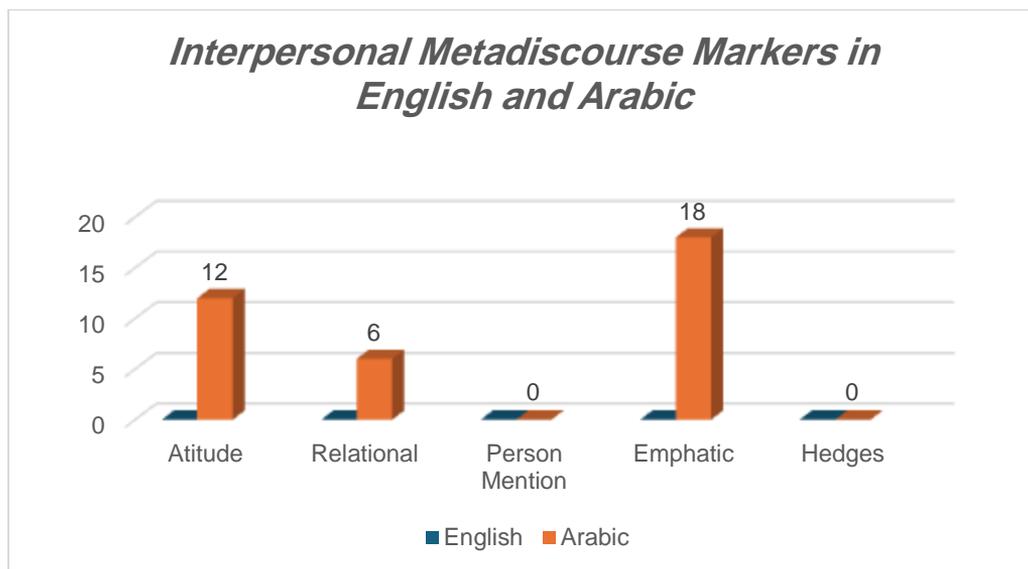


Figure 2

The Distribution and Analysis of Interpersonal Metadiscourse Markers in English and Arabic

5.2.3 Comparative Analysis of Metadiscourse Markers in English and Arabic

Table 3 presents the distribution and analysis of metadiscourse markers in English and Arabic. In English, the only type of metadiscourse markers found is textual, with all 75 markers (100%) falling into this category. In contrast, Arabic displays a more varied distribution. Of the 257 markers in Arabic, the majority (221 markers or 85.99%) are also textual, while a smaller portion (36 markers or 14.01%) fall under interpersonal markers. The chi-squared test result ($\chi^2 = 18, p = 0.0072$) indicates a statistically significant difference between the two groups. This suggests that there is a marked contrast between the usage of metadiscourse markers in English and Arabic, with English relying exclusively on textual markers, while Arabic utilizes a broader range of markers, incorporating both textual and interpersonal elements.

The significant difference, as indicated by the chi-squared test, points to the possibility that Arabic discourse may place a greater emphasis on interpersonal interaction and relationship-building, as evidenced by the presence of interpersonal markers. Meanwhile, English appears to focus more on the textual organization of information, with no interpersonal markers identified in the data.

Table 3

The Distribution and Analysis Metadiscourse Markers in English and Arabic

| Metadiscourse Markers | English Markers | | Arabic Markers | |
|-----------------------|-----------------|-------------|----------------|-------------|
| | Frequencies | Percentages | Frequencies | Percentages |
| Textual | 75 | 100% | 221 | 85.99% |
| Interpersonal | 0 | 0% | 36 | 14.01% |
| Total | 75 | 100% | 257 | 100.00% |
| Chi squared test | 18 0.0072* | | | |

Figure 3, the bar chart, visually reinforces this finding by illustrating the proportions of textual and interpersonal markers in both English and Arabic. The chart clearly shows that while English uses only textual markers, Arabic incorporates both categories, further highlighting the linguistic and rhetorical differences between the two languages in terms of metadiscourse usage.

Figure 3

The Distribution and Analysis of Metadiscourse Markers in English and Arabic

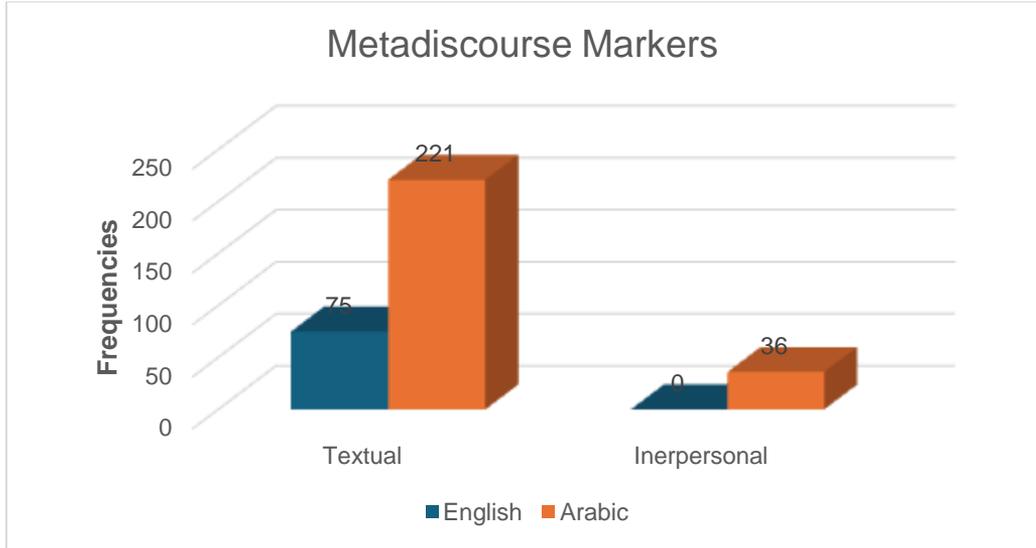


Table 4 presents a comparative analysis of the distribution of metadiscourse markers in English and Arabic, showing that Arabic uses a significantly higher proportion of metadiscourse markers compared to English. Specifically, Arabic accounts for 77.41% of the total markers, while English represents only 22.59%. This difference is statistically significant, as indicated by the chi-squared test result ($\chi^2 = 9.57, p = 0.0186$).

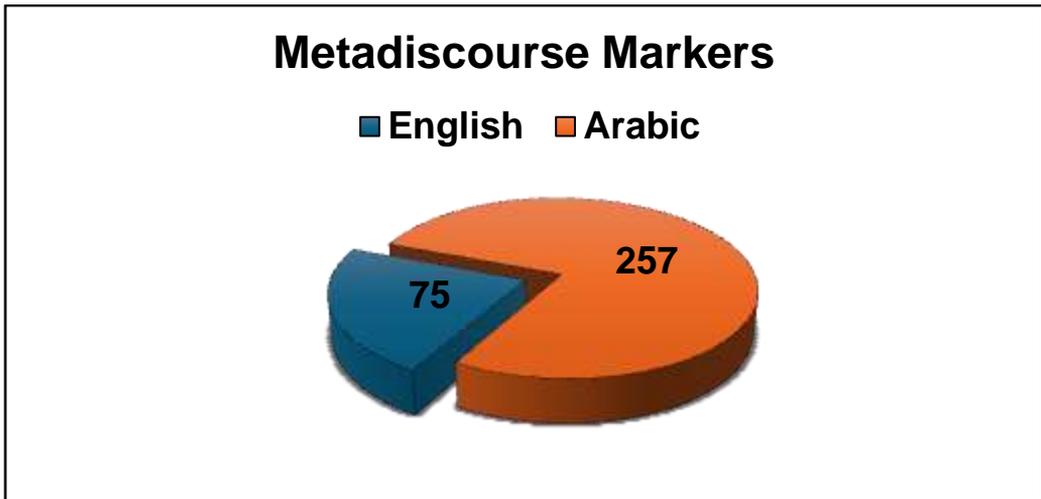
Table 4

Distribution of Metadiscourse Markers in English and Arabic: A Comparative Analysis

| Metadiscourse Markers | Frequencies | Percentages |
|-----------------------|-----------------|-------------|
| English | 75 | 22.59% |
| Arabic | 257 | 77.41% |
| Total | 332 | 100.00% |
| Chi squared test | 9.57 0.0186* | |

The pie chart in Figure 4 visually reinforces this finding, with a larger segment representing Arabic and a smaller portion for English. This suggests that Arabic relies more heavily on metadiscourse markers, which may indicate a cultural or linguistic preference for explicit connections between ideas, engagement with the audience, or

emphasis on interpersonal communication. The chi-squared test result further supports this conclusion, showing that the observed difference between the two languages is unlikely to have occurred by chance. This insight can contribute to a deeper understanding of cross-linguistic differences in how writers or speakers use metadiscourse to manage discourse and interact with their audience.



Conclusions

Based on the results of the analysis, some conclusions are derived to answer the research questions:

1. What are the differences and similarities between Arabic and English regarding metadiscourse markers?

Regarding similarities, both English and Arabic utilize linguistic expressions that function as metadiscourse markers, aiding in the organization and clarification of discourse. Besides, both languages categorize their markers into textual and interpersonal types, highlighting a shared structural approach to metadiscourse. Moreover, both languages exhibit similar functional categories for metadiscourse markers, indicating that they serve comparable purposes in discourse.

As for differences, Arabic lacks an explicit framework categorizing its markers as metadiscourse, unlike English, which has a defined structure. English has five textual

categories, whereas Arabic features more complexity, with 13 types of markers under its structural and contextual divisions.

In addition, English's logical connectives correspond to several Arabic types (causative, conditional, etc.). Furthermore, English frame markers align with various Arabic markers (e.g., succession, time, coordination). Endophoric markers in English correspond to topical and resultative connectors in Arabic. Concerning English code glosses are equivalent to illustrative connectors in Arabic. To discourse source, although equivalent in function, Arabic's evidential connectors are not classified as part of its textual metadiscourse markers. In the shift to interpersonal analysis, although both languages have interpersonal markers, the organization and classification may differ, with Arabic having its specific terms and structures.

In short, while both English and Arabic share foundational similarities in the use of metadiscourse markers, they differ significantly in their frameworks, complexity, and specific marker classifications. Arabic features a more intricate system with additional subcategories, while English maintains a more straightforward approach.

2. Regarding the Israel-Lebanon Strike, what are the most and least common metadiscourse markers employed in the selected Arabic and English news articles?

The most common metadiscourse markers in both English and Arabic are the evidential markers. In English News is restricted to the employment of textual rather than interpersonal metadiscourse. Moreover, only Evidential markers rate high while logical and frame are less common with the absence of codeglosses as well as endophoric. In Arabic news articles, the common metadiscourse markers are evidential markers followed by logical markers (with accessive use of coordinating و), while the least common metadiscourse marker is the code glosses. Moreover, Arabic news deploys interpersonal markers including emphatic, attitude, and relational markers with emphatic markers rates higher than other interpersonal markers to build relationships with the readers.

3. What significance do the Chi-square statistics reflect?

The Chi-square statistics reflect a statistically significant difference in the distribution of metadiscourse markers between English and Arabic news articles. Specifically, textual markers' Chi-square result indicates that the use of textual markers varies significantly between the two languages, with Arabic displaying a broader range of logical and frame markers, while English relies heavily on evidential markers. This signifies that each language employs different linguistic strategies and linguistic structures in its discourse.

The interpersonal markers' Chi-square result indicates a significant difference in the use of interpersonal markers, as English lacks these markers entirely while Arabic incorporates a variety of them. This suggests that Arabic discourse emphasizes interpersonal interaction and relationship-building, contrasting with the English focus on textual organization. Consequently, the Chi-square statistics highlight the distinct approaches to discourse in English and Arabic, reflecting differing cultural and discursive priorities in communication.

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