A Comparative Analysis of Stance Features in Research Article Introductions: Malaysian and English Authors

Ali Sorayyaei Azar [a]
ali_sorayyaei@msu.edu.my
School of Education and Social Sciences,
Management and Science University, Malaysia

Praemela Hassaram
praemela25@gmail.com
School of Education and Social Sciences,
Management and Science University, Malaysia

Farah Imani Mohd Farook
farahfarook09@gmail.com
School of Education and Social Sciences,
Management and Science University, Malaysia

Nur Hasyimah Romli
nurhasyimahromli@gmail.com
School of Education and Social Sciences,
Management and Science University, Malaysia

ABSTRACT

The study of academic writing has gained considerable interest among academia. Good academic writing necessitates the writers' language talents and their comprehension of accepted rhetorical components. Many researchers have explored non-native authors' use of metadiscourse markers in academic discourses and how they differ from native speaker authors. However, limited attention has been given to Malaysian authors, precisely stance features in each rhetorical Move of research articles. This study intends to bridge the gap of comparative studies of native and non-native authors in understanding the usages of stance features within the rhetorical moves of research articles, focusing on the "Introduction" section. The present study compared the "Introduction" sections between six British and Australian authors' research articles and six Malaysian authors' research articles in applied linguistics. A mixed-method approach was used in this study. The data were firstly analysed qualitatively to identify the rhetorical moves in the "Introduction" section presented in the research article texts using Swales' (2004) Creating a Research Space (CARS) model. Secondly, the frequency of stance features used in each move was investigated quantitatively using Hyland's (2005) stance features taxonomy. The findings revealed that the stance features mostly appeared in the first two Moves (Moves 1 & 2) of the "Introduction" section written by Malaysian authors. The most frequently occurred stance features were hedges, followed by boosters, and lastly attitude markers. There were no self-mentions in the non-native speakers' (NNS) articles. The native speaker (NS) authors, whereas used more stance features in the three moves (Move 1, Move 2, & Move 3) of the "Introduction" section than Malaysian authors. The authorial identity in the NS authors' articles was strategically constructed by the presence of self-mentions. As such, the results of this study have informed the pedagogical implications, and further research is needed.

Keywords: Metadiscourse; Stance Features; Genre Analysis; Rhetorical Moves; Introduction Section of Research Articles

---

[a] Main & Corresponding author

INTRODUCTION

Academic writing can be a challenging task for both native speakers (NS) and non-native speakers (NNS) because it requires the consideration of various components (Dumlao & Wilang, 2019; Prommas & Sinwongsuwat, 2013). According to Hinkel (2003), NNS experience immense challenges using English at the tertiary level of education, notwithstanding the numerous years of studying English in schools (Abdulkareem, 2013; Al Badi, 2015; Maznun, Monsefi, & Nimehchisalem, 2017; Samraj, 2002). Insufficient understanding of the convention rules and thought processes to realise these conventions in drafting academic papers may contribute to the challenges (Chandrasegara, 2012). Numerous studies report that NNS differ from NS using metadiscourse markers (MDMs) by favouring certain discourse markers, demonstrating restricted use with constrained functions, and overusing or underusing specific markers (e.g., Trillo, 2002; Buysse, 2010). Metadiscourse (MD) is a set of pragmatic language instruments for expressing attitudes and displaying the structure of any text (Simin & Tavangar, 2009). MD is important because it aids the speaker or writer in interpreting specific communicative settings (Hyland, 2004a). MD markers function is substantial as it empowers the individual to communicate well and diminishes the risk of becoming second-class members (O'Keefe, McCarthy, & Carter, 2007). Stance, which is part of MDMs interactional resources, helps researchers offer their personality or voice, and express their beliefs, opinions, and obligations. To persuade the readers, writing with a clear stance is necessary (Hyland, 2005).

Many studies have explored stance markers in the research genres including research articles (RAs), review articles, and thesis (Attarn, 2014; Sorayyaei Azar & Azirah, 2019, 2022; Baratta, 2009; Gillaerts & Van De Velde, 2010; Molino 2010; Yagiz & Demir, 2014; Chan, 2015; Charles, 2003; 2006; Hyland, 2004b; Musa, 2014; Wang & Chen, 2012). A contrastive study between NS and NNS has also gained interest (El-Dakhs, 2020; Park & Oh, 2018), while a few studies have focused on the 'Introduction' section (Li & Xu, 2020; Sorahi and Shabani, 2016; Musa, Hussin, & Ho, 2019). Limited attention has been also given to Malaysian authors. Lo, Othman, and Lim (2020) investigated the stance features for Malaysian postgraduate students. However, the study is not a comparative study between NS and NNS. Mazidah (2019) conducted a comparative study only on the interactive MD markers and excluded interactional MD. The use of MD markers was only recorded after analysing the RAs abstract and factoring out the analysis of MD markers in each rhetorical move in the abstract sections. Thus, the current study aims to contribute to this growing area of research by exploring and identifying rhetorical moves and stance features in the introduction sections of the research article. It tries to compare the similarities and differences between Malaysian and English Native authors using stance features in each rhetorical move of the highly indexed peer-reviewed English journals in the field of applied linguistics.

LITERATURE REVIEW

GENRE ANALYSIS

Swales (1990, p. 58) states genre "comprises a class of communicative events, the members of which share some set of communicative purposes". Hence, specific genres share uniformity in areas of style, rhetorical movements, and structure. The concept of genre analysis, according to discourse analysts, consists of genre, discourse community and language learning task. In recent years, Genre analysis has gained increasing attention. Arhus (2005) supports this, who mentions that many linguists have explored genre analysis. Luzón (2005) stated that numerous research studies around genre analysis focused on individuals specific to a particular group

utilizing language within the professional and academic communication. The increased interest by researchers has widened the scope of genre analysis to other fields. This has contributed to the birth of rhetorical moves, which Swales (1990, 2004) defined as a part of genre theory that has been given little attention beyond ESP/EAP traditions of genre analysis. Pérez-Llantada (2015) illustrated the roadmap of ways genre theory and genre analysis have been employed and can be expanded to understand the crossroads of genres and languages for academic and research functions. The predominantly linguistic perspectives and rhetorical view of genres have developed to become multidimensional with a wider range, cross-fertilizing with other theoretical and analytical frameworks. Genre analysis divides the text into small semantic components, also known as "Moves", to analyse the relationship between a specific kind of text and its setting. The language used to serve responsibilities reflects the varied communicative intentions that community members share. Swales (1990) used genre analysis of the introductory sections of each research paper to obtain insight into the text and its parts, as well as the way it is created, interpreted, and used. He proposed the CARS model, and his research presented the structure of a text. This inspired numerous researchers to investigate texts of many genres to obtain further understandings into the flow of texts, patterns and moves. Since then, rhetorical moves have further researched and studied in numerous fields.

MOVE ANALYSIS- CARS MODEL FOR INTRODUCTION

Swales (1990) first developed move analysis and applied rhetorical move patterns to examine research articles in academic discourse. "Move" is also known as a group of semantics that associates with the author's intention. Thus, move analysis is described as a method to analyse texts defined as "discoursal or rhetorical units performing coherent communicative functions in texts" (Swales, 1990, p. 36). Swales initially developed this form of analysis to help proficient L2 English learners enhance their writing and reading abilities in English research articles (Moreno & Swales, 2018). Since then, Swales' (1990) approach has been adopted by numerous researchers to analyse various forms of genres. Researchers such as Kanoksilapatham (2005), Cortes (2013), and Le and Harrington (2015) implemented the move analysis to identify the linguistic features that characterize different rhetorical moves for academic reasons. Each "move" has its specific communicative purposes (Dos Santos, 1996; Hyland, 2007; Swales & Feak, 2009). Swales (2002) further explains the 'top-down' approach (macro approach) as the kind of analysis that is common to genre analysis. This approach involves establishing the moves starting from macrostructure (larger units) of the text, and then narrowing down to sentence level and vital linguistics features.

The CARS model organizes texts in academic writing in a hierarchy and identifies the "Introduction" section of RAs as having three obligatory moves. In Move 1, the author aims to establish a territory in their research by offering the needed background of the subject matter. Move 2 requires the author to establish a niche in the present study. Move 3 involves the author converting Move 2 by demonstrating how he or she plans to fill the identified gap, provide answers to questions asked, or keep on the study's tradition. The mentioned model is the most frequently used tool in terms of analysing RAs organisational structures (Sorayyaei Azar, Yi, & Azhar, 2020; Farnia & Barati, 2017; Uyman, 2017) and has prompted Swales (2004) to revise his model. Other variations of frameworks have emerged to study "Introduction" sections of RAs, such as Samraj (2002), Dudly-Evans (1997), and Bunton (2002). According to Swales and Feak (1994), writing a good "Introduction" section of a RA proved challenging for NS and NNS alike, attracting many researchers' attention. The section mentioned above is significant because it is where authors re-establish the significance of their study, demonstrate and defend the niche to their readers (Swales, 1990 & 2004).

Previous researchers have explored the differences between NS and NNS writers in the "Introduction" section of RAs using Swales' (1990, 2004) framework for genre analysis. Farnia and Barati (2017) investigated 160 Iranian and English authors' RA introductions in applied linguistics. The study revealed a significant difference between the two groups investigated. The English writers used more strategies compared to Iranian NNS. The findings provided additional knowledge in cross-cultural research in academic discourse, especially for NNS writers. Farnia and Rahimi (2017) also performed a genre analysis using Swales' (2004) framework and examined the "Introduction" section of 70 published journals of Persian and English writers. To analyse the differences between the two groups, the researchers used the Chi-square test and frequency. Findings reveal that there were significant differences in several moves between the two corpora. Another study by Maznun et al. (2017) investigated the challenges ESL students in a public university in Malaysia face writing their projects. The researchers analysed five students' "Introduction" section, and their findings indicated that the students encountering challenges in writing the "Introduction" section for all three moves, especially in Move 2 (i.e., Indicating a Gap). Besides that, the researchers highlighted that the students were not familiar with the suitable rhetorical structure of the "Introduction" section.

Based on Kanoksilapatham's (2005) study, the individual moves in a section are to be recorded to determine if a specific move occurred frequently enough to be categorised under a few categories namely conventional, optional and obligatory. The conventional move category is recognised if the frequency of occurrence is over 60%. If the move occurs less than 60%, it would be considered as optional and if the frequency of occurrence is at 100%, it is categorised as obligatory.

METADISCOURSE

The concept of metadiscourse (MD) was first coined by structural linguist Zelig Harris (1959, as cited in Hyland, 2018). Still, it was not until the mid-1980s when Vande Kopple (1985), and Williams (1981) worked in applied linguistics helped it acquire popularity. The theory is founded on the idea that language refers to the world, which is preoccupied with trading different kinds of information; the theory contents that language assists readers in organising, interpreting, and evaluating what is being said. The "metalinguistic function" of language, as defined by Jacobson (1980) means the language that is purely concerned with the text, is interrelated with this idea, while Halliday's (1985, p. 271) "metaphenomena" are "classifications of the language, not of the actual world."

Over time, MD has started to be widely discussed by many scholars and was interpreted with various definitions. Williams (1981) describes it as "writing about writing, whatever does not refer to the subject matter being addressed" while Vande Kopple (1985) mentions, MD is "the linguistic element which does not add propositional content but rather signals the presence of the author in the text". According to Mauranen (1993) and Crismore et al. (1993), MD refers to linguistic material in the text that goes beyond propositional content, which contributes very little to the subject matter but assists the listener or reader in organising, comprehending, and analysing the data presented. Hyland (2018, p. 25) defines MD as "self-reflective linguistic expressions referring to the evolving text, the writer, and the imagined readers of that text". Furthermore, he added that MD is founded on the idea of writing as a social and communicative activity, and it demonstrates how writers reflect themselves into their discourse to manage their interaction intentions and express their views and beliefs in academic settings.

Based on Ädel & Mauranen (2010), there are various conceptualizations and classifications of MD. This is illustrated by Halliday's early research of MD, which identified two levels of MD by distinguishing between textual and interpersonal macro-functions of language (Halliday, 1973). Toumi (2009) mentions that textual MD aids in the use of rhetorical

strategies that are utilised to express a cohesive theory of experience, and interpersonal MD expresses attitude towards propositional material and involves increased intimacy and communication between the writer and the reader.

Hyland (2005) also proposed the interpersonal model of MD, which divides MD into interactive and interactional resources. Previously, the former is focused on discourse organisation methods, and they represent the author's view of what needs to be made clear to limit and direct what must be extracted from the text. The latter refers to the writer's attempts to keep control over the standard of personality in his or her work and to establish a proper relationship with his or her information, debates, and viewers, indicating the level of intimacy, attitude expression, commitment, communication, and reader participation.

Interactive MD is well-known for assisting writers in sorting out propositional material to make it more understandable. It highlights "Transition Markers", "Frame Markers", "Endophoric Markers", "Code Glosses", and "Evidentials". Hence, the reader is guided through the information by interactive MD. Interactional MD involves the audience in the debate and conveys the author's perspective on the propositional content; it highlights "Self-mentions", "Hedges", "Boosters", "Attitude Markers", and "Engagement Markers". The methodology section will explain further Hyland's interpersonal model, focusing on stance aspects, to achieve this research's aim and objectives.

According to Hyland (2004b), academics undertake evaluation as a core function of their academic responsibilities. This process may be seen in both written and oral communication. As a result, researchers may strive to purposefully use language to establish a believable identity and social link with the audience by expressing sympathy with receivers, rating their work, and accepting competing viewpoints. Besides, one of their main goals would be to offer a persuasive justification for controlling the degree of personality in writings (Hyland, 2004b). Several scholars have reinterpreted the concept of evaluation to express one's judgments, feelings, or opinions about something (Hunston & Thompson, 2000) as attitude (Halliday, 1994), appraisal (White, 2003), posture (Hyland, 1999), and metadiscourse (Hyland, 1999; Hyland & Tse, 2004). The stance and engagement paradigm, developed by Hyland (2005), refers to using rhetorical strategies to maintain social interaction between researchers and their audience while also conveying persuasive judgements by researchers. He (2018, p. 136) added, "every instance of evaluation has to be seen as an act socially situated in a disciplinary or institutional context."

According to Hyland (2005), engagement refers to how academics identify and react to their audience in the text. In contrast, stance relates to how academics portray themselves and communicate their opinions, beliefs, and commitments through their voice or personality. Stance is distinguished into four categories: hedges, boosters, attitude markers and self-mentions. Stance is known to be researcher focused. It reflects how the researcher presents themselves in the written discourse to anticipate their possible objections and engage them in appropriate ways (Hyland, 2005). He mentions that the writer/speaker and the audience are represented by stance and engagement, respectively. Hyland (2005) went on to say that because stance and engagement are like two sides of the same coin, redundancy might occur. Besides this, due to various assumptions of knowledge held by members of distinct societies, their marking is likewise highly contextualised.

STANCE FEATURES IN NATIVE AND NON-NATIVE ACADEMIC WRITINGS

Many researchers have explored NNS use of MD markers in academic writings and how it is different from NS. Previous studies attempted to explain the extent of difficulties second language learners (L2) experience to process their arguments and make the reader understand what they would like to express. Evidence suggests that NNS authors prefer particular MD

markers and tend to overuse or underuse them (Buysse, 2010; Park & Oh, 2018; Uba & Baynham, 2018). Öztürk and Köse (2021) performed a comparative study between NNS (Turkish) and NS (British) learners studying in university, focusing on the use of five specific MD markers. The study proved their notion and showed that Turkish learners significantly underused most of the MD markers investigated compared to British learners. According to Aijmer (2002), misusing MD markers by NNS can lead to misunderstandings. Therefore, learners need to communicate their views confidently in the target language the right way (Sankoff et al., 1997). Using MD markers appropriately holds high importance because it empowers conversations and ensures L2 learners are not rated second-class members (O'keeffe et al., 2007). Hellermann and Vergun (2007) stated that MD markers are used less by NNS because there is no emphasis for MD markers in language classrooms, and NNS face difficulties understanding and acquiring them (Nikula, 1993).

Recent studies have explored comparative studies on MD markers between NS and NNS. Li and Xu's (2020) study deals with the MD and RAs of Chinese and English sociology RAs for introduction and discussion sections using the reflexive approach. The research aimed to identify and explain MD markers similar and diverse use in Chinese and English in the national and international context. The authors performed a manual interpretation of the micro-level words in this study for analysis. The study is based on the principles proposed by Connor and Moreno (2005), about the Tertium of Comparison, such as category, subject matter, and the ability and expertise of the writer. The author of this study used only sociology journals published in China and America. Only 60 RAs were selected that were read by scholars. The diagnosis of this study shows that impersonal discourse was used more than personal MD. The use of subcategories of impersonal MD was the same in the discussion section of Chinese and English RAs. This frequent impersonal MD in both languages showed that writers mostly use impersonal MD to communicate with readers in their RAs. However, English sociologists used personal meta-discourse in the discussion section in their RAs more than their Chinese associates. The rhetorical construction of knowledge does not show any variations in terms of disciplines in totality through MD. However, the difference between impersonal and personal MD was more prevalent in Chinese RAs than in English RAs. These differences exist due to linguistic, rhetoric, and sociocultural factors. This study provides clear evidence for comparing the culture and language use in English and Chinese academic genre RAs based on the taxonomy of reflexive MD. In Chinese and English RAs, two similarities were found in terms of the use of metadiscourse. First, for expressing logical ideas in both languages, impersonal MDMs were used in RAs. Secondly, subcategories of impersonal MD also show similarity in discourse labels, code glosses, and reference to text/cod. On the other hand, some differences revealed that English and Chinese scholars use impersonal and personal MD in RAs based on their readers' expectations.

A contrastive study about the stance features between NS and NNS in published RAs was also explored. Sorahi and Shabani (2016) investigated the introduction section of 40 English and Persian RA written by linguists. The study compared the use of MDMs in English and Iranian research papers and the factors concerning its usage. In particular, the study focused on the introduction sections of the article from a sociocultural aspect. The authors performed a comparison by investigating the linguists' use of MD by identifying the frequency of interactional and interactive MDMs. Using a mixed-method design, the authors effectively managed to empirically interpret qualitative and quantitative data by categorizing the writers' use of MDMs using the model by Hyland (2004). The findings of this study credibly demonstrated that even though there are some differences between the Iranian and English data use of MD, the similarities are more evident. Both sets of corpora revealed that interactive resources (transitions and evidentials) are used more frequently than compared to interactional resources. In the interactional resources, hedges are most often used in both corpora. The

Persians use slightly more boosters than the English. However, for self-mentions, it is noted that the Persians have a higher occurrence (25.2%) compared to the English (15.2%) in the 'Introduction' section. The least used stance feature for both corpora is attitude markers. The study concluded that the likenesses and differences are contributed by factors such as culture, discipline, and reader responsibility. The results of this study are like the study by Hyland (2004), reiterating his stance about how writers project themselves through their writing, founded by their disciplines.

Musa, Hussin, & Ho (2019) investigated interactional MD markers usage in advanced writings of L2 writings by Arabs. The authors argued that L2 writers face difficulties using interactional MD markers and engaging their audience because of cultural differences. L2 writers lean towards not signalling the presence and rendering text less dialogic and not sufficiently engaging. 34 RAs by Yemeni were selected from published journals in applied linguistics, and three sections namely introduction, discussion, and conclusion were analysed for this research. The findings of this study suggested that the Yemeni L2 writers use minimal interactional strategies in their writings and prefer to use an impersonal style. However, when using interactional markers, Yemeni writers used hedges most often, constituting more than half of the findings, followed by attitude markers, and boosters. Interestingly, the least used interactional MD markers are engagement and self-mention. This study provided empirical data to support their findings and concluded that Yemeni L2 writers pay no attention to interaction in writing. It may be the case that they focus on propositional content rather than interaction.

Until recently, what is not yet clear is the systematic studies needed to compare the differences between Malaysian and Native authors' stance features employed in each rhetorical Move of the "Introduction" section published in highly indexed peer-reviewed English journals. The results of this study may intend to bridge the gap of comparative studies of NS and NNS authors in understanding the other usages of stance features in rhetorical Moves in RA, focusing on the "Introduction" section. The following objectives are, therefore, considered for the current study:

1. To identify the rhetorical Moves in RAs "Introduction" section written by Non-native and Native authors in applied linguistics published in English medium journals.
2. To identify the stance feature used in each Move written by Non-native and Native authors in Applied Linguistics RA's "Introduction" section published in English medium journals.
3. To compare the similar and different usages of stance features in each rhetorical Move between Malaysian and Native authors in applied linguistics RAs 'introduction' section published in English medium journals.

METHODOLOGY

This study is based on Swales' (2004) CARS model for the Introduction section. It aims to assess the relative discipline and explain the specific pattern of RA introduction and how it paves the way for the thematic context to flow. Furthermore, the model can be utilized to analyse particular research domains, mainly where a rhetorical space is being created to attract readers within this space. Finally, the model can evaluate these 'moves' in specific steps that reflect an efficient introduction of a research paper, and there are three "moves" involved (see Table 1).

TABLE 1. Rhetorical moves in Research Article Introductions (Swales, 2004)

Rhetoric	*Purpose*
Move 1: Establishing a territory	Identify a topic and research theme
Move 2: Establishing a niche	Highlight the research gap and shed light on what is known and what is not to create a solid justification behind the research.
Move 3: Presenting a present work	It descriptively analyses the current research by highlighting the hypothesis, research questions, methods, primary outcomes, and the research's criticality.

The second framework used in this research is Hyland's (2005) taxonomy of MDMs in academic writings. Hyland (2005) splits MDMs into two categories based on their function. This study has used Interactional MD features, and it is categorized into two parts: stance features and engagement markers. This study only focused on the writer-oriented qualities, also known as stance features, express the writer's views and judgments. The four subcategories of stance features are hedges, boosters, attitude markers, and self-mentions.

Therefore, a mixed-method approach was used in this study, including qualitative and quantitative research designs. First, qualitative analysis was used to find the rhetorical moves in RA "Introduction" sections presented in the two sets of texts (NNS and NS authors' papers). Then, the stance features employed in each move was analyzed through quantitative analysis. At the same time, the quantitative data was presented to explain the frequency of moves and the frequency of stance features occurring in the moves of the RA "Introduction" sections.

According to Leech (1994), the most significant advantages of using corpora in language teaching or learning is that it provides evidence for the function and usage of words and phrases. Due to the availability of corpora as data-collecting devices, two English language-based journals solely focused on Applied Linguistics with the theme of English Language Teaching (ELT) were chosen based on the informant nomination procedure. The following procedure was used in the journal sampling process which is an established procedure in sampling and selecting the corpus-based studies (Sorayyaei Azar & Azirah, 2022, 2019, 2017; Hyland, 2000; Kuhi et al., 2012). The assessment of famous publications by Applied linguistics academics was considered. Three professors with a PhD in Applied Linguistics were interviewed individually as part of this procedure, which is known as informant nomination, a well-established method of choosing and sampling in metadiscourse investigations. They were asked to pick and rate the two most prestigious publications they would wish to be published in, defined as journals with a greater degree of popularity and reputation among academics in the academic institutions. The replies were then rated, and journals were ranked according to their score.

In addition, six research papers were chosen randomly from each corpus, sourced from publicly available internet databases that can be readily obtained. The dates of publication for these publications were from 2018 to 2021. According to Gledhill (2011), the context of a specialised corpus must be apparent and reflect precise design requirements to assure the correctness, notably in corpus linguistics. As a result, there were a total of 12 RA introduction sections chosen.

Moreover, six introductions from *3L: Language, Linguistics, Literature* were chosen for the ELT corpus as the corpora for NNS authors (Malaysian writers) included 3947 words, while the remaining came from *Routledge Language and Education* as the corpora of NS authors (four British authors and two Australian authors) included 3072 words. The nationality of the authors (i.e., NNS or NS writers) was identified through analysis of their LinkedIn, Google Scholar, and Research Gate profiles. In addition, both journals which were nominated

by the informants (i.e., several lecturers were consulted for this purpose to get a list of prestigious journals in the field of applied linguistics) are indexed in Scopus (Quartile 1), indicating that they publish high-quality applied linguistics research papers.

TABLE 2. Summary of the Corpora used for their "Introduction" Sections

English Medium Journals					
3L: Language Linguistics, Literature *n*= 6	**No of words**	**Year**	**Routledge Language and Education** *n*= 6	**No of words**	**Year**
3L 1	883	2018	RLAE 1	657	2017
3L 2	826	2018	RLAE 2	376	2018
3L 3	1080	2018	RLAE 3	425	2019
3L 4	543	2019	RLAE 4	461	2019
3L 5	609	2020	RLAE 5	581	2020
3L 6	606	2021	RLAE 6	572	2021

Due to the small size of the corpus and the manual tagging of the moves and stance features, the top-down method was then utilised to analyse the moves and stance features employed by the writers in the "Introduction" section. First, the "Introduction" sections in the corpus of this study were read to get a thorough understanding of the content of texts. The rhetorical moves in the "Introduction" sections were identified and colour coded manually. After that, the researchers reread to identify the stance features used in the texts. Then, the results were re-assessed manually by the second-rater to ensure that all rhetorical move patterns and the stance features have been identified correctly (the inter-rater reliability range was above 95%). Finally, the frequency of Moves and the stance features were calculated and tabulated. For this reason, all evaluative elements were removed from the findings in integral and non-integral citations conveying and indicating other writers' ideas. The acquired data were then used to evaluate the authors' undertones and moves using the techniques mentioned in the prior sections.

Following Swales' (2004) CARS model, the identification of rhetorical moves was done by looking at specific words or phrases, discourse markers, and interpreting from the context, while the identification of stance features was done by following Hyland's taxonomy of stance features (2005). It should also be noted that due to the complex and cyclical patterns in the "Introduction" section, the identification of the steps within the moves were not performed in this study.

RESULTS

THE RHETORICAL MOVES

1. The rhetorical moves found in RAs 'introduction' section written by NNS (L2) and NS (L1) authors in applied linguistics published in English medium journals

The initial study focused on the rhetorical moves contained in the "Introduction" sections, which were authored by NNS and NS in the field of applied linguistics. The table below indicates the results (see Table 3).

TABLE 3. The frequency of Moves in Research Article Introductions

Moves	English Medium Journals		Total	Category
	NNS Authors **3L: Language Linguistics, Literature** *n= 6*	**NS Authors** **Routledge Language and Education** *n= 6*	*n= 12*	
Move 1	6 (100%)	6 (100%)	12 (100%)	Obligatory
Move 2	5 (83%)	5 (83%)	10 (83%)	Conventional
Move 3	5 (83%)	5 (83%)	10 (83%)	Conventional

The data show that all 6 totalling 100% of the RA from NNS and NS authors include Move 1. Besides, Move 2 was found in 5 out of 6 (83%) of the RA from both NNS and NS authors. Lastly, in both NNS and NS RAs, only 5 out of 6 had Move 3, totalling 83% of the overall number of articles from each category. Hence, Move 1 can be found in all the RA from NNS and NS authors, while Move 2 and Move 3 were found in 10 out of 12 of the RA written by NNS and NS authors. It can also be concluded that Move 1 can be categorised as obligatory based on Kanoksilapatham's (2005) study as all 12 articles (100%) from both L1 and L2 authors include Move 1. As for Move 2 and Move 3, it was only found in 10 out of 12 (83%) of the total number of articles. Hence, it is categorised as conventional.

2. The stance features used in each move written by NNS and NS authors in Applied Linguistics RA 'introduction' sections published in English medium journals

The results in Table 4 reveal the top stance features used in each Move for NNS authors. Stance features mostly appear in Move 1 (8.01 times per 500 words). The results show that hedges are the most frequently used stance features by Malaysian writers (4.12 times per 500 words) in Move 1. Boosters are the second most frequently used stance feature (2.29 times per 500 words). Lastly, attitude markers are the least frequently used stance features (1.37 times per 500 words). The top four hedges that appear the most are *'often', 'would', 'argue' and 'may.'* The word *'known'* and 'shown' are the boosters that are used overtly. The top two boosters belong to the epistemic lexical verbs. For attitude markers, *'essential'* is used twice, which is the most used word for the mentioned stance feature.

TABLE 4. The frequency of Stance Features used per 500 words in the Moves of non-native (Malaysian) Research Articles Introduction

l No. edges w)	Hedges per 500 words (Normalised)	Total No. of Boosters (Raw)	Boosters per 500 words (Normalised)	Total No. of Attitude Markers (Raw)	Attitude Markers per 500 words (Normalised)	Total No. of Self-mention (Raw)	Self-mention per 500 words (Normalised)	Total of stance features found in each Move (Raw)
18	4.12	10	2.29	6	1.37	0	0	35
10	2.46	8	1.97	1	0.24	0	0	19
0	0	0	0	0	0	0	0	0

TABLE 5. The frequency of Stance Features used per 500 words in the Moves of Native Research Articles Introduction

l No. edges w)	Hedges per 500 words (Normalised)	Total No. of Boosters (Raw)	Boosters per 500 words (Normalised)	Total No. of Attitude Markers (Raw)	Attitude Markers per 500 words (Normalised)	Total No. of Self-mention (Raw)	Self-mention per 500 words (Normalised)	Total of stance features found in each Move (Raw)
10	4.73	2	0.95	4	1.90	0	0	14
11	4.86	8	3.53	3	1.33	0	0	21
5	3.94	1	0.79	0	0	5	3.94	11

There were fewer stance features used in Move 2 (19 times per 500 words). Hedges stand in the first place (2.46 times per 500 words), followed by boosters (1.97 times per 500 words). For instance, the top first booster is the word *'may'* (2 times per 500 words). Attitude markers are the least frequently used stance feature in Move 2 (0.24 times per 500 words), including the word *'even'*. Lastly, the findings revealed that there is no self-mention marker in all three Moves by NNS authors.

Table 5 shows the findings for the stance features used in each Move for NS authors. There was a total of 6.62 times per 500 words. Stance features were utilized in Move 1. The most frequently used stance feature is hedges (4.73 times per 500 words). The words that occur the most are *'often', 'argues'* and *'about'*. The second most frequently used stance feature is attitude marker (1.9 times per 500 words), with *'important'* and *'importantly'* occurring the most. Boosters follow next, occurring 0.95 times per 500 words with only two words used, *'clearly'* and *'shown'*. There is no self-mention feature used in Move 1 and Move 2 of NS authors.

For NS authors, the most frequently used stance features appeared in Move 2 (9.28 times per 500 words). Similar to Move 1, hedges appear the most (4.86 times per 500 words), including the words like *'may'* and '*about*' occurring most often. Boosters are followed next, occurring 3.53 times per 500 words with the word *'show'* and *'shows'* appearing the most. Attitude markers are the least frequently used stance feature in Move 2 (0.88 times per 500 words), with the only word *'important'*.

In Move 3, the most frequently used stance feature is also hedges (3.94 times per 500 words), including the word *'may'*. However, the least frequently used stance feature in Move 3 is booster with the only word *'shows'*. There is no attitude marker used in this Move by NS authors. Self-mention is the second most frequently used stance feature. Only one word is found in this category which is the word *'we'*. It is noted that only two articles contribute to the occurrence of self-mention (RLAE2 and RLAE5).

There are a few examples of excerpts from RLAE5 as follows:

Example 1:
  *"Drawing on data collected across a six week professional learning intervention, **we** report specifically on the DSK used by a Year 1 teacher, Maria, who at the time was working with bi/multilingual learners through a text- based science inquiry."*

Example 2:
  *"From the perspective of the 'What', **we** begin by explicating the cultural knowledge Maria used to understand and legitimise her students' meaning-making and the semiotic challenges they faced and then present the verbal and imagic metalanguage **we** developed to support Maria in responding to these challenges."*

Example 3:
  *"Following Cope and Kalantzis (2015), **we** also recognise the importance of articulating the underpin-ning 'Why' of an effective DSK, which in this study is informed by Maria's motivation to provide democratic engagement and outcomes to all learners (Rose In press)."*

The summary of all the stance features used in each Move for both corpora is shown in tables 6,7 and 8.

TABLE 6. Frequency of stance features used in the Move 1 of NNS and NS Research Article Introductions

					Move 1			
tive rs	**Hedges**	**Boosters**	**Attitude markers**	**Self-mention**	**Native Authors**	**Hedges**	**Boosters**	**Attitude markers**
	often would (3) argue may	must evident known	correctly		**RLAE 1**	perhaps often about tends to		
	seems would argued may	clearly find	even agree important		**RLAE 2**	generally		
		establish known			**RLAE 3**	about		important
	would argued	ensure			**RLAE 4**		clearly shown	agreed
					RLAE 5	argues		
	typically mainly (2) claim ought plausible	known in fact	essential (2)		**RLAE 6**	argued often argues		important importantly

TABLE 7. Frequency of stance features used in the Move 2 of NNS and NS Research Article Introductions

Move 2									
ve s	Hedges	Boosters	Attitude markers	Self-mention	Native Authors	Hedges	Boosters	Attitude markers	Self-menti
	may	clearly			**RLAE 1**	often rather could may (2)	show always shows found	important (2)	
	possibly possible	undeniably clearly	even		**RLAE 2**				
	indicates quite	known showed show			**RLAE 3**	often			
	may argues should	must believe			**RLAE 4**	about (2) suggests may	evident known show		
	often about				**RLAE 5**				
					RLAE 6	argues	must	important	

TABLE 8. Frequency of stance features used in the Move 3 of NNS and NS Research Article Introductions

					Move 3			
ative ors	**Hedges**	**Boosters**	**Attitude markers**	**Self-mention**	**Native Authors**	**Hedges**	**Boosters**	**Attitude markers**
1					**RLAE 1**		shows	
2					**RLAE 2**	may argues		
3					**RLAE 3**	about		
4					**RLAE 4**			
5					**RLAE 5**	about may		
6					**RLAE 6**			

3. The similar and different usages of stance features in each rhetorical Move between NNS and NS authors in Applied Linguistics RA 'introduction' sections published in English medium journals

To answer the third research question, this study is comparing the similarities and differences of stance features in each rhetorical Move by NNS and NS authors. Based on Figure 4, it can be concluded that in general for Move 1, NNS authors (35 items equivalent to 8.01) used more stance features compared to NS authors (14 items equivalent to 6.62). While in Move 2, NS authors (21 items equivalent to 9.28) used more stance features compared to NNS authors (19 items equivalent to 4.68).
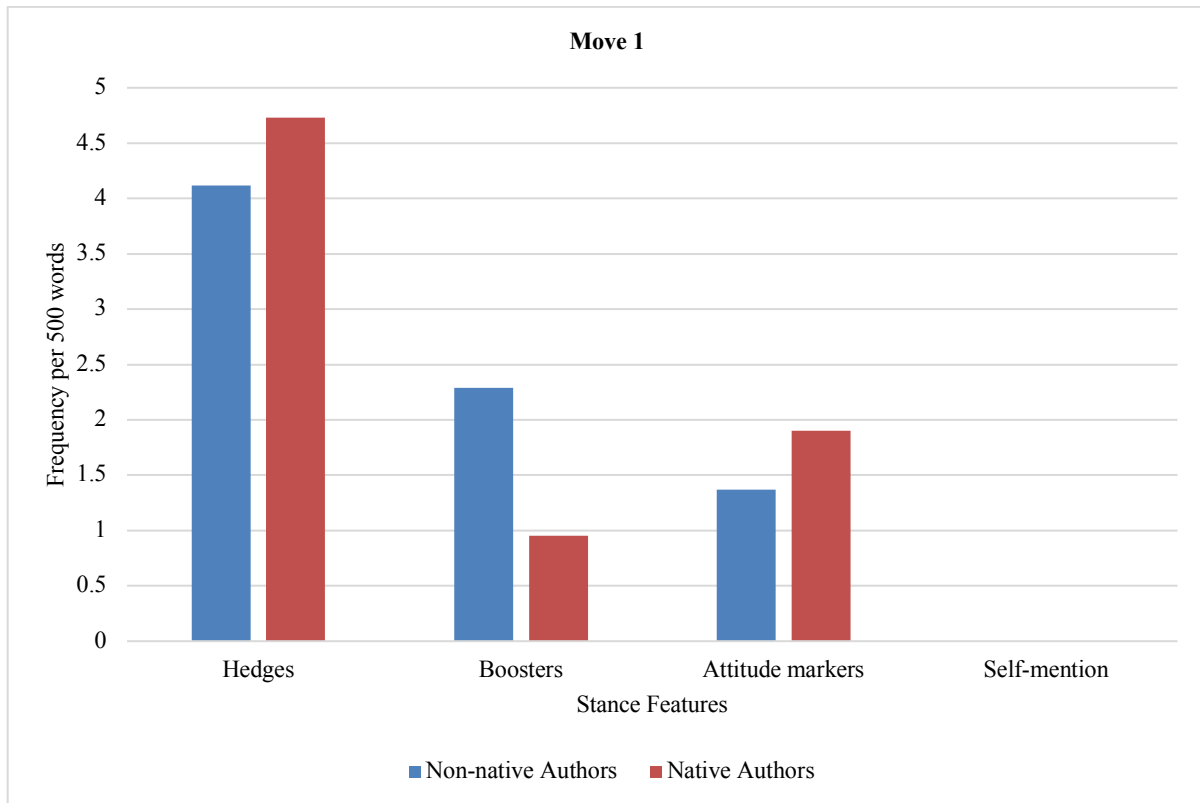
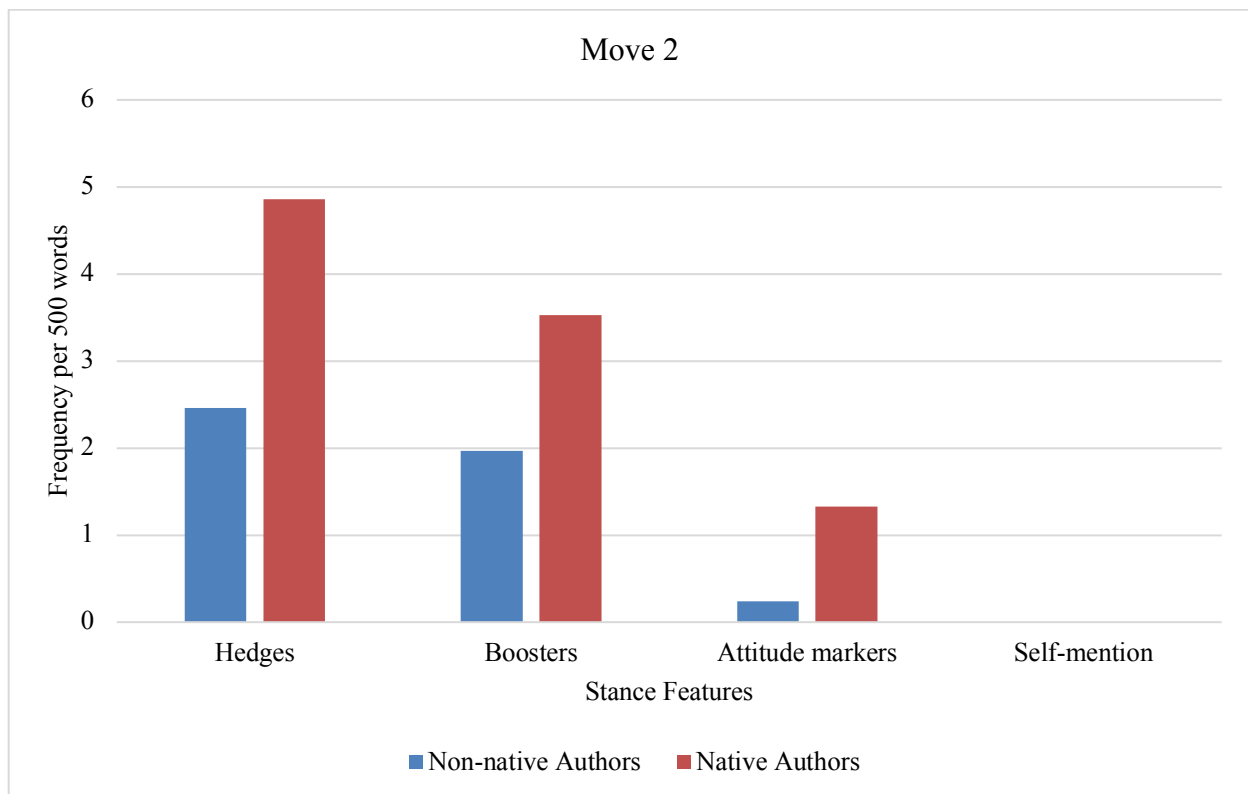FIGURE 1. Frequency of stance features in Move 1 for NS and NNS authors

FIGURE 2. Frequency of stance features in Move 2 for NS and NNS authors

There are few similarities, as can be observed in Figures 1 and 2. The first is the high frequency of Hedges used in Move 1 and Move 2 by both NNS and NS authors compared to other stance features used. Figure 1 shows that NNS authors used around 4.1 times of Hedges per 500 words, while NS authors used 4.7 times of Hedges per 500 words in Move 1. Additionally, in Move 2 (see Fig. 2), NNS authors used around 2.4 times of Hedges per 500 words, while NS authors used 4.8 times of Hedges per 500 words.

The result also points out that Boosters is the second most frequently used stance feature by NNS and NS authors in Move 1 and Move 2. Attitude markers are the third most frequently used by NNS and NS authors. On the other hand, there is no self-mention used in Move 1 for NNS and NS authors.

At the same time, there are also a fair bit of differences that can be observed. The figure 1 above highlights that NNS authors tended to utilise Boosters more than NS authors in Move 1. However, it is vice versa in Move 2 (see Fig. 2) where NS authors used more Boosters compared to NNS authors. Besides, NS authors used more Hedges and Attitude markers, while NNS authors used more Boosters in Move 1. In addition, in Move 2, NS authors used more stance features including Hedges, Boosters, and Attitude markers than NNS authors.
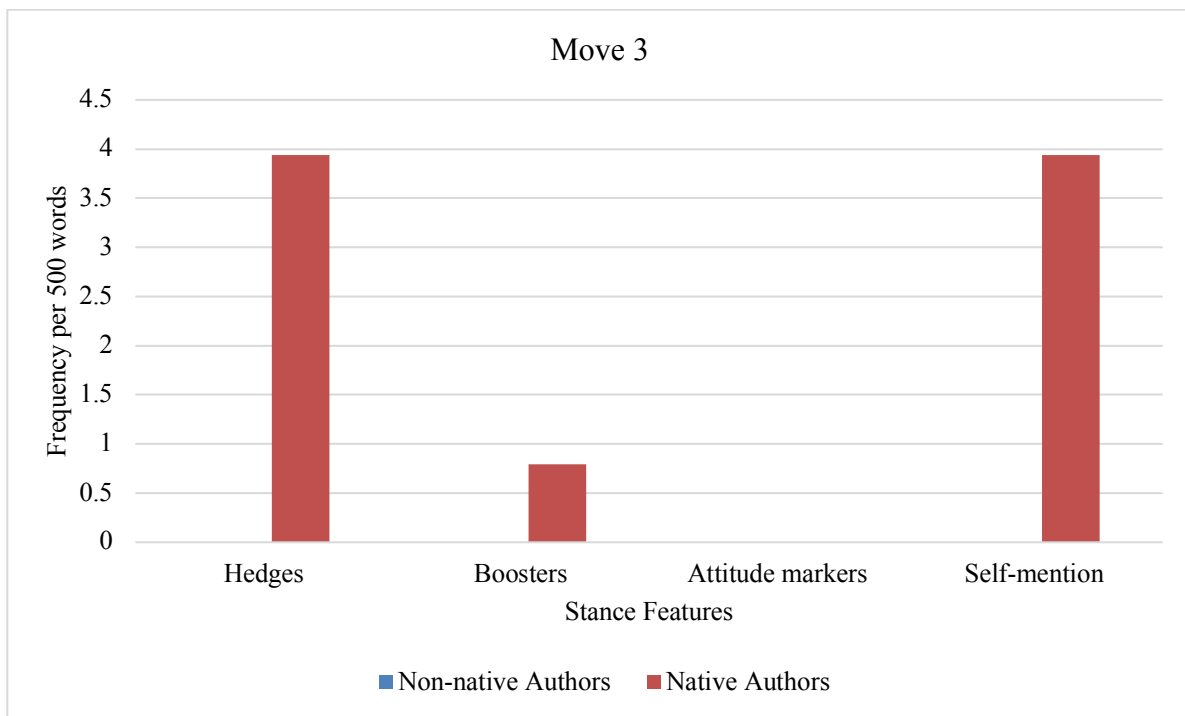
FIGURE 3. Frequency of stance features in Move 2 for NS and NNS authors

Based on the findings in figure 3, it can be concluded that only NS authors used stance features in Move 3. It was recorded that self-mentions were used as often as hedges, with the frequency of 3.94 times per 500 words, totaling up to 5 words each. Boosters were used less, as it was found to be used only once (0.79 times per 500 words), including the word like *shows*. However, there were no attitude markers used by the NS authors in Move 3.

DISCUSSION/ CONCLUSION

This study seeks to identify rhetorical Moves and stance features in the "Introduction" sections of the research article. It tries to compare the similarities and differences between Malaysian and Native authors using stance features in each rhetorical Move in Applied Linguistics highly indexed peer-reviewed English journals. This study also aims to bridge the present gap in the research on MD, especially stance features in each rhetorical Move of the introduction section in RA.

From this study, a few similarities and differences were recorded. Firstly, hedges were found to be used the most by both NNS and NS authors in all three moves. This finding is aligned with the study conducted by Bank (1994), Salager-Mayer (1994) and Lewin (2005) which found hedges to be the most frequently occurring item in RAs. Hyland (2004) also stated that hedges are mainly used to 'withhold writer's full commitment to proposition' to construct a relationship with readers to persuade them of interpretation. Some examples of hedges used in the text are "may", "often", "argue", and "suggest" which are related to the definition given by Hyland (2004).

The second similarity is hedges having the highest number of frequencies, and boosters in second. It is used relatively high by both NS and NNS authors in the RAs. This finding is parallel to the research by Masahiro (2015), that NS writer's usage of hedges exceeded boosters by nearly 2 to 1, and 70% of all hedges and boosters were found in humanities and social sciences, with

philosophy articles evidencing a significant use of hedges and boosters. He suggested that the finding was due to humanities and social science RA being generally more interpretative and less abstract, this requires the use of more hedges and boosters. Thus, hedges and boosters are known to be the two most-frequently used stance features in RA, with hedges being the most used and booster in second place.

Another similarity noted in this study indicates attitude markers are the third most frequently used stance feature in Move 1 and Move 2. However, there are no attitude markers occurring in Move 3 for NNS and NS authors. Nevertheless, it is noted that NNS authors used less attitude markers compared to NS authors in Move 1 and Move 2. These results built on existing evidence from Can & Yuvayapan's (2018) research which found that the variety of attitude markers in NNS students' English essays was far lower than that in NS students' essays. It was suggested that this was due to the learners' language proficiency.

However, there was a notable difference in Move 2, whereby NS authors used more stance features than NNS authors. The results contradict the claims of Mansour et al. (2016) that mentions, the way NNS writers used MD resources did not differ greatly from the MDMs used by NS writers. They hypothesized that the effect of English as an international language and academic lingua franca explain the parallels in MD deployment between two sets of data. Although the influence of English as an international language does occur in a NNS cultural setting, however based on the results the influence might not have an impact on NNS writers' usage of stance features in academic writing.

There was a significant difference in Move 3, whereby in NS writers' research articles stance features occur the most. While, stance features were not frequently present in NNS writers' research articles, particularly in Move 3. According to Sorayyaei Azar & Azirah (2022, p. 110), NS writers construct strategically their "authorial identity in the field as one of the discourse community members. The higher frequency usage of self-mentions can indicate the authors' strong position and contribution to that field".

In a nutshell, the findings are in tandem with the study by Lo, Othman, & Lim (2020), which found that the stance features used the most by NNS were hedges, followed by boosters, and lastly, attitude markers. When comparing the overall use of stance features between NS and NNS authors, the results clearly show that NNS authors use fewer stance features (12.69 times per 500 words) than NS authors (24.48 times per 500 words). This finding is in tandem with the study conducted by Sorahi and Shabani (2016), which also revealed the English authors using more stance features than the Persian authors. However, both studies differ from the present study, particularly from its framework. The researchers of this study have searched in all search engines available for recent studies with similarities. However, the researchers realised there is no current study focusing on the stance features in each move for the 'Introduction' section of RA which leads to the uniqueness of the current study.

Therefore, the introduction section should be practiced, and non-native authors should raise their awareness of the conventions of "Introduction" section, its rhetorical features, and its stance features. Writing a good "Introduction" in research articles is a crucial skill because it offers the authors to re-establish the significance of their study, demonstrate and defend the niche of their research (Swales, 1990). Therefore, the findings can be converted into teaching materials for the English for Academic Purposes (EAP) program (Flowerdew, 2013) in Malaysian academic settings.

In this research, a clear picture of the forms and frequencies of metadiscourse in the Introduction section of RAs, written by NS and NNS authors, as a high-status genre was presented.

This can be insightful for EAP lecturers at the university level in making their post graduate students aware and sensitive of the ways metadiscourse use is formulated by the rhetorical atmosphere of the Introduction and other analytical sections in which it occurs. It is clear that the distinct and analytical sections of RAs require different types and distributions of interpersonal resources. This can also be useful for EAP lecturers in making NNS students aware of how the rhetorical mood of the Introduction and other analytical sections of RAs in which they occur shape metadiscourse use. In this approach, introducing certain metadiscourse elements might help NNS authors become more aware of the resources required to meet the communicative goals of a particular genre. To fulfil the expressive aims of a specific genre, many metadiscoursal features are required. Besides, comprehensive information about the conformity and non-conformity manifestations of rhetorical move patterns of research articles is needed. It can also better inform EAP lecturers to initiate a more referenced teaching approach that includes genre pedagogy.

However, there are some limitations for each research and this research is not exceptional which it should be noted here. First, this study used a small sample size as only twelve RAs were involved, with 6 from Malaysian authors and another 6 from British and Australian authors. Considering that the population of Malaysian and British also Australian authors (as Native speakers) are much bigger, 12 RAs could not fully rationalise and conclude the findings of this research to the entire population. However, this research is the first of its kind in Malaysia, hence future research can be done to extend it by using a bigger sample size.

Due to the limitations, it is recommended for further studies to be conducted by using larger sample sizes by increasing the number of articles used, possibly from different fields and cultural backgrounds as limited studies have been conducted in different settings. It is aslo advised for other researchers to conduct extensive studies on rhetorical moves and stance features in different sections of an article as it could result in different findings due to the function of the sections. More research will be done using different demographics as this study has focused solely on NS and NNS writers in selected locations and countries only, more studies may be conducted on novice and expert writers and among different races.

REFERENCES

Abdi, R. (2002). Interpersonal metadiscourse: An indicator of interaction and identity. *Discourse studies*, *4*(2), 139-145.

Abdi, R. Tavangar Rizi, M., & Tavakoli, M. (2010). The cooperative principle in discourse communities and genres: A framework for the use of metadiscourse, Journal of Pragmatics, *42*(6), 1669-1679.

Abdollahzadeh, E. (2011). Poring over the findings: Interpersonal authorial engagement in applied linguistics papers. *Journal of Pragmatics*, *43*(1), 288-297.

Abdulkareem, M. N. (2013). An investigation study of academic writing problems faced by Arab postgraduate students at Universiti Teknologi Malaysia (UTM). *Theory & Practice in Language Studies*, *3*(9).

Ädel, A. (2006). *Metadiscourse in L1 and L2 English* (Vol. 24). John Benjamins Publishing.

Ädel, A., & Mauranen, A. (2010). Metadiscourse: Diverse and divided perspectives. *Nordic Journal of English Studies*, *9*(2), 1-11.

Ahmed, Mansour., Memon, S., & Soomro, A. F. (2016). An Investigation of the Use of Interactional metadiscourse markers: A cross-cultural study of British and Pakistani

Engineering research articles. *ARIEL-An International Research Journal of English Language and Literature*, *27*.

Aijmer, K. (2002). *English discourse particles: Evidence from a corpus* (Vol. 10). John Benjamins Publishing.

Akinci, Secil, "A cross-disciplinary study of stance markers in research articles written by students and experts" (2016). Graduate Theses and Dissertations. 15144.

Al Badi, I. A. H. (2015). Academic writing difficulties of ESL learners. The 2015 WEI international academic conference proceedings,

Alexandra Jaffe (2009) Stance: Sociolinguistic Perspectives, ed. Oxford: Oxford University Press,. viii +261 pp

Al-zubeiry, Hameed. (2019). Metadiscourse Devices in English Scientific Research Articles Written by Native and Non- Native Speakers of English. International Journal of Linguistics.

Århus, H. (2005). Genre Analysis of System Description for Pallet Handling Machine. Retrieved on 21st of December, 2015 from pure.au.dk/portal-asb.../000144694-144694.pdf

Attarn, A. (2014). Study of metadiscourse in ESP articles: A comparison of English articles written by Iranian and English native speakers. *International Journal of Learning, Teaching and Educational Research*, *5*(1), 63-71.

Banks, D. (1994). Hedges and how to trim them. *Applications and implications of current LSP research*, *2*, 587-592.

Baratta, A. M. (2009). Revealing stance through passive voice. *Journal of pragmatics*, *41*(7), 1406-1421.

Becger, T. (1994). The significance of disciplinary differences. Studies in Higher Education, *19*(2), 151-161.

Bhatia, V.K., C.N. Candlin & M. Gotti (eds.) (2012). Arbitration Practice and Discourse: Issues, Challenges and Prospects. London: Ashgate Publishing

Biber, D. (1989). Styles of stance in English: Lexical and grammatical marking of evidentiality and affect. *Text-Interdisciplinary Journal for the Study of Discourse*, *9*(1), 93-124.

Biber, D., & Finegan, E. (1988). Adverbial Stance Types in English. Discourse Processes, *11*, 1-34.

Bondi, M. (2009). Historians at work: Reporting frameworks in English and Italian book review articles. In Hyland, K., & Diani, G. (Eds.), Academic Evaluation: Review Genres in University Settings (pp. 179–196). Palgrave MacMillan, Basingstoke.

Bunton, D. (2002). Generic moves in Ph. D. Introduction: chapters. *Academic Discourse. London: Longman*, 57-75.

Buysse, L. (2010). Discourse markers in the English of Flemish university students.

Çakır Sarı, Hamide. (2016). Native and Non-Native Writers' Use of Stance Adverbs in English Research Article Abstracts*. Open Journal of Modern Linguistics. April. 85-96.

Can, C., & Yuvayapan, F. (2018). Stance-Taking through Metadiscourse in Doctoral Dissertations. *Online Submission*, *6*(1), 128-142.

Casanave, C. P. (2003). Looking ahead to more sociopolitically-oriented case study research in L2 writing scholarship. *Journal of Second Language Writing, 12,* 85-102.

Chan, T. H.-T. (2015). A corpus-based study of the expression of stance in dissertation acknowledgements. *Journal of English for academic purposes*, *20*, 176-191.

Chandrasegara, A. (2012). Empowering second-language writers through rhetorical move analysis. *Future directions in applied linguistics: Local and Global Perspectives*, 10-25.

Charles, M. (2003). 'This mystery…': a corpus-based study of the use of nouns to construct stance in theses from two contrasting disciplines. *Journal of English for academic purposes*, *2*(4), 313-326.

Charles, M. (2006). The construction of stance in reporting clauses: A cross-disciplinary study of theses. *Applied Linguistics*, *27*(3), 492-518.

Connor, U. & Moreno, A. (2005). Chapter 10. Tertium Comparationis: A Vital Component in Contrastive Rhetoric Research. In P. Bruthiaux, D. Atkinson, W. Eggington, W. Grabe & V. Ramanathan (Ed.), *Directions in Applied Linguistics: Essays in Honor of Robert B. Kaplan* (pp. 153-164). Bristol, Blue Ridge Summit: Multilingual Matters. https://doi.org/10.21832/9781853598500-015

Cortes, V. (2013). The purpose of this study is to: Connecting lexical bundles and moves in research article introductions. *Journal of English for academic purposes*, *12*(1), 33-43.

Crismore, A., Markkanen, R., & Steffensen, M. S. (1993). Metadiscourse in persuasive writing: A study of texts written by American and Finnish university students. *Written communication*, *10*(1), 39-71.

Dos Santos, M. B. (1996). The textual organization of research paper abstracts in applied linguistics. *Text & Talk*, *16*(4), 481-500.

Dudly-Evans, T. (1997). Genre: how far can we, should we go? *World Englishes*, *16*(3), 351-358.

Dumlao, R. P., & Wilang, J. D. (2019). Variations in the use of discourse markers by L1 and L2 English users. *Indonesian Journal of Applied Linguistics*, *9*(1), 202-209.

El-Dakhs, D. A. S. (2020). Variation of metadiscourse in L2 writing: Focus on language proficiency and learning context. *Ampersand*, *7*, 100069.

Farnia, M., & Barati, S. (2017). Writing introduction sections of research articles in applied linguistics: Cross-linguistic study of native and non-native writers. *Indonesian Journal of Applied Linguistics*, *7*(2), 486-494.

Farnia, M., & Rahimi, S. (2017). Comparative generic analysis of introductions of English and Persian dentistry research articles. *Research in English language pedagogy*, *5*(1), 27-40.

Flowerdew, J. (2013). 16 English for Research Publication Purposes. *The handbook of English for specific purposes*, 301.

Gillaerts, P., & Van de Velde, F. (2010). Interactional metadiscourse in research article abstracts. *Journal of English for academic purposes*, *9*(2), 128-139.

Gledhill, C. (2011). The 'lexicogrammar'approach to analysing phraseology and collocation in ESP texts. *ASp. la revue du GERAS*, *59*, 5-23.

Halliday, M. A. K. (1973). Explorations in the functions of language. London: Edward Arnold

Halliday, M. A. K. (1985). Spoken and written language. Oxford: OUP

Harris, Z. S. (2013). Papers in structural and transformational linguistics. Springer.

Hashemi, M. R. (2019). Expanding the scope of mixed methods research in applied linguistics. In *The Routledge handbook of research methods in applied linguistics* (pp. 39-51). Routledge.

Hellermann, J., & Vergun, A. (2007). Language which is not taught: The discourse marker use of beginning adult learners of English. *Journal of Pragmatics*, *39*(1), 157-179.

Hinkel, E. (2003). *Teaching academic ESL writing: Practical techniques in vocabulary and grammar*. Routledge.

Hopkins, A. and A. Dudley-Evans (1988) A genre-based investigation of the discussion sections in articles and dissertations. *English for Specific Purposes 7,* 113-22.

Hu, G., & Cao, F. (2011). Hedging and boosting in abstracts of applied linguistics articles: A comparative study of English- and Chinese-medium journals. *Journal of Pragmatics, 43*, 2795-2809.

Hunston, S. (1994). Evaluation and Organization in a Sample of Written Academic Discourse. In M. Coulthard (Ed.), Advances in Written Text Analysis (pp. 191-218). London: Routledge

Hunston, S., & Thompson, G. (Eds.) (2000). Evaluation in Text: Authorial Stance and the Construction of Discourse. Oxford: Oxford University Press

Hyland, K. (1996). Writing without Conviction: Hedging in Science Research Articles. *Applied Linguistics, 17*, 433-454

Hyland, K. (1999) 'Disciplinary Discourses: Writer Stance in Research Articles', in C. Candlin and K. Hyland (eds) Writing: Texts: Processes and Practices, pp. 99–121. London: Longman

Hyland, K. (2002). Authority and Invisibility: Authorial Identity in Academic Writing. *Journal of Pragmatics, 34*, 1091-1112

Hyland, K. (2004a). *Disciplinary discourses, Michigan classics ed.: Social interactions in academic writing*. University of Michigan Press.

Hyland, K. (2004b). Metadiscourse in Academic Writing: A Reappraisal. *Applied Linguistics*, *25*. https://doi.org/10.1093/applin/25.2.156

Hyland, K. (2005). Metadiscourse. London. Continuum.

Hyland, K. (2007). Applying a Gloss: Exemplifying and Reformulating in Academic Discourse. *Applied Linguistics*, *28*(2), 266–285.

Hyland, K. (2017). Metadiscourse: What is it and where is it going? *Journal of Pragmatics*, *113*, 16-29.

Hyland, K. (2018). Metadiscourse: Exploring interaction in writing. Bloomsbury Publishing.

Hyland, K., & Jiang, F. (2016). Change of attitude? A diachronic study of stance. *Written communication*, *33*(3), 251-274.

Hyland, K., & Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. *Applied Linguistics*, *25*(2), 156-177.

Jakobson, R. (1980). The Framework of Language. Michigan: Michigan Studies in the Humanities.

Johns, A. M. (2008). Genre awareness for the novice academic student: An ongoing quest. *Language Teaching*, *41*(2), 237-252.

Kanoksilapatham, B. (2005). Rhetorical structure of biochemistry research articles. *English for Specific Purposes*, *24*(3), 269-292.

Kay, H., & Dudley-Evans, T. (1998). Genre: What teachers think. *ELT Journal, 52*(4), 308-314

Kopple, W. J. V. (1985). Some exploratory discourse on metadiscourse. *College Composition and Communication*, 82-93.

Kuhi, D., Yavari, M., & Sorayyaei Azar, A. (2012). Metadiscourse in applied linguistics research articles: A cross-sectional survey. *Mediterranean Journal of Social Sciences, 3*(11), 405-405.

Lancaster, Z. (2016). Expressing stance in undergraduate writing: Discipline specific and general qualities. *Journal of English for Academic Purposes*, *23*, 16-30.

Le, T. N. P., & Harrington, M. (2015). Phraseology used to comment on results in the Discussion section of applied linguistics quantitative research articles. *English for Specific Purposes*, *39*, 45-61.

Leech, G. (1994). Students' grammar - teachers' grammar - learners' grammar. In M. Bygate, A. Tonkyn & E. Williams (Eds.), *Grammar and the language teacher* (pp.17-30). New York: Prentice Hall.

Lewin, B.A. (2005). Hedging: an exploratory study of authors' and readers' identification of 'toning down' in scientific texts. *English for Academic Purposes, 4*,163-178.

Li, Z., & Xu, J. (2020). Reflexive metadiscourse in Chinese and English sociology research article introductions and discussions. *Journal of Pragmatics*, *159*, 47-59.

Lo, Y. Y., Othman, J., & Lim, J. W. (2020). The use of metadiscourse in academic writing by Malaysian first-year ESL doctoral students. *Indonesian Journal of Applied Linguistics*, *10*(1), 271-282.

LuzÓn, M. J. (2005). Genre analysis in technical communication. *Professional Communication, IEEE Transactions, 48*(3), 285-295.

Martın, P. M. (2003). A´ genre analysis of English and Spanish research paper abstracts in experimental social sciences. *English for Specific Purposes, 22*(1), 25-43.

Mauranen, A. (1993). Cultural Differences in Academic Rhetoric.: A Textlinguistic Study. Peter Lang.

Mazidah, E. N. (2019). A Comparison of the Interactive Metadiscourse in the Abstracts of Articles Written by Indonesian And NES Scholars. *Etnolingual, 3*(1), 57-74.

Maznun, M. D. B., Monsefi, R., & Nimehchisalem, V. (2017). Undergraduate ESL students' difficulties in writing the introduction for research reports. *Advances in Language and Literary Studies*, *8*(1), 9-16.

Molino, A. (2010). Personal and impersonal authorial references: A contrastive study of English and Italian Linguistics research articles. *Journal of English for Academic Purposes*, *9*(2), 86-101.

Moreno, A. I., & Swales, J. M. (2018). Strengthening move analysis methodology towards bridging the function-form gap. *English for Specific Purposes*, *50*, 40-63.

Musa, A. (2014). Hedging in academic writing: A pragmatic analysis of English and Chemistry masters' theses in a Ghanaian university. *English for Specific Purposes*, *42*(15), 1-26.

Musa, A., Hussin, S., & Ho, I. A. (2019). Interaction in Academic L2 writing: An analysis of Interactional Metadiscourse Strategies in Applied Linguistics Research Articles. *3L: Southeast Asian Journal of English Language Studies*, *25*(3).

Nikula, T. (1993). The Use of Lexical Certainty Modifiers by Non-Native (Finnish) and Native Speakers of English.

O'keeffe, A., McCarthy, M., & Carter, R. (2007). *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge University Press.

Öztürk, Y., & Köse, G. D. (2021). "Well (er) You Know…": Discourse Markers in Native and Non-native Spoken English. *Corpus Pragmatics*, *5*(2), 223-242.

Park, S., & Oh, S.-Y. (2018). Korean EFL learners' metadiscourse use as an index of L2 writing proficiency. *The SNU Journal of Education Research*, *27*.

Pérez-Llantada, C. (2015). Genres in the forefront, languages in the background: The scope of genre analysis in language-related scenarios. *Journal of English for Academic Purposes, 19,* 10–2

Prommas, P., & Sinwongsuwat, K. (2013). A Comparative study of discourse connectors used in argumentative compositions of Thai EFL learners and English-native speakers. *The TFLTA Journal*, *4*, 88-102.

Salager-Meyer, F. (1994). Hedges and textual communicative function in medical English written discourse. *English for Specific Purposes, 13*(2), 149–170

Samraj, B. (2002). Introductions in research articles: Variations across disciplines. *English for Specific Purposes*, *21*(1), 1-17.

Sánchez, J. A. (2018). *Applicability And Variation Of Swales' Cars Model To Applied Linguistics Article Abstracts*.

Sankoff, G., Thibault, P., Nagy, N., Blondeau, H., Fonollosa, M.-O., & Gagnon, L. (1997). Variation in the use of discourse markers in a language contact situation. *Language Variation And Change*, *9*(2), 191-217.

Schleppegrell, M. J. (2004). Technical writing in a second language: The role of grammatical metaphor. In L. J. Ravelli & R. A. Ellis (Eds.), Analysing academic writing: Contextualized frameworks (pp. 172-189). Continuum.

Sepehri, M., Hajijalili, M., & Namaziandost, E. (2019). Hedges and boosters in medical and engineering research articles: A comparative corpus-based study. *Global Journal of Foreign Language Teaching*, *9*(4), 215-225.

Shirzadi, M., Akhgar, F., Rooholamin, A., & Shafiee, S. (2017). A Corpus-Based Contrastive Analysis of Stance Strategies in Native and Nonnative Speakers' English Academic Writings: Introduction and Discussion Sections in Focus. *International Journal of Research in English Education*, *2*(4), 30-40.

Simin, S., & Tavangar, M. (2009). Metadiscourse knowledge and use in Iranian EFL writing. *The Asian EFL Journal Quarterly*, *11*(1), 230-255.

Somaye Afsari. (2016). A Functional Investigation of Self-mention in Soft Science Master Theses. TheJournal of Applied Linguistics

Sorahi, M., & Shabani, M. (2016). Metadiscourse in Persian and English Research Article Introductions. *Theory and Practice in Language Studies*, *6*(6), 1175-1182.

Sorayyaei Azar, A., & Hashim, A. (2017). Analysing the macro organisational structure of the review article genre in applied linguistics. *Issues in Language Studies*, *6*(1).

Sorayyaei Azar, A., & Hashim, A. (2019). The Impact of Attitude Markers on Enhancing Evaluation in the Review Article Genre. *GEMA Online® Journal of Language Studies*, *19*(1).

Sorayyaei Azar, A., & Hashim, A. (2022). Analysing authorial identity construction in the review article genre in Applied Linguistics. *Studies in English Language and Education*, 9(1), 94-114.

Sorayyaei Azar, A., Yi, Y. P., & Azhar, N. A. A. (2020). Genre Analysis of Malaysian TESL Undergraduates' Projects and TESL-Related Research Articles: A Comparative Study. *Asian ESP Journal*, *16*(1), 69-136.

Susanti, Y., Suharsono, S., & Kurnia, F. D. (2017). Interactional Metadiscourse Markers in the Introduction of Dissertations. *Celt: A Journal of Culture, English Language Teaching & Literature*, *17*(2), 270-291.

Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.

Swales, J. M. (2002). Integrated and fragmented worlds: EAP materials and corpus linguistics. *Academic Discourse*, 150-164.

Swales, J. M. (2004). *Research genres: Explorations and applications*. Cambridge University Press.

Swales, J. M., & Feak, C. B. (2009). *Abstracts and the Writing of Abstracts* (Vol. 2). University of Michigan Press ELT.

Swales, J., & Feak, C. B. (1994). Academic Writing For Graduate Students. Essential Tasks And Skills: A Course For Nonnative Speakers Of English.

Takimoto, Masahiro. (2015). A Corpus-Based Analysis Of Hedges And Boosters In English Academic Articles. *Indonesian Journal Of Applied Linguistics.*

Taylor, G., & Tingguang, C. (1991). Linguistic, cultural, and subcultural issues in contrastive discourse analysis: Anglo-American and Chinese scientific texts. *Applied Linguistics*, *12*(3), 319-336.

Thomas, S. and T. Hawes (1994) Reporting verbs in medical journal articles. *English for Specific Purposes 13*, 129-48.

Thompson, G., & Ye, Y. (1991). Evaluation in the reporting verbs used in academic papers. *Applied Linguistics, 4*, 365-382.

Toumi, N. (2009). A model for the investigation of reflexive metadiscourse in research articles. *LANGUAGE, 1*, 64-73.

Trillo, J. R. (2002). The pragmatic fossilization of discourse markers in non-native speakers of English. *Journal of Pragmatics*, *34*(6), 769-784.

Turkish writers and native writers of English. *Procedia-Social and Behavioral Sciences*, *158*, 260-268.

Uba, S. Y., & Baynham, M. (2018). Theoretical Framework of Stance: An Introduction of A New Analytical Category, Neutral Epistemic Stance. *JELTL (Journal of English Language Teaching and Linguistics)*, *3*(3), 217-228.

Uyman, E. (2017). An Investigation of the Similarities and Differences between English Literature and English Language Teaching Master's Theses in Terms of Swales' Cars Model. *PEOPLE: International Journal of Social Sciences*, *3*(2), 552-562.

Vande Kopple, W. J. (1985). Some exploratory discourse on metadiscourse. *College Composition and Communication. 36*, 82-93.

Walková, M. (2019). A three-dimensional model of personal self-mention in research papers. *English for Specific Purposes, 53*, 60-73

Wang, Y., & Chen, H. (2012). The stance study of evaluative that clauses in English abstracts of Chinese master theses. *International Journal of English Linguistics*, *2*(5), 11.

White, P.R.R. 2003. Beyond modality and hedging: A dialogic view of the language of Intersubjective stance. *Text 23*(2), 259–84.

Williams, Joseph M. (1981). Style: Ten lessons in clarity and grace. Glenview, Illinois: Scott, Foresman and Company.

Yagız, O., & Demir, C. (2014). Hedging strategies in academic discourse: A comparative analysis of Turkish writers and native writers of English. *Procedia-Social and Behavioral Sciences*, *158*, 260-268.

ABOUT THE AUTHORS

Ali Sorayyaei Azar (Ph.D) is a Senior Lecturer at the School of Education and Social Sciences, Management & Science University (MSU), Shah Alam, Malaysia. He is also a Ph.D. holder in the field of Academic Discourse Analysis from the Faculty of Languages and Linguistics, University of Malaya, Malaysia. In a career spanning 26 years, he has worked as an EFL/ESL lecturer and researcher. He has published and presented research papers on his interest topics namely Academic Discourse Analysis, Genre Analysis, and TESL.

Praemela Hassaram is currently pursuing her Master of Education (Teaching English as a Second Language) at Management & Science University (MSU). Her research interests include psychology, psycholinguistics, language, and education.

Farah Imani Binti Mohd Farook, MTESL, Management and Science University. Farah's past research has focused on the student's perception of the 21st-century classroom. Farah also worked as a personal tutor and was an active member of the Debate Club as an undergraduate. After completion of the Master program, Farah aspires to dive into the field of policymaking.

Nur Hasyimah Romli is currently a student of Master in TESL at the School of Education and Social Sciences, Management and Science University, Shah Alam, Malaysia. Her research interests include Pedagogy of Language Learning, Educational Technology, Psychology, and Psycholinguistics.