



## Extended Abstract

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### **Interactional Metadiscourse (Propositions and Frame Markers) in *Al-Hussaini Al-Saghir* Magazine Based on Hyland's Framework (2005)**

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## Introduction

Metadiscourse, a pivotal concept in discourse analysis, refers to linguistic resources used to organize discourse, engage readers, and establish interaction between the writer and the audience. According to Hyland (2005), metadiscourse is categorized into two dimensions: interactive and interactional. Interactional metadiscourse, the focus of this study, encompasses linguistic elements that facilitate the organization of propositional content and guide readers toward the writer's intended interpretation. These elements include propositions (e.g., additive, transitional, and evidential markers) and frame markers (e.g., structural indicators and textual references). In the context of children's media, where educational and developmental objectives are paramount, the role of interactional metadiscourse becomes particularly significant. Children's magazines as

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dynamic and accessible media serve as vital tools for imparting knowledge, fostering critical thinking, and promoting cultural and ethical values among young readers.

The magazine *Al-Hussaini Al-Saghir*, published by the Department of Childhood Care and Development at the Imam Hussain Holy Shrine in Iraq, targets children and adolescents with content tailored to their cognitive and emotional needs. Despite the growing interest in discourse analysis within media studies, little attention has been paid to the application of metadiscourse frameworks in children's magazines, particularly in the Arabic-speaking context. This study aims to address this gap by analyzing the use of interactional metadiscourse markers (propositions and frame markers) in 40 issues of *Al-Hussaini Al-Saghir*, drawing on Hyland's (2005) framework. The research seeks to answer the following questions: (1) What types of interactional metadiscourse markers are employed in the magazine? (2) What is the frequency and distribution of these markers? (3) How do these markers contribute to textual coherence and reader engagement in a children's magazine? By exploring these questions, the study contributes to the understanding of how metadiscourse enhances the educational and communicative efficacy of children's media.

## Methodology

This study adopts a qualitative research method with a descriptive-analytical approach. The corpus consists of 40 consecutive issues of *Al-Hussaini Al-Saghir*, published between 2017 and 2020 (issues 103 to 142). These issues were selected purposively to ensure diversity in content, including educational articles, stories, and moral narratives, which reflect the magazine's objectives. The selection criteria included content relevance to the target audience (children and adolescents) and accessibility of the issues.

Data collection involved a systematic content analysis of the texts. Hyland's (2005) framework was employed as the theoretical basis for identifying interactional metadiscourse markers, specifically propositions (additive, transitional, evidential, and resultative markers) and frame markers (structural signals, sequencing markers, and textual references). Each issue was manually examined, and relevant markers were extracted and coded. To ensure reliability, the coding process was conducted independently by two researchers, and inter-coder agreement was assessed using Cohen's Kappa coefficient, yielding a satisfactory reliability score ( $\kappa = 0.85$ ). Discrepancies were resolved through discussion and consensus.

The extracted data were organized into tables based on Hyland's categories, and the frequency of each marker was calculated using qualitative data management software (Excel). The descriptive-analytical method was then applied to interpret the role of these markers in achieving textual coherence and guiding young readers. The analysis also considered the magazine's educational goals, such as fostering moral values and enhancing comprehension, to contextualize the findings.

## Results and Discussion

The analysis revealed that *Al-Hussaini Al-Saghir* employs a wide range of interactional metadiscourse markers, with a particular emphasis on propositions. Among the proposition markers, additive markers (e.g., "and," "furthermore") exhibited the highest frequency, constituting approximately 81% of all interactional markers. These markers were primarily used to enhance textual coherence by linking ideas and ensuring smooth transitions between concepts, which is crucial for young readers with developing cognitive abilities. Transitional markers (e.g., "therefore," "however") accounted for 2% of the markers, serving to clarify logical relationships and guide readers through argumentative or narrative structures. Resultative markers (e.g., "thus," "consequently") were less frequent, comprising 11% of the markers, but played a critical role in grounding the content in credible sources and summarizing key points.

Frame markers, including structural signals (e.g., "in this section," "to summarize"), were used less frequently than propositions, constituting about 6% of the total markers. These markers were instrumental in organizing the discourse and signaling shifts in topic or structure, thereby aiding young readers in navigating complex texts. The high frequency of additive propositions suggests that the magazine prioritizes clarity and accessibility, aligning with its educational objectives of making content comprehensible to children and adolescents.

Qualitative analysis further indicated that the use of interactional metadiscourse markers contributes significantly to reader engagement. For instance, additive markers create a conversational tone that resonates with young readers, while transitional markers help clarify cause-and-effect relationships, fostering critical thinking. The findings highlight the magazine's strategic use of metadiscourse to balance educational content with accessibility, ensuring that complex ideas are presented in a manner suitable for its target audience.

## Conclusion

This study provides a comprehensive analysis of interactional metadiscourse markers in *Al-Hussaini Al-Saghir*, revealing the magazine's strategic use of propositions and frame markers to enhance textual coherence and engage young readers. The dominance of additive propositions highlights the magazine's commitment to accessibility, while the use of transitional and frame markers supports logical structuring and comprehension. These findings contribute to the understanding of metadiscourse in children's media and offer insights for educators and publishers aiming to optimize content for young audiences. Future studies could address the study's limitations by incorporating reader feedback or analyzing additional magazines to further elucidate the role of metadiscourse in children's education.

The prominence of additive propositions in *Al-Hussaini Al-Saghir* aligns with previous studies on metadiscourse in educational texts, which emphasize the role of additive markers in enhancing coherence (Hyland, 2005; Crismore, 1989). However, the relatively lower frequency of evidential and resultative markers suggests a potential area for improvement, as these markers are essential for teaching young readers to evaluate sources and draw conclusions. The use of frame markers, though less frequent, reflects the magazine's effort to structure content in a way that supports comprehension, a critical factor in children's media where cognitive load must be carefully managed.

The findings also have implications for the broader field of children's literature and media studies. By demonstrating how interactional metadiscourse facilitates communication in a children's magazine, this study underscores the importance of linguistic strategies in achieving educational and developmental goals. The results are particularly relevant in the Arabic-speaking context, where children's media play a vital role in cultural and religious education. However, the study's focus on a single magazine limits its generalizability, and future research could explore metadiscourse in other children's publications to identify common patterns or cultural variations.

**Keywords:** Ken Hyland, metadiscourse, *Al-Hussaini Al-Saghir*, children's literature

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