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| **Volume 8-1 February 2012.** [PDF E-book](http://www.iranian-efl-journal.com/February-2012-Vol-8-2.pdf) version **Title**Interactional Metadiscourse in English and Persian Research Articles; A Contrastive Rhetoric Study**Authors****Azar Hosseini Fatemi (Ph.D.)**Ferdowsi University of Mashhad, Mashhad, Iran**Seyyed Bagher Mirshojaee (M.A.)**Ferdowsi University of Mashhad, Mashhad, Iran **Biodata****Azar Hosseini Fatemi,** assistant professor in TEFL, is the head of Department of English, Ferdowsi University of Mashhad, Mashhad, Iran. Her areas of interest include issues in second language teaching and learning.**Seyyed Bagher Mirshojaee**, M.A. in TEFL, is a graduate from Ferdowsi University of Mashhad, Mashhad, Iran. His areas of interest include discourse analysis and English as an international language.**Abstract**Metadiscourse refers to those linguistic devices which not only organize a text but also signal the writer’s attitude towards the text and readers. In this study, English and Persian Linguistic and Sociological research articles (RAs) were compared for the use of interactional metadiscourse using Hyland’s (2004) model of metadiscourse. The corpus included 40 research articles, 20 in Persian and 20 in English. The frequency of the interactional resources in the introduction and discussion sections of RAs was obtained. The Chi Square test of significance showed that RAs were not different in the use of engagement markers but English RAs contained significantly more hedges, boosters, attitude markers and self mentions. It is concluded that interactional resources play an important part in research article writing and their use is related to the writing cultures and norms. The difference in the use of interactional metadiscourseshows the differences of writing culture of Persian and English writers.**Keywords**: Metadiscourse, Interactional Resources, Hedges, Boosters, Engagement Markers, Attitude Markers, Self Mentions.  |

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