

A contrastive analysis of Spanish-Arabic metadiscourse use in persuasive academic writing

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The present study joined the call of researching contrastive analysis of Spanish-Arabic metadiscourse use in persuasive academic writing. Compared to the rather limited scope of previous studies in these language groups, this study seeks to portray a more complete and elaborated picture of the metadiscourse features used by Arabic and Spanish scholars by means of multiple data collection and analysis techniques. The main objective is to detect the similarities and differences in the use of metadiscourse in native Spanish and native Arabic linguistics research articles. Further objectives are to find out and identify in what ways the texts of native Arabic speakers are different from native Spanish speakers concerning the relationship reader-writer responsibility. In order to achieve the main objectives of the research work the corpus of 90 RAs in linguistics is compiled, 45 are written in Spanish and 45 in Arabic. Hyland's (Hyland, 2005) taxonomy of metadiscourse markers as a model of analysis to language groups will be applied. For this purpose a list of metadiscourse categories in Spanish and Arabic is developed. The selected texts will be analyzed by means of WordSmith Tools and then carefully checked manually for metadiscourse categories. The results are especially helpful for Spanish and Arabic as a second language teaching situations. When and if differences are found to exist across texts and cultures, they can then be explained to students.