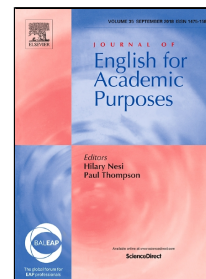


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Knowledge construction of Discussion/Conclusion sections of research articles written by English L1 and L2 and Castilian Spanish L1 writers

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1. Introduction

Over recent decades, English has become the “default” language of academia, to the point where even in non-English speaking countries degree courses are being delivered in English, and PhD students are required to write their theses in English. In fact, communication by and for academics has increasingly been dominated by English, brought about by an ever increasing number of international academic publications being published in English, because it is via the medium of English that “knowledge is constructed, academics are evaluated, universities are funded and careers are built” (Hyland, 2016, p. 58; see also Lillis & Curry, 2010; Salager-Meyer, 2015; Swales, 1990, 2004).

The research article (RA), the essential genre of publication for the academic seeking to start, maintain or advance a career, presents a more difficult challenge for non-native English scholars than for native English speakers (Ahmad, 1997; Berkenkotter & Huckin, 1995; Lillis & Curry, 2010) who nevertheless have to compete for academic recognition via publishing in this genre and in a second language (Hyland, 2016; Author, 2011). Academics in the social sciences in Spain and other countries including Latin America are encouraged to submit their research to reputable international journals, i.e. those listed in the Social Sciences Citation Index (SSCI) (Burgess et al., 2014; Englander, 2011; Fishman et al., 2010; Hyland, 2016; Mur-Dueñas, 2012; Pérez-Llantada, 2012), which are “supposed to be the epitome of excellence” (Salager-Meyer, 2015, p. 17), when evaluating research output rather than in “local” (national) journals.

This study challenges some of the assumptions underlying the mantra to “publish (in English) or perish” and presents arguments to empower non-native English speaking scholars publishing in English, particularly from Spain and Latin American countries (Burgess et al., 2014; Englander, 2011; Fishman, Alperin et al., 2010; Mur-Dueñas, 2012; Pérez-Llantada, 2012; Salager-Meyer,

2015). I draw on a corpus-based analysis to make explicit the differences between L1 (English and Spanish) and L2 (English) approaches to writing and publishing RAs in English.

In recent decades researchers have supported the view that the global creation of knowledge is seriously diminished if L2 writers have their potential contributions excluded. They have explored various sections of RAs, making visible the underlying conventional English academic publication norms (Lillis & Curry, 2010; Mauranen et al., 2010; Mur-Dueñas, 2007, 2009; Pérez-Llantada, 2012; Author, 2011; Swales, 1990, 2004). Numerous such studies have drawn on Swales' move analysis model (Anthony, 1999; Basturkmen, 2012; Kanoksilapatham, 2015; Lim, 2017; Lin & Evans, 2012; Moyetta, 2016; Swales, 1990, 2004; Tessuto, 2015; Wang & Yang, 2015; Wong & Lim, 2014) and their findings have thrown light on the complex nature of the genre by delineating its macrostructure and microstructure in terms of moves. In particular, attention has been given to the Introduction section in English but also in other languages: English and Chinese (Loi, 2010), English and Malay (Ahmad, 1997), English and Portuguese (Hirano, 2009) and English and Spanish (Burgess, 2002; Mur-Dueñas, 2007; Author, 2011). They have concluded that RA Introductions are influenced by linguistic and cultural features of the writer's first language.

However, less attention has been given to the Discussion/Conclusion section despite it being of greater value and more difficult to write because of the need to be concise (Berkenkotter & Huckin, 1995; Dudley-Evans, 1994; Hopkins & Dudley-Evans, 1988; Peacock, 2002; Pérez-Llantada, 2012; Pérez-Llantada et al., 2011; Swales, 2004). In this section, writers claim that their contributions are valid and/or offer new insights. A small number of studies have explored the Discussion/Conclusion section in English, Spanish and German, with a focus on moves. In the field of applied linguistics it was Ciapuscio & Otañi (2002) and Williams (2005) who explored biomedical RAs, using Dudley-Evans' (1994) model. More recently, Amnuai and Wannaruk (2013) analysed the conclusion sections of English RAs in Thai and international journals, using

Yang and Allison's (2003) move model. None of these studies compared the Discussion/Conclusion section of RAs by native speakers of English (EngL1) with RAs by native speakers of Spanish (SpL1) and by native speakers of Spanish writing in English (EngL2). A research focus of this kind aims to promote international academic discourse in a cross-cultural context. Studies which have attempted to draw together analyses of three such groups of writers are needed (Mur-Dueñas, 2009; Author, 2011; Soler-Monreal, 2015), and it is to this literature that the present study seeks to contribute.

The study investigates the rhetorical variations in the Discussion/Conclusion section of RAs in applied linguistics, looking at genre and moves by three groups of writers: EngL1, SpL1 and EngL2.¹ It draws on the schemas proposed by Hopkings and Dudley-Evans (1988), Kanoksilapatham (2015) and Swales and Feak (1994) which in combination have four benefits. Firstly, the three-move schema proposed by Swales and Feak (1994) for the Discussion section (Move 1-Results, Move 2-Limitations and Move 3-Further research) is a broader tool of analysis as it does not consider other important moves as Hopkings and Dudley-Evans (1988) and Kanoksilapatham (2015) do. Secondly, the combined schema of seven moves will allow me to explore whether participants have created similar rhetorical patterns in each language to claim knowledge. Thirdly, it will let me explore whether any textual variations across the language groups can be explained in terms of different conventions being followed as part of national or "local culture" culture versus international or "big culture", big culture defined as extending beyond the boundaries of a national culture (Atkinson, 2004). Fourthly, the combined schemas may assist novice RA writers to better understand the genre and so enhance their prospects of publishing in an English dominated academia, and thus make their intellectual contributions in

¹ I refer to the English corpus as EngL1, the Spanish corpus as SpL1 and the English corpus written by Spanish speakers as EngL2, followed by a number (1-18) in each group.

mainstream international circles. This is particularly so for Spanish and Latin American scholars as they are under pressure to contribute to the advancement of knowledge using English, the current lingua franca of academia (Mur-Dueñas, 2012; Pérez-Llantada, 2012; Salager-Meyer, 2015).

The principal research questions addressed in the present study are:

1. To what extent do the three groups of writers construct their texts by keeping in mind their audiences, e.g., national or “local culture” vs. international or “big culture”?
2. Does the Discussion/Conclusion sections by English L2 writers show hybrid discursual features due to any mixing of the conventions of standard English academic writing and any local or cultural specificity of the writer’s L1 writing?

2. The study: Corpus and Methodology

2.1 Corpus selection

A reliable corpus of 54 applied linguistics RAs, in English and Spanish, was compiled by selecting 18 RAs in EngL1, including nine from *English for Specific Purposes* (ESP) and nine from *Teaching English to Speakers of Other Languages Quarterly* (TESOL Quarterly), and 18 RAs in SpL1 and 18 in EngL2, including nine from *Revista Española de Lingüística Aplicada* (RESLA) and nine from *Ibérica*². The RAs were written by scholars in the EngL1 group whose home institution is in an anglophone country, while the Sp L1 RAs were by scholars from Spain. I selected only RAs written by scholars from universities in Spain and so the corpus is limited to Castilian Spanish. This provides a homogeneity that not only facilitates the analysis but also makes it more reliable, for example by not having to account for linguistic differences with RAs written by scholars in Latin America. I consider English-language articles whose writers are members of universities in

² A list of RAs is available on request.

anglophone countries (EngL1) or of universities in Spain (EngL2) and articles written in Spanish whose writers are members of universities in Spain.

Although the audience (national vs. international) will vary, the three sets of data are comparable in their main contextual features (field of study, text form, genre, mode, participants, peer review system) as recommended by Moreno (2008). Furthermore, on the basis that “scientific knowledge is deeply rooted in culture-specific norms and beliefs” (Lorés-Sanz, 2011, p. 174), in the current study the English and Spanish L1 groups are used as a model against which to compare the English L2 group. Doing so allows me to see to what extent the English L2 writers have approximated the writers of either of the two L1 groups, and whether the English L2 group negotiated both the established conventions of academic English writing culture and the discourse norms of their native Spanish.

2.2 Genre analysis

Move analysis represents RAs in terms of text organization, composed of different sections. Each section is divided into moves. A move is understood to be a functional segment of texts performing a communicative purpose or seeking attainment of a defined goal (Brett, 1994; Burgess, 2002; Swales, 1990, 2004) and is recognized by a set of linguistic features. In this study move is the baseline in the examination of the Discussion/Conclusion sections of RAs. However, on the basis that previous studies have used a variety of models of move analysis to investigate the Discussion/Conclusion sections, I suggest that there is no uniform agreement on the move structure of the last section of RAs (Peacock, 2002). Thus, in this study, as in the schemas by Hopkings and Dudley-Evans (1988), Kanoksilapatham (2015) and Swales and Feak (1994), the schema consists of seven moves. The researcher is aware that seven moves may not occur in a linear fashion and

may appear more than a few times, known as cycles of moves (Basturkmen, 2012; Yan & Alison, 2003; Swales, 1990, 2004).

2.3 Labelling and categorizing the Discussion/Conclusion sections of RAs

In this study, in order to proceed in analysing the Discussion and Conclusion sections as a single section, the following steps were considered. A preliminary step was taken in examining a few Discussion and Conclusion sections from the three group of writers. Then, the moves were noted without applying any model. Lastly, the models of leading researchers of move analysis such as Hopkings and Dudley-Evans (1988), Kanoksilapatham (2015) and Swales and Feak (1994) were chosen but in a combined schema because they best matched the communicative moves of both sections. Peacock (2002) followed a similar approach in identifying the moves in the Discussion section of RAs by using the data for identification of moves which identified communicative moves.

2.4 Identifying distinguishing Moves across the three groups

The Discussion/Conclusion sections analysed showed that the three groups of writers omitted Kanoksilapatham's (2015) Move 1 "General re-orientation of the study", and they also displayed dissimilarities in the sequence of moves, and had an additional move not accounted for in the models by Hopkings and Dudley-Evans (1988), Kanoksilapatham (2015) or Swales and Feak (1994), named "Recommendations for practical applications". This additional feature is Move 4 which offers suggestions as to how knowledge claims can be made for explicit purposes. It is positioned to follow Move 3 because the move "Making overt claims or generalization", recognizes writers' knowledge claims or the generality of their findings through deduction, speculation and the mentioning of possibilities, but does not extend to recommending the application of new knowledge. So, the use of the corrected functional labels helped me to understand conceptually

how the Discussion/Conclusion sections function at the level of moves as a whole (Feak, & Swales, 2011). Figure 1 shows the schema of the Discussion/Conclusion sections with consists of seven moves.

=insert Figure 1=

2.5 Reliability of move identification

While move analysis of RAs is one of the most internationally recognized approaches, it has been hampered by the lack of objective identification of boundaries between moves (Kanoksilapatham, 2015; Paltridge, 1994; Author, 2011). In this study the subjective nature of analysis is compensated for by performing inter-coder reliability coding to demonstrate that a move can be identified with a high degree of accuracy by trained coders. Coding identification was practised by the coders before applying the coding scheme to the data used in the study, allowing them to develop a consistent approach. Each group of Discussion/Conclusion sections was demarcated by one of the three coders and the researcher individually. This was followed by an evaluation where the researcher and a coder verified the labelling of moves so as to enhance the reliability and empirical validity of the analysis. The level of agreement was measured using kappa value (Cohen, as cited in Orwin, 1994). Although the kappa value and percentage agreement varied slightly in the three groups, all exceeded 80% in inter-coder reliability, demonstrating that the coders recognized what was being tested. Lastly, I follow the criteria proposed by Kanoksilapatham (2015) and Soler-Montereal (2015), according to which a frequency of at least 90% of occurrences consider the move to be always used and thus obligatory; a frequency of at least 60% of move occurrences consider the move to be conventional; and a frequency of less than 60% of move occurrences consider the move to be optional.

3. Results and Discussion

3.1 Main findings: quantitative results and qualitative examples

Comparing the scholarly discourse of two written languages, English and Spanish, is not intended to show that the discourse of RAs produced by the EngL1 group is better than that of the SpL1 group, or that perhaps the possible heterogeneity of the EngL2 group be seen as a deficit model in scholarly writing. The analysis of the academic discourse in English and Spanish below explores closely how textual examples of published materials are constructed and how texts in two languages bring to the fore consideration of their rhetorical organization and other language factors. Results from the three-way analysis of the Discussion/Conclusion sections focusing on seven moves reveal some similarities and differences between the three groups of writers; see Table 1.

=insert Table 1 =

Table 1 shows that Move 1 “Stating the focus of the study” is categorized as conventional for the Sp L1 group with 61% of all RAs, but as optional for the other two English groups with 50% and 56% of all RAs respectively. Move 2 “Stating selecting findings” and Move 3 “Making overt claims and generalizations” are considered fundamental. According to Swales (1990), these moves shift “from the results of the study to their wider significance” (p. 173; see also Weissberg & Buker, 1990), so it is not surprising that all the RAs across the three groups include both moves (100%), and they are thus recognized as obligatory. Move 4 “Recommendations for practical application” occurs in the EngL1 group with 61% and is thus categorized as conventional while in the SpL1 and EngL2 groups it is categorized as optional as the number of RAs with this move is less than 60%. Move 5 “Exemplifying” and Move 6 “Limitations of the study” are categorized as optional for the three groups as none reached 60%. Lastly, Move 7 “Futher research suggested” is categorized as conventional for the Eng L1 group (61%) but as optional for the other two groups (17% and 56%).

The variations observed here may be the result of the writers' disciplinary conventions, different target language and different target audience.

3.1.1 Move 1 "Re-stating the focus for the study"

Move 1 often corresponds to information in the first paragraph of the Discussion/Conclusion sections. As noted before, its rhetorical function is to restate the focus or the directional determinants of the study (Basturkmen, 2012; Joseph & Lim, 2018; Feak & Swales, 2011) already established in the Introduction. The different categories such as purposes, research questions and hypotheses offer writers a range of options for representing their research practice. Results indicate that the three groups of writers employ an almost identical number of instances. The EngL1 and English 2 group employ 12 instances each while the SpL1 group employs 11 instances.

The three group of writers have been reasonably consistent in the research process. Common examples across the three groups are: "In this study/article..." in first position to give prominence to the study, followed by the personal pronoun as the subject claims knowledge with authority: "I set out to examine....", "*hemos analizado...*" [We have analysed...] and "we have carried out....". It is clear that they have a specific purpose, reflected in the way their study has been designed.

3.1.2 Move 2 "Stating selected findings"

The rhetorical function of Move 2 is to provide evidence that will help to support the purpose or objective of the study. The EngL1 group favoured Move 2 with 42 instances and the EngL2 group favoured Move 2 with 35 instances, in contrast to the SpL1 group, which had only 21 instances of Move 2. However, this move was present in all the RAs and all the writers used this move. The following examples illustrate Move 2.

- EngL1 [M2] Results showed the diversity of assignments in terms of genre types. While some assignments represented genres more common in the university context...
- SpL1 [M2] *Es interesante destacar el hecho de que las variables del área de fluidez muestran correlaciones altas para las dos muestras....* (It is interesting to emphasize that the variables in the area of fluency show high correlations for both data samples....)
- EngL2 [M2] Results concerned with the first research question showed that learners from the English Philology discipline employed more modification devices than.....

The above examples indicate that the writers of the Discussion/Conclusion sections display a degree of affinity in interpreting their results, which some researchers would see as confirmation that rhetorical moves reflect discipline specificity (Hyland, 2000). The less frequent choice of Move 2 by the SpL1 group did not prevent these writers from demonstrating the value of their work in Move 3 “Making overt claims or generalizations” (discussed below). As already noted, much has been written about cultural differences in academic writing (Ahmad, 1997; Duszak, 1994; Hirano, 2009; Mauranen et al., 2010; Moreno, 2008; Mur-Dueñas, 2009; Author, 2011), especially examining the Introduction sections of RAs in languages other than English. Studies involving Malay and Swedish writers concluded that linguistic and cultural differences have influenced this section (Ahmad, 1997; Author, 2011). In pursuing this line of argument, perhaps the Spanish writers, by not favouring Move 2, have constructed less explicit texts and, in so doing, are forcing readers to infer information, while the more common inclusion of Move 2 by the EngL1 and L2 groups suggests that these writers are specifically constructing their texts to guide readers.

3.1.3 Move 3 “Making overt claims and generalizations”

The aim of Move 3 is to provide conclusions drawn from the study results, thus realizing the core goal of this section, which is to contribute to the advancement of knowledge. The significance of the study is revealed through the Move 3 categories of knowledge claims and generalizations allowing writers to claim total or partial success of their study. It was expected that this rhetorical move would be well-represented in the writing by the three groups and indeed, all 54 RAs employed this step. However, while the number of occurrences by the EngL1 group (62) and the EngL2 group (48) were similar, those by the SpL1 group (34) was half the number of the Eng L1 group. It may be assumed that the EngL1 RAs are formed using cyclical patterns where research outcomes are repeated to clearly establish the contribution of their studies. The other two groups, and especially the SpL1 group, may have condensed their research outcomes, reducing the number of occurrences. Examples of Move 3 are presented below.

- | | |
|------------|---|
| EngL1 [M3] | If, however, our findings are indicative of a more general tendency for student dissertation writers to try harder to persuade readers than do the writers of journal articles,... |
| SpL1 [M3] | <i>El análisis de los datos estadísticos y el estudio pormenorizado de los casos permiten afirmar que, en el corpus estudiado,...</i> (Analysis of the statistical data and detailed study of cases permit us to state that, in the corpus studied,...) |
| EngL2 [M3] | We have thus contributed to the interactional study of CSs at both a theoretical and a practical level, by showing that strategic communication in face-to-face interaction is a collaborative activity... |

These three examples show that claims about disciplinary conventions are constructed in similar ways. The expected justification has taken the form of showing what types of well-known research processes have been employed. Semantically, the transformation of findings into accredited scientific knowledge is done through justification. Further, by putting first person pronoun in initial

position, the writers display confidence in the value of their studies, challenging the traditional understanding that impersonality is a standard feature of academic writing (Hirvela & Belcher, 2001; Hyland, 2002a, 2002b).

The analysis of this rhetorical feature provides insight into the shape of Discussion/Conclusion sections, revealing the ways in which writers in each group establish and advance knowledge. Despite the fact that past studies confirm that Move 3 is typical of Discussion/Conclusion sections, here the less frequent use of Move 3 by the SpL1 group compared to the EngL1 group may support the notion that the writers' main goal is to write "for some purpose that can be understood in its community context" (Bizzell, 1992, p. 227); see also Swales (1990, 2004).

It is not surprising that the RAs by the EngL1 writers, published in international journals, present their results through knowledge claims such as deduction, speculation, possibility and hypothesis that allowed them to emphasize the uniqueness of their contribution. On the other hand, the RAs by the SpL1 and EngL2 writers, all published in Spain, employ fewer knowledge claims via Move 3. Since the writers' contributions have been accepted by their disciplinary community, their claims have been taken as valid contributions to knowledge. The variation in the number of occurrences of Move 3 may also indicate that international English linguistic academia is more competitive (Berkenkotter & Huckin, 1995; Swales, 1990, 2004) than the Spanish linguistic academia.

3.1.4 Move 4 "Recommendations for practical applications"

Move 4 "Recommendations for practical applications" offers suggestions as to how knowledge claims can be made for explicit purposes, mostly in educational contexts. The EngL1 group had 20 occurrences of Move 4, followed by the EngL2 group with 15 and the SpL1 group with only seven.

As the corpus texts deal with educational matters, it seems logical that the rhetorical choices reflect the strong connection between theory and educational practice. This rhetorical feature brings

to light how advancement of knowledge is related to practical use, as illustrated in the following examples.

- EngL1 [M4] First, EAP writing courses and instructors could help students develop analytical and problem-solving skills...
- SpL1 [M4] *En esa misma línea didáctica las concordancias también podrían ser útiles para familiarizar a los alumnos con la variedad y el comportamiento de los matizadores asertivos....(At the same didactic level, concordances can also be useful for familiarizing students with the variety and the behaviour of assertive....)*
- EngL2 [M4] In relation to these findings, some pedagogical implications may be proposed,...

The examples demonstrate that making claims about research outcomes not only validates the studies but indicates how the new knowledge can be put to pedagogical use, thereby promoting advancement of knowledge. Further, due to global technological advances, one might speculate that the pedagogical contributions of the EngL1 and EngL2 groups may be valid in many countries where English is a foreign language. Similarly, the input of the Spanish L1 group is likely to benefit many institutions and scholars in countries where Spanish is spoken.

3.1.5 Move 5 “Exemplifying”

The main goal of Move 5 is to offer direct support for the validation of the statement of findings. The EngL1 group had 15 occurrences of Move 5, the SpL1 three and the EngL2 five. However, three writers contextualized this move to endorse the validity of their findings through persuasion.

The lexical feature “for example”, shown in the three examples, supports confirmation through concrete evidence.

- EngL1 [M5] For example, the move pattern in the writing of a student in Business Studies was almost the exact replica of the move pattern in one of the articles she analysed.
- SpL1 [M5] *Un ejemplo de ello en nuestro sistema de codificación lo tenemos con la categoría “ideativo-textual”.* (One example of this in our system of coding is the category “ideative-textual”).
- EngL2 [M5] For example, direct instruction of vocabulary can be particularly effective with learners of low competence (Chall 1987: 12; Nation 1993).

Given that the construction of academic facts is a social and culturally engendered act, Move 3 and Move 4 have given the writers potent choices to justify their claims and/or make them credible. It is thus understandable that Step 5 “Exemplifying”, which is another way of justifying and/or validating the writers’ claims, has not been used often, in particular by the SpL1 and EngL2 groups.

3.1.6 Move 6 “Limitations of the study”

In Move 6, writers state the limitations of their findings, the methodology used and the claims made. However, there is no expectation that every research publication needs to contribute to a discussion of limitations, methodology or claims made. In the corpus data of this study, the EngL1 group had 14 occurrences of Move 6, while the SpL1 group had eight and the EngL2 group six.

None of the three groups considered this move obligatory, not even having reached the 60% threshold to be considered conventional. However, despite the differences between the three groups which produce a move that has a particular purpose in relation to the overall goals of the RA as the following examples show:

- EngL1 [M6/S1] Limitations of the study need to be considered when interpreting its findings. First, this study examined writing assignments required in the College of Business Administration at one university only.
- SpL1 [M6/S1] *Por otro lado, somos conscientes de que las conclusiones establecidas en este trabajo se limitan a los resultados obtenidos en una tipología textual específica,...* (On the other hand, we are aware that the conclusions reached here are limited to the results obtained in a specific type of text,...)
- EngL2 [M6/S1] Although we are aware of the limited size of the sample of texts taken from the CTC, it is interesting to note that this meaning (“the business of”) is not usually mentioned by dictionaries, which rather define those verbs as “the act of” or “the science of”.

The statement of a study’s limitations highlights the recognition of certain limits in the research process, and by doing this, the writers are helping others avoid similar shortcomings and so validate their contributions. Stating the limitations or shortcomings of their research was done by both L1 groups, but rather less so by the EngL2 group.

3.1.7 Move 7 “Further research suggested”

Move 7 advocates the need for further research where an explicit path outlines what might be done to fine-tune the research but it has no identifiable steps. This move has been at the centre of debate for many years, particularly after Berkenkotter and Huckin (1995, p. 41) argued that in English-medium science research, researchers seldom include this move in order to avoid scientific rivalry. Posteguillo (1999) opposed this view, claiming that this move was frequent in computer science, despite the fact that in this discipline “there is serious struggle between software and hardware companies for control of the market” (p. 151).

The EngL1 group had 14 occurrences of Move 7, the SpL1 group three and the EngL2 group ten. As this rhetorical feature is consistently used by the EngL1 group it is considered quasi-

obligatory and optional for the other two groups. Move 7 reinforces disciplinary practice in general, indicating that the SpL1 and EngL2 writers are not avoiding competition among researchers and institutions, but by encouraging further research at least potentially accepting that there will be competition. Recommending further research taking into account the limitations of the design of one's own study invigorates the research community and also suggests that, in general, research outcomes are not definitive but provisional. The examples below illustrate this feature.

EngL1 [M7] It is, therefore, hoped that more case studies of genre-based learning, in both classroom- and practice-based context, can consolidate many of the insights...

SpL1 [M7] *El estudio contrastivo inglés-español de atenuantes e intensificadores se revela como un territorio casi virgen a la espera de exploradores intrépidos que descubran los intrincados vericuetos de la matización asertiva...* (The contrastive study in English and Spanish of hedges and intensifiers appears to be virgin territory awaiting intrepid investigators to discover the intricacy of assertive clarification...)

EngL2 [M7] Yet future empirical research should be carried out with pair languages other than English and Spanish, especially as regards languages with less etymological and cultural proximity,...

Recommending further research in light of the limitations of one's own study invigorates the research community and also suggests that, in general, research outcomes are not definitive but provisional. However, promoting further research is not a central factor in every study, neither is it every researcher's mission. The move is uncommon in the SpL1 group, which may lend support to Berkenkotter and Huckin's (1995) view that researchers tend to omit this move to prevent others copying their suggested research.

The communicative style employed by the SpL1 group may indirectly serve the political purpose of reinforcing the cultural norms of their discipline. The less frequent inclusion of the

“further research” topic may suggest that their research territory is not as highly competitive. On the other hand, the marked use of Move 7 by the writers in the EngL2 group may be explained by the internationalization of English discourse which functions as a norm, encouraging universal application (Pennycook, 2008; Swales, 2004). Interestingly, it appears that the writers of the SpL1 and EngL2 groups considered their target readership (national or international) by choosing the rhetorical conventions to be followed accordingly.

Overall, the analysis of the Discussion/Conclusion sections has captured the ways in which each group of writers have constructed knowledge through seven moves, suggesting that these texts embrace discursive peculiarities that are specific to their language and cultural discourse communities. There is no doubt that in these texts Move 2 “Stating selected findings” and Move 3 “Marking overt claims and generalizations” are the heart of the Discussion/Conclusion sections, supporting past studies of texts in other disciplines and in languages other than English (Berkenkotter & Huckin, 1995; Ciapuscio & Otañi, 2002; Kanoksilapham, 2015; Posteguillo, 1999; Swales, 1990, 2004). This suggests that writers have a purposefully defined range of textual choices at their disposal to craft the consolidation of their results effectively.

The EngL1 group has engaged with seven moves to consolidate their results, where a clearly delineated path of making claims is foregrounded. The regular use of these moves suggests that they are required to produce “texts linguistically acceptable to the gatekeepers of international journals” (Hyland, 2016, p. 59).

On the other hand, despite employing the same set of communicative functions as the EngL1 group, the SpL1 group does not use seven moves as often as the EngL1 group. It seems that the demands of the discourse community aiming for a national audience have contributed to writers employing the less consistent moves than the EngL1 group. It can be argued that the increased density of the Discussion/Conclusion sections of the EngL1 texts may be partly due to the

expectations governing publication in international English linguistics journals (Hyland, 2016; Salager-Meyer, 2015).

The identification of reiterated move patterns of texts embedded in the three groups of Discussion/Conclusion sections showed that they have commonly used the cycle move formula M2-M3-M2-M3 and M2-M5-M2-M5. The EngL1 group had 14 occurrences of results-comment sequences, while the Spanish L1 group had five and the EngL2 group eight. Thus, the coexistence of the rich variety of rhetorical features of the seven moves as represented in the RAs of the EngL1 group may make L2 scholars aware of the style of writing required for international journals. This reasoning is based on the move preferences, or the less frequent choices of certain moves and move cycles that encapsulate the knowledge construction of this section, allowing writers to interpret results and successfully claim knowledge in each language. The complexity of English academic texts may enforce the barriers encountered by L2 writers when constructing a dialogue with an international discourse community (Hyland, 2002a, 2002b; Lillis & Curry, 2010; Moreno, 2010; Mur-Dueñas, 2012; Pérez-Llantada, 2012).

The next section looks further at how the seven moves progress in the Discussion/Conclusion sections, by examining to what extent the EngL2 group approximates to the EngL1 or SpL1 groups.

3.2 Rhetorical moves in Discussion/Conclusion sections by Eng L2 writers in relation to writers in the L1 groups

The Eng L2 group, despite using the seven moves, did not always reach a similar structural organization in its selection of moves when compared to the English L1 group. Surprisingly, with regards to Move 1 “Re-stating the focus of the study” the writers in the EngL2 group had a similar number of occurrences as the EngL1 group. However, an interesting departure from the EngL1 group is observed in the remaining six moves, as the writers in the EngL2 did not always reach a similar structural organization in their selection of moves when compared to the EngL1 group. In

fact, they presented a weaker line of textual organization than the English L1 writers, as shown in Figure 2.

=insert Figure 2=

The lesser complexity observed in the EngL2 group suggests that these writers have merged anglophone norms with the culture-specific linguistic patterns of their L1 (Pérez-Llantada, 2012). In most cases they occupy a mid-position in terms of rhetorical organization. This hybridity shows that perhaps in the field of applied linguistics, other rhetorical conventions are accepted which do not strictly follow anglophone conventions. The transfer of L1 rhetorical organization to established academic writing in English may lead “to cross-cultural heterogeneity and diversity” (Mauranen et al., 2010, p. 644) and perhaps thereby revealing the multiculturalism of L2 writers in international scientific exchanges. The results of the study support the claim that “to argue for a monolithic version of English is clearly both an empirical and a political absurdity” (Pennycook, 2008, p. 30), as multilingual varieties are an integral component of the current teaching of English as a Foreign Language (EFL). Despite retaining part of their L1 culture-specific intellectual style, the 18 RAs written by the EngL2 group have been published in Spain in the journals *Ibérica* and *RESLA* which are listed by the Social Sciences Citation Index (SSCI). These journals may even be accessible in many anglophone libraries, including in libraries in Australian universities, *Ibérica* being one example. However, both journals have a lower readership impact than key international journals, such as *Journal of Second Language Writing*, *TESOL Quarterly* and *Written Communication*, to name just a few.

Leaving aside cultural discourse variability in academia, the pressure faced by academics in the social sciences from Spain and Latin America to publish in international English journals listed in

the Social SSCI³ has become common in Spanish academic institutions. Moreno et.al. (2012, p. 157) claimed that the difficulty experienced by Spanish writers in writing RA Discussions in English L2 “does not decrease noticeably until Spanish researchers report high levels of proficiency in English L2 for academic or general purposes”. Fernández Polo and Cal Varela (2009), who surveyed scholars at the University of Santiago de Compostela, pointed out that at least thirty-two per cent of their respondents affirmed that the written scientific course in English was one of the three preferred ways of acculturation for English publications. Relevant here is the study carried out by Mur-Dueñas (2012) on a team of Spanish researchers in the field of finance in a Spanish university, regarding 24 papers in draft form. While two written in Spanish were accepted, some were (re-)submitted papers and others were rejected over the past five to six years. Due to useful guidance on drafting their RAs in English, and the financial support they received from regional and national authorities for editing, the writers succeeded in publishing in English and gained tenure-track positions or research grants. However, grants of this nature are few. This study illustrates the daunting task faced by multilingual writers due to the pressing need to publish internationally in English. It is of paramount importance that professional development is offered to multilingual scholars to gain an understanding of languages in a bi/multiliterate academic environment, as only this can facilitate a democratic flow of knowledge for scholars from non-anglophone countries.

4. Conclusion

This study has contributed to demystifying how EngL1, SpL1 and EngL2 groups of writers of RAs positioned themselves in the discourse community to make knowledge claims reflecting their

³ SSCI measures the journals’ annual readership by the frequency with which the “average article” in a journal has been cited in a given period of time.

written culture in the Discussion/Conclusion sections of their applied linguistics RAs (see Atkinson, 2004). The textual variations written by the two L1 groups may be explained in terms of the different conventions or expectations of national and/or international cultures (Atkinson, 2004; Mur Dueñas, 2009) and of their readership. The results suggest that, even if reading articles published in English can influence second language writers, they may transfer patterns of text organization from their target language (Mauranen et al., 2010; Moreno, 2010; Mur Dueñas, 2009, 2012; Pérez-Llantada, 2012). Although the EngL1 and SpL1 groups seem to share a similar rhetorical organization of the Discussion/Conclusion sections, the density of the seven moves has made the EngL1 group produce more rhetorically complex texts than the SpL1 group.

The SpL1 writers constructed less explicit texts, which may indirectly serve the purpose of reinforcing the cultural norms of their discipline. Further, the tacit move choices made by the EngL2 group suggests they fall between the EngL1 and SpL1 groups in terms of how “results integrate with and contribute to disciplinary knowledge” (Basturkmen, 2012, p. 135). They displayed hybridity in their texts as they brought to the fore the rhetorical practices of their L1 culture. However, it is a positive that even if the EngL2 group of writers were not fully adopting anglophone conventions, they achieved publication and perhaps may be appreciated by international readers from many different languages and cultural backgrounds.

Even though the size of the corpus is limited and the findings cannot be generalized to the whole population of academic writers, educators can draw on studies like the present one to raise their students’ awareness of rhetorical structures as it has captured crucial textual variations at the level of moves between the three groups of writers. It is essential that knowledge for international publication is taught using a critically pragmatic approach (Lillis & Curry, 2010) by making explicit to students that anglophone academic discourse conventions are simply characteristic of

the target language or audience and not necessarily “better” than the academic conventions of other languages.

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ACCEPTED MANUSCRIPT

BIO NOTE

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Move 1	Re-stating the focus of the study (purposes, research questions and hypotheses restated)
Move 2	Stating selected findings
Move 3	Making overt claims or generalizations
Move 4*	Recommendation for practical application
Move 5	Exemplifying
Move 6	Limitation of the study
Move 7	Further research suggested

Figure 1: Discussion/Conclusion sections model (Hopkins & Dudley-Evans, 1988; Kanoksilapatham, 2015; Swales & Feak, 1994)

Note: *new move

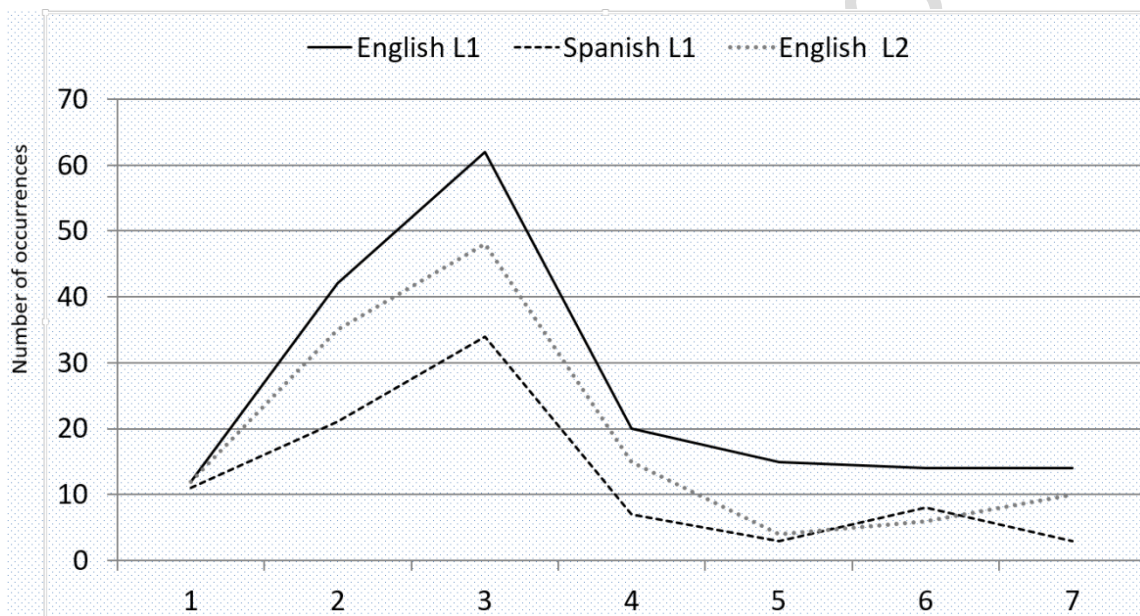


Figure 2: Number of RA Discussion/Conclusion sections produced by the three groups of writers with Moves 1-7

Table 1: Number of RA Discussion/Conclusion sections with Moves 1–7

Move	English L1 RA (No. (%))	Spanish L1 RA (No. (%))	English L2 RA (No. (%))
Move 1	9/18 (50)	11/18 (61)	10/18 (56)
Move 2	18/18 (100)	18/18 (100)	18/18 (100)
Move 3	18/18 (100)	18/18 (100)	18/18 (100)
Move 4	11/18 (61)	9/18 (50)	7/18 (39)
Move 5	7/18 (39)	1/18 (6)	7/18 (39)
Move 6	7/18 (39)	6/18 (33)	3/18 (17)
Move 7	11/18 (61)	3/18 (17)	10/18 (56)

Note: Percentages are rounded.