



A Cross-Move Analysis of Interactional Metadiscourse Markers in Abstracts of Local and International Journals of History

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Abstract

The current study aimed to explore the generic organization of research article (RA) abstracts published in the Iranian local and international history journals. To this end, a corpus of 80 RA abstracts (40 local and 40 international) were scrutinized in terms of their constituent moves based on Hyland's (2000) five-move model. Additionally, the study examined the interactional metadiscourse markers across various local and international abstract moves, using Hyland's (2005) interpersonal metadiscourse model. The results of the genre analysis revealed a high frequency of introduction and purpose moves in local abstracts, as well as introduction, purpose, and product moves in the international corpus. The analysis of interactional metadiscourse markers revealed that boosters were the most frequently occurring category in the two groups of abstracts. Nevertheless, hedges were more frequently used by the local authors while the international researchers made a higher use of self-mentions. The results revealed the informed subjectivity and venue-based patterns of interaction at the service of presenting a persuasive account of the research objectives and outcomes in the field of history. The findings have pedagogical implications for EAP courses that aim to equip novice members of the history discourse community with the tools necessary to adhere to generic and interactional conventions.

Keywords: genre analysis, interactional metadiscourse markers, research article abstracts

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Introduction

Completing tasks in academic discourse communities requires learners to master the linguistic and discursive norms (Gessesse, 2016). On the other hand, promoting the novice members' status in their academic and professional communities is possible if they publish their research findings in scholarly journals in their field of study (El-Dakhs, 2018). To this end, familiarity with the generic construction of academic research articles is instrumental in inspiring and boosting complete confidence in their research activities (Suntara & Usaha, 2013).

Being informed of the generic conventions enables novice researchers to adhere to existing writing norms and speed up their alliance with their community experts (El-Dakhs, 2018; Pho, 2008). These instructional and practical contributions to academic literacy development have emphasized the critical role of genre analysis in English for academic purposes (EAP) courses offered to students from various disciplines.

EAP courses are an indispensable part of the academic curricula, aiming to bridge the gap between general English knowledge and discipline-specific English competency of university students (Atai, 2002). Needs analysis research has highlighted the considerable role of writing skills in the students' academic literacy in EAP courses (Atai & Asadi, 2013; Atai & Shoja, 2011; Shahini & Riazi, 2001) where the goal of the learners is to use English in a particular domain (Paltridge & Starfield, 2013). Accordingly, writing lies at the very heart of EAP. However, non-native members of academic communities face obstacles in adhering to the international editorial board standards (Flowerdew, 2008). Knowing the generic conventions empower EFL learners to resolve difficulties and comply with the standard discursive practices.

As one of the important academic genres, a research article abstract serves as a screening device (Huckin, 2006) for an article to be accepted or rejected and acts as the primary locus of flaunting the novelty of the research (Hyland, 2009) and giving a concise summary of a serious academic endeavor (Tankó, 2017). Considering the critical role of abstracts in determining the ultimate fate of the manuscripts, various models have been proposed to investigate its move structure (Bhatia, 1993; Hyland, 2000; Santos, 1996; Swales, 1990) with Hyland's (2000) five-move framework serving as a comprehensive one, encompassing introduction,

purpose, method, product, and conclusion moves (Ghasempour & Farnia, 2017).

All these frameworks have proposed a set of generic principles for the structural organization of RA abstracts irrespective of discipline. However, subsequent studies have demonstrated that the structure of RA abstracts may bear significant variations across disciplines and languages (Kaya & Yağiz, 2020). For the most part, the focus has been on unraveling the organization of abstracts concerning the disciplinary or linguistic context. Few studies have compared the move structure of RA abstracts published in different locally and internationally published scholarly journals in one particular discipline (Saidi & Talebi, 2021). In a recent attempt, variations were observed in the organization of the RA abstracts, even between the local and international journals of applied linguistics, raising the question of whether there is variation between the local and international venues of research of other disciplines (Saidi & Talebi, 2021). In this regard, the journals published by Chabahar Maritime University and Elsevier related to English for Academic Purposes (EAP) were considered and the move patterns of their abstracts were compared. The results pointed to the higher degree of generic variations in the international corpus. To our knowledge, no study has yet addressed this question in the field of history. Thus, the current study sought to determine whether there were differences in the generic organization of RA abstracts in journals of history published locally and internationally. There appears to be no research on the generic norms that characterize the history of RA abstracts (Coffin, 2002).

On the other hand, patterns of interaction vary according to the disciplinary and generic contexts (Hyland, 2010). History as “a distinct form of knowledge” underlines the need for its community members’ repertoire of persuasive discursive practices (Coffin, 2002, p. 3). It can no longer be considered a factual record of the past because it has been encapsulated in an explanatory and interpretive form, relying on specific lexico-grammatical resources to convince readers of the true value of its narratives (Blanco & Rosa, 1997).

Those novice members yearning to become acculturated in such a discourse community must master the rhetorical devices and textual tools required to express their attitudinal stances and simultaneously conform to the specific academic norms of interaction in their own discipline (Hatipoğlu, 2007). A comprehensive model is needed to unfold the interactional subtleties among the academic community

members (Fu & Hyland, 2014). In this regard, Hyland's (2004) notion of interactional metadiscourse seems to fit as it untangles "the writer's efforts to control the level of personality in a text" (p.139) and divulges the author-reader pattern of interaction. Metadiscourse markers provide the authors with the required resources to organize their propositions and establish a link with their audience (Hyland, 2000). They are divided into two major categories of linguistic tools including interactive ones which enable the writers to connect the presented statements in a coherent and comprehensible way and interactional ones which facilitate the formulation of an interaction between the writers and their intended group of readers (Hyland, 2004).

Previous research has examined metadiscourse markers in various academic genres, including research articles (Abdi, 2002; Atai & Sadr, 2008; Hyland, 1996, 2005; Yağiz & Demir, 2015), book reviews (Hyland, 2004; Tse & Hyland, 2006; Gezegin, 2016; Junqueira & Cortes, 2014), and master and doctoral dissertations (Akoto, 2020; Hyland & Tse, 2005; Salahshoor & Afsari, 2017; Samraj, 2008). Moreover, various parts of academic research articles have been studied, including abstracts (Gillaerts, 2010), introductions (Rubio, 2011), and discussions (Faghieh & Rahimpour, 2009).

Metadiscourse markers, like genre markers, have been scrutinized across multiple disciplines (Hyland, 2004; Tse & Hyland, 2006) and languages (Gezegin, 2016; Junqueira & Cortes, 2014). Nevertheless, the literature review demonstrates a dearth of research on the use of interactional metadiscourse markers across the moves of the abstracts published in local and international history research venues (El-Dakhs, 2018). In filling this void, the current study further explored whether RA abstracts in history differ between the local and international journals in terms of the interactional metadiscourse markers across their moves.

Review of Literature

Genre Analysis of Research Article Abstracts

Abstracts as "major scholastic enterprise" (Seidlehofer, 1995, p.2) allow the authors to present the synopsis of their academic contribution (Tankó, 2017) and manifest the novelty of their study (Hyland, 2009). The authors become involved in the successful commercialization of their research by writing a well-organized

abstract (Saidi & Talebi, 2021).

Numerous models have been proposed for analyzing the generic constituents of the abstracts. Swales (1990) identified Introduction-Method-Results-Discussion (IMRD) moves. Bhatia (1993) put forth another categorization and considered introducing purpose, describing methodology, summarizing results, and presenting conclusions concerning the four moves of the abstracts. Santos (1996) added one move and provided a five-move framework, including situating the research, presenting the research, describing the method, summarizing the results, and discussing the results. Similarly, Hyland (2000) presented a five-move model encompassing Introduction, Purpose, Method, Product, and Conclusion (IPMPrC).

A wide range of studies has attempted to analyze the genre of RA abstracts in light of Hyland's (2000) framework. In one study, Saeew (2014) conducted a genre analysis of RA abstracts in environmental science and applied linguistics and demonstrated the prevalence of the purpose, method, product, and conclusion moves. Furthermore, Sidek et al. (2016) examined the generic structure of abstracts from conference proceedings in applied linguistics and linguistics and discovered that authors emphasized the purpose, method, and product moves. Likewise, Darabad (2016) compared the RA abstracts in applied linguistics, applied mathematics, and applied chemistry in their generic constituents and showed the frequency of purpose and product moves.

Adopting the same framework, El-Dakhs (2018) compared the RA abstracts published in less prestigious and more prestigious journals in linguistics and revealed the general conformity of the RA abstracts to the five-move model. The analysis results demonstrated that less prestigious journals included abstracts with a lengthier introduction, purpose, and method moves while abstracts in more prestigious ones focused on reporting the research outcomes in the form of longer product moves. Saidi and Talebi (2021) conducted a recent study comparing the RA abstracts published in a local and an international journal dedicated to English for academic purposes as a subfield of applied linguistics. The findings indicated that the two corpora frequently used purpose, method, and product moves. Nevertheless, varied move patterns were found across RA abstracts in the two sets of abstracts. The existing literature indicates the focus on different disciplines and subdisciplines of social sciences. However, it appears as though no study has addressed the generic

norms that govern abstracts in the field of history (Coffin, 2002).

Metadiscourse

Metadiscourse refers to “the interpersonal resources used to organize a discourse or the writer’s stance towards its content or the reader” (Hyland, 2000, p.109). It entails a wide range of linguistic features to launch, continue, and finish the arguments and comply with the audience’s expectations to establish a successful relationship and achieve the intended interpretation. Metadiscourse resources may carry textual or interpersonal meanings and forms (Vande Kopple, 1985) and unfold the patterns of interaction across various contexts (Hyland, 2017).

Textual interactive interaction is concerned with how the information is organized, and the ideas are connected by employing such rhetorical resources as transition, frame markers, endophoric markers, evidential, and code glosses. On the other hand, interactional interaction entails formulating an interaction with the intended audience and presenting the authors’ assessment of the presented ideas (Hyland, 2004). The interactional metadiscourse resources reveal “the writer’s efforts to control the level of personality in a text and establish a suitable relationship to his/her data, arguments, and audience” reflecting the author-reader interaction (Hyland, 2004, p.139) and encompass such rhetorical devices including hedges, boosters, attitude markers, engagement markers, and self-mentions. They untangle the cooperative framework injected into the text to transfer certain bulk of information to the readers’ minds (Bal-Gezegin & Baş, 2020).

Drawing on metadiscourse framework, a more significant number of studies have focused on revealing the interpersonal and textual patterns of interaction across various academic genres, namely research articles (Abdi, 2002; Atai & Sadr, 2008; Hyland, 1996, 2005; Yağiz & Demir, 2015), MA and Ph.D. theses (Akoto, 2020; Tse & Hyland, 2006; Salahshoor & Afsari, 2017; Samraj, 2008), book reviews (Hyland, 2004; Tse & Hyland, 2006; Gezegin, 2016; Junqueira & Cortes, 2014), and non-academic genres, such as newspaper articles (Dafouz-Milne, 2003, 2008), and popular science articles (Saidi & Karami, 2020). Moreover, the frequency of metadiscourse markers was examined in research article subsections, including abstracts (Gillaerts, 2010), introductions (Rubio, 2011), and discussion sections (Faghieh & Rahimpour, 2009).

Furthermore, numerous scholars have tried to reveal the metadiscourse devices in academic genres across different disciplines. Marandi (2003) compared the frequency of metadiscourse markers in Persian and English Master's theses and found variations of such categories as connectives, hedges, attributors, and persona markers across three corpora written by native Persian speakers, non-native Iranian English speakers, and native English speakers. Tse and Hyland (2006) analyzed book reviews in sociology, philosophy, and biology and discovered that the corpus of philosophy research articles contained a higher frequency of interactive and interactional metadiscourse markers. In addition, Faghieh and Rahimpour investigated the discussion sections of applied linguistics research articles written in English and Persian in terms of the frequency of metadiscourse markers. They found out that interactive metadiscourse markers were more frequently used by both groups of authors. McGrath and Kuteeva (2012) revealed the low frequency of hedges and attitude markers by taking a corpus of math research articles. In another study, Salahshoor and Afsari (2017) explored the frequency of interactional metadiscourse markers in the discussion and conclusion sections of natural and social science master theses. They found out that social science master theses contained more interactional metadiscourse markers than natural science master theses. Besides, the hedges were the most frequent category in both groups of theses, while attitude markers and self-mentions were the least prevalent ones in social science and natural science corpus, respectively. Additionally, Jalilifar, Hayati, and Don (2018) compared book reviews and blurbs from four disciplines of applied linguistics, literature, history, and psychology and discovered that metadiscourse markers were genre-specific rather than discipline-specific.

However, a review of the existing literature reveals a dearth of research on history research articles. Previous studies have focused on exploring the interactional resources in academic writing across various disciplines, excluding history (Coffin, 2002). The current study aimed to fill this void by analyzing the metadiscursive practices of academics in the local and international community of history experts.

Method

Corpus

The corpus included 80 abstracts from four leading journals in the field of history on the national and international scales. A list of highly ranked prestigious journals at the local and international scales was prepared based on the impact factors. The list was given to two associate professors and two PhD candidate in the field of history. The highly recommended journals (which enjoyed high impact factors and accessibility of full-text articles) were listed and were given to two associate professors. The final journal selection was based on the expert judgment of two associate professors in the field of history who were active researchers in their field. Only the abstracts published between 2020 and 2021 were included in the corpus to prevent data contamination resulting from the impact of the publication date (Atai & Habibie, 2012).

As a result, 40 RA abstracts were selected from two internationally published journals, *Public Opinion Quarterly* and *Comparative Studies in Society and History*. *Public Opinion Journal* is an academic journal published by Oxford University Press and is among the most frequently cited journals. *Comparative Studies in Society and History* is also a peer-reviewed journal published quarterly by Cambridge University Press. Additionally, 40 RA abstracts were selected from the archive of two locally published journals in Iran, *Journal of Historical Research* and *Journal of Historical Sciences Studies*. Both are peer-reviewed academic journals that are indexed in the Islamic World Science Citation Center (ISC). We extracted titles, keywords, and author affiliations from 80 RA abstracts and created the local and international corpora.

Data Analysis Procedures

In order to identify the generic organization of the RA abstracts, Hyland's (2000) five-move model was applied. As a comprehensive framework, it divides the abstracts into five moves, including introduction (establishing the background of the study), purpose (stating the objectives and questions addressed in the study), method (outlining the design, data collection, and analysis procedures), product (reporting the major outcomes), and conclusion (elaborating on the theoretical and practical contributions of the findings).

We relied on existing literature (Saidi & Talebi, 2021) to distinguish between conventional and optional moves, classifying those with a frequency of more than 60% as conventional and those with less than 60% as optional. Both researchers analyzed the RA abstracts, and inter-coder reliability of 0.96 was achieved. Before the data were finalized, the areas of disagreement were negotiated, and the frequency and percentage values were calculated. A chi-square test was used to observe the existence of a significant difference between the two sets of RA abstracts published in local and international history journals.

As for the second purpose of the study, Hyland's (2005) model of metadiscourse was employed. Hyland considered two groups of resources encompassing interactive and interactional (See Table 1).

Table 1

Hyland's model of metadiscourse (Hyland, 2005, p. 49)

Category	Function	Examples
Interactive	Help to guide the reader through the text	Resources
Transition	Express relations between main clause	In addition; but; thus; and
Frame markers	Refer to discourse acts, sequences or stages	Finally; to conclude; my purpose is
Endophoric markers	Refer to information in other parts of the texts	Noted above; see fig.; in section 2
Evidentials	Refer to information from other texts	According to x; z states
Code glosses	Elaborate propositional meanings	Namely; e.g.; such as; in other words
Interactional	Involve the reader in the text	Resources
Hedges	Withhold commitment and open dialogue	Might; perhaps; possible; but
Booster	Emphasize certainty or close dialogue	In fact; definitely; it is clear that
Attitude markers	Express writer's attitude to proposition	Unfortunately; I agree; surprisingly
Engagement markers	Explicitly build relationship with reader	Consider; note; you can see that
Self-mentions	Explicit reference to author(s)	I; we; my; our

While interactive metadiscourse markers enable the authors to cherish the cohesion and organization of the text, the interactional metadiscourse markers impart the authors' attitudes towards the topic under study along with the intended audience. Interactional metadiscourse markers entail five subcategories of hedges (displaying academic modesty and reticence), boosters (highlighting the claims and achievements), attitude markers (appraising or dispraising propositions), engagement markers (demonstrating the authors' solidarity with the readers), and self-mentions (taking an authorial stance). Two researchers coded the interactional metadiscourse markers in each move of the RA abstracts to achieve the second study objective. Inter-coder reliability of 0.99 demonstrated the researchers' consensus over the data analysis. The nuances were negotiated and removed, and the frequency plus percentage values were calculated and reported.

Results and Discussion

Move Occurrence

In order to identify the moves of the RA abstracts within the two corpora, Hyland's (2000) model was applied. Table 2 displays the frequency and percentage values of the moves in the RA abstracts published in local and international journals in the history field.

Table 2

Frequency and percentage values of moves in abstracts of local and international journals in the field of history

Moves	Local Journals		International Journals	
	F	P(%)	F	P(%)
Introduction	40	100	35	87.5
Purpose	38	95	34	85
Method	13	32.5	14	35
Product	21	52.5	30	75
Conclusion	13	32.5	25	62.5

The comparison of the frequency of each move revealed that introduction and purpose moves were prevalent in the local corpus, while introduction, purpose, and product moves were common in the international corpus. The authors of RA

abstracts in the field of history appear to have been informed of the significance of the first two moves, which may reflect the authors' proclivity to emphasize the existing void before presenting the research horizon (Kaya & Yağiz, 2020).

The inclusion of the introduction move in all local abstracts and most of the international ones may indicate the emerging nature of the discipline (Atai & Habibie, 2012; Ozturk, 2007). Indeed, researchers in emerging disciplines tend to underscore the necessary background for perceiving the new research products presented in the entire paper. The high prevalence of the introduction move corroborated El-Dakhs's (2018) genre analysis of RA abstracts in less and more prestigious journals in the field of linguistics and contradicted previous research indicating that this move was optional (Darabad, 2016; Saeew 2014; Sidek et al., 2016; Saidi & Talebi, 2021). Following the introduction move, the purpose enjoyed a high frequency of occurrence. However, the product move was included in 30 international abstracts while its low frequency of occurrence failed to place this move among the conventional ones within the local corpus. In fact, local authors frequently kept their readers in suspense until they reached the end of the paper. The obligatory nature of the purpose move in local and international corpora corroborated previous research on this genre in various natural and social sciences (Darabad, 2016; El-Dakhs, 2018; Saeew, 2014; Saidi & Talebi, 2021; Sidek et al., 2016).

Furthermore, the product and conclusion moves had a lower frequency of occurrence in the local abstracts and conclusion moves in the international corpus, indicating that the local authors were unaware of the importance of the remaining moves in attracting the scholarly audience's attention (Kaya & Yağiz, 2020). On the other hand, the low frequency of the conclusion move in both corpora may refer to the authors' focus on presenting their research rather than elaborating on its theoretical and practical contribution to the field.

The chi-square test was conducted to observe any significant difference between the history RA abstracts in locally and internationally published journals regarding their constituent moves (See Table 3).

Table 3

Results of Chi-square tests for comparing the history RA abstracts in local and international journals in terms of their constituent moves

Chi-square test of independence	Value	Df	Sig.
Local vs. International Abstracts	5.341	4	0.254

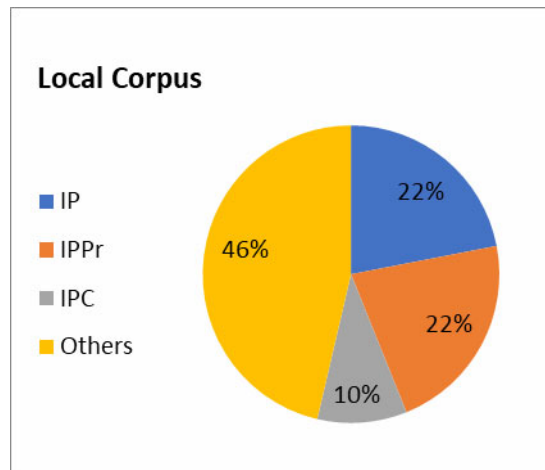
According to Table 3, no significant difference was found between the two corpora regarding the constituent moves of history RA abstracts implying that the authors of both local and international journals in history adhered to the seemingly similar generic norms in writing RA abstracts. In this regard, the results were commensurate with the existing bulk of research, which revealed no significant difference between the locally and internationally published RA abstracts (El-Dakhs, 2018; Saidi & Talebi, 2021).

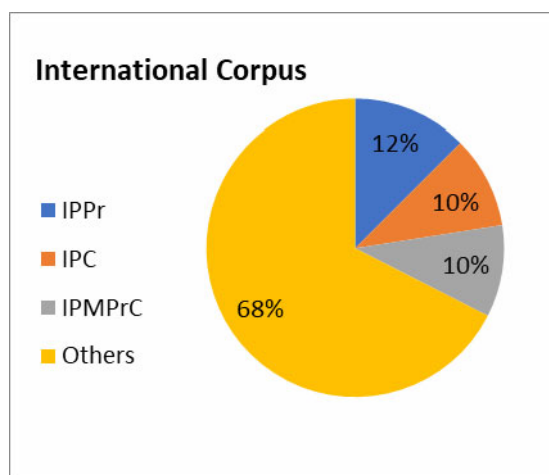
Move Patterns

The study also focused on exploring the most frequent move patterns in the two corpora to complement and supplement the results of the previous phase. Figure 1 shows the variations in the move patterns of the local and international history RA abstracts.

Figure 1

Percentage of the most frequent move patterns in the local and international journals RA abstracts (I: Introduction, P: Purpose, M: Method, Pr: Product, C: Conclusion)





As shown in Figure 1, the frequent move patterns were IP, IPPr, and IPC in the local RA abstracts and IPPr, IPC, and IPMPrC in the international corpus. The results indicated that RA abstracts contained 16 and 26 move patterns in the local and international corpora, respectively, indicating that the generic structure of RA abstracts in local and international journals in the field of history varied by 40% and 75%. This may betoken the presence of various generic norms across different research venues within a field of study (Saidi & Talebi, 2021).

The researchers tended to highlight the required background and what the study added to it through including the introduction and purpose moves in both corpora. They preferred to omit the rest of the moves to save more space for elaborating on these two components. This may root in the word limitation set by the journals for writing abstracts. Moreover, the authors may presume that their scholarly audience would pursue their interest and read the full paper provided that the background and purpose were clearly presented. Indeed, this may refer to the history experts' intentional discursive practices to emphasize particular parts of their research work (Kaya & Yağiz, 2020). This corroborated the low degree of generic variation among the RA abstracts in the local journals compared to the ones in international venues of research (Saidi & Talebi, 2021).

In general, the analysis of move patterns across the local and international journals revealed that the authors followed their own generic conventions regardless of the prevailing move patterns in academic communities (i.e., IPMPrC). Hence, it

might be said that Hyland's (2000) model failed to account for the generic construction of RA abstracts in the field of history, either in local or international communities.

Interactional Metadiscourse Markers

The study further attempted to investigate the interactional metadiscourse markers in RA abstracts published in local and international journals in the history field. Table 4 displays the frequency and percentages of interactional metadiscourse markers in the two corpora.

Table 4

Frequency and percentages of interactional metadiscourse markers in the RA abstracts in local and international journals of history

Interactional metadiscourse markers	Local Journals		International Journals	
	F	P(%)	F	P(%)
Hedges	20	29.85	29	17.36
Boosters	31	46.26	65	38.9
Attitude Markers	3	4.47	12	7.1
Engagement Markers	3	4.47	1	0.59
Self-mentions	10	14.92	60	35.9
Total	67	100	167	100

The presence of interactional metadiscourse markers confirmed the existing literature in that the interpersonal meanings were embedded in the academic writings of social sciences (Jalilifar et al., 2018; Salahshoor & Afsari, 2017; Tse & Hyland, 2006). The interactional metadiscourse markers used to express personal and attitudinal stance in the abstracts challenged the widely held belief in academic discourse's impersonal, objective nature (Conrad & Biber, 2000). Indeed, the existence of a set of textual principles persuading their audience in social sciences in general (Coffin, 2002) and in history in particular (Blanco & Rosa, 1997) was validated in the current study. The findings disputed the existing claims about the pure objectivity in history (Coffin, 2002) and revealed the value-laden account of the historical academic outcomes (Farmer & Knight, 1995).

As Table 4 indicates, the most frequent category of interactional

metadiscourse markers was boosters in the local and international RA abstracts. Following this category, hedges were more frequently used by the local authors while the international researchers took advantage of more self-mentions in writing the RA abstracts. This might imply that the authors of both corpora considered the significance of employing boosters at the service of commercializing their full paper to highlight the key points of their studies. However, the authors of the local RA abstracts seemed to be cautious in claiming their own academic territory by including a more significant number of hedges. In contrast, those of the international RA abstracts took more personal stances towards their own findings and presented the summary of their research by making more use of self-mentions.

The general studies on interactional metadiscourse markers in social sciences academic discourse have revealed the high occurrence of hedges (Salahshoor & Afshari, 2017). Contrarily, the findings demonstrated the high frequency of boosters in the two corpora. This may imply the discipline-dependent nature of metadiscourse besides its genre-based variation (Jalilifar et al., 2018). This was further substantiated by the prevalence of self-mentions in the RA abstracts in the field of history, as a representative of the social sciences discourse community, which contradicted the low frequency of these devices in academic texts in natural sciences (Salahshoor & Afshari, 2017; McGrath & Kuteeva, 2012).

As Table 4 illustrates, a total number of 67 and 167 interactional metadiscourse markers were identified in the local and international RA abstracts, respectively, which may refer to the international authors' higher tendency to take advantage of these rhetorical devices to establish communication with their scholarly audience. This was in line with Tse and Hyland's (2006) study results which demonstrated the interpersonal nature of academic writing in soft disciplines.

The study further aimed to investigate the distribution of interactional metadiscourse markers across various moves of history RA abstracts in the local and international corpus. Table 5 illustrates the frequency of interactional metadiscourse resources in five local and international RA abstracts move.

Table 5

Frequency of interactional metadiscourse markers in the RA abstracts in local (L) and international (I) journals of history

Markers/Moves	Introduction		Purpose		Method		Product		Conclusion	
	L	I	L	I	L	I	L	I	L	I
Hedges	8	15	1	3	0	1	6	3	5	7
Boosters	22	14	3	11	0	1	4	27	2	12
Attitude Markers	3	3	0	3	0	0	0	3	0	3
Engagement Markers	2	0	0	0	0	0	0	0	1	1
Self-mentions	1	5	5	18	2	12	0	18	2	7
Total	36	37	9	35	2	14	10	51	10	30

The introduction move seemed to be loaded with these resources, and the boosters were the most prevalent category in both corpora, considering the frequency of interactional metadiscourse markers across five moves of the abstracts. Out of 67 and 167 interactional metadiscourse markers, 36 and 37 ones were included in the first move of the local and international RA abstracts, respectively. Out of these numbers, 22 and 14 boosters were used in the introduction move of the local and international abstracts, respectively. This might root in the authors' inclination to form a sound background of the study in their readers' minds. Indeed, the authors aimed to persuade their audience to embrace the truth value of their claims in the first move through including a more significant number of boosters. Some examples are presented below.

*Heritage and modernity are among **the most challenging** and perhaps **the most sensitive** issues of the last two (Historical Researches, 2021)*

*At the beginning of the 20th century, Bushehr was **the most important** Iranian port in the Persian Gulf. (Historical Sciences Studies, 2021)*

*..... whose first children were girls rather than boys—daughters rather than sons—were **more likely** to support gender-equality policies. (Public Opinion Quarterly, 2020)*

*Although Ottoman cities long have been recognized as sites of significant ethnic and religious heterogeneity, **very little** scholarship exists that documents or analyzes patterns of residential sorting,*

(Comparative Studies in Society and History, 2021)

The international authors also included hedges to moderate their claims and accommodate the degree of certainty at the beginning of the article. Out of 37 interactional metadiscourse markers in the introduction move, 15 of them were hedges. In this way, they attempted to adhere to the widely held academic norms of modesty and objectivity. The epistemological nature of such soft disciplines as history may justify the authors' lenience towards lower degrees of certainty and rapt attention to the rubrics of impersonality in an academic context (Author, 2021). Some examples are as follows.

*These gaps **could** reveal that partisanship colors perception or, alternatively, that in answering survey questions, (Public Opinion Quarterly, 2020)*

*This **can be** acceptable for many purposes. But there **may** be also good reasons to distinguish between them. (Comparative Studies in Society and History, 2021)*

The analysis revealed that the authors of the local RA abstracts used interactional metadiscourse markers significantly less frequently in the remaining moves (i.e., 9, 2, 10, and 10 in the purpose, method, product, and conclusion moves, respectively). In contrast, their international counterparts maintained the same pattern of interactional resource distribution as the first move throughout the remaining moves.

The purpose move of the international RA abstracts encompassed many self-mentions, which might imply the authors' tendency to adopt a personal stance on their research work. Out of 35 devices in the purpose move, 18 were self-mentions. It seemed that the authors attempted to establish their authorial stance when they stated the aim and objectives of their study.

*In this paper, **we** study the question of democratic accountability in the (Public Opinion Quarterly, 2020)*

***I** compare how the groups at the bottom of these ethnic hierarchies..... (Comparative Studies in Society and History, 2020)*

Likewise, their authorial presence was marked in the method move of the international RA abstracts due to the prevalence of self-mentions. In this sense, 12

out of 14 interactional markers belonged to self-mentions. This might root in the authors' propensity for marking their own territory.

*We have been obliged to organize the exhibition around categories that did not correspond with the logic of the photographic archive.....
(Comparative Studies in Society and History, 2021)*

Furthermore, the international authors showed a disposition to highlight their findings through inserting boosters in the fourth move. Accordingly, 27 out of 51 ones were boosters in the product move of the international corpus. Using these devices enabled the authors to draw the scholarly audience's attention to their outcomes and highlight their contributions to the academic community (Fu & Hyland, 2014).

*African Americans responded by emphasizing racial discourses while Dalit mobilizations foregrounded **more porously** bordered community visions. These different circumstances enabled **more widespread** African American mobilization, but offered Dalits **more favorable** interethnic alliances,
(Comparative Studies in Society and History, 2020)*

*I argue that a group of bondsmen accused of rebelling against the chiefly household were **actually** seeking to preserve it
(Comparative Studies in Society and History, 2021)*

The same trend was followed in the conclusion move of the international RA abstracts in which boosters were the most frequent category of interactional metadiscourse markers. In this sense, 12 out of 30 interactional markers in the final part of the abstracts were boosters. The researchers used these resources to wrap up their summary with a higher degree of certainty to persuade the readers to peruse the entire research article. In this way, they enticed their audience to welcome the recommendations and suggestions resulting from their research findings.

*We suggest that paying attention to embodied reading—that is, readers' social entanglements with both language and materiality—yields a **fuller** analysis of what reading is, in particular, historical situations, and ultimately
(Comparative Studies in Society and History, 2021)*
*Therefore, group representation and policy benefits increased **sooner** and more in India than in the United States,
(Comparative Studies in Society and History, 2021)*

Overall, the findings revealed the traces of interpersonality in the RA abstracts of a soft academic discipline (i.e., history). The results showed that the authors of international RA abstracts took more advantage of interactional metadiscourse resources than their local counterparts, implying the international history experts' cognizance of the role of these devices in their academic dialogic interactions (Hyland, 2005). The international authors seemed to have maintained control of the level of personality instilled in their research synopsis (Hyland, 2004), which confirmed the results of previous studies on the frequency and distribution of interactional resources in academic discursive practices (Fu & Hyland, 2014). Moreover, the results challenged the widely held view towards academic writing and revealed the informed subjectivity at the service of presenting a persuasive account of the research objectives and outcomes in the field of history. This was commensurate with the representation of authorial presence and visibility in soft disciplines discourse (Hyland, 2006). Academic texts in soft disciplines have proved to enjoy a "more interpretive" nature (Hyland, 2005, p.145), and interactional metadiscourse might serve as a discursive tool to fulfill these textual norms of the history of ?? academic discourse community.

Conclusion

The current study aimed to investigate the generic construction of RA abstracts published in Iranian local and international journals of history. Despite no significant difference observed between the two corpora regarding the constituent moves, the RA abstracts in the international journals displayed a higher degree of generic variations. In general, the results indicated that even different venues might carry their own generic conventions within a single discipline. Moreover, it might imply that Hyland's (2000) five-move model failed to account for the generic organization of RA abstracts in the history field. As a result of the emerging nature of the discipline (Ozturk, 2007), it is possible to conclude that the authors followed their own generic patterns to focus on specific aspects of their research. In this regard, researchers in both groups considered including a well-developed introduction move as a preliminary stage for presenting their novel historical research while they had a miscellaneous move pattern for proceeding and ending the RA abstracts.

The study further sought to investigate the interactional metadiscourse markers across the moves of the two corpora. The results manifested the traces of this genre's authorial stances and attitudinal discursive practices (Blanc & Rosa, 1997). Accordingly, it might imply that history RA abstracts presented a value-ridden account of the academic outcomes, regardless of the publication venue (Farmer & Knight, 1995). The local and international authors practiced commercializing their research works by including a large number of boosters. However, the local authors slightly withdrew from the text's interpersonal interference through hedges, while their international counterparts claimed a more authorial presence by including many self-mentions. In conclusion, the analysis of RA abstracts revealed the interpretive nature of history as one of the social sciences (Hyland, 2005).

The current study's findings have pedagogical implications for EAP courses for history students. Therefore, the academic writing instructors are recommended to incorporate genre-based instructional plans to familiarize the history graduate students with the writing conventions of their own community of academic practice (El-Dakhs, 2018). The results can also contribute to the novice researchers' awareness of existing norms within prestigious and refereed history journals. The results proved the validity of the interpersonal model of metadiscourse in disclosing "the rhetorical preferences of different discourse communities" (Hyland, 2004, p.18). Being aware of these venue-based, discipline-dependent interaction conventions enriches the academic learning procedures (Swales, 1990). Moreover, shedding light on the expectations of disciplinary communities raises the writing and reading instructors' consciousness regarding the rhetorical devices. Accordingly, they can transfer these findings to the EAP materials and methods to enhance the academic skills, particularly in EFL contexts, since "the opportunities for language socialization are limited" (Cook, 2001, p.84).

The present study focused on the generic organization of RA abstracts published in the local and international journals of history. Further studies can explore the generic variations across various venues in other disciplines within social or natural sciences. Furthermore, more research can be conducted on the interpersonal meanings embedded in other sections of research articles in history to see whether authors' personal stances characterize the whole academic communication of the research findings. Other understudied disciplines' interactional metadiscourse markers could be investigated in RA abstracts.

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