

Pashto and English Newspaper Discourse Analysis Perspectives Based on Halliday's Functional Grammar

Abdul Rahim Rahimi

Assistant Professor, Department of Pashto Language and Literature, Faculty of Literature and Humanities, Herat University, AFGHANISTAN.

Corresponding Author: abdulrahim.rahimi786@yahoo.com



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ABSTRACT

This investigation compares and contrasts the use of meta-discourse markers in Pashto and English newspaper editorials as persuasive texts. The aforementioned markers are textual components that serve Halliday's (1985) textual and interpersonal objectives while not adding to the propositional substance of the text. Whether metadiscourse markers were used differently in English and Pashto newspaper editorials was the main research issue. The most prevalent markers from the five subcategories of Text Connectives, Illocution Markers, Hedges, Emphatics, and Attitude Markers were initially found in both English and Pashto newspapers. The frequency of appearance of these markers was then noted in a corpus of 34 editorials (15,000 words each) that were randomly chosen from a variety of English and Pashto newspapers. The significance of the total χ^2 obs was then demonstrated using a two-way chi square analysis. The null hypothesis of no difference was thus categorically refuted. In order to determine the relative contributions of each subcategory to the overall χ^2 value, one-way chi square analysis were employed on the subcategories. Our results showed that only two of the marker subcategories were statistically significant. The many spirits that live in the communities under study are mostly to blame for this discrepancy.

Keywords- English and Pashto newspaper editorials, Meta-interpersonal function, Metadiscourse markers, textual meta-function.

I. INTRODUCTION

According to Halliday's (1978) grammatical theory, both written and oral communication in any language serves three functions. Halliday (1978) identified three functions: ideational, interpersonal, and textual. The first expresses the outer world's views and feelings. It also clarifies any basic relationships that may exist between them. The second expresses the speakers', writers', and listeners'/readers' interpersonal relationships. The final one, textual function, is concerned with how sentences, paragraphs, and texts are related to form a unified and coherent text (ibid). Instead of providing information, metadiscourse markers are usually employed to lead readers and listeners through the discourse or text.

Metadiscourse is a set of linguistic cues or elements concerned with the organization of various discourses in various genres and the potential links between writers and viewers (Crismore, 1989; VandeKopple, 2002; Williams, 1981). VandeKopple (1985) states that metadiscourse conveys both word-based and relational senses in a text in a broad and general wisdom.

Some scholars have stressed the importance of these functions in writing, teaching composition, and reading in the last two decades, claiming that authors can engage in creating a discourse to communicate their attitudes by using metadiscourse functions. It has also been mentioned that the use of functions varies by culture and language, and that the parts elaborate in such purposes can be utilized as strategies or sense to pacify

writers and assist readers in expressing their thoughts to the spectators. The existing study's foremost emphasis is on a evaluation of written and relational meta-discourse indicators in English and Pashto newspaper expositions. The purpose of the current research was to look into the written and social meta-discourse aspects which are used in these two kinds of texts in command to govern the similarities and differences between them. Due to the result the main and key research question is:

Is there a difference in the usage of metadiscoursal markers in English and Pashto newspaper editorials?

To answer the above question, the study begins with the null hypothesis of no difference:

There is no difference in the employment of metadiscoursal markers in English and Pashto newspaper editorials.

The succeeding slight examination topic will be examined in this respect, based on the research's associated issues:

When compared to English, is Pashto a responsible language for readers and writers?

II. RELATED WORK

Many studies on metadiscourse have been conducted using the Hallidayan classification of metadiscoursal functions of language to determine how messages are sent and received in a single language (Abdollahzadeh, 2001, 2003, 2007; Crismore et al., 1993; Dafouz, 2003; Hyland, 1998; Marandi, 2002; Rahimpour, 2006; VandeKopple, 1985).

In recent years, several researchers have become interested in the topic of metadiscourse. Some of them focus on the usage of metadiscoursal markers in writing, with professional and student authors in English being compared and contrasted (Abdi, 2000; Beigmohammadi; 2003; Simin, 2004). They discovered that writers of various professions used metadiscourse markers in their writings in varied ways. Others have taken notice of the situation. The link or impact of metadiscourse education on EFL/ESP students' reading comprehension abilities (Dastgoshadeh, 2001; DaftaryFard, 2002; Khorvash, 2008; Jalilifar and Alipour, 2007). Almost all of these research discovered that metadiscourse teaching and expertise improved reading comprehension by assisting readers in determining the intended meanings in the texts more easily.

Astonishingly, just a few studies in discourse analysis research have looked at the usage of metadiscoursal markers in journals (Abdollahzadeh, 2007; Dafouz, 2003; 2008; Le, 2004). Newspaper discourse is one of the most important genres since it can absorb a large number of audiences through the media utilized, and readers all over the world can get the majority of their information by reading a variety of

newspapers in various genres (Fowl, 1991). Metadiscourse is also a novel subject in the areas of reading, writing, and text analysis, according to Crismore and Abdollahzadeh (2010). They further say that researchers in the fields of discourse and genre analysis have paid little attention to this new concept.

To name as an example, Abdollahzadeh (2007) undertook a cross-linguistic study and contrast of metadiscourse in English and Pashto newspaper editorials. He discovered that hedges and code glosses helped Anglo-American editorials a lot more. He went on to say that the English editorial writers' increased use of hedges was due to the fact that they are politer and considerate in their articles. The fact that they are more reader-oriented in their works was also linked to the increased use of code glosses.

Dafouz (2003) conducted a similar study in which he compared the use of metadiscoursal markers in two major newspapers: one in Spanish and one in English. The results clearly showed that Spanish editors used more textual metadiscourse markers than British editors, while British writers used more interpersonal indicators than Spanish editors.

This study compares the usage of metadiscoursal indicators in persuasive text forms such as English and Pashto Newspaper Editorials. These markers are linguistic components in the text that assist to actualize Halliday's (1985) textual and interpersonal functions of language, rather than adding to its propositional content.

III. METHOD

3.1 Selection of the Corpora

There are a few things to keep in mind when studying contrastive rhetoric. The representativeness of the texts in the languages contrasted, cross-cultural comparability of texts, frequency of texts in the cultures under study, corpus size, and sample selection processes are all examples of these (Hyland, 2005). These characteristics were used to choose the corpus for this investigation.

3.2 Procedures

Because even within the same language and culture, there may be individual, situational, and contextual variations of procedure which may affect the rationality of one's simplification, care has been thru to confirm that the manuscripts are illustrative somewhat than characteristic. To avoid such kind of risk to the rationality of the consequences, the mass for this study was chosen from a mere of English and Pashto newspapers.

The comparability of texts is the second variable to be controlled in this study, as Swales (1991) suggests that comparisons of texts across cultures should include works of the same genre. Comparing writings written in different environments for distinct intents and activities

would be counterproductive. As a result, the corpora in this study are restricted to the genre of newspaper editorials.

Another factor to consider is how comparable the texts are in terms of their kinds. Comparing argumentative texts from one culture with persuasive texts from another would be fruitless. As a result, the comparison is confined to persuasive arguments. The selection of persuasive language is justified by the fact that the objective of editorials in most publications is to sway readers' perspectives on critical matters. Furthermore, maybe more than any other genre of writing, newspaper editorials represent national techniques of persuasion. Another reason for choosing persuasive writing is that it is the most common sort of text in any culture (Halliday, 1985).

The size of the corpus is the fourth factor to consider in such studies. However, because text analysis, especially long texts, takes a long time, the current study is limited to a total of 44 samples from each language. It is thought that with this small sample size, statistically meaningful generalizations can be established.

The next point to consider is the randomness of the sample selection technique, which is an issue in practically all quantitative investigations (Henning, 1986). The corpora for this investigation were chosen at random from a pool of English and Pashto newspapers. A total of 44 editorials were chosen from five British and American publications, as well as 44 from five Pashto newspapers.

3.3 Used Newspapers in this Study

Top Five English Newspapers in the world such as New York Times, The Wall Street Journal, The Washington Post, Daily Mail, and Reference News are used in this study and Pasht Top Pashto Newspapers Such

Taand, Pajhwalk, AghanGhazh, BCC Pashto, Kabul Times, and are used in this study.

3.4 Analysis of Corpora

The study used Vandekopple's meta-discourse theory to analyze the corpora for the employment of metadiscoursal markers (1985). Seven different types of meta-discourse were discovered by Kopple (1985), four of them will carry out textual activities and the remaining three of them will carry out individual tasks. Text connectors (such as first, therefore, but) aid readers in organizing the text, while code glossaries such as help readers in deciphering word and phrase meanings, apparent markers (for example, to sum up, frankly speaking) denote speech acts, and narrators (according to) inform readers of who said what.

Validity Markers in interpersonal metadiscourse, on the other hand, assess the content's truth and demonstrate the author's commitment. Hedges (it is conceivable that), Emphatics (it is undeniably true), Attitude Markers (such as I find it surprising) that represent the writers' opinions on the subject, and Connectives (dear friend, you will find it surprising) that engage readers in clear discussions with the author (Halliday, 1985).

This research focused on the Text Connectives and Illocution Markers subcategories in the Textual Meta-discourse's core group, as well as Validity or Attitude Markers subcategories of the Interpersonal Meta-discourse's core class.

The most predominant meta-discourse markers in every group in English were first discovered, and their Pashto equals were then well-known, which is written in the Table in 1 and 2 below. Chi Square of statistics believed that the appropriate numerical approach of the analyzed data because the study entailed the tabulation of frequencies.

Table 1: Shows the most common used markers in English Newspapers

Textual Meta-discourse		Validity Markers		
Text Connectives	Illocution Marker	Hedges	Emphatics	Attitude Markers
First	To conclude	May be	Doubtless	Surprisingly
To start with	To sum up	Might	Certainly	Fortunately
For one thing	To give an example	It is possible...	Clearly	It is fortunate...
Firstly	Frankly speaking	It is likely...	Obviously	It is odd...
In the first place	Honestly speaking	It is probable.	Definitely	More important
One is...		It appears...	Really	Sadly
Another		It tends to	Indeed	It is/was terrible...
Second		It appears to	It is obvious...	It is interesting
Third		X Seems to	It is clear...	It is difficult
Next		X is said to	Without doubt	X was right that/to
Then		As if	Surely	
Last			Extremely	
Lastly				
Finally				
In the end				

Table 2: Shows the most common used markers in Pashto Newspapers

Textual Metadiscourse		Validity Markers		
Text Connectives	Illocution Marker	Hedges	Emphatics	Attitude Markers
لمري اول ابتدایي مقدماتي دوهم بل دا چې په پایله کې وروستني په اخر کې	دي نتیجې ته رسېږو چې داسې خلاصه کوو په صادقانه ډول سره داسې وایو چې واضح وایو چې	شاید احتمال لري چې داسې ښکاري چې داسې ویل کېږي	په یقین یقیناً قطعي ډول سره ښکاره واقعا دا څرگنده ده چې دا رښتیا ده بې له شکې پرته له شکې	د حیران تیا خای ده خوشبختانه متاسفانه د خوښې خای هغه وخت ده چې

IV. RESULTS AND DISCUSSION

The English and Pashto corpora were then evaluated after identifying the most prevalent written and

relational indicators utilized both Pashto and English newspaper perspectives (see Table 3), and the following conclusions were obtained:

Table 3:

Language		Markers				Total	
		TC	IM	H	E	AM	
English	Count	5	4	43	36	28	116
	Expected Count	8.7	4.5	30.3	48	23.7	115.2
Pashto	Count	13	6	22	68	25	134
	Expected Count	10.12	5.7	37.8	55.2	29	137.82
Total	Count	18	10	65	104	53	250
	Expected Count	19.9	10.2	68.1	103.2	52.7	253.02

In both English and Pashto, Table 3 clearly displays the overall contribution of each subcategory as well as their frequency of recurrence. The data revealed that the Pashto newspaper editorials used textual markers more frequently than text connectives and illocution markers for textual metadiscourse and its subcategories, text connectives and illocution markers (10.12, 5.7). The results revealed intriguing variations between the two corpora in terms of interpersonal metadiscourse categories. Hedges were used significantly more frequently in the English Corpus (30.3=48), while

emphatics were used nearly twice as frequently in Pashto (68=55.2) as they were in English newspaper editorials. In terms of the subgroup of attitude markers, it will be seen both quantities, English and Pashto, had approximately identical frequency numbers of occurrence (28=23.7, 25=29).

Table 4.1 shows the overall association between language, English and Pashto, and markers, textual and interpersonal, as well as whether language and markers are significantly connected.

Table 4.1: Shows Chi-Square tests results

	Value	DF	Asymp. Sig. (two-sided)
Chi-square of Pearson	18.731	5	.002
Ratio Likelihood	21.170	3	.001
Linear by Linear Association	.0154	1	.903
Not Valid Cases	257		

Language and markers are substantially associated to each other (p=0.001), according to the findings in Table 4-1. This means that the differences and similarities in language-marker relationships between the two languages could be linked with the different moods

that two languages Pashto and English are complexed in the communities of linguistics.

Table 4.2 shows the overall association in the two languages (English/Pashto) and indicators (textual and interpersonal), as well as whether language and markers are significantly connected.

Table 4.2: Shows the Results of textual subcategory Pashto and English (Text Connectives)

Marker	language	Observed	Expected	Chi-Square	DF	Aymp Sig
Text Connectives	Pashto	16	11.03			
	English	7	10.6	3.987	1.002	0.040

The Pashto newspaper editorials, as seen in the table above, use significantly more content connectives in their compositions. Such objects are extra commonly employed to attach distinct portions in the essay and text, to display the sequence of ideas, inform the readers earlier deliberated notions, to point to impending material, and to use terms or phrases that allude to the central theme of the work for readers of the society. Accordingly, it can be

argued that there is not a great difference in the use of "textual connectives" in newspaper editorials between the two languages (p.050).

Illocution markers, the 2nd subtype in the meta-discourse text, researched and analyzed the same in the Pashto and English. Results have been explained and written in the bellow table 4.3.

Table 4.3: (Illocution Markers) in Pashto and English textual subcategory

Markers	Language	N Observed	Expected	Chi-Square	DF	Asymp Sig.
Illocution Makers	Pashto	6	7.0			
	English	5	6.01	34.4	1	0.573

The statistical research indicated that the two languages do not differ in their authoring of newspaper editorials in the subcategory of textual metadiscourse known as illocution markers. It means that the employment of illocution markers as a textual metadiscourse in newspaper editorials is similar in both languages (.564). As a result, writers in both languages use such elements/markers to inform readers about the kind of discourse actions they are using in each piece. In

conclusion, there was no significant difference in the subtypes of textual meta-discourse is illocution markers between English and Pashto editorials.

In the both languages' newspapers the results demonstrate the difference and similarities, when it is about the subgroup of individual meta-discourse, such as emphatics, hedges, and indicators of attitude. The result have been show in the 4.4 table.

Table 4.4: Shows the (Hedges) Interpersonal Subcategory in Pashto and English

Markers	Language	N Observed	Expected	Chi-Square	DF	Asymp Sig.
Hedges	Pashto	24	33.8			
	English	43	33.8	8.556	1	0.007

As can be observed from the results of the Chi-square test, the variations in English and Pashto hedges number both languages' newspaper statistically significant editorials (Pearson Chi-square Value=7.667; p.006). In terms of the interpersonal metadiscourse subcategory, hedges, there are considerable discrepancies between the two languages. It indicates that English

editorials have a lot more hedging than Pashto editorials. The English editorials' excessive usage of hedges could be attributed to the more conservative and respectable writing style of English authors. Use of more privets in English newspaper editorials can also indicate ambiguity, indecision, and hesitation on the adjacent of the editors (Davoodifard, 2006; Atai and Sadr, 2008).

Table 4.5: Shows (Emphatics) of Interpersonal Subgroup in Pashto and English

Markers	Language	N Observed	Expected	Chi-Square	DF	Asymp Sig.
Illocution Makers	Pashto	64	49.0			
	English	33	49.0	8.00	1	0.004

Table 4.5's statistical analysis clearly showed that the two languages (English and Pashto newspaper editorials) were ominously different (9.000; p.003). To put it another way, Pashto editorials utilized more insistent than English ones. It has been suggested that editorial writers in English newspapers are more likely to

question the ideas of people in authority. As a result, Iranian writers are more prone to be outspoken.

The final metadiscourse marker explored in this work is attitude markers, which is one of the subtypes of metadiscourse. Table 4.6 depicts the occurrence in detail.

Table 4.6: Show the Results of Interpersonal Subcategory (Attitude Markers) in Pashto and English

Markers	Language	N Observed	Expected	Chi-Square	DF	Asymp Sig.
Illocution	Pashto	25	25.6			
Makers	English	26	26.5	0.20	1	0.981

As with the illocution indicators subgroup of written meta-discourse, the data studied. According to Table 4.7, there are no significant differences between English and Pashto newspaper perspectives in relations of the interactive subgroup, insolence indicators (Chi-square value=.019; p,.891). In order to help the audience (readers) understand the writer's attitudes toward the intended meanings or information in the texts, the two sets of authors in the two languages employ attitude markers in essentially identical ways.

V. DISCUSSION

Mainly this research have investigated about the five subgroup of individual and written meta-discourse in Pashto and English newspapers viewpoints.

After the meta-discourse indicators were definite and characterized, quantitative and qualitative analyses were carried out to: (1) ascertain the frequency of various types of both written and relational subgroup indicators, (2) ascertain resemblances and alterations between the two groups, and (3) ascertain the probable dissimilarity in the selected languages due to the randomly selection of newspapers perspectives.

With the exception of two subgroups, illocution indicators and insolence indicators, the data clearly showed that all other subgroups were meaningfully altered from each other, which may be accredited to distinctions in both cultural and linguistic systems. Due to the fact that this research uses both quantitative (working with frequency counts) and qualitative (working with practical analyses) approaches to text or discourse analysis, several considerations should be made (Abdollahzadeh, 2007). Our results are in agreement with a number of significant studies (Fuertes-Olivera et al., 2001; Salager-Meyer, 1994; Steffensen et al., 1996; Thompson, 2001; Vergaro, 2002).

VI. CONCLUSION

First and foremost, repeated studies with consistent data are necessary because such researchers and academics are mainly attentive in cross-linguistic and cultural analyses of the data gathered. It indicates that extra research should be done in order to be trustworthy and reliable. The worth attributed to each culture, which results in cultural differences and preferences, is another aspect. Indicating whether a language supports a writer-based or reader-based orientation, these preferences enable writers to employ a number of rhetorical strategies in their writing (Adel, 2006; Hyland, 2004).

To summarize, the use of various metadiscourse elements as well as rhetorical devices is greatly influenced by the linguistic and cultural differences that exist in various languages around the world (Fuertes-Olivera et al., 2001; Salager-Meyer, 1994; Steffensen & Cheng., 1996; Thompson, 2001; Vergaro, 2002). In terms of pedagogical implications, one could argue that in order to design a syllabus for metadiscourse pedagogy, teachers and professionals should not only take into account existing cultural and linguistic differences, but also assist trainees in developing their understanding of various metadiscourse categories and subcategories in the various genres or discourses they are working with. Furthermore, the outcomes of this study can be valuable for EFL/ESL teachers and students in L2 writing environments. Teachers can teach or incorporate rhetorical norms into their teaching or syllabi to assist students in identifying differences between language and culture in various texts and genres, allowing L2 writers (foreign and second language writers) to produce more efficient and reader/writer-centered writings based on the context or language they are working in.

The current study, like the others, was hampered by some shortcomings. The fact that metadiscourse categories and subcategories may serve different functions in different texts is one of them. Another weakness could be related to the study's small sample size of newspapers. The third one is concerned with the fact that only two languages (English and Persian) are studied cross-linguistically. As a result, further and future study is needed to take into account all of the metadiscourse functions and subfunctions proposed by various researchers, as well as to base our findings on a larger number of newspapers published in a variety of languages around the world.

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