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CONTENT AND FORM IN ENGLISH BUSINESS ABSTRACTS AND RESEARCH ARTICLES: A CORPUS-BASED GENRE APPROACH

Doctoral Dissertation

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Chapter 1. INTRODUCTION

Business communication has recently been an area of major concern among business educators (Cleland, 2003; Arnett et al., 2008; Laster & Russ, 2010), and the traditional genres in business are nowadays at the top of teaching concerns among professional business educators, as a means to increase oral and written skills among business students (Campbell et al., 2001; Cox et al., 2003; Hynes & Stretcher, 2008), writing and problem-solving for business courses (Seifert, 2009), the application of corpus studies in the classroom (Walker, 2011), also the implementation of writing across the curriculum (WAC) movement (McLeod et al., 2001; Carlino, 2004), WAC in business (Plutsky & Wilson, 2001; Carter et al., 2007; Russell, 2007), and also the adaptation of the business language classes to the *Common European Framework of Reference for Languages* (Ruiz-Garrido & Palmer-Silveira, 2008; Bárcena, 2009). Much of this research, however, has aimed at business oral communication skills (Goby, 2007), especially negotiations (King, 2010), oral presentations (Campbell et al., 2001), and the like. However, while business written genres have been studied by scholars, some about business research articles (RAs) and much less about business abstracts, the relationship between abstracts and articles in business, insofar as content and form is concerned, seems to have been somehow overlooked (Amidon, 2008; Arnet et al., 2008) (see Chaper 2 of this research).

Since Swales' 1990 seminal work on genre, much has been written about RAs, abstracts, and other written academic genres. Even though, as Swales (2004: 218) put

it, "there is little point in going over this well-traveled ground", some areas in business written genres (Amidon, 2008), namely RAs and their corresponding abstracts and how they relate to each other, still deserve further attention and research. The study of genres, Amidon claimed (pp. 451-452), is associated with business communication, since they "contain much of the disciplinary knowledge that has set our field apart from other fields of written and spoken communication". This author, who considered organizational writing an "emerging genre" (p. 451), further contended that business communication was "in sore need of more research" (p. 452). This is indeed an area of study that, with an adequate research agenda and "if collectively pursued, would help us establish a research identity" (Suchan & Charles, 2006: 397).

Selinker et al. (1976) pointed out that writers often presupposed that readers shared information and knowledge they did not have. These authors were expressing this from their experience as teachers of nonnative language learners acknowledging that learners did not comprehend the total discourse, even when they understood "all the words in each sentence and all of the sentences that make up the discourse" (p. 282). This lack of understanding on the learners part arises, according to Selinker et al. (1976) and among other issues, from the inability to grasp "certain types of *implicit presuppositional rhetorical information*" (p. 282, their italics). This initial lack of understanding in regard to the acquisition of knowledge is present in most teaching situations and among readers in general, leading the reader to poor comprehension, often misunderstood and presumed to stem from a vocabulary deficiency. It is not only a question of vocabulary, sentence or paragraph understanding. Text comprehension also comes through text organization and structure, since "important parts of the supporting information are

often implicitly rather than explicitly stated" (Selinker et al., 1976: 282). This comprehension goes beyond the 'schema theory' (Crookes, 1986: 59), or the acquisition and retention of background knowledge. Applied linguists (Hill et al., 1982; Swales, 1990; and many others) favor the teaching and understanding of the rhetorical structure and organization of scientific texts, such as RAs (Hoque, 2002). This has to do not only with one's own academic production of one paper after the other, but also with getting a grasp of the relationships with other academics in the author's own discourse community, how they go about describing, organizing and writing their research.

Text comprehension is directly related to the understanding of text organization, especially when dealing with scientific texts (Davis et al., 1988; Samuels et al., 1988; Diakidoy et al., 2003). Teaching practitioners are aware that to teach comprehension strategies alone is not sufficient and that structure awareness is necessary even when teaching uncomplicated expository texts; according to them, these reading practices should start from very early stages of reading (Dymock, 2005). Reading and comprehending a scientific text is completely another story and the need for structure comprehension has proved to be a very important asset to understanding. Both prior knowledge and comprehension of text structure in scientific RAs have been studied along the wider area of reading comprehension. Samuels et al. (1988) conducted a study with college students using scientific texts with and without a canonical structure; the results were significantly better with the group using texts with a canonical organization than the other group without this structure. Their conclusion was that training knowledge of structure was totally beneficial both in comprehension and

recall. Similarly, Kendeou and Van den Broek (2007) conducted two experiments to investigate the effects of prior knowledge and text structure on scientific text processes and comprehension which were confirmed to be highly beneficial. However, it would also be beneficial if the scientific texts we encounter across the literature and across disciplines had been written by authors who had had in mind their audiences and how they are aided when their scientific production is written with a rather conventional structure. Authors have thus confirmed the effect on comprehension by well-structured texts. As Kendeou and Van den Broek (2005: 236) said, "[t]he effects of readers' lack of sufficient and accurate prior knowledge are moderated by the structure of the text, with some format resulting in better comprehension and learning […]".

Practitioners in the field of English for Specific Purposes (ESP) have come to the realization that

> […] it is not sufficient to teach their students to encode or decode individual units of meaning of sentences. They have become aware of the need to broaden their syllabi to include the conventional types and sequences of acts involved in participating in particular communicative events. (Lewin et al., 2001: 2)

Rogers and Rymer (2001) added an extra connotation to this discussion in the area of teaching writing. They contended that it is not enough to develop analytical tools to score essays purely as text, they should also add other types of concerns in new writing contexts. In their opinion,

> […] meaning does not reside in the text itself but is constructed collaboratively by writers and readers. In other words, the reader tries to understand what the writer is trying to say, reaching out to the writer, playing an active role, and participating by filling in details from the textual cues and from acquaintance with the context. (Rogers & Rymer, 2001: 116)

Research papers as a genre have indeed been the target of applied linguists for a long time (Bazerman, 1988; Swales, 1990; Berkenkotter & Huckin, 1995; to name but a few), recognizing their important role in the dissemination of knowledge. However, even though abstracts are such an essential tool for the selection of texts relevant to researchers' projects, the specialized literature has not delved so much into this genre, and especially in the area of business. In one of his early papers and speaking of the scarcity of research on abstracts, Swales (1984b: 78) said that "the abstract […] of a journal article must compete for the attention of a busy readership". He further argued that abstracts "continue to remain a neglected field among discourse analysts" (Swales, 1990: 181). Although recognizing that much had been done since then in this field of research, he contended that abstracts were still "unfinished business" (Swales, 2004: 239). Perhaps this may also be attributed to assuming that writing an abstract is a relatively easy task compared to writing a RA. As Lorés Sanz (2003: 73) pointed out, this is not necessarily so precisely because abstracts constitute a genre in their own right. Abstracts may indeed share features of the RA, but they "differ in their function, in their rhetorical structure and in their linguistic realizations" (ibid., p. 74; see also Hyland, 2000: 64).

The situation has suffered a considerable switch, especially since early 2000. As Swales and Feak (2010: 167) commented, by about 2005 the situation had radically changed and numerous investigations had been carried out on abstracts, and the work on RAs had also increased considerably. Even so, Hernon and Schwartz (2010: 173) still contended that "there is a small body of literature about abstracts, and even books

on the subject, most guidelines simply reiterate common sense as to content […]. A good abstract –they added– may be the only opportunity to attract readers".

According to Swales and Feak (2009; also Swales et al., 2009), the writing of abstracts, even if considered a minor section of the RA, must not be disregarded, since abstracts are the first element, together with title and keywords, that the researcher sees when searching for bibliographical material. Swales and Feak (2009) intend to raise rhetorical awareness, from both authors and journal editors, about the abstracts' role in today's academic and business world, and how this role depends on abstract's effectiveness that the RA will reach its target audience. Authors emphasize the enormous body of literature available and how impossible it is to survey everything that has been published, an avalanche of publications qualified by Eppler and Mengis (2004) as an "information overload" or an "information explosion", or by Miech et al. (2005: 397) as "the 20,000 article problem". Whether it is in science, in business or in the humanities, scholars look for what RAs have been recently published in their discipline through academic journals. These journals are then perceived as being "the most valuable source for their continuing education and for sharing new knowledge" (Cross & Oppenheim, 2006: 429).

Scholars agree that RAs are indispensable in the development and spread of knowledge, but this awareness does not necessarily transcend into the abstracts they write. Hyland (2000) insisted on signaling the differences between these two genres, especially in regard to their purpose, rhetorical construction and persuasive intend, describing them as follows:

The research article is, in essence, a codification of disciplinary knowledge, where writers seek to persuade their communities to accept their claims and certify them as recognized and legitimate knowledge. Abstracts […] have both a more modest and more urgent purpose: to persuade readers that the article is worth reading. It is therefore a selective representation rather than an attempt to give the reader exact knowledge of an article's content. (Hyland, 2000: 64)

1.1. Aim and hypotheses development

The present research aims precisely at increasing this knowledge and awareness of the real importance of the publication of RAs and their abstracts in business. In order to inform readers about the authors' knowledge production through their research papers and influence their decisions about the convenience of reading an article, several issues must be taken in consideration. The role of abstracts in this respect seems to be accepted by academics, and the growing amount of scholarly publications has often prompted them to resort to the techniques of simply scanning a paper, or heavily relying on what they get through abstracts. Thus, one of the main issues at stake is whether or not these abstracts truly represent their respective papers, and whether or not the language used in them is clear and persuasive enough to convince the readership to go on reading the RA.

This research is going to be enhanced through the extensive reading of existing literature on abstracts and research articles, based on what Bazerman (1988) advised. He defended that knowing the literature is a fundamental premise in research; in order to be an effective researcher, one should become a skilled and active reader about the

discipline one tries to investigate and how this discipline communicates. He placed this thought in its context when he wrote:

> The need to assert your work against an explicitly recognized literature heightens the need to know how and why you are reading that literature. Reading the literature against a developing schematic view of what problems the discipline has addressed, what the discipline has learned, where it is going, who the major actors are, and how all these things contribute to your own project, helps you interpret the literature actively in support of your developing project. (Bazerman, 1988: 325)

The aim of this dissertation is basically centered on three main areas of study: analysis of texts from the corpus and their lexical density; study of abstract and RA structure and content and their relationship; and the author's presence in abstracts and RAs. This triple-faced aim can be verbalized in the following sub-aims or hypotheses:

1. Abstracts, since they are a representation of the article in a condensed form, insofar as their lexical density, will show less repetition, hence higher type-token ratio, than the research paper, being longer and more of an expository type text.

2. Business abstracts typically reflect a five-move structure, according to traditional one-paragraph abstracts, as proposed in Weissberg and Buker's (1990) five-move model.

3. The Introduction section of the business RA constitutes a guide for the paper and signals the different stages and discourse acts of the article it introduces.

4. There is a connection in form and content between abstracts and Introductions, since both constitute a sort of a 'road map' of the article that follows.

5. Business RAs are written strictly following the traditional sections of the IMRD pattern.

6. Abstracts, together with RAs, are not as impersonal as they may have been qualified, since authors' presence is clearly detectable in both.

In addition, it must be pointed out that although both genres have been widely studied, most often separately as will be seen below, the relevance of this study lies in the fact that this research takes, first of all, one specific and homogeneous group of business articles and their abstracts for comparison purposes, both in terms of structure and content, and second of all, in the analysis performed in the two groups of texts, RAs and abstracts from four business journals, the same parameters were used in order to avoid possible distortions in their interpretation. The results obtained will hopefully fill a gap in business communication research.

1.2. Structure of the dissertation

The present research is organized in eight main chapters:

In Chapter 1 we have introduced the general topic of our research project, namely business communication, with the treatment of two of its fundamental genres, abstracts and RAs, together with a description of the importance of structure when faced with the comprehension of a scientific text. Then the aim of the project is presented with the

development of a series of hypotheses to be answered in the final chapters of the dissertation.

Chapter 2 is intended to set the scene of the research, namely with a brief explanation of what constitutes genre analysis and how genre has been studied across disciplines. This ample review of the literature will cover research about abstracts and research papers, both as a whole document and by sections. Also what the extant literature has produced in regard to textual and rhetorical analysis about RAs and abstracts.

Chapter 3 will focus on business. It is a fact that little research has addressed directly the structural aspects of business RAs and abstracts, and in this chapter this literature will be explored in regard to these two genres.

In chapter 4, text organization in academic genres will be described and also analyzed, namely in terms of the traditional one-paragraph abstract, the IMRD structure for RAs based on the hourglass diagram, Swales' (1990) CARS model and revised structure for the Introductions, and the numerous published proposals for the Methods, Results and Discussion sections of the RA across disciplines, also pointing out those patterns to be used in our investigation. This chapter will close with the presentation of Hyland's (2005) metadiscourse model.

Chapter 5 will be dedicated to our research methodology, starting with the description of the corpus and its selection criteria. Then, the models employed for the study of

abstract moves and RA sections and their application in the corpus-based text analysis, as well as the software package used for the quantitative results, will be presented.

Chapter 6 will present the results of the research carried out. In this section, which constitutes the core of the investigation, the corpus data will be given, followed by analyses of the texts: (a) lexical density of both RAs and abstracts and their comparison; (b) results on RA section structure and content; (c) results on abstract move structure and content, their comparison with RAs and implications; and (d) interactive and interactional rhetorical elements contained in RAs and abstracts through the analysis of metadiscourse devices.

In chapter 7, the results will be analyzed in the light of the proposed hypotheses; proposals will be made in regard to a possible structure for business RAs. A consistency test will also be carried out through which the use of certain keywords can be confirmed, while at the same time analyzing the use of adequate information in the abstract. The section will end with a discussion on the use of metadiscourse devices in business texts.

The final chapter will present the conclusions of this research proposed and some applicable pedagogical implications will be drawn. The dissertation will also include the list of references used in this research, along with a list of the bibliography of the corpus and a summary of the dissertation in Spanish.

Chapter 2. STATE OF THE ART AND REVIEW OF THE LITERATURE

This second chapter initially establishes the concept of genre, its different views and characteristics and how the two genres studied in this research are treated in the literature. It is, therefore, an in-depth review of the literature of abstracts and research articles across disciplines as two fundamental genres in academic and scientific communication.

2.1. Genre analysis

Genre is a key term in all disciplines and hence in business. Genre, in fact, "is a term for grouping texts together, representing how writers typically use language to respond to recurring situations" (Hyland, 2005: 87). Business communication involves very specific communicative events, such as face-to-face negotiations, business conferences, oral presentations, and everything that is related to written genres. Among written genres we find business letters, memos, reports, email messages, research papers, etc., and each of them has its own set of peculiarities which are characteristic only of the business profession. But first, a few details of what genre analysis may mean.

Genre studies have a long tradition in rhetorical analysis, especially since Bakhtin's (1986) essays on speech genres relating literary language to discourse in general, the literature abounds in literary works around genre. After Bakhtin, linguists took the term

'genre' to explore nonliterary spoken (Gregori-Signes, 2000) and written discourse through text structure, syntax, lexis, etc., by way of oral presentations, lectures, letters, reports, academic RAs, and the like, which are likely to be used in communication (Gregori-Signes, 2001). Hyland (2003: 21) identified three main genre theories which often overlap: based on Halliday's (1994), the Systemic Functional Linguistics, also identified as the Sydney School of genre; the New Rhetoric, which is more concerned with how genres are employed rather than on the different elements of texts; and the ESP approach, with Swales (1990) as its main representative.

The influence of discourse analysis on genre studies has also been widely treated in the specialized literature, and interpreted differently; for example, Miller (1984: 155) proposed that 'genre' was limited to a type of discourse classification based on rhetorical practice and open rather than closed; in addition, she claimed that genre was organized around situated actions, that is, pragmatic, rather than syntactic or semantic. Martin (1985: 250) also wrote that "genre is how we get things done when language is used to accomplish them", while for Swales (1990: 58) a genre "comprises a class of communicative events, the members of which share some set of communicative purposes".

Berkenkotter and Huckin (1995) underscored several important characteristics of genre: the first of these is 'dynamism'; according to these authors, genres "are developed from actors' responses to recurrent situations and that serve to stabilize experience and give it coherence and meaning" (p. 4). The business discourse community has multiple facets which require different genres and these genres are supposed to become a

response to the different rhetorical situations encountered. A second characteristic they underlined is 'situatedness', which implies that genre knowledge "is derived from and embedded in our participation in the communicative activities of daily and professional life" (p. 7). Genre, thus, continues to develop as one participates in the activities of one's discourse community. These authors add a third characteristic, which is most important in this research; it states that "genre knowledge embraces both form and content, including a sense of what content is appropriate to a particular purpose in a particular situation at a particular point in time" (Benkerkotter & Huckin, 1995: 10). Genre is thus associated with social action, as already discussed by Miller (1984), Bazerman (1988, 1994), Gregori-Signes (1999), Yates and Orlikowski (2002), among others.

Berkenkotter and Huckin (1995) added two more characteristics: the first one refers to 'duality of structure'; that is, when using organizational or disciplinary genres "we *constitute* social structures (in professional, institutional, and organizational contexts) and simultaneously reproduce these structures" (p. 17; authors' italics). The second and last characteristic addresses 'community ownership'; in other words, "[g]enre conventions signal a discourse community's norms, epistemology, ideology, and social ontology" (p. 21).

Therefore, genre as social action serves a common purpose. As Yates and Orlikowski (2002: 15) remarked,

[a] genre established within a particular community serves as an institutionalized template for social interaction—an organizing structure—that influences the ongoing communicative action of members through their use of it within and across their community. Genres as organizing structures shape, but do not determine, how community members engage in everyday social interaction.

Thus, genres are but organizing structures, like genre norms that help somehow to coordinate a communicative process (Gregori-Signes, 2001). This does not hinder, in any way, genre's participants. As Bazerman (1994: 79) claimed,

[...] the genres in which we participate are the levers which we must recognize, use and construct close to type (but with focused variation) in order to create consequential social action. This machine, however, does not drive us and turn us into cogs. The machine itself only stays working in-so-far as we participate in it and make our lives through its genres precisely because the genres allow us to create highly consequential meanings in highly articulated and developed systems.

In regard to content, which is one of the main issues treated in this research, there are numerous instances of its implication in genre knowledge; in fact, genre "provides expectations about the content of the whole genre system as well as the content of its constituent genres" (Yates & Orlikowski, 2002: 16). In sum, as individual genres, genre systems "structure expectations about the purpose, content, participants, form, time, and location of communicative interaction among members of a community" (p. 31).

Both abstracts and RAs are known for their disciplinary variability. Scholars seem to agree that one acquires discourse practices by being a part of the corresponding discourse community and participating in its communicative practices (Bazerman, 1988). Swales (1990) further expanded the concept of discourse community and its members; he said that it is like a 'rhetorical network' striving towards a common goal. According to this author:

> One of the characteristics that established members of these discourse communities possess is familiarity with the particular genres that are used in the communicative furtherance of those sets of goals. In consequence, genres are the properties of discourse communities; that is to say, genres belong to discourse communities, not to individuals, other kinds of grouping or to wider speech communities. (Swales, 1990: 9)

To summarize, genre is understood in this research in line with these authors, which is verbalized in Berkenkotter and Huckin's (1995: 1) definition:

> Genres are the media through which scholars and scientists communicate with their peers. Genres are intimately linked to a discipline's methodology, and they package information in ways that conform to a discipline's norms, values, and ideology. Understanding the genres of written communication in one's field is, therefore, essential to professional success.

Even though structures like IMRD or the CARS model may have become prototypical of academic writing, genres are not static and their dynamism may provoke variations across disciplines. As Berkenkotter and Huckin (1995: 6) pointed out, "Genres […] are always sites of contention between stability and change. They are inherently dynamic, constantly (if gradually) changing over time in response to the sociocognitive needs of individual users". However, as Dudley-Evans (2000: 9) pointed out, a theory must be devised in such a way "that goes beyond the ideas of prototypicality to acknowledge that variation in the discourse structuring of genres reflecting different epistemological and social practices in disciplines is a key factor in genre theory".

Genre has been involved primarily in four areas of different types of research, namely, systemic linguistics, genre studies, writing, and ESP, areas which influence each other in different degrees (Lewin et al., 2001). This research is grounded basically on the work of ESP specialists with Swales as their main representative. As he wrote, "the

work of genre is to mediate between social situations and the texts that respond strategically to the exigencies of those situations" (Swales, 2009: 14).

Commenting on Swales' (1990) approach to genre, Zhu (2000) remarked that this approach to genre was closely related to the ethnographic communication tradition of Hymes (1974) and Miller (1984), a tradition which is characterized by a series of communicative purposes realized in different layers of a text, such as moves and steps.[1] In Zhu's (2000) view, genre analysis should also incorporate knowledge structures as indicated in Figure 2.1:
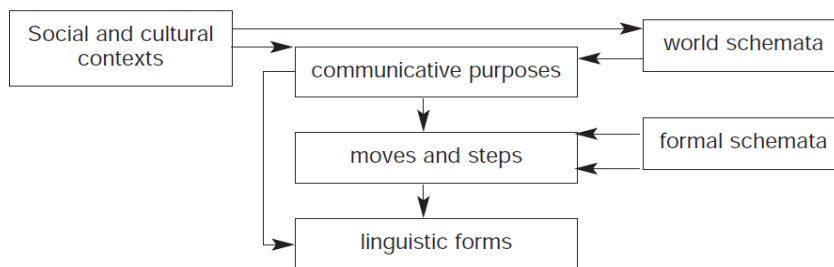
Figure 2.1. Zhu's model of genre analysis (Zhu, 2000: 476)

As Zhu (2000) underlined, this model follows Swales' (1990) top-down process of the different layers of genre, while at the same time genre is studied having in mind social factors involved, such as the peculiarities and idiosyncrasies of the business community and its communicators. Thus, both functional (moves and steps) and linguistic forms (for example, metadiscoursive devices) are going to be kept in mind in this analysis. And borrowing Frow's (2006) concept of genre as 'performance', Swales added that

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[1] 'Move' and 'step', as subdivisions, are two widely used terms in the literature (Swales, 1990; Bhatia, 1993) and will be recurrent in this research; they are not grammatical but functional terms, and they are the major units of analysis. They carry out a specific functional job in a text and their size can run from one sentence to a whole paragraph. The term 'move' became part of discourse analysis studies in conjunction with discussion on classroom interaction (Sinclair & Coulthard, 1975) and was later used in reference to speech acts in conversational analysis (Edmonson, 1981).

"when texts are well conceptualized and well constructed, they *perform* the genre" (Swales, 2009: 14; his italics). This conceptualization gives us room and space to explore a series of texts from the business area in order to see whether the principles applicable and extracted from cross-disciplinary studies can also be applied in our corpus of texts derived from one discipline, business studies.

2.2. Genre studies across disciplines

Especially since the 70s, and throughout the 80s and 90s, genre analysis occupied numerous pages in specialized journals and books.[2] Its research took many directions, but basically around academic and professional genres. Bazerman's (1988) reporting on the scientific activity through RAs, Swales' (1990) *Genre Analysis*, and Berkenkotter and Huckin's (1995) sociocognitive approach to genre had, and are still having, great impact among scholars who have been regularly quoting them in genre literature. In fact, as Flowerdew (2005) pointed out, while Berkenkotter and Huckin (1995) acknowledged 'social action' as an overall goal of genre, their work "could be seen as forming a bridge between the ESP and New Rhetoric approach as their work also embraces both the form and content of genre knowledge as consistent with the ESP approach" (Flowerdew, 2005: 324).

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[2] See Swales (1990) for an overview of RA textual studies (p. 131) and of studies of English RA Introductions (p. 132) up to 1988.

2.2.1. *Studies on abstracts*

As early as the 60s and 70s, RA abstracts received a lot of attention from applied linguists, related at first to the dichotomy between indicative and informative abstracts. Borko and Chatman (1963) aimed at producing 'acceptable abstracts' by instructing abstractors; they were particularly interested in speaking about the difference between both types of abstracts. To them, abstracts basically provided research material for information seekers: informative abstracts give the reader the basic informational content of the paper, while the function of the indicative abstracts is to alert and provide current awareness to readers; in other words, acquaint them "with the gist of the article [and] bring the reader's attention to important articles they may have overlooked" (p. 150). However, most authors would not adhere to such defining criteria; they rather emphasized "the fuzziness of the boundary between the two types", since "the absence of clear-cut criteria [reduced] the value of these concepts" (Fedosyuk, 1978: 98). In a further attempt to distinguish both types of abstracts, Lancaster (1991: 87) defined them as follows:

> The indicative abstract simply describes (indicates) what the document is about, whereas the informative abstract attempts to summarize the substance of the document, including the results. That is, an indicative abstract might mention what types of results are achieved in a study but the informative abstract would summarize the results themselves.

Other authors seemed to be more concerned with abstracting techniques giving advice to abstractors, such as the much cited text by Cremmins (1982), who understood abstracting as a fine art. Others provided guidelines and techniques for writing more informative abstracts in medicine (Ad Hoc Working Group, 1987). Focusing on

information science, King (1976) studied not only the readability of abstracts, but also analyzed their validity by comparing them with the paper they preceded.

What King (1976) seems to have initiated, in her gatekeeping effort for the writing of better abstracts, was later followed by Mulrow et al. (1988) and especially by Salager-Meyer (1990) who studied discoursal flaws in medical abstracts. This insistence into the accuracy of information in abstracts brought into discussion the possibility of adopting structured abstracts, especially in biomedicine. Huth (1987), Lock (1988), and Squires (1990), among others, brought the unstructured-structured debate[3] into the open and made proposals to the editors of top medical journals for the acceptance of a fixed abstract structure. The debate was soon settled when the medical journal editors adopted, first, a homogeneous RA structure through the IMRD model and, second, a fixed structure for RA abstracts. This decision was also made by other disciplines in the biomedical area, such as chemistry and biology.

Most research during the 90s was on the traditional one-paragraph abstracts and different structures were being proposed. Aside from the debate on structured vs. unstructured abstracts, which affected mainly medicine and related sciences, other disciplines, especially publications related to business and economics, however, remained publishing their papers with unstructured abstracts. They basically followed the norms proposed by the American National Standards Institute and the National Information Standards Organization (ANSI/NISO, 1997), in their revision of the ANSI

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[3] This debate centered on whether an article should be preceded by the traditional unstructured abstract, that is, with no external structure and in one-paragraph form, although provided with a detectable internal structure, or by the structured abstract, that is, with visible subheadings, adopted in the early 90s by medical journals.

Z39.14-1979 (guidelines initially approved in 1971), and also by some style manuals such as the American Psychological Association (APA, 2010) publication manual in its successive editions. Most authors favored this generic structure with minor differences. Liddy (1991), for instance, conducted a study with abstractors to see whether a discourse-level structure could be detected in abstracts reporting empirical work on information science and, at the same time, whether lexical items would indicate such structure. Her results supported her initial hypothesis that the text provided in the abstracts made such structure detectable.

Similarly, Tibbo (1992), analyzing 120 abstracts from chemistry, psychology and history, found content and structural differences and suggested a five-move abstract specifically aimed at history authors. Nevertheless, most authors (Day, 1988; Swales, 1990; Bhatia, 1993; and others) agree that abstracts in general reflect an internal IMRD pattern with the possibility of a more informative Introduction: aside from the purpose of the research, some background information could also be added (Weissberg & Buker, 1990). In computer science, Posteguillo (1996) studied abstracts in search of a common structure for the discipline, finding the IMRD model as a common pattern, along with other structures. He also found that information in abstracts is often condensed to the minimum and the language is also made as simple as possible; however, this may also constitute a hindrance when teaching reading by means of abstracts.

Since the beginning of the year 2000, work on abstracts has ostensibly multiplied across disciplines. For instance, in psychology, authors insisted on the convenience of

adopting structured abstracts; for example, Hartley (2000) questioned the accuracy of traditional abstracts vs. structured ones, and aimed towards improving their clarity (Hartley, 2003).[4] Kostoff and Hartley (2002), in an attempt to make their claim more effective, sent a letter to technical journal editors advocating that all technical journals should publish their RAs with structured abstracts. Mosteller et al. (2004) and Miech et al. (2005), in turn, expressed the researchers' problem when faced with thousands of articles in education and how they are better sorted out through structured abstracts. They tried to convince the readership of the convenience of adopting structured abstracts. Hartley et al. (2004) took up three disciplines, sciences, social sciences, and arts and humanities, to study the clarity of their abstracts in terms of audience effects, sentence length, use of passives, and readability.

Documentalists also had their say in regard to abstracts and how scientific information can be best disseminated. For instance, Cross and Oppenheim (2006) showed that information could be retrieved through abstracts and that it is important to refer to their discourse domain; according to their research, not all abstracts' authors succeeded in doing so. Stotesbury (2006) also analyzed RA abstracts in search of gaps and false conclusions. She offered an ample description of the rhetorical structure of abstracts published in the literature (p. 128). In her proposed pattern for the analysis, she included a move called 'Criticism of Previous Research' (p. 129), excluded with such

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[4] On the question of how well an abstract reflects the RA it summarizes, Stotesbury (2003) studied evaluation in narrative and hard sciences RA abstract. Peacock et al. (2009) took this issue in regard to medical structured abstracts and their results appeared to be rather discouraging, since almost half of the abstracts analyzed "contained some data inconsistent with the main body of the paper" (p. 5). Ufnalska and Hartley (2009) also proposed a method for the evaluation of the quality of structured abstracts in the social sciences.

terminology in other models, although present in most and usually referred to as the 'research gap'.

The literature also provides examples of authors examining rhetorical and linguistic content in abstracts. For example, Melander et al. (1997) analyzed variability in linguistic and rhetorical features in biology, medicine and linguistics abstracts. Hyland (2000), aside from offering an abstract structure (see table 4.3 below), also spoke about promotion and credibility across eight disciplines. Samraj (2005) studied the relationship between abstracts and Introductions in two environmental science RAs. Martín-Martín and Burgess (2004) evaluated criticism in phonetics and psychology abstracts in English and Spanish. They found that the English abstract authors "preferred the *impersonal+hedging* option, expressed mostly in the Introduction (mainly *move 2*, in terms of Swales [1990] and Conclusion/Discussion units" (p. 188; their italics). Van Bonn and Swales (2007) also studied English and French abstracts and discussed linguistic dissimilarities ascribable to differences between the two languages. Martín-Martín (2008), in a paper on psychology abstracts, studied mitigation of scientific claims and Pho (2008) analyzed metadiscoursive devices, such as authorial stance in applied linguistics and educational technology abstracts. Gillaerts and Van de Velde (2010) approached interactional metadiscourse in abstracts; and very recently, Perales-Escudero and Swales (2011) analyzed differences and similarities in Spanish-English abstracts in *Ibérica*, from 2001 to 2009, which have implications for both ESP pedagogy and translation studies.

2.2.2. Studies on research articles

The awareness that abstracts and RAs were good ground for further investigation produced an avalanche of papers investigating them in different genres and disciplines. And not only delving into the analysis of the texts themselves, but also on how a given paper should be written and structured. See, for example, Skelton (1994), Benson (2000), and Hernon and Schwartz (2010), who gave some advice on writing RAs for publication, while Sionis (1995), Flowerdew (1999), and Fortanet Gómez and Piqué Angordans (2002) offered some clues and strategies on how to write a paper by non-native speakers of English. Both Bhatia (1993) and Nwogu (1997) provided a detailed step-by-step description of the medical RA, and similarly Posteguillo (1999) on the structure of computer science papers, and Blesa Pérez and Fortanet Gómez (2003) spoke of the characteristics of marketing RAs. Yang and Allison (2004) looked at the whole RA in a corpus of applied linguistics showing how the IMRD is not the only model for RAs and how section headings are not always explicit about their function; they also analyzed the use of unconventional titles for sections. Also Lorés (2004) and Kanoksilapatham (2005) on the rhetorical structure of RAs in linguistics and biochemistry, respectively; Lorés Sanz (2008) further made a contrastive study of RAs and abstracts and how the author is represented in them.

In many of these papers and books, the IMRD structure is discussed and analyzed. A 50-year overview of the use of this macrostructure for RAs in medical journals was carried out by Sollaci and Pereira (2004: 365-366). According to their results, this structure began to be used in the 40s; however, it was in the 70s when its use reached

80%, and in the next decade, the IMRD was the only structure employed in original medical RAs, as well as in other disciplines.

(a) Introductions

The RA was also being studied in terms of its constituent elements or sections, and aside from Swales' (1981, 1984b) analysis of Introductions, many other researchers have undertaken the study of individual sections, namely in regard to their structure and/or content. The Introduction is a difficult section of the RA to write, but since Swales (1990) it has a well-known formula that has made its writing comparatively more simple (Hartley et al., 2003: 395). Bhatia (1997) studied academic Introductions in three genres –RAs, books and essays– observing how genres mix and how Introductions differ from one genre to the other.

From a multidisciplinary perspective, Piqué Angordans (2002) described the structure of the Introduction and gave a few writing clues especially designed for non-native speakers of English; he divided the section into three moves ('secuencias') and several steps ('unidades informativas') per move. Samraj (2002, 2005) looked at Introductions in search of variations across disciplines, but particularly on wildlife behavior and conservation biology. Deng and Qiongze (2005), based on Swales' (1990) CARS model, analyzed the contents of the Introduction section of biomedical RAs. Chiarella (2007), with a pedagogical aim, showed how to write a research article in nursing and centered her advice on the Introduction and background. Based on applied linguistics texts, Ozturk (2007) analyzed the textual organization of RA Introductions and their

variability in the discipline. From cross-cultural and linguistic (English-Chinese) points of view, Loi (2010) and Loi and Evans (2010), in the field of educational psychology, as well as Zhang and Hu (2010), in medical texts, brought up differences and similarities also in English and Chinese RA Introductions.

There are also studies in which their authors combined Introductions and Discussions in a comparative analysis: Rébék-Nagy (1997), for instance, in a MS thesis at Aston University, analyzed these two sections of medical RAs to study how the authors' claims were qualified in each of them. Piqué and Andreu-Besó (2000) also analyzed RAs focusing on Introductions and Discussions, in which health sciences RAs were compared with linguistics RAs in relation to relative pronouns and conjuncts in the two corpora. Also combining Introductions and Discussions, together with abstracts, Hartley et al. (2003) studied the differences in style of the three in a set of psychology RAs, showing that the Discussions did best. Mendiluce Cabrera (2004), in a contrastive PhD dissertation on medical papers, compared native and nonnative authors looking for the argumentative connection between the Introduction and the Discussion sections.

(b) Methods

Methods is perhaps the least studied section of the RA. Aside from pedagogical materials, like Weissberg and Buker's (1990) or Swales and Feak's (1994, 2000) writing manuals, who studied Methods from the perspective of the whole RA, this section has not yielded many publications, especially in regard to its structure. Some studies, however, must be recalled: Dubois (1992), with biomedical articles; Coll

García (2002), in a multidisciplinary approach; Rundblad (2008), with medical texts; and Bruce (2008), with a corpus of physical sciences.

These are some of the few studies which are directly concerned with this section of the RA, a section however that still deserves further research. Studying Methods and Discussion sections together, Martínez (2003) analyzed the thematic structure in texts from biology RAs.

(c) Results

The Results section also received individual attention from authors. Studying sociology RAs, Brett (1994) is one of the first applied linguists to study it; his conclusions supported the variability already observed by Swales (1990) in this and other sections. Williams (1999), in turn, analyzed it in reference to its rhetorical categories in medical research papers, and proposed a modified version of Brett's (1994) categories for the sociology papers and applied them to medical RAs. Based on medical papers, Docherty and Smith (1999) editorialized on the structure of this section. From a multidisciplinary perspective, Palmer Silveira (2002) proposed a structure divided into sequences and information units.

Another example is Basturkmen's (2009) paper in which she studied Results in applied linguistics RAs and masters dissertations on language teaching; and Bruce (2009) had a look at this section in sociology and organic chemistry papers. Finally, Yang and

Allison (2003) studied how the Results section leads to the Conclusion in a corpus of applied linguistics RAs; in this paper they proposed a structure for the Discussion.

(d) Discussion

Hopkins and Dudley-Evans (1988) studied the Discussion of agriculture RAs and biology dissertations; they claimed the need for more structural research into these two genres, and their claim was certainly heeded by scholars, as our literature review shows. Holmes (1997) also studied this section based on texts from history, political science and sociology. Medical writing has also been the object of Skelton and Edwards' (2000) study of RA Discussion as essentially the most speculative section in medical communication. Coll García and Palmer Silveira (2002) approached the Discussion section from a multidisciplinary perspective and gave special relevance to the Conclusions, although as an integral part of the Discussion. Giannoni (2005) analyzed negative evaluation and criticism in academic papers especially derived from the Discussion of English and Italian RAs. Williams (2006) studied move, voice and stance in biomedical RA Discussions. Also Puebla (2008), in a move-genre centered approach, researched this section in psychology articles, and Williams (2011) further analyzed this section's structure and style in biomedical papers.

2.2.3. Textual and rhetorical analyses of research articles and abstracts

Since Barber's (1962) paper on the characteristics of scientific prose, the articles on textual and linguistic reflections of RAs have been abundant. For example, Myers' (1989) study on politeness in RAs; Thompson and Ye (1991) analysis of reporting verbs in RAs; Tarone et al. (1998) on the use of the passive in astrophysics RAs; Varttala (1999) on hedging in medical papers; Kuo (1999) on personal pronouns in journal articles; Gledhill's (2000) research of Introductions in regard to collocations contained therein; and Luzón Marco (2000) on collocations, nominalizations and type-token ratio in medical RAs. Biber and Finegan (2001) also analyzed intra-textual variation in medical RAs. Montemayor-Borsinger (2001) offered some linguistic choices for articles in physics. Martínez (2003) investigated different aspects of theme in the Methods and Discussion sections in terms of the argumentative elements of biology RAs. Koutsantoni (2004) observed common knowledge references in RAs; and Fagan and Martín Martín (2004) analyzed the use of speech acts in psychology and chemistry RAs, while Banks (2006) studied verb tense use in scientific RAs.

Around the 80s and 90s, especially since Crismore's (1989) *Talking to Readers*, another area of research emerged in the literature, especially due to numerous publications by applied linguists, among them Hyland (1998, 2000, 2004, 2005 and others), Fløttum et al. (2006), in addition to Fuertes Olivera et al. (2001), Breivega et al. (2002), Dahl (2004b) and many others. Through metadiscoursive devices they studied academic texts in search of how texts are organized and how author's presence

is projected in them (Hyland, 2001), and including traces of self and others (Breivega et al., 2002; Fløttum, 2005).

Of special interest are two papers by Harwood (2005a, 2005b) in which, based on corpus linguistics, he studied the self-promotional use of *I* and *we*, both as inclusive or exclusive pronouns, in academic writing. Furthermore, Atai and Sadr (2006) analyzed hedging devices within the Discussion section of applied linguistics RAs. Hernández Guerra and Hernández Guerra (2008) discussed metadiscoursive issues in economics RAs; Vázquez and Giner (2008) on modality across disciplines; the passive and metonymy is analyzed by Rundblad (2008) in medical RAs; Farrokhi and Ashrafi (2009) analyzed textual metadiscourse in medical and applied linguistics papers.

Other aspects of RAs have also been studied, such as citation and references, notes and titles, all very important to raise the quality of publications. Garfield (1972) is known in scientific research because of his concern over their quality; he placed emphasis on RA titles and citations as important tools in journal evaluation. He was very critical of many of the articles published and claimed that the significant literature appeared only in a small group of journals (Garfield, 1996).

Regarding citations, Swales (1986) also analyzed them vis-à-vis discourse analysis; and Rose (1996: 34) made a strong plea for the adoption of "a rhetoric of identification for explaining citation practices, viewing scholarly citation as a courtship ritual designed to enhance a writer's standing in a scholarly discourse community"; she went on to explain the different practices in citations and deviations from accepted practice and

elaborated a rhetoric of citations. Hyland (1999) equated citation with the construction of knowledge, and Posner (1999) went a step further into the reasons and motives for citing. Vaughan and Shaw (2003) analyzed the differences between bibliographic and web citations; Fløttum (2004) looked at citations as representing progress and continuity, while White (2004), building on Swales' (1986) study, analyzed citations from the information science perspective. Piqué-Angordans et al. (2009, 2011) studied citation practices and models in nursing research and Hewings et al. (2010) analyzed attribution of citations in a corpus of psychology RAs published in English, both national and international.

The research group related to the KIAP project, at the University of Bergen, has produced a good number of papers based on a multi-lingual (English, French and Norwegian) and multi-disciplinary (medicine, economics and linguistics) corpus of RAs, in which they tackled metadiscursive elements, such as author/reader relationship, citations and references. Some of them have already been mentioned above, but they are worth recalling again, especially Fløttum et al.'s (2006) *Academic Voices Across Languages and Disciplines*, and the collection of essays edited by Fløttum (2007), *Language and Discipline Perspectives on Academic Discourse*.

Chapter 3. GENRE STUDIES IN BUSINESS

One striking characteristic in the specialized literature is the reduced number of papers dedicated exclusively to business RAs and abstracts. The majority of papers aimed especially at business RAs have been published since the year 2000, although earlier ones touched upon business communicative genres often in connection with economics studies. See, for example, a study on the structure of economics forecasts (Bloor & Pindi, 1990), or the organization of economics article Introductions (Dudley-Evans & Henderson, 1990b), and the analysis of economics discourse (Henderson & Dudley-Evans, 1990). Additionally, Fortanet Gómez (1996) made an approach at describing business and economics RAs applying the IMRD structural pattern, and Moreno (1997) contrastively approached English and Spanish business and economics RAs in search of genre constraints. Also contrastively, Evans (1998) analyzed English and German organizational patterns in business and economics texts. And business and economics journalistic articles were the corpus used by Martínez (1996-97) to study verb tense use.

Although some authors contend that business shares both language and rhetorical values with economics (Henderson & Dudley-Evans, 1990), they seem to place their attention on how to regard these two disciplines: business is always taken as being a 'soft science' and also an 'applied science', while authors are hesitant in placing economics as either a 'hard' or a 'soft science' due to the diversity of contents, although it is not classified as an 'applied science' (Whitmire, 2002). This is partly the

reason why in this research the separation between the two has been maintained for the analysis which has centered around business texts as belonging to the 'soft' and 'applied sciences', and also for considering business to be more homogeneous than a possible home-made corpus of economics RAs. Nevertheless, Bondi (2006), in her analysis of narrative development in business and economics, wrote the following on this issue, since both tertiary education and specialists in the area take these two relatively close fields as having separate discourses:

> The denomination of the two areas is itself a clear indication of a perceived difference: economics identifies an area that can be referred to through a singular noun, whereas business studies clearly refers to a plurality of disciplines or sub-areas and approaches: marketing, accountancy, corporate management, human relations, etc. But economics in its wider sense also covers a variety of disciplines, ranging from public finance to history of economic thought. The distinction is clearly a matter of delicacy and it is not easy for outsiders and novices to understand where the line should be drawn between the two fields. (Bondi, 2006: 51)

In McCloskey's (1998) treatise on the rhetoric of economics, one has to look very hard to even find the term 'business' and, when found, there is no reference to its being equated with economics. He wrote sentences like the following: "Economics explains as much about business people and resources as evolution explains about animals and plants, for identical reasons" (p. 22).

The study of business, and its sub-disciplines, as a separate field from economics has received attention especially since the late 90s; see for example, Bargiela-Chiappini and Harris' (1997) collection of essays on business language, or Hemais (2001), who analyzed the language of business in marketing journals. The study of the business discipline on its own has also been researched in other genres; it is the case, for instance, of Crawford Camiciottoli's (2007) book on the language of business lectures.

Also Pérez-Llantada and Watson's (2009) collection of essays on the language of business; and, from a wide angle approach, Giménez Moreno's (2010) edited collection of essays, on English for general business purposes, which is worth recalling in this review.

Writing manuals paid little attention to communicative genres in business. Bennett (2009), in her review of academic style manuals, mentioned only two of them in the context of business and management (White, 2000, and Brown, 2006). In both manuals, the emphasis is being placed on researching and writing dissertations. Most style manuals are quite broad in their approach to writing and they are basically intended for the classroom. Academic writing manuals, such as Weissberg and Buker's (1990), Swales and Feak's (1994), or the collection of essays coordinated by Fortanet Gómez (2002) on RAs, in addition to Swales and Feak's (2009) work on the writing of abstracts in general, have a multi-disciplinary focus. However, business abstracts and RAs have deserved little space in most manuals. As an illustration, Blake and Bly (1992), in *The Elements of Business Writing*, gave details on writing letters, memoranda, reports, proposals, and other business documents, but there is no advice on RA and abstract writing. The same can be said of manuals like Cleland's (2003) or Roddick's (2010), which are basically general composition texts or handbooks aimed at the undergraduate business market. Although not exclusively for business professionals, Murray's (2005) *Writing for Academic Journals* is the closest one can come to sensitive information about what a paper and its abstract should contain. Nevertheless, many web pages have appeared, most of them posted by international

colleges and universities,[5] giving advice on writing abstracts and RAs. At most, they repeat what instructions have derived from known style manuals, like the APA Publication Manual (2010).

The inclusion of business communication genres in the education curricula has always been a concern of business academics, and today's higher educational institutions are trying to cope with this deficit. Although it is not a study of genre in the strictest sense, Cox et al. (2003) provided a prototypical example of what is usually taught about abstracts in English speaking colleges and universities. These authors made an effort to cope with today's business communication needs through teaching students the skill of summarizing and incorporating in their programs abstract writing assignments. In this paper, the authors' concern was on summarizing as a skill rather than on writing abstracts as a genre, except for the so-called 'executive summary',[6] another genre in business writing (p. 39). Cox et al. (2003: 41) emphasized the following criteria used for judging their students' tasks: "whether the abstract was written in the student's own words, emphasized main ideas and key points, accurately represented the author's view, was written clearly and concisely, and was free of grammatical error". They lack, however, a step-by-step description of how to write an abstract for publication in a RA

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[5] See, for instance, "Writing in Business and Economics" by the Australian Monash University, available at www.monash.edu.au/lls/llonline/writing/business-economics/index.xml; or "Business Report Writing", by the School of Business at Clayton State University in Georgia, U.S.A., available at http://business.clayton.edu/arjomand/business/writing.html; also the "Economic Writing Guide", downloadable as a PDF file, from the Bates College in Maine (www.bates.edu/x25875.xml), with a guide to writing a research paper. Furthermore, introducing in any search engine expressions like "How to write an abstract", or "How to write a research article", will produce a large amount of websites to this effect. See, for example, www.eHow.com or www.editorialresources.co.uk, among other sites.

[6] The 'executive summary', which should not be identified with the RA abstract as a genre, is defined by the online *BusinessDictionary.com* as follows: "Brief but comprehensive synopsis of a business plan or an investment proposal, which highlights its key points and is generally adapted for the external audience".

and their emphasis is on summarizing "what they have read throughout the business curriculum" (p. 47).[7] Russell (2007), who advocated writing across the curriculum, spoke of how important it is to get organized in collaborative planning which very often leads to collaborative research and to writing; he mentioned that at North Carolina State University they run a program in which faculty from different disciplines collaborate with writing experts on research projects; these projects have led "to course and curriculum changes that integrate communication more systematically— and sometimes to publication" (p. 261). He insisted that teachers of such writing courses "should view writing to learn and learning to write in a discipline or profession as two sides of the same pedagogical coin" (p. 250).

The concern of the present dissertation is, first, on specific studies on business abstracts and RAs, on their rhetorico-structural moves and their content as well. And second, the usefulness of these moves and steps for both researchers and practitioners which had been evidenced especially since Swales' (1981) work on RA Introductions and praised by many authors as an adequate research method. Hopkins and Dudley-Evans (1988), for instance, commented that moves and steps were an accurate reflection of the writer's purpose and that they were "relatively rigorous categories that […] should be recognized without difficulty by writers and readers of specialist texts" (p. 115). In the following sub-sections, we detail the publications of the genres we are concerned with, abstracts and RAs, in the business field.

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[7] Although rather unorthodox, Suchan (2004) made an energetic claim on how to write business articles for publication in a very personal fashion; as he confessed, it is a kind of "writing that breaks traditional research article structures" (p. 303).

3.1. Abstracts

The alleged neglect about research on abstracts (Swales, 1990) does not imply that they were a totally forgotten genre among business academics, especially among teaching professionals. As early as 1966, Staiger wrote about how writing business abstracts can ensure better communication with readers and gave a few clues for students about abstract writing. Roundy (1982), as well as Baxter and Clark (1982) in the same issue of *Business Communication Quarterly*, wrote about teaching abstracts, how to write them, and how they should include the necessary information, in addition to how the structure of an abstract should have a relationship with the document it represents. This meant, however, limiting themselves to repeat the scanty indications provided by the ANSI Z39.14-1979 and revisions (ANSI/NISO, 1997), or by the early editions of the APA Publication Manual and similar.

In the mid 80s the Association of Business Communication, through one of its official publications the *Journal of Business Communication*, became very active in the promotion of business writing and communication among teachers and students. The awareness of this need also fostered new publication trends in the period studied (Graham, 2006: 274). A similar move towards improving writing is observed in the *Business Communication Quarterly*, especially since Kellner (1982),[8] who opened a debate in which teacher competence was being questioned and emphasis was placed on the degeneration of technical writing. A few years later, McCloskey's (1985) paper also

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[8] Kellner's (1982) paper created a good deal of interest and was granted an award of merit from the Society of Technical Communication.

produced a good deal of stir because he said that scholarly writing among economists was of poor quality.

Editors of the *Quarterly* made sure that the journal included several papers advocating writing courses to meet the needs of professionals in business and industry. This produced a certain increase in the information provided on academic writing through which we can draw a representative enough picture of what these publications looked like. More recently, the awareness of students writing needs in business and economics produced literature basically aimed at the promotion of writing across the curriculum (Riordan et al., 2000; Plutsky & Wilson, 2001). Nevertheless, the study of abstracts in business has been practically inexistent, although some recent attempts have been made; see, for instance, Piqué-Noguera's (2012b, forthcoming) description of RA business abstracts in a corpus of 160 abstracts of two official publications of the Association of Business Communication; this study is based on the structure, moves, and rhetorical patterns of abstracts.

As far as the results of the revision of the literature carried out for this research, the only major study in the area directly related to it, although not directly related to this research, is Lindeberg's (2004) publication, *Promotion and Politeness. Conflicting Scholarly Rhetoric in Three Disciplines*. She stressed the fact that business disciplines "are usually seen as belonging to the social sciences, which are often treated as a homogeneous group" (p. 15). In fact, some authors (Miech et al., 2005; Hahs-Vaughn & Onwuegbuzie, 2010) agreed that Hartley's (2002) arguments in favor of structured abstracts for the social sciences were perfectly applicable in the area of educational

research, but also to the 'soft' group of articles in the area of business. Lindeberg's (2004) research, however, does not enter into the discussion of structure and all the abstracts quoted are unstructured. Her research focused mainly on promotion and politeness, not only in abstracts, but also in RA Introduction and Discussion sections. For the study of abstracts, although citing previous models in the literature (p. 45), she based her analysis on direct and indirect promotional rhetorical steps in abstracts (pp. 108 and 113). Her analysis of RA Introductions is seen through Swales' (1990) CARS metaphor and the Discussion through Dudley-Evans' (1989) model.

The appearance of abstracts in business journals has not been a homogeneous one, and neither did their editors make a common decision to homogenize them as the medical journal editors did (Ad Hoc Working Group, 1987). The structured/unstructured abstract debate, however, does not appear to have fully entered the business sphere yet, although some of their journals have already incorporated structured abstracts in their published RAs. Even though some journal editors advise their prospective authors to write structured abstracts when submitting papers for publication –for instance, in *Management Research News*[9]–, as a whole, business journals still publish their RAs with unstructured abstracts.

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[9] This is one of the journals in the Emerald Group, an editorial that advises their prospective authors to publish RAs with structured abstracts (see a full multi-disciplinary list of journals at www.emeraldinsight.com).

3.2. Research papers

The number of publications related to the structure of business papers is rather scarce in the literature, and very few approach the entire RA from the structure point of view. Swales (1981) seems to have begun to systematize its study, starting with RA Introductions, and later (Swales, 1990) the RA as a whole. Most of the studies partially dealt with a section or two, with very few exceptions: in one of them, following Swales' approach, Fortanet Gómez (1996) studied a corpus of 10 RAs from business and economics: 3 from business in general, 3 from marketing, 3 from management studies, and 1 from economics. Although based on the IMRD macrostructure, she commented that "nowadays we cannot find a regular pattern in all business and economics research articles regarding the titles of section" (p. 28) and concluded that the most common structure found comprised 5 sections: Introduction, Methodology, Findings or Development, Conclusion, and References.

Based on a multi-disciplinary approach (health sciences, business, chemistry and robotics), a research group (Fortanet Gómez, 2002) investigated whether general features were characteristic in RAs to help define a basic structure for any empirical research paper; the four sections of the IMRD pattern seemed to predominate in the 40-RA corpus. This research was followed by Palmer Silveira and Ripollés Meliá's (2004) paper who also tried to define the structure in business RAs. In their study, they found, between Introduction and Method, a rather large section called 'Theory Research' or 'Literary Review'. This section occupied an average of 36.49% of the space allocated to the whole article (p. 98), while the Introductions were clearly shorter (p. 99).

In a more detailed study of rhetorical elements, Harwood (2005a) investigated pronouns, self-citation and discourse organization in a comparative corpus-based analysis of business, economics, informatics, and physics texts; and including inclusive and exclusive pronouns in the same four disciplines (Harwood, 2005b). Mur Dueñas (2007), however, used business texts as the basis for her analysis and studied interactional metadiscourse features in a cross-cultural (English-Spanish) analysis of business management RAs, with special reference to self-mentions. In addition, with a pedagogical aim, she searched for logical markers in business management texts through which better ESP teaching materials could be designed (Mur Dueñas, 2009). Also Piqué-Angordans and Piqué-Noguera (2010) studied citation models and practice, as well as the Internet and plagiarism in the area of business research, along with a structural description of business RAs. Mur Dueñas (2010b), in turn, searched for attitude markers in a corpus of 24 bilingual business management RAs. In her recent study, also on business management, Mur-Dueñas (2012) had a closer look at RAs through their expressions on the creation of a research space (Swales' CARS, 1990) vis-à-vis the statement of limitations. While commenting on her previous investigation, she found (Mur-Dueñas, 2012: 56) the step 'Indicating a gap' present in all English RAs and 'Limitations' in 92% of the texts, while a significant reduction was detected in Spanish texts: 66% in the gap statement and only 42% expressing limitations. Through these studies she wanted to encourage both learners and writers to become familiar not only with genre structures but also with specific formulas within a given discourse community and how important it is to link the study of the organizational structure of abstracts and RAs with the analysis of how they are encoded through lexico-grammatical devices (Mur-Dueñas, 2012: 71); her results support Hyland's (2005: 181)

idea that this sort of activities encourage students "to develop a curiosity about the

rhetorical practices of their communities and an exploratory attitude towards texts".

Chapter 4. TEXT ORGANIZATION AND ANALYSIS IN ACADEMIC TEXTS

The structure of RAs has long been debated across disciplines. Numerous researchers have studied their structure to indicate and explain the parts in which they can be divided. However, the variability shown in some of these studies, in terms of patterns and moves, could be notoriously labeled as over-simplistic and too general. For years, the problem-solution paradigm was one of the macro-structures referred to by many authors who offered a discussion of different text distributions as options available to writers of scientific texts. In his *Text and Context*, Van Dijk (1977), while offering for narrative texts the structure Setting-Complication-Resolution-Evaluation-Moral, he proposed the following structure for scientific texts: Introduction-Problem-Solution-Conclusion, adding that such categories are still to be defined by a general theory of discourse (p. 155).

Much of the genre research produced during the last thirty or forty years was related to the structural analysis of the RA with papers such as Hutchins' (1977). Stanley (1984), in his pilot study, pointed out that the 'problem-solution' model, proposed by Winter (1977) and extended by Hoey (1983), "is one of the few models which combine surface linguistic study and local levels of text analysis with the overall structure of text" (Stanley, 1984: 156). According to Hoey (1983, 1994), the problem-solution paradigm consists of the following elements: Situation; Problem; Solution or Response; and Evaluation. This model, added Hoey (1994: 32), admits different levels of detail; first, he exemplified it through a monologue and, later, through a text from the *New Scientist*

(p. 36). Nevertheless, even though nowhere in his text envisions its applicability to an RA as a whole, this signaling system "varies in detail somewhat from discourse type to discourse type, though not in underlying nature" (p. 44).

Crookes (1986) recognized and applied Swales' (1981) pioneer work in his interpretation of RA Introductions in terms of a subdivision into four structural moves. Thompson and Mann (1987), however, looked at text structure as being related to functions and goals through which they identified a hierarchical structure in scientific texts relating it to a Rhetorical Structure Theory. This theory, however, which is about how text works, did not receive much attention from applied linguists because it "was intended to guide computational text generation, but that use did not strongly influence the framework" (Taboada & Mann, 2006: 425).[10] As these authors explain, its aim was on how text involves words, phrases, grammatical structure, or other linguistic entities.

Hill et al. (1982) marked an important point in time introducing the 'hourglass' diagram through which they showed how it signaled the overall RA organization. It was later taken up by Swales (1990) and Weissberg and Buker (1990) to visually describe the contents of RAs. This sort of study of research articles through genre analysis produced a growing interest among applied linguists. As Brett (1994: 47) explained, genre research "offers a system of analysis which allows observations to be made on the repeated communicative functions found in genres and the linguistic exponents of these functions".

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[10] On the use of the Rhetorical Structure Theory in computational analysis, see O'Donnell (2000).

In the next sub-sections, different structural models proposed for the abstract in its traditional one-paragraph format and for the RA sections, will be described, and a model for each will be selected for its application and analysis of our corpus of abstracts and research papers.

4.1. *The traditional one-paragraph abstract*

The traditional one-paragraph unstructured abstract is supposed to contain a detectable internal structure. The literature provides sufficient evidence to the fact that, as Gillaerts and Van de Velde (2010) pointed out, RA abstracts are a well-established genre among academics. The question, however, remains as to whether a research paper abstract "functions as a condensed reproduction of the text or rather as an expansion of the title, as well as the question of whether it is an indicator of the RA's content or rather an informative summary" (Gillaerts & Van de Velde, 2010: 128). Notwithstanding anything to the contrary of this assertion, the literature still needs to clarify, at least in several disciplines, the function and content of abstracts, an issue that still demands further research (Swales, 2004: 239; also Hartley, 2003; Kitchenham et al., 2008; and Ufnalska & Hartley, 2009, to name but a few).

The definition of the ANSI/NISO (1997: 1) was no more explicit than the previous ones: "[…] the term *abstract* signifies a brief, objective representation of the contents of a primary document or an oral presentation". This document, while advising not to confuse the term *abstract* with related but distinct terms, such as *annotation*, *extract*, *summary*, and *synoptic*, clearly distinguished two main types of abstracts, indicative

and informative, "reflecting the mode or perspective in which they are written" (p. 3).
Most importantly, the document emphasized that "[b]oth types of abstracts should
present as much as possible of the essential information contained in the text" (ibid.).

Style guides consider abstracts of a special importance; the publication manual of the
APA (2010: 26), for instance, reads that "[a] well-prepared abstract can be the most
important single paragraph in an article" and that it should be 'accurate',
'nonevaluative', 'coherent and readable', and 'concise'. This manual understands an
abstract of an empirical study as being composed of one single paragraph containing
four different components, which have remained unchanged since the 1994 edition. The
first of these components contains two distinct concepts (background or problem and
purpose), implying the subdivision into two different abstract moves. Hahs-Vaughn and
Onwuegbuzie (2010), who took the information from the 2001 edition of the manual,
summarized this structure as follows:

1. Problem/purpose/objective/research question/focus of study,
2. Sample/population size/characteristics,
3. Method (e.g., data-gathering procedures, intervention, research design),
4. Findings, and
5. Conclusions/implications/recommendations.
      (Hahs-Vaughn & Onwuegbuzie, 2010: 56)

To respond to these items through the contents of the abstract, Bhatia (1993) proposed
four different questions:

1. What the author did
2. How the author did it
3. What the author found
4. What the author concluded
         (Bhatia, 1993: 78)

The question here is not to propose that structured abstracts[11] would best suit the needs of authors in their 'marketization' effort to convince readers to read their papers, but rather to emphasize that unstructured abstracts can also be convincing enough, provided they contain adequate and sufficiently persuasive information.

The authors' concern in studying the contents of abstracts has taken them to apply different structures for their study. Aside from Lindeberg (2004), Dahl (2004a) explored the structure of abstracts comparing those of experimental work with abstracts describing theoretical work; in her analysis she used 20 abstracts from linguistics and 20 from economics. Even though these are texts from economics, the results hint at the possibility of its appearance in similar texts from business. In her study, she followed Lindeberg's research and proposed a structure divided into macro- and micro-level steps. The macro-level structure –aside from the terminology used for its description– can also be identified with other proposed models in the literature. Table 4.1 offers Dahl's structure with both macro- and micro-level steps:

MACROLEVEL STEPS	MICROLEVEL STEPS
BACKGROUND	Claim of centrality
	Topic generalisation
	Theoretical framework
	Previous research
	Statement of knowledge gap
ANNOUNCING PRESENT RESEARCH	Thesis (Initial claim)
	Hypothesis
	Aim/Purpose
	Announcing present research
METHODS/MATERIALS	
RESULTS	Results; Results/Implications
COMMENTS ON RESULTS	Comparisons to previous research (support)
	Counter-claims
	Implication/Conclusion
	Boosting of contribution
	Assessment of reliability
	Preview(implications/limitations/future research)

Table 4.1. Macro- and micro-level steps in abstracts (Dahl, 2004a: 52)

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[11] In this research questions related to structured abstracts have been disregarded since our corpus is composed solely of unstructured abstracts. Besides, most of today's major business journals still publish their papers with unstructured one-paragraph abstracts.

The results of the 20 economics abstracts offer a rather irregular presence of steps, and only three appear being used over 50%: 'Results/Implications' (n=20), 'Announcing present research" (n=16), 'Implications/Conclusion' (n=11).

Other studies, however, have proposed different approaches for the analysis of abstracts. The lack of basic information in many of them, due to the word limitations imposed by the journals' editorial staffs, has induced authors to write abstracts with a notable scarcity of information. It is widely acknowledged that abstracts are often a reflection of the RAs in their IMRD pattern for Introduction, Methodology, Results, and Discussion, which has prompted applied linguists to study them with this structure in mind. Such is the case of Martín Martín (2003) in his contrastive (English-Spanish) study of psychology abstracts. Others, like Lorés (2004), described the abstract structure either applying a four-move IMRD structure, a three-move CARS structure or a Combinatory structure in a corpus of linguistics and applied linguistics papers; according to her research, authors favored the IMRD structure, which she found in 61.1% of the RAs analyzed; 30.5% with the CARS structure, and 8.4% the rest of RAs (p. 283).

All these models are perfectly applicable for the analysis of abstracts. However, for the sake of a more complete set of informative moves, the author of this investigation decided to follow both Weissberg and Buker (1990) and Hyland (2000) who offered a similar five-move structure condensed in a single paragraph. Taking the APA Publication Manual (2010) advice, Weissberg and Buker (1990) subdivided the first move into two different issues: first, introducing some background information to the

study and, second, declaring the main activity of the research, or the statement of purpose, as well as the scope of the research. The choice of this structure was not because we expected to find all its moves in the abstracts of the corpus; it was made mainly because of its simplicity of structure, easily understandable and pedagogically applicable in a classroom situation, and also with the idea to promote the writing of better and more complete abstracts while at the same time maintaining the word limitation of journals.

Weissberg and Buker's (1990) classification of rhetorical moves of an abstract can be seen in table 4.2:

Move		Description
B	=	some *background information*
P	=	the *principal activity* (or purpose) of the study and its *scope*
M	=	some information about the *methodology* used in the study
R	=	the most important *results* of the study
C	=	a statement of *conclusion* or *recommendation*

Table 4.2. Classification of abstracts' rhetorical moves (Weissberg & Buker, 1990: 186; authors' italics)

Hyland (2000), who studied 800 abstracts from various disciplines, among them marketing, postulated that "writers use this genre to typically situate themselves and their work in their disciplines" (p. 63); with this claim, he favored a similarly informative abstract. His corpus was analyzed based on the following abstract structure (table 4.3) which, in spite of different terminology, is similar in content to Weissberg and Buker's (1990) model:

Move	Function
Introduction	Establishes context of the paper and motivates the research or discussion.
Purpose	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.
Method	Provides information on design, procedures, assumptions, approach, data, etc.
Product	States main findings or results, the argument, or what was accomplished.
Conclusions	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.

Table 4.3. Classification of abstracts' rhetorical moves (Hyland, 2000: 67)

In this structure, Hyland proposed an Introduction where the context of the paper and also the motivation behind the research are given (i.e., Background, in Weissberg & Buker's 1990 structure). The aim of this Introduction or Background move is typically to situate the author's research; that is, they both serve a similar rhetorical function (Samraj, 2005: 146).

In a paper on zoology abstracts written from the point of view of information science, Cross and Oppenheim (2006) suggested a similar five-move structure, although with minor changes.

Moves & sub-moves	Description
	Move 1 – Relation to other research
	Move 2 – Purpose
	Move 3 – Methodology
	Move 4 – Summarising the results
	Move 5 – Discussing the research
	Sub-move 1 – Conclusions
	Sub-move 2 – Recommendations

Table 4.4. Five-move structure of abstracts (adapted from Cross & Oppenheim, 2006: 438-439)

Move 1, although sometimes merged with move 5, appeared as an opening sentence to the abstract as a "clear statement of knowledge about the larger research area" (Cross & Oppenheim, 2006: 438), that is, Weissberg and Buker's (1990) Background. Moves 2,

3, and 4 coincide with these authors' proposal, although they added two sub-moves to move 5 (sub-move 1, 'Conclusions', and sub-move 2, 'Recommendations').

To summarize this section on abstract text organization, whether deciding to adopt a structured abstract or not, some guidelines must be kept in mind. Kitchenham et al. (2008) proposed some general directives for constructing structured abstracts. Although applicable to both types of abstracts and basically aimed at experimental engineering papers, they asked a series of questions which can be applicable to any research paper, provided one makes an adequate selection of topics for each type of RA they are supposed to summarize. These authors presented their description based on questions asked in each abstract section, which resemble Bhatia's (1993) four questions. The key to a well-written abstract will depend on how well we select the ideas that best represent the paper. Here is a partial reproduction of their structure:

Abstract section	Question addressed
background section	why did we do the study?
aims section	what did we plan to do?
method section	how did we do the study?
results section	what happened?
conclusions section	what do the results mean?

Table 4.5. Guidelines for constructing structured abstracts (adapted from Kitchenham et al., 2008: 39)

In spite of the large amount of publications that have been reviewed in sections 2 and 3 above, on both abstracts and RAs, as well as on individual sections of the RA, there is an important gap in the number of studies exclusively aimed at business texts. This makes it difficult to apply a given rhetorical structure from one discipline to another. However, the very definition of genre provides a helping hand in our approach to

business RAs and abstracts. As Swales' (1990: 58) definition underscores, the members of a given discourse community "share some set of communicative purposes [which] constitute the rationale for the genre"; this is made up of verbal structures which "comprise in written scientific texts the many 'rhetorical functions' that such texts have to perform" (Lewin et al., 2001: 24).

In a more recent paper than previous publications we have analyzed, Swales and Feak (2010) recognize that most researchers would favor a five-move abstract, because "abstracts have the *potential* for all five moves, although in many cases, especially when there are tight word (or character) restrictions, not all five moves will be realized" (p. 172; their italics). Even though the terminology may differ from one author to another, in table 4.6 their proposed structure, labels and questions can be seen:

Move #	Typical labels	Implied questions
Move 1	Background/introduction/situation	what do we know about the topic? why is the topic important?
Move 2	Present research/purpose	what is this study about?
Move 3	Methods/materials/subjects/procedures	how was it done?
Move 4	Results/findings	what was discovered?
Move 5	Discussion/conclusion/implications/ recommendations	what do the findings mean?

Table 4.6. Abstract move structure (Swales & Feak, 2010: 172)

For the analysis of the present dissertation's corpus of abstracts, although similar to Hyland's (2000) and Swales and Feak's (2010) models, we have decided to apply Weissberg and Buker's (1990) for an easier identification of moves through the acronym BPMRC.

4.2.   Research article structure proposals

The first published professional journal seems to have been *The Philosophical Transactions of the Royal Society*, in 1665; although in embryonic form, it became the arena for scientific discussion, especially due to the efforts of Robert Boyle and his colleagues (Shapin, 1984). According to Shapin, English scientists were searching for a forum to project their claims and speculations in written form and, ultimately, to transform them in accepted knowledge and, at the same time, foster replication on the "experimental scene" (p. 491). To this author, the generation of knowledge and its communication are equally important; thus, the main effort of the scientific community of the time was placed on "the creation of a scientific public" (p. 481). For that purpose, adequate materials were necessary, starting with the printed medium. Writing, genre, social action, and reading were all part of the same knowledge generation effort; as Bazerman (1988: 10) pointed out, "[w]riting is a social action; texts help organize social activities and social structure; and reading is a form of social participation; thus, saying something about writing is saying something about sociology".

(a) IMRD structure

The structural awareness in RAs was not inherent to these early beginnings and the letter form and experimental report practically coexisted; nevertheless, soon the letter form disappeared in medical journals (Sollaci & Pereira, 2004: 364) and became scientific reports. As science evolved, the presentation of experiments was systematic and its rhetorical organization began to take place (Atkinson, 1992: 340). With the

standardization of norms in the twentieth century, the IMRD structure was gradually introduced in most scientific journals. According to Swales (1990: 115), prior to 1950, only 50% of the RAs were formally divided into section titles, and only after the 50s section headings became a regular characteristic of RAs.

Nwogu (1997), in his research on the structure of medical RAs, adapted the genre-analysis model proposed by Swales (1981, 1990) to the medical paper. Nwogu (1997: 120) wrote that it was an application "beyond Swales' article introduction to the whole body of the research article". It contains, in fact, some similarities with Skelton's (1994) research on medical papers. Nwogu's structure is made up of 11 moves distributed in the four sections (IMRD) of the RA. Nwogu, an experienced ESP teacher, proposed a terminological adaptation of Swales moves and steps and, using a slightly different nomenclature, was also proposed in Spanish by Piqué Angordans (2002).

As it has been shown above, in the last three decades many essays have been published on the characteristics of written scientific papers, but it was Swales (1981) who first systematized the Introduction section into moves and steps with a "complete rhetorical and linguistic description" (Atkinson, 1992: 340). Swales' seminal work, although essentially an 'underground' production issued by the Language Studies Unit at the University of Aston in Birmingham, soon became an important part of English for Academic Purposes.

(b) The hourglass diagram

In 1990, both Swales and Weissberg and Buker coincided in the adoption of a macrostructure for the RA, the so-called the 'hourglass diagram' (see Figure 4.1). It was introduced by Hill et al. (1982) to show their students not only how a scientific RA should be read and analyzed, but also how it should be written. Compared to other structural proposals, Swales (1990: 133) believed that the hourglass diagram provides a "manageable starting-point for a discussion of shape of macrostructure". Through it, the internal movement of the author's discourse in a RA is illustrated and usually signaled by visible subheadings.

Introduction   General

M

Procedure   Particular

R   Particular

Discussion   General
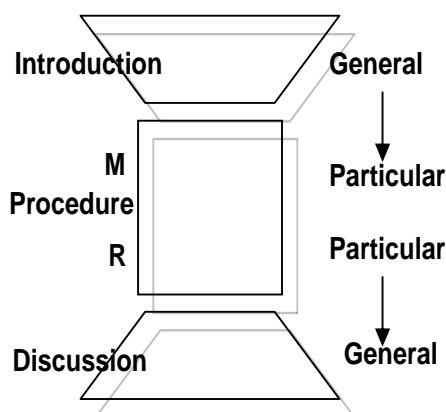
Figure 4.1. The hourglass diagram (adapted from Hill et al., 1982: 335)

As Swales (1990: 133) claimed, much of the research carried out prior to Hill et al.'s (1982) paper fits in this simple scheme. The Introduction starts with the general background information, a review of the literature and an expression of purpose. Then the procedure describes the Methods (M) section, which details the materials used, such as questionnaires, texts, population, sample description, statistics, variables studied, etc. Next, the Methods, together with the Results (R), continue through what Swales (1990:

133) called "a narrow, particularized path", in which the author presents and analyzes the findings obtained. Finally, the comparison with the authors' own previous research embodies the Discussion, in which, based on the results collected, the authors analyze and formulate applications and implications, and bring the RA to a conclusion relating these findings with the generalizations brought up at the beginning. Consequently, the RA becomes a reflection of cyclical or recursive configuration of the RA moves, as pointed out by Swales (1990: 158-159). Genres, nevertheless, are not steady; they evolve in response to changes in the different disciplines and in the collective perception of each discipline. The area we are dealing with, that is, business, is no exception.

(c) De Waard's pragmatic view of the RA

De Waard (2007) proposed a pragmatic structure for cell biology RAs based on a schema of discourse segments in which she distinguished between 'model realm' and 'experiment realm' through which the paper structure could be elaborated. This is her schema:
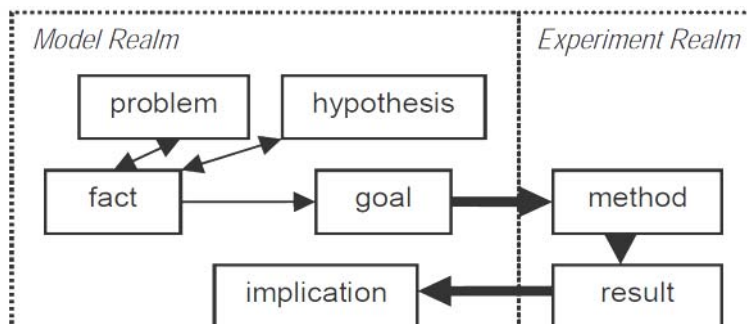
Figure 4.2. Schema of discourse segments and relations (from De Waard, 2007: 85)

De Waard (2007) explained that this idea is derived from the use of tenses because research occurs in two distinct 'realms': "the realm of Models, including Theories, Hypotheses and Facts, which is timeless, and generally shared; and the realm of Experiments (Results and Methods), which lies in personal (past) experience of the researcher" (p. 85). She further added that the segment order is as follows: 'Fact' → 'Goal' → 'Method' → 'Result' → 'Implication', and through this order the linguistic representation of the scientific method can be identified. From these premises, she drew her research paper structure with the following basic elements (those in brackets are optional):

	Elements
a.	*Introduction*: - Setting the stage, and position the present topic - Posing the central (research) question
b.	*Experimental Method*: - (Describing the methods used)
c.	*Experimental Results*: - Providing proof of the main claim(s) - Interpreting the implications of the work
d.	*Discussion*: - Evaluating the claims in the light of related work - (Summarizing the current work) - (Discussing next steps)

Table 4.7. Pragmatic RA model elements (De Waard, 2007: 85-86; author's italics)

4.2.1. *The Introduction section: the CARS model and beyond*

The Introduction is a key section in the article and it should be written in such a way as to lead readers through the article and compel them to continue reading the paper. As Lorés Sanz (2008) remarked, by 'creating a research space' (CARS, Swales, 1990), or

by 'establishing a territory' (Swales, 2004), "writers show how their work differs from the work of everyone else and is thus worthy of attention" (Lorés Sanz, 2008: 113).

Swales, in his *Genre Analysis* (1990), used the terms 'moves' and 'steps' to refer to the sequential subdivision of each section of the RA.[12] However, in his first description of the Introduction (Swales, 1981) he included 'moves', but no 'steps'; instead, he used letter subdivisions in each of the four moves. This initial model of the Introduction, with a four-move structure, looked as follows:[13]

Move #	Description
MOVE ONE:	Establishing the Field
	A) Showing Centrality
	B) Stating Current Knowledge
	C) Ascribing Key Characteristics
MOVE TWO:	Summarizing Previous Research
	D) Strong Author-Orientations
	E) Weak Author-Orientations
	F) Subject Orientations
MOVE THREE:	Preparing for Present Research
	G) Indicating a Gap
	H) Question-Raising
	I) Extending a Finding
MOVE FOUR:	Introducing Present Research
	J) Giving the Purpose
	K) Describing present research

Table 4.8. The four moves of RA Introductions (Swales, 1981: 22a; his underlining)

In 1984 Swales published a slightly modified version of the same four-move structure for the Introduction, as shown in table 4.9:

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[12] A different terminology can be found in Weissberg and Buker (1990) who preferred to use 'elements' and 'stages', while Nwogu (1997), in his description of medical papers, used the terms 'moves' and 'constituent elements'.

[13] The subdivisions under each letter section (4 in move one and 3 in move four) have been eliminated, as they were in Swales' (1984b: 80) later version, which was given in its broadest outline.

Move #	Description
MOVE ONE:	*Establishing the Field* a) by asserting centrality OR b) by stating current knowledge
MOVE TWO:	*Summarizing Previous Research*
MOVE THREE:	*Preparing for Present Research* a) by indicating a gap in previous research OR b) by raising a question about previous research
MOVE FOUR:	*Introducing the Present Research* a) by stating the purpose OR b) by outlining present research

Table 4.9. The four moves of RA Introductions (Swales, 1984b: 80; his italics)

These first proposals were later modified (Swales, 1990) and reduced to three moves, in what he called the CARS ('Create A Research Space') model, consisting of the moves and steps described in table 4.10:

Moves & steps	Description	
Move 1 – Establishing a territory		
Step 1	Claiming centrality	and/or
Step 2	Making topic generalization(s)	and/or
Step 3	Reviewing item of previous research	
Move 2 – Establishing a niche		
Step 1A	Counter-claiming	or
Step 1B	Indicating a gap	or
Step 1C	Question-raising	or
Step 1D	Continuing a tradition	
Move 3 – Occupying the niche		
Step 1A	Outlining purposes	or
Step 1B	Announcing present research	
Step 2	Announcing principal findings	
Step 3	Indicating RA structure	

Table 4.10. CARS model for RA Introductions (Swales, 1990: 141)

In this new contribution to genre studies, Swales proposed and justified a few changes particularly in the structure of the Introduction, but maintained practically intact Move 3. Using Swales' CARS model for Introductions, Lindeberg (2004: 40) presented a 'tentative model' of promotional rhetorical steps, based on the following four moves:

(1) Hook (Claim of centrality); (2) Foil (statement of Gap); (3) Contract (statement of aim/announcement of present research); and (4) Boost (positive assessment of contribution).

Swales' (1990) 3-Move CARS model has indeed become prototypical, as has been shown in the literature, specifically by Nwogu (1997) in medicine, Posteguillo (1999) in computer science, Lewin et al. (2001) in social sciences, Gross et al. (2002) in physical sciences, Samraj (2002, 2005) in environmental science, Kanoksilapatham (2005) in biochemistry, Ozturk (2007) in applied linguistics, Dahl (2008) in economics and linguistics, Loi and Evans (2010) in educational psychology, Mur-Dueñas (2010a) in a contrastive study of business management RAs, and so on.

Lewin et al. (2001), in their description of social sciences papers, discussed the variability found when revising these many structural approaches as they applied to individual disciplines. This fact, according to them, led to two main problems in the analysis of their discipline which, up to that point, lacked a structural definition of their publications: the first one "leads to inconsistency, particularly evident in Swales' texts where one move variously realizes one rhetorical function or several such functions" (p. 23). In the second problem they contended that "no author offers criteria for realizing the rhetorical structures (or moves […]), and therefore they cannot be independently identified" (ibid.). Thus, they claimed that no comparisons are possible or adequate between different academic fields. From their research, they proposed the following three main moves for the Introduction: Move 1 – Claim relevance of field;

Move 2 – Establish the gap the present research is meant to fill; and Move 3 – Preview the authors' contribution (Lewin et al., 2001: 38).

Swales (2004), in his revised Introduction, added a few extra steps to comprise a more diversified sample of RA Introductions across disciplines, first, by the possibility of 'Establishing a territory' adding more specific details in Move 2, Steps 1A and 1B. As history on RA research demonstrates, "this prestigious genre […] is a dynamic textual institution undergoing, like nearly all genres, continuous if slow evolution" (Swales, 2004: 217). Swales (2004) revised his Introduction structure because it needed a "new look" (p. 229), justifying his changes on recent publications. In this revision, together with a terminological variation, he reduced to just 3 the 4 steps of Move 2, besides adding more optional steps to Move 3, offering "a carefully modulated orientation for the reader/reviewer of what is to come, broadly proceeding in the direction of greater specificity" (p. 226). The analysis of the RA Introductions of our corpus is going to be based on the schematic structure on table 4.11, proposed by Swales:

Move #	Description	
Move 1	*Establishing a territory* (citations required)	via
	Topic generalizations of increasing specificity	
Move 2	*Establishing a niche* (citations possible)	via
	Step 1A Indicating a gap	or
	Step 1B Adding to what is known	
	Step 2 (optional) Presenting positive justification	
Move 3	*Presenting the Present Work* (citations possible)	via
	Step 1 (obligatory) Announcing present research descriptively and/or purposively	
	Step 2* (optional) Presenting RQs or hypotheses	
	Step 3 (optional) Definitional clarifications	
	Step 4 (optional) Summarizing methods	
	Step 5 (PISF**) Announcing principal outcomes	
	Step 6 (PISF) Stating the value of the present research	
	Step 7 (PISF) Outlining the structure of the paper	
*	Steps 2-4 are not only optional but less fixed in their order of occurrence than the others	
**	PISF: Probable in some fields, but unlikely in others	

Table 4.11. Proposed structure for the Introduction (Swales, 2004: 230, 232)

4.2.2. The Methods, Results and Discussion sections

Swales (1990) recognized the difficulty of assigning a given structure to these three sections of the RA due to their variability across disciplines. As he wrote, "[o]ur present state of knowledge about the last two elements in the IMRD pattern is, regrettably, largely restricted to an exploratory rather than hypothesis-testing stage" (p. 170). However, different authors have approached the study of these three sections, although not necessarily proposing their structural organization. See, for instance, Martínez (2003) on biology Methods sections; Bruce (2009) on Results in organic chemistry; Brett (1994), also on Results, in sociology; or Yang and Allison (2003) on Results and Conclusions in applied linguistics. The last section, the Discussion, has also been frequently studied, including or excluding the Conclusions; in medical RAs, by Docherty and Smith (1999), Skelton and Edwards (2000), Clarke et al. (2002), Williams (2006, 2011); also in business management RAs, by Lindeberg (2004) and Mur-Dueñas (2012); in psychology, by Puebla (2008); and including on RAs across disciplines, by Hopkins and Dudley-Evans (1988), Holmes (1997), and the studies coordinated by Fortanet Gómez (2002). Finally, the Conclusions section has been treated aside from Discussion in various disciplines, by Johns (2006), and in economics by Malavasi (2010), among others.

(a) The Methods section

This section shows a great variability due to the fact that the presence of moves and steps vary considerably depending on the type of research presented in the RA, whether

it is an experimental paper or non-experimental paper. Its variability is not only when compared to other disciplines, but also comparing RAs belonging to the same discipline, both in content and in the sequencing of the information through their moves and steps. In addition, Swales (2004: 219) pointed out that "a Methods section per se may not exist at all in a number of humanities areas, especially in those that maintain an essayist tradition". Generally, this section is associated with empirical studies. In these cases, and as a general rule, this section should describe materials used, variables studied, sample, in addition to procedure or experimental processes. In addition, in business RAs, this section sometimes appears as an extension of the theoretical framework or the model presented in the paper; also, and especially when following a structure other than the IMRD, not only this section but the whole paper takes a rather narrative or expository format.

As far as its structure, authors do not seem too keen on establishing one. For example, Weissberg and Buker (1990), on experimental research, suggested three main steps and description:

A. *Overview*: This step consists of one or two sentences that give a general idea of the material and the purpose for which it is intended.
B. *Description of principal parts*: Here, each major part or characteristic of the material is described in logical sequence.
C. *Functional description*: This last step shows how the various features described in Step B function together.

(Weissberg & Buker, 1990: 116; their italics)

Nevertheless, neither Swales (1990, 2004) across disciplines nor Lewin et al. (2001) for social sciences, offer a model that could be followed. The few papers published in the literature describe other aspects of this section: for example, Harwood (2005a)

investigated the use of what he called the 'methodological I' and Rundblad (2008) looked at the use of the passive voice, but they made no reference to the structure of this move. For its simplicity, it is worth mentioning the three moves presented by Nwogu (1997) for medical RAs: Move 1—Describing data-collection procedure; Move 2—Describing experimental procedures; and Move 3—Describing data-analysis procedures (adapted from Nwogu, 1997: 135).

Coll García (2002) proposed a more diversified structure intended for a multidisciplinary corpus of RAs in which he favored a model divided into six moves and several steps per move. Similarly, Lim (2006) proposed a three-move structure with several steps in each move, which was later adopted by Bruce (2008):

Rhetorical move	Constituent step

Move 1: Describing data collection procedure/s	Step 1: Describing the sample
	  (a) Describing the location of the sample
	  (b) Describing the size of the sample/population
	  (c) Describing the characteristics of the sample
	  (d) Describing the sampling technique or criterion
	Step 2: Recounting steps in data collection
	Step 3: Justifying the data collection procedure/s
	  (a) Highlighting advantages of using the sample
	  (b) Showing representativity of the sample

Move 2: Delineating procedure/s for measuring variables	Step 1: Presenting an overview of the design
	Step 2: Explaining method/s of measuring variables
	  (a) Specifying items in questionnaires/databases
	  (b) Defining variables
	  (c) Describing methods of measuring variables
	Step 3: Justifying the method/s of measuring variables
	  (a) Citing previous research method/s
	  (b) Highlighting acceptability of the method/s

Move 3: Elucidating data analysis procedure/s	Step 1: Relating (or 'recounting') data analysis procedure/s Step 2: Justifying the data analysis procedure/s Step 3: Previewing results

Table 4.12. Moves and steps in the Methods section (Lim, 2006: 287)

Mur Dueñas (2007) analyzed Nwogu's (1997) move structure for medical research papers and also Coll García's (2002) multidisciplinary structure. She observed that

some of the steps proposed by Nwogu and Coll García were not found in her corpus, and some new ones were present in it. Therefore, she analyzed a corpus of business management adapting their models to her own:

1. Describing participants/the sample
2. Describing data collection procedure
3. Describing data collection results
4. Outlining variables and measures
5. Describing data-analysis procedure
6. Reference to previous literature
7. Reference to past research which follows a similar methodological procedure
8. Claiming validity
9. Reference to past research (consistency)
10. Indicating a finding
11. Aim/structure of the section

Table 4.13. Methods structure for business management RAs
(Mur Dueñas, 2007: 127-130)

The obvious similarity of Mur Dueñas' (2007) texts to those in our corpus has directed us to apply this model to our collection of RAs and see what possible similarities or differences can be drawn in the Methods section.

(b) The Results section

This section is fundamental in the RA, although it is often combined with Discussion, through which the author's findings are presented. In this case, the boundary between Results and Discussion is not as clear as it is commonly believed (Swales & Feak, 1994: 170). The difficulty of suggesting a possible structure for the Results section is further compounded when going from one discipline to another. Bruce (2009), studying

this problem through sociology and organic chemistry RAs, made palpable this diversity of approach showing consistent differences between the two.

The section of results is often qualified as the core of the paper, yet it is one of the most difficult to define and clarify. Yang and Allison (2003: 369), for example, maintained that a lot has been learned about Results and Discussion sections since Swales (1990), but that several issues still remain unresolved. This is particularly true, they added, in regard to the relationships between the sections usually included after Results, such as Discussion, Conclusion and Pedagogic Implications.

Depending on the type of paper, Results combines written text with figures, graphs, tables, and diagrams. In experimental RAs, this section is practically reduced to the presentation of results as such, although in some papers, it appears with their analysis; in this case, it avoids further explanations, which are left for the Discussion, where explanations, recommendations, and the like are included. To complement the information of the Results section, Weissberg and Buker (1990: 138; their italics) suggested subdividing it into three main elements for a more didactic approach: the first, "a statement that locates the *figure(s)* where the results can be found"; the second element, "statements that *present the most important findings*"; and the third element, "statements that *comment on the results*".

In some papers, this section often appears combining Results and their analysis, followed by a Conclusion, in which Discussion is substituted by the analysis. Nwogu (1997: 135) suggested only two main moves, "Indicating consistent observations" and

"Indicating non-consistent observations", although Palmer Silveira (2002: 125) considered that two more, "Reference to the aims of the study" and "Reference to methods used", should be included at the beginning of the section. Yang and Allison (2003), after an analysis of the previous research on the subject, proposed the following structure for the Results section that will be applied in the present study:

Moves	Steps
Move 1—Preparatory information	
Move 2—Reporting results	
Move 3—Commenting on results	Interpreting results
	Comparing results with literature
	Evaluating results
	Accounting for results
Move 4—Summarizing results	
Move 5—Evaluating the study	Indicating limitations
	Indicating significance/advantage
Move 6—Deductions from the research	Recommending further research

Table 4.14. Results structure proposal for applied linguistics RAs (Yang & Allison, 2003: 374)

As we have seen in other section proposals, Yang and Allison (2003) also present two levels of textual organization, namely moves and steps; as they explained, ''[o]ur use of two levels, Move and Step, serves to distinguish the communicative purposes from the rhetorical techniques realizing the purposes'' (p. 379). The idea is to provide the general structure of the sections along with detail.

(c) The Discussion section

Swales and Feak (1994: 195) already pointed out that it is not easy to give useful guidelines for the structure of the last two RA sections; in fact, it is often difficult to identify where one section ends (Results) and the next begins (Discussion), and their

distinction, therefore, is not as clear as it is commonly believed (Swales & Feak, 1994: 170). Nevertheless, the Discussion has received more attention than Methods and Results together.

One of the first attempts at structuring this section was made by Hopkins and Dudley-Evans (1988; also in Dudley-Evans, 1989: 74), and commented by Swales (1990: 172-173). Looking at MSc theses and research-focused RAs in the area of biology and agriculture, Hopkins and Dudley-Evans (1988) proposed a structure for the Discussion section, with ten moves organized in a cyclical pattern, as in table 4.15:

Moves	Description
1	Background Information
2	Statement of Result
3	(Un)expected Outcome
4	Reference to Previous Research (Comparison)
5	Explanation of a Surprising or Unsatisfactory Result
6	Deduction
7	Hypothesis
8	Reference to Previous Research (Support)
9	Recommendation
10	Justification

Table 4.15. Structure of the Discussion section (Dudley-Evans, 1989: 74)

In their approach to social studies RAs, Lewin et al. (2001) presented a structure of the Discussion section, which they qualified as "inviting applause", with the following distribution in its main headings:

Move A. Report accomplishments
Move B. Evaluate congruence of findings to other criteria[14]
Move C. Offer interpretation
Move D. Ward off counterclaims
Move E. State implications
　　　　　　　　(Lewin et al., 2001: 62)

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[14] The authors explain that the RA authors' aims are sometimes embedded in this move.

Yang and Allison (2003), following a similar approach to the six-move structure they proposed for the Results section in applied linguistic papers, further presented a seven-move model for the Discussion section:

Moves	Steps
Move 1 — Background information	
Move 2 — Reporting results	
Move 3 — Summarizing results	
Move 4 — Commenting on results	Interpreting results
	Comparing results with literature
	Accounting for results
	Evaluating results
Move 5 — Summarizing the study	
Move 6 — Evaluating the study	Indicating limitations
	Indicating significance/advantage
	Evaluating methodology
Move 7 — Deductions from the research	Making suggestions
	Recommending further research
	Drawing pedagogic implications

Table 4.16. Discussion structure proposal for applied linguistics RAs (Yang & Allison, 2003)

Lindeberg (2004), in her study of abstracts, Introductions and Discussions, based her study on Hopkins and Dudley-Evans' (1988) pattern for the Discussion. However, she offered a simplified model of rhetorical structure in the Discussion/Conclusion section of the RA:

Restate: aim, gap, methods, purpose, theory
Results
Compare previous research
Implications (interpretations, applications, including application recommendations)
Limitations
Suggest (Future research)
             (Lindeberg, 2004: 43)

Williams (2011) looked at the Discussion sections in biomedical RAs and suggested a nine-move structure, moves which "are combined in different ways according to the writers' communicative needs" (p. 25). He further added two different and contrasting styles he called "progressive" and "retrogressive", "depending on whether the writer

placed the main point of the Discussion towards the end or at the start of the section"
(Williams, 2011: 25).

As it was mentioned earlier, Discussion has been approached more often than the two previous sections, although in most cases the analysis is based on content rather than on proposing a new structure. This is one of the reasons why the literature is not too prone to study these sections from the structural point of view. Therefore, we will focus the structural study of this section based on the model proposed by Dudley-Evans (1989), with our adaptation to more business-oriented papers.

Inasmuch as it is quite a difficult task to find an adequate structure for these last three sections of the RA –perhaps medicine may be one obvious exception (for instance, Nwogu's 1997 proposal)–, the situation is compounded when trying to apply and adapt a fixed structure from one discipline to another, as pointed out by Lewin et al. (2001: 23). This difficulty is also present when the adaptation is intended within a single discipline, as shown by Ozturk (2007) in applied linguistics.

4.3. Metadiscourse and its interactive and interactional dimensions

Hyland (2005), in his book *Metadiscourse*, spoke of an interpersonal model of metadiscourse which involves interactive and interactional devices and through which features of interaction can be evaluated. This model, which deals with how writers create different functions in their discourse, analyzes two dimensions of interpersonal

devices of metadiscourse; the first, interactive, takes into account how writers organize their information, that is, how writers are aware of a participating audience; thus, they shape and constrain their texts to meet the needs of particular readers; this is based on what writers know of the readers' "assumed comprehension capacities, understandings of related texts, and need for interpretive guidance" (p. 50). In other words, the information is organized in order to meet the expected knowledge readers possess. Reading a paper, the reader must also take an active part in the text itself in order to fully grasp its meaning. Therefore, the collaboration between the two, reader and writer, is essential (Rogers & Rymer, 2001: 116) and the interactional dimension directly contributes to this collaboration.

The second domain, or the interactional dimension, is more related to the communicative functions that authors want their audience to participate in. It has to do with how meaning in a text is negotiated and also how writers engage with the reader as a member of the same discourse community (Hyland, 2005: 37). The author's goal is "to make his or her views explicit and to involve readers by allowing them to respond to the unfolding text" (p. 49). As Hyland further explained, "these resources are not only the means by which writers express their views, but are also how they engage with the socially determined positions of others" (p. 52). This interactional function of language is studied through hedges, boosters, attitude markers, engagement markers and self mentions.

In Hyland's (2005) proposal, both interactive and interactional rhetorical expressions are included as metadiscoursive rhetorical devices. Table 4.17 reproduces Hyland's (2005)[15] model that we are going to use in this research:

Category	Function	Examples
Interactive	**Help to guide the reader through the text**	**Resources**
Transitions	express relations between main clauses	in addition; but; thus; and
Frame markers	refer to discourse acts, sequences or stages	finally; to conclude; my purpose is
Endophoric mrkrs	refer to information in other parts of the text	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; about
Boosters	emphasize certainty or close dialogue	in fact; definitely; it is clear that
Attitude mrkrs	express writer's attitude to proposition	unfortunately; I agree; surprisingly
Self mentions	explicit reference to author(s)	I; we; my; me; our
Engagement mkrs	explicitly build relationship with reader	consider; note; you can see that

Table 4.17. An interpersonal model of metadiscourse (Hyland, 2005: 49)

The use of interactive resources has to do with authors' awareness that there is an audience for whom they shape a given text to meet the needs of readers. Thus, these resources are used to organize the discourse in such a way that the text is seen as constructed with the readers' needs in mind; these resources express relationships between parts of the text itself ('noted above', 'in section 2'), or connecting it to another source ('according to X').

The interactional resources, in turn, are aimed at enhancing the authors' relationship with the reader. The use of metadiscourse in this category allows writers to interact with readers. For example, through engagement markers authors explicitly address

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[15] See Hyland (2005) for a taxonomy of interactive metadiscourse represented by 'code glosses' (p. 218), 'endophoric markers' (pp. 218-219), 'evidentials' (p. 219), 'frame markers' (pp. 219-220), and 'transition markers' (p. 220), and also interactional metadiscourse represented by 'attitude markers' (pp. 220-221), 'boosters' (pp. 221-222), 'self mention (p. 222), 'engagement markers' (pp. 222-223), and 'hedges' (pp. 223-224).

readers. As Hyland remarked, "in addition to creating an impression of authority, integrity and credibility through choices of *hedges*, *boosters*, *self mention* and *attitude*, writers are able to either highlight or downplay the presence of their readers in the text" (Hyland, 2005: 53; his italics).

Chapter 5. RESEARCH METHODOLOGY

This chapter includes a brief description of the methodology employed in this research, namely as an investigation based on corpus linguistics. This entails a selection and description of a corpus of business texts, their preparation for the analysis and the presentation of the structural models used in the study of abstracts and research articles sections.

5.1. *Corpus selection and description*

The selection of texts for the corpus under study has been made following Biber's (1993: 245) hierarchical sampling strata: the RAs and abstracts are written and published ('primary channel') following a similar 'format' (papers published in scholarly journals) and 'setting' (publications available to the public); the 'addressee' is the general specialized public, while the 'addressor' is usually an individual (or individuals) who has identified himself or herself with a specific discourse community. As far as the last three parameters ('factuality', 'purposes' and 'topics'), they vary ostensibly since our selection has not been made based on a specific sub-discipline under business, although the majority of texts analyzed would comply with 'factuality'.

The corpus represents the compilation of RAs and abstracts from four top business journals, which have been selected from the "Classification des revues – Ranking of

Journals 2009/2010"[16], published by the ESSEC Business School, Centre de Recherche / Research Center (2010). The four journals are presented in the following table, with indication of abbreviation and impact factor:

Journal name[17]	Abbreviation[18]	Impact factor 2010
International Business Review	*IBRev*	1.489
Journal of Business Ethics	*JBEth*	1.125
Journal of Business Research	*JBRes*	1.773
Journal of International Business Studies	*JIBS*	4.184

Table 5.1. Corpus journal composition

Since our aim was structural and content oriented, the origin of the papers gathered is diversified and covers a large array of countries: 14 come from the USA, 5 from Canada, 3 from Australia, 3 from the UK, 3 from Honk Kong, and one from Denmark, France, Israel, Finland, China, Germany, etc. As far as authorship is concerned, 4 RAs were written by 1 author; 21 RAs, by 2 authors; 11, by 3 authors, and 4 RAs by 4 authors.

This collection of texts constitutes two different sets of sub-corpora, one for abstracts and the other for RAs. The selection was first done thinking of gathering only 40 RAs and their 40 abstracts, from the period 2006 to 2010. However, the study of only 40 abstracts was not sufficiently representative in order to draw some significant conclusions on this genre. For this reason, while maintaining the same time period, we interspersed 40 more abstracts among the 40 RAs (i.e., two more per year). On rare

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[16] Available at www.scribd.com/doc/38741744/Classification-revues.

[17] The first and third journals listed are from Elsevier editorial, the second is from Springer, and the last is from Palgrave Macmillan.

[18] For simplification purposes, the names of the journals have been abbreviated in the first three journals; in the fourth, *JIBS* its own published acronym.

occasions, we switched one RA for the next one because the RA in question was either

a reproduction of a conference, a review article, a short note, and often a guest editorial,

or similar.

As far as nomenclature is concerned, the RAs are referred as, for example, 1-*IBRev*

through 10-*IBRev*, in the case of the first journal, while for its 20 abstracts a letter ('a',

'b', or 'c') will be added to the digit. Those with the letter 'a' next to the digit will

represent the 10 abstracts of the selected 10 RAs. For example, 1a-*IBRev* corresponds

to the selected abstract from 1-*IBRev* RA; in addition, two more abstracts belonging to

the same year, 1b-*IBRev* and 1c-*IBRev*, although their RAs are not used for the present

study. (see Appendix 1 for the bibliographical information of the corpus; the tagged

texts are provided in digital format).

The study of these two genres, based on self-made corpora, entails the danger of

producing results which may not be significant enough, namely because of the

representativeness of the material collected (Williams, 2002). However, as Krause

(2005) suggested, "if representativity is not the foremost corpus design criterion, other

criteria have to take its place". Curado Fuentes (2002) brought up the notion of

relevance, updatedness and availability as important variables in the selection of

corpus; besides, Fox (1999) contended that in investigations into technical and

professional languages, representativeness is safeguarded with smaller size corpus,

compared to general purpose studies, as for example, the elaboration of dictionaries, in

which "corpora are recommended to be as large as possible" (p. 264). In addition, as

Swales (2006: 20) remarked, "bigger may not always be better, and size may not win

all. Indeed, there are signs that the first decade of this new century will well turn out to be the decade of the small specialized corpus".

From the teaching point of view, Bondi (2001: 158) remarked that the facility of building small corpora of specialized texts provides "small-scale analysis [which has] a more direct bearing on the needs of a language teacher that a large corpora that are now available for large-scale language research". In addition, this group of sub-corpora is directed towards both RAs writers, which implies a certain awareness of what structure should best suit the needs of authors and researchers when they are about to write the RA, and also abstract readers in order to find what words and chunks of information can be located in an abstract and in what move.

The preparation of the texts included the transformation of their digital pdf versions into Word documents and then into texts without format in order to do the manual tagging of all the texts to be used for the different subsequent automated text searches. This was done through the incorporation of the symbols < and >, so that the word count for sentence length would be as accurate as possible. Each beginning and end of sentence were manually tagged with the symbols <s> and </s>, respectively, and for paragraph beginning and end, <p> and </p>. These symbols were then interpreted by the *WordSmith Tools* software (Scott, 2009) for basic statistics –number and type of words, type-token ratio (TTR), standard deviation (SD), and so on. An example of this tagging is shown in the following abstract:

```
<p><s>This paper examines the impact of ownership structures of
emerging-market firms, which are shaped by local institutions, on
the decision of these firms to undertake outward FDI. </s><s> Our
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results suggest that family firms and firms with concentrated
ownerships (both ubiquitous in emerging markets) are less likely
to invest overseas, and that strategic equity holding by foreign
investors facilitates outward FDI. </s><s> We conclude that
organisational forms such as family firms, which are optimal
outcomes of institutions prevailing in emerging markets, may be
suboptimal in a changing business environment in which outward
FDI is necessary for access to resources and markets. </s></p>
(10a-JIBS)
```

For the analysis of the lexical density of texts, the tagging also involved eliminating all the bibliographical information which was not part of the sentence. The inclusion of numerous bibliographical references in the Introduction of RAs, and especially in the Review of the Literature, presents an added difficulty when calculating number of words per sentence or per article. Thus, it was decided that the RAs would also be tagged in such a way as to count number of words only, skipping any bibliographical references included in parentheses, and taking into account only those considered part of the text as such (the so-called "integral citations", according to Swales, 1990: 149). The following extract, from the Introduction of 1-*JBRes*, is an example of this tagging procedure:

```
<p><s>Although the majority of existing research on consumer
responses to price-matching guarantees focuses on consumer
perceptions and reactions up to and including the point of
purchase from the retailer <(Biswas et al., 2002; Jain and
Srivastava, 2000; Kukar-Kinney and Walters, 2003; Srivastava,
1999; Srivastava and Lurie, 2001, 2004)>, only few studies have
investigated what happens post-purchase, that is, after the
consumer has purchased from the price-matching retailer <(e.g.,
Dutta, 2003; Estelami and Grewal, 2003)>. </s><s> Dutta (2003)>
studied the moderating role of consumer value consciousness and
price consciousness on the effects of price-matching conditions
on post-purchase search intentions. </s><s> The findings of
Estelami and Grewal's work (2003) show that retailers who do not
honor their PMG are likely to see a drop in their perceptions of
price competitiveness, service quality, and ultimately
loyalty.</s></p> (1-JBRes)
```

In this example, when the reference to an author is mentioned as part of the sentence, as it occurs with "Grewal's work (2003)", the software counts it as part of that sentence since it has not been tagged. On the contrary, the tagging symbols inserted before and after the "non-integral citations" (Swales, 1990: 149), make the computer program skip all those bibliographical items classified as such. It is the case of "<(e.g., Dutta, 2003; Estelami and Grewal, 2003)>".

Once the tagging had been finished, the manual classification of the search hits obtained through the software program was carried out. Then the results were tabulated and the calculations were made through Excel.

5.2. *Method of analysis*

Dudley-Evans (1989: 72) suggested that the first proposals of approach for the description of the structure of academic texts, such as the problem-solution paradigm, were too simplistic and that had only "limited value in ESP work" (p. 73) since they did not answer all the questions posed by the system of analysis he proposed, which was based on the following three major steps:

(i) group together certain texts that have important similarities in terms of rhetorical purpose, form and audience
(ii) show how these texts are distinct from other texts how they differ between themselves and how they differ from other text types
(iii) provide information about the rhetorical structure and linguistic form of different types of text that is of pedagogic value. (Dudley-Evans, 1989: 72)

In his study, Dudley-Evans suggested that the approach proposed by Swales (1981), in his analysis of RA Introductions, was perfectly applicable to describe the organization

of that section. Swales' (1990) later modification into the CARS model was widely used by applied linguists and has become prototypical among them.

In the present study, for the analysis of the Introduction section we have employed Swales' (2004) redefinition of his 1990 model. This section is most present in the literature, but Swales' pattern is also widely commented and applied. Nevertheless, most studies still base their analysis on the CARS model (Swales, 1990). This 2004 revised structure is aimed, as its author claimed, at offering an orientation for the reader of what is to come in the RA (Swales, 2004: 226). It is easily adaptable to our corpus of texts; the first move –'Establishing a territory (citations required)'– goes from general observations to specific details, while the second centers around the gap and its justification. Finally, in move three Swales proposes a wider range of steps which are most variable across disciplines; besides announcing the present research with an expression of purpose, this move also describes research questions or hypotheses, and the rest of steps are optional and thus less represented depending on the discipline (see table 4.11 for a detailed reproduction and definition of Swales' model).

The analysis of the Methods section will be done adopting Mur Dueñas' (2007) proposal used in her classification of this section in business management RAs in which she combined Nwogu's (1997) and Coll García's (2002) structure models. This is a section in which the difficulty rests basically on the selection of the model to be applied to such a diversified text portion of the RAs to be analyzed, although none of the patters proposed fit in all business RAs because of their diversified nature. Thus, we believe Mur Dueñas' (2007) fusion of both, Nwogu's (1997) and Coll García's (2002)

patterns, is an adequate solution for its application to our corpus of texts. It is made up of eleven moves through which the sample, data collection and description are detailed, along with observations to previous literature, both as reference and also for consistency. Because of the characteristics of our set of RAs, the final two moves, on the indication of a finding or a repetition of the aim of the section, will most likely have little response in the section (see table 4.13 for a detailed description of Mur Dueñas' model).

The Results section will be studied following the six-move structure employed by Yang and Allison (2003). This proposal covers the main issues involved in this section, namely the actual reporting of the findings, a commentary on them, their summary and evaluation; finally, although less commonly found in research, deductions from the results obtained will also be stated. Along with the moves, the series of steps included in the model will help us further detail the information provided (for a detailed description of Yang and Allison's model see table 4.14).

For the study of the last section of the RAs, the Discussion, we will use Dudley-Evans' (1989) model, slightly adapted to our corpus of business papers, in terms of the additional section headings. The choice of this ten-step pattern is due to its simplicity of adaptation to our corpus. This pattern points at the section's main areas, such as expected or unexpected results, similar findings in other research, along with references to previous studies for comparison or support. Finally, statements on future research, justification and recommendations are included (table 4.15 describes in detail Dudley-Evans' model).

Finally, abstracts will be analyzed in the light of Weissberg and Buker's (1990) five-move model. It has some minor differences, basically terminological, with other models (Hyland, 2000; Kitchenham et al., 2008; and Swales & Feak, 2010), but they all converge on the basic five moves. We used this pattern because it is sufficiently reader-friendly for its application to our set of abstracts, and also for its easy applicability in the classroom. Weissberg and Buker's acronym BPMRC stands for the traditional one-paragraph abstract with the following five moves: Background, Purpose, Methods, Results and Conclusion (see table 4.2 for Weissberg and Buker's description of the abstracts' rhetorical moves).

A comparison will also be drawn from the study of the different parts of the RA, especially aimed at analyzing the structure and content of abstracts, vis-à-vis the structure, in the first place and chiefly, of Introductions and, in the second, with the rest of sections. The structural and content analyses will be carried out on the basis of quantitative results through which some pedagogical clues may be drawn and also in the hope that through them this research may be able to confirm or not the hypotheses presented earlier in this text.

Based on Hyland's (2005) metadiscourse categories, the study of these metadiscourse devices will be carried out, first of all, through a quantitative analysis of both abstracts and RAs. Secondly, from a qualitative approach, the procedure followed by authors in their structuring of RAs will be analyzed; in other words, how much help they provide readers through their textual and rhetorical devices, especially interactive resources; and, finally, how is the authors' presence manifested in the texts analyzed through

interactional resources. For this analysis we will use Hyland's (2005) interactive categories, by means of *transitions*, *frame markers*, *endophoric markers*, *evidential*, and *code glosses*, which will help readers through the text in order to aid them in its interpretation; also interactional categories, such as *hedges*, *boosters*, *attitude markers*, *self mentions*, and *engagement markers*, through which writers involve themselves and the readers in the text (table 4.17 offers a characterization of Hyland's classification of metadiscourse devices).

5.3. Corpus-based analysis

A lot has been written on the advantages and disadvantages of a corpus-based approach, on its limitations and the many solutions that can be obtained through this approach. Also whether or not corpus linguistics is useful in linguistic studies, and even if it is a methodology or it has a theory-like status. For instance, Biber et al. (1998) or Meyer (2004), among others, argued that it is a methodology. According to them, corpus linguistics indicates how to apply corpora either in language studies or in teaching. Others, like Sinclair (1991), claimed that it is an insufficient explanation and believed that corpus linguistics is more than a method since it even helps us to change the concept we have of the nature of language. This debate, however, goes beyond the scope of this research and the present study is better centered on how corpus analysis is applied to text analysis.

Corpus linguistics rests on four main characteristics: it is empirical, it uses texts or corpus, which is the basis of analysis, it uses computers for that analysis, and finally, it depends on quantitative and qualitative analytical techniques. According to Biber et al. (1998: 4), these characteristics, if taken together, "result in a scope and reliability of analysis not otherwise possible". Sinclair (1991: 17) gave his concept of corpus in the following terms: "It is a collection of material which is broadly homogeneous, but which is gathered from a variety of sources so that the individuality of a source is obscured unless the researcher isolates a particular text". However, his second definition of corpus adds another characteristic which fits better in what this research represents: "a collection of pieces of language that are selected and ordered according to explicit linguistic criteria in order to be used as a sample of the language" (Sinclair, 1996: 4).

This research understands corpus in Sinclair's (1996) terms with the purpose of showing how a research paper is organized. This organization is achieved by linguistic criteria derived from a corpus submitted to specific processes drawn from previous work by applied linguists. Whether we agree or not, corpus research "has become a key element of almost all language study. This is an indication that the paradigm of linguistics is finally becoming again more pluralistic" (Teubert, 2005: 1). The approaches used to study genre have been undertaken and proved valid, whether based directly on the Swales tradition of ESP, or incorporating elements of the New Rhetoric approach to genre, but "it has been shown that genre theories can profit from corpus-based methodologies" (Flowerdew, 2005: 330).

Chapter 6. RESULTS

A corpus can be analyzed in several ways, but first its characteristics must be brought up in the form of quantitative data. Swales (1984a), in a plenary presented at the Fourth European Symposium on LSP, made a strong bid for the quantification of data in research: "Frequency analyses are descriptions not explanations; they are not discovery-procedures, but they can often indicate which features do call for some sort of explorations" (p. 12). He was saying this against those who had been most critical of frequency work in ESP research, "those who are most given to making claims that such-and-such feature is important and interesting without providing any more evidence than its existence in the selected paragraph or two they offer up for detailed analysis" (ibid.).

This section of analysis, therefore, presents the raw data of the journals described in the materials section as an important part of our research. Through these data and the analyses that follow, we can observe that not only abstracts and RAs can vary in size, but also that their structural distribution does not offer a similar content architecture, or that the rhetorical markers may be more frequent in one journal than in others. This quantification of the corpus, therefore, will prove to be useful in different ways in the following sections of this investigation.

6.1. Corpus data: basic statistics and lexical density

Swales (1990: 181) is frequently quoted saying that abstracts still constitute a genre insufficiently researched. Although this claim may have been somewhat rectified, as noted above, it still may hold as partially true in regard to business abstracts and probably because scholars do not give them the importance they deserve. This most likely constitutes a sequel to the generalized belief that theory is preeminent to discourse. We can collect this from Zorn and Simpson's (2009: 33) paraphrase of Lowe and Roper's (2000) words: "While much business discourse research foregrounds text, a number of studies treat text as secondary to theoretical analysis". However, it is fundamental to see what rhetorical features characterize the two genres we are analyzing so that we may see that form also corresponds to content. Amidon (2008: 472-473) remarked how important it is "to acknowledge the intricate relationship between the formal features of a genre and the knowledge it contains. […] The form of the genre seems essential to the production of this genre's content".

In this section, two genres are analyzed separately since the differences shown also have a bearing on their contents. For this analysis, we have relied on the *WordSmith Tools* word count, instead of using this tool in the word processor, for reasons of accuracy in its score, as well as in other calculations. Tables 6.1 and 6.2 provide the quantification and basic statistics of the whole corpus. The first table refers to the abstracts of the four journals and the second table to the research articles:

	IBRev (20 abstracts)	JBEth (20 abstracts)	JBRes (20 abstracts)	JIBS (20 abstracts)
Tokens (running words)	2,454	3,005	2,432	2,395
Type-token ratio	33.74	35.54	34.79	34.86
No. of sentences	97	123	104	94
Mean sentence length	25.30	24.43	23.38	25.48
Standard deviation	8.27	10.45	8.58	9.20
Paragraphs	20	20	20	20
Mean (in words) per paragraph	122.70	150.25	121.60	119.75
Standard deviation (SD)	43.79	49.13	28.33	41.18

Table 6.1. Basic statistics of abstracts of the four journals

	IBRev (10 RAs)	JBEth (10 RAs)	JBRes (10 RAs)	JIBS (10 RAs)
Tokens (running words)	76,039	59,899	51,034	89,604
Type-token ratio	7.83	9.73	9.44	7.02
No. of sentences	3,006	2,416	2,192	3,601
Mean sentence length	25.30	24.79	23.28	24.88
Standard deviation	11.46	11.37	10.75	11.50
Paragraphs	546	498	453	720
Mean (in words) per paragraph	139.27	120.28	112.66	124.45
Standard deviation (SD)	80.59	59.72	59.15	69.29

Table 6.2. Basic statistics of RAs corpora of the four journals

As can be observed in tables 6.1 and 6.2, the differences are less than could be expected, especially in regard to sentence length with an almost exact coincidence between RAs and abstracts; for example, in sub-corpus *IBRev* of abstracts, where word economy is of primary importance, we find an average sentence length of 25.30 words, and surprisingly we find the same average in RAs, a genre where one might expect a more prolific and verbose rendering of ideas and with an increase of subordinate clauses. We encounter a similar situation in sub-corpora *JBRes*, where the RA average is even inferior to the abstract average with a 0.10 difference. Bennett (2009: 47), in her review of style manuals, brought up Dunleavy's (2003: 116) suggestion about sentence length in dissertations; he said that "you should never write a sentence longer than 40 words, and you should aim for an ideal sentence length of around 20 words".

According to tables 6.1 and 6.2, we found no significant differences in sentence length in our corpus (average = 24.65 words per sentence in abstracts; 24.56 in RAs). Hartley et al. (2003: 392), in social sciences texts, reported significant differences with an average of 22.8 (SD = 4.6) words per sentence in structured abstracts. In the meantime, they also mentioned an average of 27.4 words in the Introductions and 25.2 words per sentence in Discussions. In another study, Hartley (2003: 371) compared traditional abstracts (mean = 24.6 words per abstract, SD = 8.3) with structured abstracts (mean = 20.8, SD = 3.0). His score in the traditional one-paragraph abstracts supports our results in abstracts.

The quantitative data of tables 6.1 and 6.2 provide an approximation into the lexical variety and density of the texts. Authors have proposed different measures for capturing the richness of vocabulary, and it is one of the elements to consider in analyzing the type of text used in both, abstracts and RAs. It is a measure of vocabulary diversity in a written text and it thus addresses the 'repetitiveness' of a text. The simplest measure is the ratio of tokens and types, that is, the type-token ratio (TTR). It means the relationship between the number of types, i.e., number of different words, and the number of tokens (running words). It is calculated through the following formula:

TTR = (number of types / number of tokens) x 100

This calculation gives the mean percentage of different types of tokens per one hundred words of the text. Although these indices obtained are not very significant and reliable because of the different size of our texts, they are nonetheless quantitative indicators of

lexical density, that is, they are simply informative. Thus, the final score of this test

means that a high TTR has a low rate of repetition, while a low score indicates a higher

rate of repetition, that is, fewer word types. Similarly, as the size of the text in number

of words increases, repetition also becomes higher and the TTR score lower. Therefore,

since this TTR varies widely depending on the size of texts (for example, RAs vs.

abstracts) and does not provide much help, *WordSmith Tools* uses a different strategy

by computing 1,000-word chunks of text producing a standardized,[19] or restricted,

TTR.

This test was carried out based, first of all, on texts from *JBRes*, comparing 20 abstracts

with 10 RAs (tables 6.1 and 6.2). The test applied to the other three journals added no

significant differences and it was therefore meaningless to continue including more

data. Table 6.3 below gives the totals for *JBRes* abstracts and RAs, both the

unrestricted data from tables 6.1 and 6.2 above, with the corresponding values for the

restricted TTR obtained through *WordSmith Tools*:

	JBRes abstracts			*JBRes* RAs		
	Tokens	**Types**	**TTR**	**Tokens**	**Types**	**TTR**
Unrestricted TTR	2,432		34.79	51,034		7.83
Restricted TTR	1,000	452	45.20	1,000	383	38.31

Table 6.3. TTR comparison between *JBRes* abstracts and RAs

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[19] In Scott's (2009) software, the term 'standardised' is used instead of 'restricted' (p. 193).

The restricted method slightly outperforms the unrestricted method and yields more reasonable results, although the abstract's restricted score of 45.20 indicates less repetitions than the RA's restricted score. According to Holmes (1994: 92), text length can be theoretically unlimited in number of running words (tokens); in fact, you can make it as large as you wish, although the number of different words (types) used is finite. Thus, its value, that is, the "frequency counts of a linguistic feature will be distributed linearly […], while frequencies of different *types* of linguistic features (lexical or grammatical) will be distributed curvilinearly" (Biber, 1993: 250; his italics). Applying Biber's explanation and graph to our TTR results (table 6.3), they appear graphically plotted in figure 6.1, from lowest (red line) to highest (blue line) number of word types. The straight black line indicates the total number of tokens.
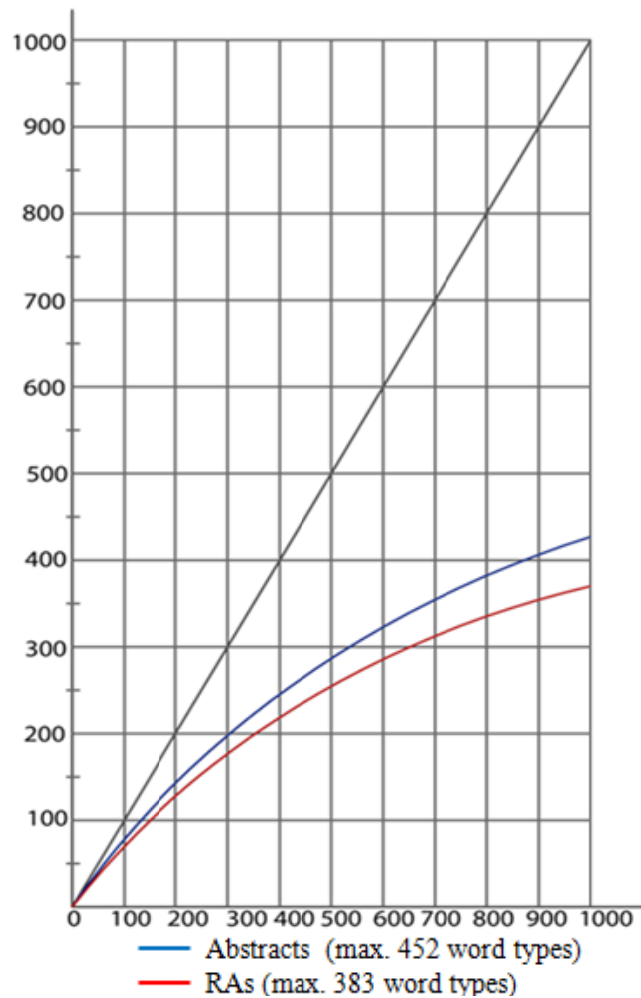
Figure 6.1. Distribution of word types in the two corpora

Therefore, the comparison between TTR unrestricted scores of the two genres has no significance; however, the comparison between the TTR restricted scores, based on the

same amount of words, indicates the type of text analyzed. For instance, the TTR restricted score in the abstracts is higher than in the RAs.

This sort of analysis is also used by authors to study text features in order to detect authorship attribution (Holmes, 1994); it is also employed to analyze speech production in children (Richards, 1987). In addition to this type of information, a group of scholars from the Department of Slavic Studies, at the University of Graz (Austria), have also demonstrated the importance of quantitative studies by analyzing word and sentence length (Kelih et al., 2006) in different text genres. As Kelih et al. (p. 385) contended, their conclusions "give reason to doubt the adequacy of merely qualitative classifications".

6.2. Abstract move structure and move content

Move presence in abstracts is not a very regular feature and even though ideally every abstract should contain five moves, their variability is seen in move presence as well as in abstract size, as shall be seen below. For the analysis of move content in the abstracts of the four journals, the model proposed by Weissberg and Buker (1990), in terms of the acronym BPMRC (Background, Purpose, Methods, Results, and Conclusion) has been applied (see table 4.2 above). In figure 6.2 we show the frequency of moves per abstract and journal:

	5 moves	4 moves	3 moves	2 moves	1 move
■IBRev	2	9	8	1	0
■JBEth	3	7	7	2	1
■JBRes	3	11	5	1	0
■JIBS	3	6	10	1	0
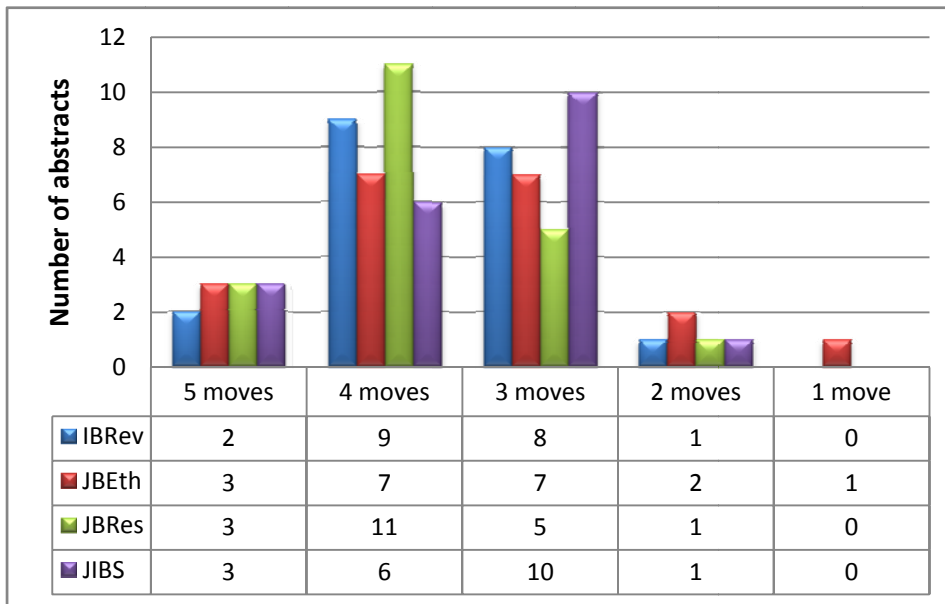
Figure 6.2. Number of abstracts containing number of moves

Figure 6.2 provides a visual appreciation of the frequency of abstracts with a given number of moves. Four- and three-move abstracts predominate in our corpus over abstracts with only 2 or 1 moves; however, 11 out of the 80 abstracts contain 5 moves. However, not all the three-move abstracts are expected to contain the three central ones, considered important in abstracts, as we have shown to be so in business abstracts (Piqué-Noguera, 2012a, 2012b). *JBRes* seems to accumulate more information with 14 abstracts containing 4 or 5 moves, and only one abstract with 2 moves.

Table 6.4 provides the number of words of each of the 80 abstracts (the number and letter assigned to each abstract correspond to the abstracts listed in appendix 1):

Abstract	words	abstract	words	abstract	words	abstract	words
1a-*IBRev*	145	1a-*JBEth*	132	1a-*JBRes*	100	1a-*JIBS*	106
1b-*IBRev*	129	1b-*JBEth*	221	1b-*JBRes*	135	1b-*JIBS*	111
1c-*IBRev*	109	1c-*JBEth*	155	1c-*JBRes*	133	1c-*JIBS*	84
2a-*IBRev*	88	2a-*JBEth*	148	2a-*JBRes*	104	2a-*JIBS*	171
3a-*IBRev*	84	3a-*JBEth*	192	3a-*JBRes*	119	3a-*JIBS*	95
3b-*IBRev*	88	3b-*JBEth*	78	3b-*JBRes*	140	3b-*JIBS*	75
3c-*IBRev*	151	3c-*JBEth*	81	3c-*JBRes*	68	3c-*JIBS*	92
4a-*IBRev*	137	4a-*JBEth*	168	4a-*JBRes*	103	4a-*JIBS*	81
5a-*IBRev*	176	5a-*JBEth*	202	5a-*JBRes*	115	5a-*JIBS*	110
5b-*IBRev*	122	5b-*JBEth*	115	5b-*JBRes*	174	5b-*JIBS*	108
5c-*IBRev*	215	5c-*JBEth*	109	5c-*JBRes*	150	5c-*JIBS*	82
6a-*IBRev*	162	6a-*JBEth*	113	6a-*JBRes*	87	6a-*JIBS*	103
7a-*IBRev*	65	7a-*JBEth*	163	7a-*JBRes*	117	7a-*JIBS*	92
7b-*IBRev*	125	7b-*JBEth*	236	7b-*JBRes*	151	7b-*JIBS*	191
7c-*IBRev*	54	7c-*JBEth*	249	7c-*JBRes*	162	7c-*JIBS*	204
8a-*IBRev*	104	8a-*JBEth*	107	8a-*JBRes*	86	8a-*JIBS*	111
9a-*IBRev*	89	9a-*JBEth*	143	9a-*JBRes*	142	9a-*JIBS*	138
9b-*IBRev*	208	9b-*JBEth*	109	9b-*JBRes*	140	9b-*JIBS*	205
9c-*IBRev*	111	9c-*JBEth*	128	9c-*JBRes*	86	9c-*JIBS*	135
10a-*IBRev*	92	10a-*JBEth*	156	10a-*JBRes*	120	10a-*JIBS*	101
Totals	2,454		3,005		2,432		2,395

Table 6.4. Number of words per abstract in the four journals of the corpus

After performing the ANOVA statistical test on the size of the four groups of abstracts, the summary of results is the following:

(a) *IBRev* group of abstracts: mean number of words per abstract = 122.70; 95% confidence interval for mean: 104.3 through 141.1, SD = 43.79, with high 215 and low 54.

(b) *JBEth* group of abstracts: mean number of words per abstract = 150.25; 95% confidence interval for mean: 131.8 through 168.7, SD = 49.13, with high 249 and low 78.

(c) *JBRes* group of abstracts: mean number of words per abstract = 121.60; 95% confidence interval for mean: 103.2 through 140.0, SD = 28.33, with high 174 and low 68.

(d) *JIBS* group of abstracts: mean number of words per abstract = 119.75; 95 confidence interval for mean: 101.3 through 138.2, SD = 41.18, with high 205 and low 75.

One of the debates of authors with their editors is over the number of words per abstract. However, this is not reflected in our corpus, since many of the abstracts would allow for more words than those used and, consequently, for more moves and information. The total number of words in these four journal abstracts is 10,286, with an average of 128.58 words per abstract. It should be noted that the four journals advise authors to write abstracts of different lengths: up to 100 words in *JIBS*; 150 words, in the case of *IBRev*; from 100 to 250 words per abstract, in *JBEth*; and no indication in *JBRes*.[20] Therefore, this leads to an obvious irregularity in these abstracts, particularly evidenced through the SD variability shown in this test. Gillaerts and van de Velde (2010: 134), in a diachronic study on applied linguistics abstracts from 2000 to 2007, found a mean number of words per unit of 166.7 (SD = 53.2).

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[20] Data obtained from the guidelines for authors from each journal's webpage.

The following four tables (6.5, 6.6, 6.7, and 6.8) detail what moves are present in each abstract, following Weissberg and Buker's (1990) model. The columns indicate each abstract of the journal, and the last column indicates the number of abstracts containing each specific moves.

	1a	1b	1c	2a	3a	3b	3c	4a	5a	5b	5c	6a	7a	7b	7c	8a	9a	9b	9c	10a	
								International Business Review													
B	√		√				√						√	√	√		√	√	√		9
P	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	20
M	√	√	√	√	√	√		√	√	√	√	√	√	√			√	√	√	√	17
R	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	19
C	√	√							√	√								√	√	√	7

Table 6.5. Presence of moves in *IBRev* abstracts

This journal, as the ANOVA results indicate, with a mean number of words per abstract of 122.70, would allow for extra moves and information until the 150 words per abstract permitted in this journal. Information, therefore, does not necessarily depend on size. For instance, the abstract with the highest number of words (5c-*IBRev* with 215 words) only contains 3 moves, similar to other abstracts with less than 90 words (e.g., 2a-*IBRev*, 3a-*IBRev* and 3b-*IBRev*), and most significant is 7a-*IBRev*, with just 65 words and 4 moves. This proves that size does not hinder the information provided in the abstract. It is also significant to observe that in these cases the three central moves (P, M, and R) are present, that is, 17 of the abstracts contain them, which means that at least basic information is present.

In table 6.6 *JBEth* abstracts and their move contents are presented:

	1a	1b	1c	2a	3a	3b	3c	4a	5a	5b	5c	6a	7a	7b	7c	8a	9a	9b	9c	10a	
								Journal of Business Ethics													
B	√			√	√	√	√			√			√	√	√	√			√	√	12
P	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	19
M	√	√	√	√			√	√	√	√					√		√	√	√	√	13
R	√	√	√	√	√		√	√	√	√	√	√	√		√		√	√	√	√	17
C	√	√					√		√	√	√				√		√				8

Table 6.6. Presence of moves in *JBEth* abstracts

Even though this journal's guidelines for authors allow abstracts of up to 250 words, the results in table 6.6 show no significant improvement over the other journals. In fact, there is a significant variation in *JBEth* abstracts, namely a reduction in the central move Methods: only 13 of the abstracts contain the three main moves. There is indeed an increase in the mean number of words per abstract (150.25), but the move content does not show this increase. At the same time, however, there is a significant increase in the presence of Background, even though in 3b-*JBEth* the abstract has only Background, made up of a few generalizations, but no Purpose. In fact, Purpose, in the abstracts of the four journals, is the most frequent move.

The following example is an abstract with only one move, Background [B]:

[1] A mutual fund family incubates a fund when it creates a privately subsidized fund not available to the general investing public. It destroys unsuccessful incubator funds. The few successful funds will report higher incubation returns than the market return in advertisements intended to attract money from individual investors. This practice is currently allowed by the SEC. The evidence is that incubation returns are not a good predictor of subsequent fund performance and likely serve to mislead unsuspecting investors. (3b-*JBEth*)

Even though strictly speaking there seems to be more room for more moves, it might be speculated that the last sentence is referring to results. However, looking at the paper itself, the 'evidence' is not part of a move Results [R]. It is, in fact, a descriptive report

and does not correspond to a real case. This is how the authors introduced their paper, after trying to explain what can happen with trading and investment strategies: "A hypothetical example can demonstrate the potential misuse of incubator returns" (Ackerman & Loughran, 2007: 33). Thus, the sentences inserted in the abstract also refer to this 'hypothetical case' and they are simple generalizations about the state of affairs in regard to mutual funds. In addition, the paper itself, which is descriptive and informative, is quite short with no headings or subheadings to indicate a structure.

See move content in *JBRes* through table 6.7, which provides the most information of the four journals:

	1a	1b	1c	2a	3a	3b	3c	4a	5a	5b	5c	6a	7a	7b	7c	8a	9a	9b	9c	10a	
									Journal of Business Research												
B		√			√	√			√	√	√	√	√		√	√			√	√	12
P	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	20
M	√	√	√	√	√	√	√	√	√	√				√	√	√	√	√	√	√	17
R	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	19
C		√				√		√						√	√		√	√	√		8

Table 6.7. Presence of moves in *JBRes* abstracts

This journal, with a total of 76 abstract moves, even though it is the third in the average number of words per abstract, with 121.60 (see table 6.1), gives more information than other abstracts, with a mean number of moves per abstract of 3.80. In addition, to complement these data, 17 of the abstracts in this journal contain the three basic central moves.

From this journal we have extracted a five-move abstract to see how these moves are verbalized (move indications have been added):

[2] **[B]** Extant marketing literature mainly focuses on explaining why consumers might prefer domestic products and refrain from buying foreign products but, however, is weak in explaining why consumers might intentionally opt for foreign products. Against this background, consumer cosmopolitanism has gained increasing attention as a potentially relevant consumer characteristic for explaining foreign product preference and choice. However, empirical evidence on the impact of consumer cosmopolitanism on consumption behavior remains scarce. **[P]** This paper identifies the absence of an appropriate measurement instrument as a main reason for this lack of empirical studies **[M]** by providing (a) a review of cosmopolitanism scales used in other research fields, and (b) a replication with extensions study of the CYMYC scale, the only consumer cosmopolitanism scale currently available. **[R]** The findings highlight a need for a new scale to measure the consumer cosmopolitanism construct. **[C]** To stimulate further research in this direction, the paper proposes a conceptual definition of consumer cosmopolitanism along with a nomological network to guide the scale development process. (7c-*JBRes*)

This is an example of an abstract in which, besides the five moves, we can also detect the gap the article is trying to bridge in the last sentence of the Background with the expression "empirical evidence […] remains scarce", used by the authors to develop the Purpose move.

The final journal, *JIBS*, yields the following:

	1a	1b	1c	2a	3a	3b	3c	4a	5a	5b	5c	6a	7a	7b	7c	8a	9a	9b	9c	10a	
	Journal of International Business Studies																				
B	√					√		√	√	√					√	√	√	√	√		10
P	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	19
M		√	√	√	√	√	√	√		√	√	√	√	√	√	√					14
R	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	19
C		√	√	√		√					√					√		√	√	√	9

Table 6.8. Presence of moves in *JIBS* abstracts

JIBS is the third runner up in number of moves (71) and has the least average in number of words per abstract with 119.75; and, together with *JBEth*, the move Purpose is also omitted in one of the abstracts (9a-*JIBS*). One of the limitations of this investigation is the reduced number of abstracts selected for the analysis of their

structure and content; however, even though small in number, the data will yield enough information to provide a generalized structure, especially if we compare it with previous studies.

The above tables (6.5 to 6.8) provide us the data from which the following four-graph figure is derived:
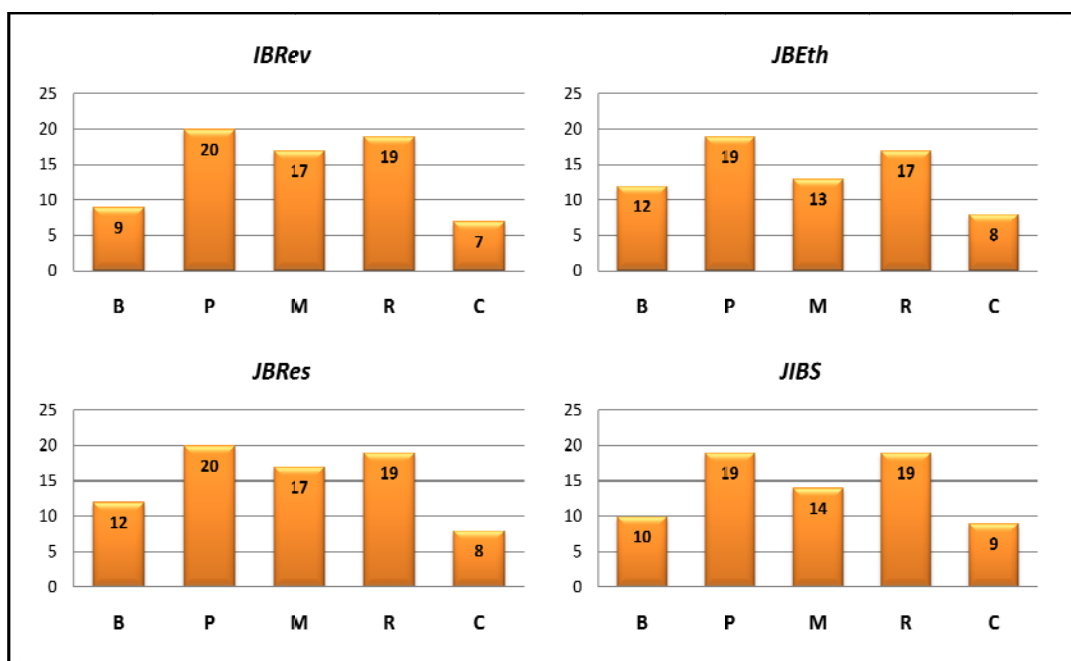
Figure 6.3. Total number of instances of abstract moves in the four journals analyzed

From the point of view of content, the four journals favor the presence of Purpose, Methods and Results, especially in *IBRev* and *JBRes*, which is typical of abstract moves in academic writing; the other two journals show a reduction in the Methods move, with 13 (*JBEth*) and 14 (*JIBS*) occurrences. The presence of these central moves is supported by the literature, especially in social sciences (Hartley & Betts, 2009: 2012). According to Hahs-Vaughn and Onwuegbuzie's (2010: 57) research in education, the preeminence is placed, first of all, on the population size and characteristics, i.e.,

Methods, then on the purpose and problem, followed by findings and Conclusion. However, in biology and wildlife behavior, it does not appear to be so (Samraj, 2005: 147), with a preeminence of Purpose and Results, and more in Conclusion than in Methods.

The abstracts from the four journals studied give the overall picture represented in Figure 6.4:

	B	P	M	R	C
percentages	53,75	97,50	76,25	92,50	40,00
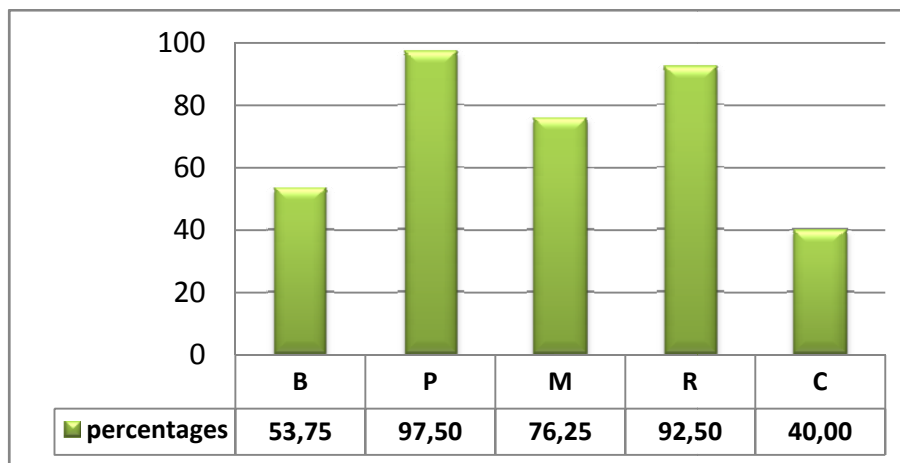
Figure 6.4. Percentage of move presence in 80 abstracts from the four journals

According to figure 6.4, the results obtained from the four journals, especially in regard to the presence of Purpose, Methods and Results in their abstracts, is confirmed in the literature: Salager-Meyer (1991: 529), in medicine, gave a percentage of 52% of well-structured abstracts, namely with the presence of these three moves; also Hartley and Betts (2009: 2012) in social sciences, reported a high percentage in these three moves: Aims, 79%; Method and Results, 86%. In a previous analysis of 312 abstracts from *JIBS*, the preeminence of moves P, M and R is confirmed, particularly since the mid 80s with similar percentages; in the period 2000-2010, the results obtained show the

following percentages: 47.83%, in Background; 92.75%, in Purpose; 66.67%, in Methods; 82.61%, in Results; and 46.38% in Conclusion (Piqué-Noguera, 2012a).

The hypothesis advanced in this research, that abstracts reflect a five-move structure, is not supported in the full meaning of the proposition even though moves Purpose and Results are present in almost all the abstracts. A significant reduction appears in Methods, and even more in Background and Conclusion. It must be kept in mind, however, that there is no strict pattern to be followed leaving a free hand to authors when writing their abstracts. Compared to other studies (Dahl, 2004a; Dong & Xue, 2010), our abstracts appear to be quite informative.

Comparing the four journals, the differences observed in the 80 abstracts are not as significant as the information provided to authors by each journal. Author guidelines in these journals are not comparable. For instance, in regard to *International Business Review* (*IBRev*), Elsevier has posted in its webpage an "Author Information Pack" which constitutes the more complete information for abstract writers we have found in the four journals:

> A concise and factual abstract not exceeding 150 words is required. The abstract should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separately from the article, so it must be able to stand alone. For this reason, References should be avoided, but if essential, then cite the author(s) and year(s). Also, non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself.[21]

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[21] From www.elsevier.com/wps/find/journaldescription.cws_home/133/authorinstructions.

The journal's editorial staff, through this "Author Information Pack", makes provision of a few key issues in the abstract: a maximum of 150 words; an indication of the abstract's structure, in terms of expressing purpose, main results and conclusions, and most importantly, that the abstract "should be able to stand alone", implying what information it must contain. In addition, avoid non-essential references, and no uncommon abbreviations.

The *Journal of Business Research* (*JBRes*), also edited by Elsevier, provides information expressed in similar terms, also stressing purpose, results and conclusions, with an additional note on abbreviations: "if essential they must be defined at their first mention in the abstract itself";[22] however, no reference to number of words per abstract is given. On the negative side, in these two journals, perhaps something about situating the investigation, by way of an introduction or background to the study, and research methodology or procedure might have been included.

Unfortunately, in the other two journals there is no detailed information. In regard to *Journal of Business Ethics* (*JBEth*), the Springer editorial page for this journal only refers to size, from 100 to 250 words, and advises against using undefined abbreviations or unspecified references.[23] However, Palgrave's *Journal of International Business Studies* (*JBEth*), in spite of having the highest impact factor of the four journals, only talks about the 100-word limitation, that the abstract should not include

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[22] Consult www.elsevier.com/wps/find/journaldescription.cws_home/505722/authorinstructions.
[23] See this information at URL: www.springer.com/social+sciences/applied+ethics/journal/10551.

reference citations, and that it should be "informative for non-specialists", as well as "reader-friendly".[24]

Linguistic characterization of abstracts moves

(a) *Background*. This move takes different forms within the abstract, since it may simply give a series of generalizations, quite often using the present perfect tense of the verbs involved, or simply referring to a problem the RA is trying to study and solve. In addition, some place the reader within a specific field. The following examples illustrate these three situations:

[3]   With increasing awareness of environmental issues, <u>there has been rising demand</u> for environmental-friendly business practices. (7b-*JBEth*)

[4]   Although the internationalisation process of the firm has been well researched since the 1970s, the behaviour of firms prior to internationalisation <u>has not received commensurate research attention</u>. (3c-*IBRev*)

[5]   From plasma flat-screen TVs to hybrid gas-electric cars, a <u>wide range of new products are being introduced</u> by South Korean and Japanese companies to eager buyers around the world. (1b-*JBRes*)

(b) *Purpose*. The move indicating the aim of the paper is usually presented in a very direct form with the use of specific formulas, such as a first person plural pronoun followed by a reporting verb, or with the noun 'purpose' or 'aim' opening the sentence, and also using the impersonal expression 'this paper' plus a reporting verb, or similar; see, for example, the following:

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[24] This information can be found at www.palgrave-journals.com/*JIBS*/style_guide.html#abstract-page.

[6]   This paper analyses the relationship between the internationalisation strategies of SMEs and types of ownership. (1c-*JIBS*)

[7]   The objective of this paper is to examine the relationships between the pace of insurance industry deregulation, the time since the process of deregulation began, and insurance firm performance in emerging markets. (5a-*IBRev*)

[8]   We present an instrument developed to explain to students the concept of the personal ethical threshold (PET). (5a-*JBEth*)

(c) *Methods*. This is the most diversified move in the abstract, thus not very easily identified. A lot of its wording and content depend on the type of the paper the abstract previews in which a description of an experiment may be required or simply referring to the variables analyzed. See the following examples:

[9]   They conduct a laboratory experiment in which the retail channel (Internet or bricks-and-mortar), store reputation, and presence of a price-matching refund policy are manipulated. (1a-*JBRes*)

[10]   In our conceptual model, three strategic choices made by the seller – minimum opening price, auction length, and use of a hidden reserve price – are mediated by the number of bids placed during the auction and moderated by product type. (7b-*JBRes*)

This move is sometimes presented together with the Purpose, for instance:

[11]   **[M]** Through studying 285 Australian firms, **[P]** this research explores the relative importance of distinct resources and industry structure variables in explaining firm-level performance variation.

(d) *Results*. This move, which together with Purpose, appears practically in all abstracts, can also be identified with ease, as in the following:

[12]   Our results strongly support the semi-globalization perspective in that the regional-level effects are significant and different from the country-level effects for all foreign subsidiaries, for wholly owned subsidiaries and for jointly owned subsidiaries. (7b-*JIBS*)

[13]   <u>We hypothesize and find that</u>, even after controlling for internal firm resources, the use of trade shows and programs identifying agents and distributors contribute positively to SME satisfaction with export performance. Managerial implications are discussed. (2a-*IBRev*)

(e) *Conclusion*. Contrary to Results, this move appears with less regularity in abstracts, as shown above. However, it is also easily detected due to specific use of expressions such as 'We conclude', 'Our findings suggest', or references to implications or recommendations, and the like.

[14]   <u>These findings imply that</u> companies should advance policies that increase tolerance for women's employment, such as diversity training codes of conduct, and ethics training. (1a-*JBEth*)

And also the obvious example in which the verb 'conclude' is involved, combined with Results:

[15]   **[R]** […] After highlighting possible moral dilemmas which may occur through such a potential trade off, **[C]** <u>this article concludes</u> with an outlook on how the concepts 'Bottom of the Pyramid' and sustainable development could be combined. (7c-*JBEth*)

6.3. Research article structure and content per sections

This section is concerned primarily with the distribution of the different sections of the RAs in the corpus. To do this, the RAs have been divided into those not adjusting to the traditional IMRD structure and those that have been written following this model, or at least resemble it.

The randomly selected corpus of RAs has given room to different approaches to the predominant structure, the traditional IMRD. The number of RAs where the IMRD model is used, whether in full or at least partially, is higher than one might expect in business papers, especially being more theoretical than based on empirical data: 8 in *IBRev*, *JBEth* and *JIBS*, and 9 in *JBRes*, which give an overall percentage of 82.50% of use of the IMRD macrostructure.

In the following pages we first study the Introductions of all the RAs, whether or not IMRD-structured, since all of them have this section in common and with similar structure. We then analyze the other sections that compose the non-IMRD-structured RAs, followed by a detailed description of the Methods, Results and Discussion of IMRD-structured RAs.

6.3.1. *Structure of the research article Introduction: beyond Swales' CARS metaphor*

In this analysis of the RA structure, and specifically on the section of the Introduction, we already advanced the revision Swales' (1990) had made of his CARS model, with a few changes and additions. He proposed a revised structure for the Introduction (Swales, 2004: 230 and 232) we have adopted for the present study.

Analyzing the size of the Introductions in the four journals, the conclusion is that they vary considerably, ranging from 233 words (8-*JBRes*) to 2,022 words (9-*JIBS*), in both cases having used the IMRD structure. The Introductions of the four journals have

indeed a very high SD score: *IBRev*, 412.37; *JBEth*, 283.69; *JBRes*, 405.85; and *JIBS*, 573.67. This variability in Introductions is also shown across the rest of sections in the four journals. In spite of it, the structure of Introductions seems to have no effect, as will be seen throughout this investigation, on the structure of the paper itself, IMRD-structured or non-IMRD-structured papers. As it is shown in the following four tables (6.9 through 6.12), some non-IMRD-structured papers provide a better structured Introduction than some of the IMRD-structured RAs.

Nevertheless, the Introductions, being such an important part of the paper, are supposed or intended to give like an image of the paper as a whole. The need of further research on disciplinary variation has been pointed out in the literature, for instance, Skelton (1994) and Nwogu (1997) on medical papers, Posteguillo (1999) on computer science RAs, or Yang and Allison (2004) on applied linguistics RAs, including what they call "unconventional RA section headings" for the additional sections they incorporated (Yang & Allison, 2004: 270). However, not so much has appeared on differences in Introductions in the same discipline, although the application or non-application of Swales' CARS model has already been discussed in engineering (Anthony, 1999); also on principal findings in educational psychology and physics texts (Swales & Najjar, 1987). More recently, Del Saz Rubio (2011: 260), taking Swales' CARS model as her starting point "without losing sight –as she said– of the recently incorporated steps for each move in the 2004 version", proposed a combined model of the Introduction using a corpus of agricultural sciences RAs.

6.3.1.1. Move and step quantification

The results of the analysis of move and step presence of each Introduction in the four journals are offered in the following tables (the columns related to non-IMRD-structured RA Introductions are shaded in order to make comparisons easier):

IBRev	1	2	3	4	5	6	7	8	9	10
M1. Establishing a territory (citations required)	√	√	√	√	√	√	√	√	√	√
M2-S1A. Indicating a gap	√	√	√	√	√	√	√	√	√	√
M2-S1B. Adding to what is known	√	√	√		√	√	√		√	√
M2-S2. Presenting positive justification (optional)		√			√	√	√			
M3-S1. Announcing present research (obligatory)	√	√	√	√	√	√	√	√	√	√
M3-S2. Presenting RQs or hypotheses (optional)	√					√	√	√	√	
M3-S3. Definitional clarifications (optional)								√		√
M3-S4. Summarizing methods (optional)	√	√	√		√	√	√	√		√
M3-S5. Announcing principal outcomes*	√	√			√			√	√	√
M3-S6. Stating the value of the present research*	√							√		
M3-S7. Outlining the structure of the paper*		√		√	√	√	√		√	√
Totals	8	8	5	4	8	8	8	8	7	8

* Probable in some fields

Table 6.9. Move (M) and step (S) presence in *IBRev* Introductions

In this first journal Introduction, table 6.9 shows that M1, M2-S1A and M3-S1 are present in all 10 Introductions. Also M3-S4 and M2-S1B, with 8 instances, and M3-S7, with 7, are most common in these texts. In addition, in 6 RAs, the main outcomes in M3-S5 are also provided.

Comparing the two types of RA Introductions, those included in non-IMRD-structured papers vs. IMRD-structured papers, the differences in the presence of moves and steps are practically inexistent and the information provided is not in response to whether they use one structure or the other. For example, 8-*IBRev* (non-IMRD) provides 8 items of the 11 possible, while 3-*IBRev* (IMRD) provides only 5. In other words, there is no relationship between the two types of RAs in regard to the Introductions.

JBEth:	1	2	3	4	5	6	7	8	9	10
M1. Establishing a territory (citations required)	√	√	√	√	√	√	√	√	√	√
M2-S1A. Indicating a gap	√	√	√	√		√	√	√	√	√
M2-S1B. Adding to what is known	√	√		√		√	√	√		√
M2-S2. Presenting positive justification (optional)	√							√		
M3-S1. Announcing present research (obligatory)	√	√	√	√		√	√	√	√	√
M3-S2. Presenting RQs or hypotheses (optional)		√								
M3-S3. Definitional clarifications (optional)						√				
M3-S4. Summarizing methods (optional)		√		√		√	√	√	√	
M3-S5. Announcing principal outcomes*		√	√			√				
M3-S6. Stating the value of the present research*								√		√
M3-S7. Outlining the structure of the paper*				√			√	√	√	
Totals	5	7	4	6	1	7	6	8	5	5

* Probable in some fields

Table 6.10. Move and step presence in *JBEth* Introductions

Again, M1, M2-S1A, M2-S1B, M3-S1, M3-S4 are the most frequent in *JBEth*. Compared to the previous set of RAs from *IBRev*, non-IMRD-structured RAs Introductions in *JBEth* (especially 8-*JBEth*) contain more information in terms of moves and steps than the rest of RAs in *JBEth*. See, for example, 5-*JBEth*, an IMRD-structured RA, with only one move and no steps, and the two non-IMRD-structured RAs with 8 and 6 items (shaded columns).

JBRes:	1	2	3	4	5	6	7	8	9	10
M1. Establishing a territory (citations required)	√	√	√	√	√	√	√	√	√	√
M2-S1A. Indicating a gap	√	√	√	√	√	√	√	√	√	√
M2-S1B. Adding to what is known	√	√	√				√		√	√
M2-S2. Presenting positive justification (optional)						√	√			
M3-S1. Announcing present research (obligatory)	√	√	√	√	√	√	√	√	√	√
M3-S2. Presenting RQs or hypotheses (optional)		√	√					√		
M3-S3. Definitional clarifications (optional)	√									
M3-S4. Summarizing methods (optional)				√		√	√	√	√	√
M3-S5. Announcing principal outcomes*				√	√		√		√	
M3-S6. Stating the value of the present research*				√						
M3-S7. Outlining the structure of the paper*		√					√			
Totals	5	6	5	6	4	5	8	5	6	5

* Probable in some fields

Table 6.11. Move and step presence in *JBRes* Introductions

In *JBRes* Introductions (table 6.11), the most common moves and steps are again M1, M2-S1A, and M3-S1; and the least used are M3-S3 and M3-S6, present only once in two RAs. In general this journal's Introductions contain less information compared to the other three journals: 5-*JBRes* contains only 4 moves and steps, followed by 5 more RAs with 5 moves and steps each.

JIBS:	1	2	3	4	5	6	7	8	9	10
M1. Establishing a territory (citations required)	√	√	√	√	√	√	√	√	√	√
M2-S1A. Indicating a gap	√	√	√	√	√	√	√	√	√	√
M2-S1B. Adding to what is known	√		√		√	√	√	√	√	√
M2-S2. Presenting positive justification (optional)			√			√		√		
M3-S1. Announcing present research (obligatory)	√	√	√	√	√	√	√	√	√	√
M3-S2. Presenting RQs or hypotheses (optional)					√					√
M3-S3. Definitional clarifications (optional)	√						√			
M3-S4. Summarizing methods (optional)		√	√	√	√	√	√	√	√	√
M3-S5. Announcing principal outcomes*			√	√	√	√	√	√	√	√
M3-S6. Stating the value of the present research*		√	√		√		√	√	√	
M3-S7. Outlining the structure of the paper*		√				√	√	√		
Totals	5	6	8	5	8	8	9	8	8	7

* Probable in some fields

Table 6.12. Presence of moves (M) and steps (S) in Introductions of *JIBS* RAs

In *JIBS*, as in the previous journal, M1, M2-S1A, and M3-S1, with 10 moves and steps; M3-S4, with 9; and M2-S1B, M3-S5, with 8, are most frequent. Curiously, 7-*JIBS*, one of the two non-IMRD-structured RAs, enjoys the most moves and steps, with 9 items. This, again, would indicate that the Introduction sometimes seems to present more and better structured information than the RA itself.

The data obtained from the previous four tables (6.9 to 6.12) are summarized globally per journal in table 6.13 below, irrespective of whether RAs are IMRD-structured or non-IMRD-structured:

	IBRev	JBEth	JBRes	JIBS	n	%
M1. Establishing a territory (citations required)	10	10	10	10	40	100.00
M2-S1A. Indicating a gap	10	9	10	10	39	97.50
M2-S1B. Adding to what is known	7	7	6	8	28	70.00
M2-S2. Presenting positive justification (optional)	4	2	2	3	11	27.50
M3-S1. Announcing present research (obligatory)	10	9	10	10	39	97.50
M3-S2. Presenting RQs or hypotheses (optional)	6	1	3	2	12	30.00
M3-S3. Definitional clarifications (optional)	2	1	1	2	6	15.00
M3-S4. Summarizing methods (optional)	8	6	6	9	29	72.50
M3-S5. Announcing principal outcomes*	6	3	4	8	21	52.50
M3-S6. Stating the value of the present research*	2	2	1	6	11	27.50
M3-S7. Outlining the structure of the paper*	7	4	2	4	17	42.50
Totals n	72	54	55	72		
Totals %	65.45	49.09	50.00	65.45		

* Probable in some fields

Table 6.13. Total number of instances of the presence of moves and steps in the Introductions of the four journals

The presence of moves in the four journals is high in the obligatory moves; in optional moves, however, the percentage drops considerably. In regard to the overall presence of moves, three of them are above 50%, while *JBEth* is slightly below this mark. In fact, *JBEth* shows a mean number of moves and steps per Introduction of 4.91, the lowest in the four journals, followed by *JBRes*, with 5.00 per Introduction, and both, *IBRev* and *JIBS*, with 6.55 moves and steps per Introduction.

Contrary to the other sections of the RAs analyzed, where they had to be separated due to their adherence or not to the IMRD model, the 40 Introductions were studied together, since they all adhered to a generalized structure. However, only six of the moves were present in more than 50%. The four journals almost comply with the inclusion of the basic information (M1, M2-SA1 and M3-S1), and only *JBEth* does not include M2-SA1 and M3-S1 in one of its RAs (5-*JBEth*). M3-S4, although optional, is present in 29 of them (72.5%); M2-S1B, in 28 RAs (70%), and M3-S5 in 21 of them (52.5%). The rest of moves were present in less than 50% of the RAs.

6.3.1.2. Linguistic characterization of Introduction moves and steps

The rendering of moves in the different Introductions is made in various ways, although not all of them clearly identifiable. Some extracts of the most frequent moves and steps manifest their wording:

(a) *M1. Establishing a territory (citations required).* This move, which occurs in all 40 RAs, is used to describe the general topic of the paper and it can be exemplified with sentences such as the following:

> [16] <u>International joint ventures</u> (IJVs), which are organizational entities created and managed jointly by foreign and local firms, <u>have largely contributed</u> to the foreign expansion of many US, European and Japanese firms. (6-*IBRev*, p. 250)

Frequently with citations right from the first sentences, as in [17]:

> [17] Online shopping is growing quickly, although not as pervasively as predicted (NTIA, 2002). This growth is fueled by the advantages of online shopping <u>(Eroglu, Machleit, and Davis, 2001)</u>. (7-*JBRes*, p. 5)

(b) *M2-S1A. Indicating a gap.* This step, present in all but one RA in the corpus, is also easily identifiable, as in [18]:

> [18] Although the majority of existing research on consumer responses to price-matching guarantees focuses on consumer perceptions […] only <u>few studies have investigated</u> what happens postpurchase, that is, after the consumer has purchase from the price-matching retailer. (1-*JBRes*, p. 11)

(c) *M3-S1. Announcing present research (obligatory).* Except in 1 paper from *JBEth*, this step is present in all the papers of the corpus and it is thus easily detected:

[19]   Our paper describes, compares, and contrasts the traditional and the emerging propositions of the literature […]. (4-*JIBS*, p. 404)

(d) *M3-S4. Summarizing methods (optional)*. Even though this step is qualified as optional, its frequency is quite high (72.50%). See, for example [20]:

[20]   We provide this by critically examining both machine and human elements of web design, first categorizing design elements, then linking these elements to managerial outcomes. […] (7-*JBRes*, p. 6)

(e) *M3-S5. Announcing principal outcomes (probable in some fields)*. This step has appeared in 52.50% of the RAs, as in example [21]:

[21]   Our results suggest that changing conditions have indeed created the need for conceptual revisions of our study of repatriation. (4-*JIBS*, p. 404)

(f) *M3-S7. Outlining the structure of the paper (probable in some fields)*. The significance of this last step lies in the fact that it becomes a guide for the reader, since it describes the different parts, or sections, of the research paper. The following is an example:

[22]   The structure of the paper is as follows: In the following section, we present the concept of a right to credit and arguments supporting Yunus' appeal to declare access to credit as a fundamental right. The third section addresses the key criticisms and objections to this approach including those put forward by the Libertarians and the Benthamites. Finally, an alternative goal-right approach is proposed which hopes to achieve the shared goal to grant all the world's people, as Yunus states, "the liberty to unleash one's own potential". (7-*JBEth*, p. 18)

An additional problem that often surfaces in Introductions is the presence of certain moves or steps, although it is not reflected in the amount of information they provide. An example of this occurs in regard to the presence of citations in move 1. According

to Swales' (2004) model of Introductions, citations are required in this part of the RA when 'establishing the territory', although in some cases they are reduced to the minimum. In table 6.14 the number of citations per RA Introduction in the 4 journals studied is given:

RA number	*IBRev*	*JBEth*	*JBRes*	*JIBS*
1	8	13	9	6
2	9	3	1	7
3	4	1	7	11
4	2	6	6	0
5	7	16	3	10
6	2	13	13	1
7	2	3	3	6
8	9	15	4	15
9	8	1	15	4
10	8	8	8	8
Total	59	79	69	68
Average	5.9	7.9	6.9	6.8
SD	3.04	5.90	4.51	4.54

Table 6.14. Presence of citations in Move 1 of the RA Introductions

In *IBRev*, all 10 RAs include move 1 ('Establishing a territory'), although not all of them really comply with the advice 'Citations required'. The problem is how many references are necessary to comply with this move, and there is no answer to this question. Their average is 5.9 citations per move 1; the highest average is 7.9 in *JBEth*, with a maximum of 16 citations in 5-*JBEth*, although this Introduction is made up of just this move. The opposite example is 4-*JIBS*, with no citations, and also 3-*JBEth*, 9-*JBEth*, 2-*JBRes*, and 6-*JIBS*, with only one citation. In most RAs, however, citations appear distributed along the whole RA, both in the sub-sections of Theory or Literature Review, when these two sections are present in the RA. Thus, this lack of citations in some Introductions does not mean a lack of references in the articles of our corpus, since all of them are well documented.

6.3.2. Non-IMRD-structured papers and the problem of structure

The at random selection of papers has produced a situation that, in terms of RA structure, requires a preliminary comment. A group of seven of the 40 RAs selected cannot be studied from the point of view of the IMRD schematic structure. Table 6.15 presents them as they are structured –indicating each section's label– and it shows how they differ from the IMRD pattern.

	Intr.	Literat. Review	Theory	Applied Theory	Discussion / Conclusion
1-IBRev	[intr.]		1.Corporate culture as a management tool 2.Viability of corporate culture 3.Enhancers / inhibitors.	4.Inculcation 5.Individual responses	6.Conclusion: commitment for hire?
8-IBRev	1.Intr		2.Adding dynamics to internalization decisions. 3.Adding complexity to internalization decisions	4.Adopting a global system view	5.Discussion and conclusion
7-JBEth	Intr.		The case for establishing credit as a right	Criticisms and objections to a rights-based approach An alternate approach: a goal-right system to credit	Conclusion
8-JBEth	Intr.		Conceptualizations of corporate responsibility	Financial and societal outcomes of different types of corporate responsibility	Conclusions
6-JBRes	1.Intr.		2.Leveraging the Internet for enhancing market operations efficiency: an organizing framework		3.Conclusions
1-JIBS	Intr.		Conception of cronyism / Cronyism across cultures	Using cronyism to inform research and practice	Conclusions
7-JIBS	Intr.	A brief litera- ture review	General properties of model Utility from different operation modes The emergence of MNE Knowledge-asset-seeking FDI		Discussion and conclusion

Table 6.15. Non-IMRD-structured RAs of the four journals

In most of these RAs, it is hard to encounter sections like Methods and Results in the sense of an experimental paper based on empirical data. Thus, their structure takes its own form depending on the authors' writing style. The Introduction, although quite informative as we have seen above, is the section that we have found most misleading, since it seems to forecast one type of paper in terms of its structure, while the paper itself proceeds differently.

The following text is an example of an Introduction, with 8 steps present out of 11 possible, that foresees a well-structured paper. It does not respond, however, to expectations as it is one of the seven non-IMRD-structured RAs in our corpus.

8-*IBRev* – Introduction	**Moves & steps**
1. Introduction	
The internalization hypothesis, first introduced in Buckley and Casson's (1976) book "The Future of the Multinational Enterprise" is undoubtly one of the most influential hypotheses in international business research. Yet, while an extremely large bulk of studies has built on the insights of the internalization hypothesis as proposed by Buckley and Casson (1976) or by other variations of the hypothesis (Hennart, 1982, 1993; Rugman, 1981, 1986; Williamson, 1975, 1985) relatively few attempts have been made to expand the scope of the internalization hypothesis. In other words, most extant literature is focused on studying what are the specific cases where market imperfection leads internationalizing firms to internalize their overseas operations and become multinational enterprise (MNEs), while little theoretical advance of the theory itself is offered (see Buckley, 2007, 2009; Chen, 2005 for recent exceptions).	**M1**.Establishing a territory (citations required) **M2-S1A.**Indicating a gap
The aim of the current paper is to propose three major directions for the extension of Buckley and Casson's (1976) internalization hypothesis by focusing on the role of knowledge transfer requirements, costs and efficiency. The significance of knowledge transfer efficiency in explaining the emergence MNEs is at the heart of the 'internalization school' which advocates that the failure of external markets to transfer proprietary knowledge motivates firms to establish or acquire wholly owned foreign subsidiaries (Buckley & Casson, 1976; Dunning, 1988; Rugman, 1981, 1986). Furthermore, one of the important contributions of the Buckley and Casson's (1976) book is the opening of the firm's 'black box' and explicitly referring to "intra-firm" and "inter-firm" knowledge and semi-product flows between R&D, production and marketing activities as well as "extra-firm" knowledge and final product flows between the firm and its customers (Adler & Hashai, 2007).	**Move 3: S1.**Announcing present research
In this paper we therefore refer to internationalizing firms as a network composed of three major value chain activities: R&D, production and marketing (see Fig. 1). These activities may be located in the home country of the firm, target countries where the firm's main markets exist and resource abundant host countries where both skilled and unskilled labor costs are expected to be the cheapest (Dunning, 1988, 1993). Intra- and inter-firm knowledge flows between value chain activities include: data on product design, manufacturing instructions and production costs, the transfer of state of the art technological knowledge to the sales personnel, feedback from the sales personnel regarding product design and competitors' technology, information regarding defects in products, competitors' moves, delivery obligations (timing and quantities), production capacity and cost considerations (Buckley, 2007, 2009; Casson, 2000; Kogut & Zander, 1993; Martin & Salomon, 2003). Extra-firm knowledge transfer includes: instruction on specific product attributes, data on tailor-made customer specific utilities, technical support, customers' requests for changes in product specifications and so forth (Almor, Hashai, & Hirsch, 2006; Buckley, 2007, 2009; Hirsch, 1989; Simonin, 1999). All knowledge flows are assumed to flow from upstream to downstream value adding activities and then to customers.	**S3.**Definitional classifications
The proposed extensions to the internalization hypothesis are threefold. First, by marrying the literature on knowledge transfer cost and efficiency (Buckley & Casson, 1976; Kogut & Zander, 1993; Martin & Salomon, 2003) with the literature on the impact of fixed and variable cost considerations on the decision whether to export, license or open a foreign production facility (Aliber, 1970; Buckley & Casson, 1981), the paper adds a dynamic perspective to the internalization hypothesis. Next, the paper demonstrates how multiple insights can be garnered into the internalization hypothesis once the operations costs of R&D, production and marketing entities as well as knowledge and product transfer costs are being explicitly modeled. Building on the work of Adler and Hashai (2007) we show how a location allocation model (Daskin, 1995)	**S2.**Presenting hypotheses **S4.**Summarizing methods **S5.**Announcing principal outcomes

enables to determine the location as well as internalization of the MNE's value adding activities. Finally, following Casson (2000) and Buckley and Hashai (2004<u>) the paper emphasizes the importance of taking a global system view in internalization decisions</u> by seeking to minimize the costs of all MNEs operating within the system rather than those of a single MNE. The paper concludes by arguing that future extension of the internalization hypothesis should combine dynamic modeling of knowledge transfer flows within a global competitive setting in order to advance our knowledge on the complex issue of firms' internalization motivations.	**S6.** Stating the value of present research

Table 6.16. Sample of an Introduction with moves and steps (8-*IBRev*, pp. 257-258)

Some of the steps mentioned (right column) are quite clearly detected through direct expressions, as they have been underlined. In other Introductions, these are not as clearly identifiable. However, those papers concluding with a paragraph initiated with a series of frame markers seem to better conduct the reader towards an understanding of the paper. See, for instance, the following concluding paragraph of an Introduction:

[23]   The paper proceeds as follows: <u>first</u>, past studies on export promotion are discussed. <u>Second</u>, the literature on export barriers is summarized. A theory section follows in which it is hypothesized that both specified internal firm resources and export promotion programs are positively associated with export performance. <u>Finally</u>, implications for policy makers and managers are discussed. (M3-S7 'Outlining the structure of the paper', 2-*IBRev*, p. 234)

In non-IMRD-structured RAs, authors do not follow a recognizable or uniform structure, although in some of them the problem-solution paradigm (Hoey, 1983) could be applied. Flowerdew (2003), comparing expert and novice short papers, analyzed their use in technical writing, and fount that it was not easy to locate adequate sections of text to implement its four moves, but that it was a possibility. In our corpus, the absence of the Results section as such in most non-IMRD-structured RAs compounds even more their classification by sections. By looking at their content, some of them appear as a theoretical paper, others as observational/theoretical, or simply observational, and including methodological/experimental. For example, 7-*JIBS* is a purely theoretical RA and, except for the literature review and the

discussion/conclusion, the authors are presenting an 'equilibrium model'. The first sentence in the explanation of the characteristics of the model is quite expressive in its purely conjectural nature: "Consider a world comprising two countries, A and B" (7-*JIBS*, p. 60) (see also section 7.2 in reference to this RA).

In 1-*IBRev*, the Introduction title of the first section in square brackets indicates that the section exists but no title has been given. In this same journal, 'Corporate culture' is included under Theory, although its characteristics and content could also be attributed to Literature Review. The 'Propositions' in 1-*JIBS*, are inserted and embedded into the section called 'Cronyism across cultures', the third main subtitle of this paper.

Another paper which deserves some attention is 8-*JBEth*. It opens with a rather extensive introduction containing 8 of the possible 11 moves and steps. The aim of the article, in an effort to comply with it, is verbalized in the Introduction as follows:

[24] To provide some preliminary answers, but especially to pave way for further research in this domain, our article will provide a framework on the relationship between different types of CR [corporate responsibility] and their financial and societal outcomes. (8-*JBEth*, p. 326)

The question might be asked on the possibility of applying to this RA the problem-solution paradigm mentioned earlier. The first move, 'situation', is extensively described both in the Introduction and in the section called 'Conceptualizations of corporate responsibility: an examination and an extension' which deals with the theoretical aspects of the concept, covering different CR typologies. The second move, 'problem', is not so explicitly stated, although we can get a fuzzy notion of it from the

Introduction, in M2-S1A ('Indicating a gap'), where this problem is expressed as follows:

> [25]   One of the explanations offered for the inconsistent results in previous research is that much of the research on the influences of CR on FP [financial performance] frames CR as a monolith […]. Consequently, more variables that relate to industry, culture, national systems and context must be introduced to this genre of research […]. (8-*JBEth*, p. 325)

In the 8-*JBEth* RA, however, the nearest one can get to a gap is the sentence that reads "Corporate responsibility is a complex phenomenon" (p. 327), but the authors then describe how previous corporate responsibility typologies were not the answer to the problem, adding that they "recognize that the identification of the three CR types is not in itself a major contribution to the extant literature in this domain" (p. 331).

The third move, 'solution', comes from what we have denominated Applied Theory in our structural description (table 6.15). It is introduced under the heading 'Financial and societal outcomes of different types of corporate responsibility', with a series of CR innovation examples; then it is followed by a sub-section on 'The influence of action type on the societal outcomes of CR" which, together with the Conclusion, constitutes the fourth move of the problem-solution paradigm, that is, the 'evaluation' of the suggested solutions.

Another paper to which this paradigm could be applied is 1-*IBRev*. Nevertheless, looking at the visible structure (right column in table 6.17) of the paper, makes one doubt of such a possibility. However, we believe that the application of the problem-solution paradigm (left column) is also possible, as shown in the following description:

Problem-Solution paradigm	Text excerpts	RA sections
Situation	"[…] we examine the viability of corporate culture as a mechanism for control and coordination within a multinational company (MNC)" (p. 15). "The contribution of this paper lies in its attempt to expand the corporate culture debate into the MNC context" (p. 16).	*Introduction*
Problem	"Proponents of corporate culture as an informal control mechanism regard culture as a management tool that can be manipulated […] through the actions of top management" […]. "However, there is a counter-view within the relevant literature that corporate culture is a rather complex construct" (p. 16). "[…] the lure of cultural control as a management tool is highly seductive". "[…] the internalization of the corporate value system becomes a substitute for direct managerial supervision" (p. 17). "[…] managing corporate culture is not a straightforward exercise and is more complicated in the international business setting" (p. 19).	*1-Corporate culture as a management tool?* *2-Viability of corporate culture*
Solution/ response	"[…] there is a wide range of external, international and organizational factors that have an impact on top management's ability to achieve control and coordination via the promotion of corporate culture" (p. 19). "It is possible […] to identify four main perspectives on what is required for the inculcation of a corporate culture" (p. 21). "The reality, however, is that widespread, deep internalization of, and commitment to, a given set of corporate values in a MNC is difficult to achieve, and is perhaps even more difficult to change" (p. 23).	*3-Enhancers / inhibitors* *4-Inculcation*
Evaluation	"[…] there is likely to be considerable variation in individual employee responses to attempts at inculcating a given corporate culture within a MNC" […]. "A complicating factor is that employee perceptions and attitudes depending on personal circumstances, experience and allegiances […] (p. 24). "Individual responses are therefore critical to the effectiveness of attempts to align employee values to those of the MNC […]" (p. 25). "Clearly, there is no easy answer for multinational managers confronted with the importance of […] managing corporate culture in order to achieve effective control. Rather than focusing on managing corporate culture, it may be more pertinent to concentrate on the management of appropriate behavior that is linked to desired performance outcomes" (p. 26).	*5-Individual responses* *6-Conclusion: commitment for hire?*

Table 6.17. Problem-solution paradigm applied to 1-*IBRev*

Even though, as Flowerdew (2003: 492) remarked, genre analysis has tended to disregard the problem-solution pattern (see, for example, Swales & Najjar, 1987: 178), she believed that this application is a possible answer to the structure of papers such as this one. According to Flowerdew (2003: 489), this structure is frequent in technical reports, especially when "the author introduces the issue that the report or paper discusses as a problem and then presents the main point of the paper as a solution". The

RA just analyzed complies with these premises in terms of presenting a problem, that is, the application in MNCs of corporate culture in management, and the discussion of possible solutions along with evaluating the pros and cons of the solutions proposed.

A quantitative approach to these non-IMRD-structured research papers gives an impression that no specific characterization of the paper is followed. However, for the sake of a possible comparison, the information load has been distributed as homogeneously as possible in terms of Introduction, Literary Review (if present), a large section which we have called Theory, followed by what we have considered an application of that theory, or Applied Theory, and finally Conclusion. According to this terminology, the information distribution of the 7 non-IMRD-structured RAs, in number of words per section and percentage, is given in table 6.18:

	Introduction		Literature Review		Theory		Applied Theory		Conclusion		Totals	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
1-*IBRev*	808	12.21			2,646	39.98	2,088	31.55	1,076	16.26	6,618	100
8-*IBRev*	629	12.90			2,286	46.88	756	15.50	1,205	24.71	4,876	100
7-*JBEth*	742	9.79			2,246	29.65	4,168	55.02	420	5.54	7,576	100
8-*JBEth*	916	13.05			3,171	45.17	1,770	25.21	1,163	16.57	7,020	100
6-*JBRes*	437	9.05			3,762	77.87			632	13.08	4,831	100
1-*JIBS*	424	5.60			5,107	67.45	1,886	24.91	155	2.05	7,572	100
7-*JIBS*	358	4.92	585	8.04	4,997	68.65			1,339	18.40	7,279	100

Table 6.18. Quantitative data of non-IMRD-structured RAs

Both papers from *JIBS* are explicit enough showing an overload of information where the IMRD structure is not applied: for instance, 1-*JIBS* accumulates over 90% of this information between Theory and Applied Theory. Similarly, these two categories occupy over 80% of the information in 7-*JBEth*, and Theory uses close to 80% of the paper in 6-*JBRes*. Contrarily to what usually occurs in IMRD-structured papers, in

these RAs the last section is Conclusion in 5 instances, while in the other 2, the section is entitled 'Discussion and conclusion'.

6.3.3. Section distribution of IMRD-structured papers

Although the research papers in this investigation do not follow a set structural pattern, most of them adopt the IMRD structure. As has been noted in section 4.2.2, even when adopting this structure, their variability appears throughout our corpus. Frequently, we may have determined that one specific RA belongs to one category (IMRD) or another (non-IMRD), but the information provided is placed in the paper following no pre-established criteria. This is what provokes several doubts in the section discrimination carried out prior to their in-depth analysis.

Two main issues are to be coped with in the analysis of these so-called IMRD-structured papers: on one hand, the visual appreciation of the articles based on the headings and subheadings employed by their authors which often do not correspond to the terminology used in the traditional IMRD macrostructure; and, on the other, the actual contents of the articles which in fact adhere to that structural proposal. For this reason, both issues have to be studied in order to adequately distinguish and unravel these often hidden or semi-hidden sections. Thus, at this point of the research the articles of the four journals will be approached from the premise that some RAs have the IMRD structure clearly marked, while it has to be deciphered in others through a careful reading because their internal organization favors such a classification.

The most common characteristic is the inclusion of additional sections between Introduction and Methods, usually in terms of a literature review, a theoretical approach with a hypothesis development; likewise, in the section usually called Discussion in the traditional IMRD structure, these business RA authors introduce other sections and/or subsections, such as Implications, Limitations, Conclusions, and Further Research. These informational items, transformed into numerical data, yield the results shown in the following tables:

		2-IBRev	3-IBRev	4-IBRev	5-IBRev	6-IBRev	7-IBRev	9-IBRev	10-IBRev
Abstract	n	88	84	137	176	162	65	89	92
	%	1.35	1.08	1.62	2.01	2.45	1.46	1.03	1.22
Introduction	n	568	356	420	936	1,205	552	1,727	852
	%	8.73	4.57	4.98	10.69	18.24	12.41	19.98	11.26
Literature Review	n	955		391				1,781	1,371
	%	14.68		4.63				20.60	18.12
Theory	n	1,787	1,297	3,451	3,093	1,557	738		
	%	27.47	16.65	40.88	35.32	23.56	16.60		
Hypotheses	n		1,090				1,699	2,249	
	%		13.99				38.21	26.02	
Methods	n	1,440	2,205	1,979	2,102	1,977	1,047	1,969	1,053
	%	22.13	28.31	23.44	24.00	29.92	23.54	22.78	13.91
Results	n	376	715	1,254	770	894	1,067	687	3,739
	%	5.78	9.18	14.85	8.79	13.53	23.99	7.95	49.41
Discussion	n	419	1,075	810	1,680	813	978	1,568	461
	%	6.44	13.80	9.59	19.18	12.30	21.99	18.14	6.09
Implications	n	332	2,058					824	
	%	5.10	26.42					9.53	
Limitations	n	541							
	%	8.32							
Further Research	n								
	%								
Conclusion/s	n				479				432
	%				5.47				5.71
Totals	n	6,506	8,880	8,442	9,236	6,608	6,146	10,894	8,000
	%	100	100	100	100	100	100	100	100

Table 6.19. Section distribution (total numbers and percentages) of IMRD-structured RAs from *IBRev*[25]

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[25] In the analysis of the RAs of the four journals, we have interpreted main titles as part of the macro-structure of the paper, whether or not they belong to the IMRD acronym. Thus, in this and the following tables the left column will refer to major titles within the paper, disregarding other minor titles that authors may have added.

Among the added sections, Theory often takes up more space and information than the major sections (IMRD); for instance, over 40% in 4-*IBRev* and 35.32% in 5-*IBRev*, and around 40% between Theory and Hypotheses in 7-*IBRev*. Hypotheses, as an independent move, appears in three RAs. Literature Review is found in half of the journals, although most of the in-text citations are spread all over the paper, especially in the Theory section and seldom, but much less, in the Introduction. Finally, in the Discussion, business paper authors have opted for splitting it into other sections: Implications in three RAs, Limitations, in one, and Conclusions, in two.

Another characteristic to be underscored in these RAs, as well as in the next journals, is the interconnection between different sections within the same article and which are named in the title of the section. In table 6.19, this connection has been shaded vertically: for example, in 2-*IBRev*, the title is 'Limitations and Conclusions', or 'Theoretical model and hypotheses' in 4-*IBRev*, and so on.

However, under Theory we have a sort of a mixed bag; besides Theory and sometimes Hypotheses, a diversity of section titles is employed, such as Model, its technical characteristics and/or applications. This accounts for the increase in the number of words of the added sections between Introduction and Methods.

The situation in *JBEth* is somehow different. As can be seen in table 6.20 below, 1-*JBEth*, for example, is a paper which can be assimilated to any IMRD-structured paper from biomedicine, chemistry or pharmacology. It has a rather complete Introduction, which ends with the two hypotheses that are going to be tested in the study, immediately followed by Methods, Results, and Discussion. Together with 2-*JBRes*

and 10-*JBRes* (table 6.22), out of the 33 IMRD-structured papers in the corpus, these are the only three papers which strictly adhere to the IMRD model in so far as their section titles.

		1-JBEth	2-JBEth	3-JBEth	4-JBEth	5-JBEth	6-JBEth	9-JBEth	10-JBEth
Abstract	**n**	132	148	192	168	202	113	143	156
	%	4.68	1.99	4.30	1.92	4.00	1.96	2.17	2.76
Introduction	**n**	480	845	1,011	389	864	387	243	321
	%	17.01	11.34	22.66	4.45	17.12	6.70	3.68	5.67
Literature Review	**n**		282						
	%		3.79						
Theory	**n**		3,225	516	6,162	1,925	765	1,501	1,587
	%		43.29	11.57	70.44	38.15	13.25	22.74	28.05
Hypotheses	**n**						1178		
	%						20.41		
Methods	**n**	1,121	1,096	577	354	174	1,234	535	1,623
	%	39.72	14.71	12.93	4.05	3.45	21.38	8.11	28.69
Results	**n**	423	771	1,635	1,147	1,316	996	2,361	1,029
	%	14.99	10.35	36.65	13.11	26.08	17.26	35.77	18.19
Discussion	**n**	666	1,082		528		1,099	1,547	942
	%	23.60	14.53		6.04		19.04	23.44	16.65
Implications	**n**								
	%								
Limitations	**n**								
	%								
Further Research	**n**								
	%								
Conclusion/s	**n**			530		565		270	
	%			11.88		11.20		4.09	
Totals	**n**	2,822	7,449	4,461	8,748	5,046	5,772	6,600	5,658
	%	100	100	100	100	100	100	100	100

Table 6.20. Section distribution (total numbers and percentages) of IMRD-structured RAs from *JBEth*

In this journal, the main characteristic is again the high volume of information in Theory, especially in 4-*JBEth* (70.44% of the whole paper). There is only one RA (2-*JBEth*) with Literature Review together with Theory, and also only one (6-*JBEth*) with Hypotheses. In the case of 2-*JBEth*, the 'Literature Review & theory development' constitutes one large section which we have split into two, for calculation purposes, obeying its contents. In two RAs (2-*JBEth* and 3-*JBEth*), Methods and Results appear mixed in one large section, but clearly distinguishable in the text (see the shaded areas): 'Research methodology and findings', in 2-*JBEth*, and 'Mutual fund data and empirical

results', in 3-*JBEth*. There are two RAs (3-*JBEth* and 5-*JBEth*) with no Discussion, which is substituted with Conclusion. The empty spaces in the sections under Discussion does not mean that information on Implications, Limitations and Further Research is not included in the RA, but rather that they are not under a specific title or subtitle (e.g. 6-*JBEth*).

In general, the authors of business articles, using the IMRD structure, make little use of the Literature Review section as such. As seen before, they usually deal with the literature by spreading it in other sections, mainly in Theory. In 2-*JBEth*, for instance, one has to look deep insight the text to delimit each of the four structural moves. The distribution looks as represented in table 6.21, with RA original headings on the left column and IMRD section distribution on the right column:

RA original headings	IMRD distribution
Introduction	Introduction
Literature review and theory development	Literature review Theory Hypotheses
Research methodology and Findings	Methods Results
Discussion and Conclusions	Discussion Conclusion

Table 6.21. Section and sub-section distribution of 2-*JBEth* RA

The first section, Introduction, offers no difficulty; however, the second one, 'Literature review and theory development', covers three different sub-sections: literature review, theory development and hypotheses, although hypotheses are not directly mentioned in the heading. In the third section, 'Research methodology and findings', the authors include under the same heading two main sections, Methods and Results, although the transition from one to the next is not clearly marked in the paper. The research shows that authors are not always predisposed to help the reader through interactive resources,

like effective frame markers to set the pace of the argument and situate the reader in the text.

In 10-*JBEth*, its authors include three introductory paragraphs (without a heading), followed by 'Interpersonal respect—a theoretical introduction', which we have classified as Theory. This paper, together with 6-*JBEth*, is characterized by the fact that the authors have included two different studies in one, with their corresponding and duplicated sections of Methods, Results and Discussion.

In table 6.22 we find the data referred to *JBRes*, with a group of RAs showing similar section overlapping, as we saw in *IBRev* (table 6.19):

		1-*JBRes*	2-*JBRes*	3-*JBRes*	4-*JBRes*	5-*JBRes*	7-*JBRes*	8-*JBRes*	9-*JBRes*	10-*JBRes*
Abstract	n	100	104	119	103	115	117	86	142	120
	%	2.19	2.16	1.89	2.19	2.33	2.39	1.63	2.31	2.15
Introduction	n	770	1,325	412	426	892	459	400	390	1,377
	%	16.87	27.54	6.54	9.06	10.11	9.36	7.58	6.34	24.72
Literature Review	n									
	%									
Theory	n	1,236		2,746	2,031	1,064	2,001	1,302	1,278	
	%	27.09		43.56	43.20	21.60	40.80	24.68	20.79	
Hypotheses	n								1,509	
	%								24.55	
Methods	n	890	1,481	635	627	995	833	969	906	1,058
	%	19.50	30.78	10.07	13.34	20.20	16.98	18.37	14.74	18.99
Results	n	627	744	1,455	614	1,212	639	1,268	894	2,233
	%	13.74	15.46	23.08	13.06	24.60	13.03	24.03	14.54	40.08
Discussion	n	731	1,158	642	900	648	591			783
	%	16.02	24.06	10.18	19.14	13.15	12.05			14.05
Implications	n								217	
	%								3.53	
Limitations	n	209		113			265			
	%	4.58		1.79			5.40			
Further Research	n								115	
	%								1.87	
Conclusion/s	n			182				1,251	696	
	%			2.89				23.18	11.32	
Totals	n	4,563	4,812	6,304	4,701	4,926	4,905	5,276	6,147	5,571
	%	100	100	100	100	100	100	100	100	100

Table 6.22. Section distribution (total numbers and percentages) of IMRD-structured RAs from *JBRes*

In this journal's RAs, there is no Literature Review section and only one Hypotheses section as such. There are also three Conclusions, although two of them share their space with Discussion (8-*JBRes* and 9-*JBRes*). Section headings are more loosely defined thus producing information mixing, especially in regard to Theory and Hypotheses (as a separate section, Hypotheses appears only once). At the same time, 2-*JBRes* and 10-*JBRes* show the four IMRD sections clearly delimited. It seems to become typical of business RAs for the Theory section to absorb a great amount of information of the paper; in this journal, 7 of the 9 RAs contain this section and 3 of them taking over 40% of the total load of the RA information. Again, there is no regular pattern for the inclusion of the Discussion sub-sections. The shaded sections refer to their interconnection within the same RA; 8-*JBRes* and 9-*JBRes* show that authors prefer to emphasize Conclusion over Discussion by using titles like "Conclusion and discussion'.

The article 2-*JBRes* offers a good example of a long and unconventional Introduction: after two introductory paragraphs without a title, the authors include, under the heading 'Background and research questions', more detailed information and research questions transformed into hypotheses. Dealing with external adaptation and internal effectiveness to brand performance in 3-*JBRes* (headings 2 and 3 of the RA), the authors combine under these titles the application of these theoretical concepts with hypotheses; that is, the series of hypotheses presented are embedded in their theorizing. Another paper, 5-*JBRes*, presents a two-part Introduction, '1. Introduction' as such, followed by '2. Relevant research', although both can be considered as part of the Introduction.

The Results section in IMRD-structured RAs often includes the findings of hypothesis' testing; this is the case of 7-*JBRes*. Then, the model used in their survey is also tested and the findings are given. This RA, although showing quite an unorthodox interpretation of the IMRD structure, the contents favor our interpretation of being an IMRD-structured RA.

Finally, the RAs from *JIBS* are also characterized by the limited appearance of the subsections under Discussion, except for the Conclusion, showing also a limited use of overlapping of sections. The data is presented in table 6.23:

		2-JIBS	3-JIBS	4-JIBS	5-JIBS	6-JIBS	8-JIBS	9-JIBS	10-JIBS
Abstract	n	171	95	81	110	103	111	138	101
	%	2.01	0.99	0.66	1.51	0.86	1.18	1.35	1.60
Introduction	n	664	763	240	854	1,102	1,645	2,022	1,185
	%	7.82	7.91	1.95	11.70	9.22	17.47	19.81	18.76
Literature Review	n	552							
	%	6.50							
Theory	n	1,693	2,370	3,230	2,505	1,728	2,164	1,360	2,216
	%	19.95	24.58	26.26	34.31	14.47	22.98	13.33	35.08
Hypotheses	n					4,560			
	%					38.17			
Methods	n	1,765	2,654	2,267	1,124	1,114	1,409	2,820	1,502
	%	20.80	27.53	18.43	15.40	9.33	14.96	27.63	23.78
Results	n	3,086	1,191	974	1,274	722	3,451	2,574	921
	%	36.36	12.35	7.92	17.45	6.04	36.65	25.22	14.58
Discussion	n		2,569	5,218	1,434	2,390		865	
	%		26.64	42.42	19.64	20.01		8.48	
Implications	n								
	%								
Limitations	n								
	%								
Further Research	n								
	%								
Conclusion/s	n	556		290		227	636	427	392
	%	6.55		2.36		1.90	6.75	4.18	6.21
Totals	n	8,487	9,642	12,300	7,301	11,946	9,416	10,206	6,317
	%	100	100	100	100	100	100	100	100

Table 6.23. Section distribution (total numbers and percentages) of IMRD-structured RAs from *JIBS*

Although the external organization of 2-*JIBS*, similar to what was observed in 2-*JBRes* (table 6.22), does not resemble an IMRD paper, its reading makes one doubt as to its classification. The section labeled 'Empirical model and methodology' is a combination of Theory and Methods, while 'Data description and preliminary analysis of emerging market returns' is part Methods and part Results, one embedded into the other. This is followed by 'Asset pricing test results', obviously Results. Notice also 8-*JIBS* in which the Results section is composed of 'Research design and empirical results'; this section deals with both Methods (research design) and Results (empirical results), and they are clearly indicated as one reads through the paper.

An overall view of the data presented in the previous tables is summarized in Table 6.24:

	IBRev		*JBEth*		*JBRes*		*JIBS*		**Totals**	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Abstract	893	1.38	1,254	2.69	1,006	2.13	910	1.20	4,063	1.74
Introduction	6,616	10.22	4,540	9.75	6,451	13.64	8,475	11.21	26,082	11.14
Theory	21,459	33.16	17,141	36.82	13,167	27.84	22,378	29.59	74,145	31.67
Methods	13,772	21.28	6,714	14.42	8,394	17.75	14,655	19.38	43,535	18.60
Results	9,502	14.68	9,678	20.79	9,686	20.48	14,193	18.77	43,059	18.39
Discussion	12,470	19.27	7,229	15.53	8,501	17.98	15,004	19.84	43,204	18.46

Table 6.24. Summary of IMRD-structured RAs (total numbers and percentages)

Table 6.24 confirms the preeminence of the section Theory with 31.67% of the total information. Nevertheless, the Introduction would seem to deserve a bit more space, especially in terms of setting the scene of the article by a more extensive use of citations in the first move. This, however, enters into the variability of RAs in general, as well as into the concept of disciplinary differences.

As far as the variability of sections in this group of IMRD-structured RAs, although classified as such, their authors have inserted various sections which visually may interfere with our classification, although not their content. By way of a summary, in the following table we present a representative sample of RAs in which extra sections have been added:

	I	Literat. Review	Theory	Hypo-theses	M	R	D
3-*IBRev*	1.Intr.		2.Theoretical background	3.Hypo-theses	4.Methods	5.Hypo-theses test & results	6.Discussion 7.Implications and limitations
9-*IBRev*	1.Intr.	2.Literat. review		3.Hypo-theses	4.Method	5.Results	6.Discussion & further directions 7.Implications and conclusion
2-*JBEth*	Intr.	Literat. Review	& theory development		Research methodology	& findings	Discussion & conclusions
1-*JBRes*	1.Intr.		2.Conceptual model	& hypo-theses	3.Methodology	4.Results	5.Discussion & implications 6.Limitations
9-*JBRes*	1.Intr.		2.Theoretical framework	3.Hypo-theses	4.Method	5.Results	6.Conclusion & discussion 7.Managerial implications 8.Further research
5-*JIBS*	Intr.		Theory development		Methodology	Results	Discussion & conclusions
10-*JIBS*	Intr.		Ownership structure		Research Methodology	Results	Conclusions

The shaded sections correspond to those areas where authors introduced additional sections or sub-sections.

Table 6.25. Additional sections usually not present in the conventional IMRD format

Looking at this selection (table 6.25), it may appear that business professionals prefer a separation of such topics as Literature Review, Theory, and including Hypotheses. In turn, this has produced an important reduction, both in number of words and in content (moves and steps), in the Introduction. However, looking at the totality of RAs (table 6.24), the added section that seems to deserve such inclusion is Theory. This section has been inserted in 6 RAs in *IBRev* (table 6.19), 7 in *JBEth* (table 6.20), 7 in *JBRes* (table 6.22), and 8 in *JIBS* (table 6.23). To a lesser degree, a similar situation is found

in the appearance of Conclusion, with 2 RAs in *IBRev*, 3 in *JBEth*, 3 in *JBRes*, and 6 in *JIBS*.

Up to this point we have seen the overall structure of each RA in the corpus. However, the literature is abundant in trying to decipher the contents of each individual move of the IMRD model. Earlier in this research, we already studied the contents of the Introduction (section 6.3.1) based on Swales (2004) revised CARS pattern. Using the work published in the literature, we have further carried out an in-depth analysis of each subsequent main section based on the research we consider more adequate and comprehensive for this task. Therefore, in the following lines the content of each section –Methods, Results, and Discussion– will be analyzed separately, first, in regard to move presence in each RA and, second, a quantitative summary of the information content of the four journals.

6.3.3.1. Content analysis of the Methods section

As already mentioned, the Methods section presents many structural problems, usually derived from the type of RA, whether it is an experimental paper or an expository one, and also the discipline under study. According to these premises, this section was analyzed following Mur Dueñas' (2007) structural classification. The results obtained in the first journal of our corpus are presented in table 6.26:

IBRev:	2	3	4	5	6	7	9	10
M1. Describing participants/sample	√	√	√	√	√	√	√	√
M2. Describing data collection procedure	√	√	√	√	√	√	√	√
M3. Describing data collection results	√	√	√	√	√	√	√	
M4. Outlining variables and measure	√	√	√	√			√	
M5. Describing data-analysis procedure		√	√	√	√	√	√	√
M6. Reference to previous literature	√	√	√	√	√	√	√	√
M7. Past research with similar method	√	√	√	√			√	√
M8. Claiming validity		√	√	√			√	√
M9. Reference to past research (consistency)	√	√	√	√	√	√	√	√
M10. Indicating a finding		√					√	√
M11. Aim/structure of the section		√						√
Totals	7	11	9	9	6	6	10	9

Table 6.26. Results yielded by the Methods section in the IMRD-structured papers from *IBRev*

As far as the choice of heading for the Methods section, most of these RAs prefer the term 'Methods'. However, two main problems emerged; on the one hand, the mixing of information of two different sections, and on the other, the diffused way in which sections are presented or delimited. In this journal, we have found an example of the latter: 2-*IBRev* contains an excessive number of main headings and subheadings. The section Methods covers 5 main sections of the paper, all of them formatted as having the same structural importance as the rest of headings:

8. Methodology
9. Dependent variables
10. Control variables
11. Internal resources
12. Three specific export promotion activities
                    (2-*IBRev*, section numbers correspond to the original RA)

By their labels, the first three sections clearly respond to Methods' contents. The next two sections (11 and 12), however, are misleading since their methodology content is mixed with theory: the former (11) contains measures of firm resources, while the latter (12) describes three more variables.

Another RA which presents some difficulty is 7-*IBRev*. The problem lies in the fact that the next section, Results, is not so clearly marked. While the Methods section is well signaled ('5. Research methods'), along with two subheadings, the Results section appears as a third subheading of the methodology section ('5.3. Results and analysis'). Similar data is found in the second journal of the corpus, as shown in table 6.27:

JBEth:	1	2	3	4	5	6	9	10
M1. Describing participants/sample	√	√	√	√	√	√	√	√
M2. Describing data collection procedure	√	√	√	√	√	√	√	√
M3. Describing data collection results	√	√	√	√			√	√
M4. Outlining variables and measure	√	√		√	√	√	√	√
M5. Describing data-analysis procedure	√	√				√	√	√
M6. Reference to previous literature	√			√		√	√	√
M7. Past research with similar method	√	√	√	√	√	√		√
M8. Claiming validity	√			√				√
M9. Reference to past research (consistency)	√			√			√	√
M10. Indicating a finding	√	√		√				
M11. Aim/structure of the section								√
Totals	10	7	4	9	4	6	7	10

Table 6.27. Results yielded by the Methods section in the IMRD-structured papers from *JBEth*

In 2-*JBEth*, for instance, this section appears together with results under the heading 'Research methodology and findings'; the text has to be carefully read to find where one ends and the next begins. In this case, the Results section begins with the testing of the hypotheses. A similar situation occurs with 3-*JBEth*, in which Methods also appears together with Results under the heading 'Mutual fund data and empirical results'. There is no clear textual sign to delimit these two sections, but the contents of both are there and, therefore, we included it in the group of IMRD-structured RAs. The separation can be made where 3-*JBEth*'s Table 1 introduces the first results of the paper. In research papers 6-*JBEth* and 10-*JBEth* a different situation is presented: two different studies are

analyzed in each RA and, consequently, two different sets of Methods, Results and Discussion are contained in each one.

JBRes:	1	2	3	4	5	7	8	9	10
M1. Describing participants/sample	√	√	√	√	√	√	√	√	√
M2. Describing data collection procedure	√	√	√	√	√	√	√	√	√
M3. Describing data collection results	√	√	√	√	√	√	√	√	√
M4. Outlining variables and measure	√		√	√	√		√	√	√
M5. Describing data-analysis procedure	√		√	√	√	√	√	√	√
M6. Reference to previous literature		√	√	√	√	√		√	√
M7. Past research with similar method	√	√	√	√		√		√	√
M8. Claiming validity	√	√	√		√	√	√	√	√
M9. Reference to past research (consistency)		√	√	√	√	√		√	√
M10. Indicating a finding								√	
M11. Aim/structure of the section					√				
Totals	7	7	9	8	9	8	6	10	9

Table 6.28. Results yielded by the Methods section in the IMRD-structured papers from *JBRes*

Paper 2-*JBRes* separates two Methods concepts within this section: '2. Methodology', and '3. Data collection and analysis'. However, within this second title, there are two different issues: first, the authors introduce a subheading called '3.3. Results', which is part of a new section, not a subheading; and second, the 'analysis' part of the heading has elements that correspond to the Results section. Some business authors, indeed, are not too keen on adjusting to a pre-established RA macrostructure.

Another paper from this journal, 5-*JBRes*, also presents a similar structural ambiguity: under the heading '4. Methodology', the authors introduce data which correspond to Methods, immediately followed by Results, but with a blurred separation between the two sections and, therefore, information often overlaps. Nonetheless, the paper has an internal IMRD structure, and as such has been classified.

This problem of section overlapping is also present in 7-*JBRes*, in which, under section '3. Methodology', sub-sections 3.1.1 to 3.3 are part of an imaginary Results section. To these authors, the category of section has not been considered Results and instead has been taken as part of the Methods section, as we have seen in previous examples. A similar case is that of 8-*JBRes*, made up of two different studies, each with its own methodology, results and discussion, but everything under the main section called '3. Methods and procedures'; also in 10-*JBRes* in which the information referred to Results is inserted in the Methods section. These different situations makes us interpret the articles from this journal, at least from an overall point of view, as the least IMRD-like research papers of our corpus, and thus it made our discrimination of sections more difficult.

JIBS:	2	3	4	5	6	8	9	10
M1. Describing participants/sample	√	√	√	√	√	√	√	√
M2. Describing data collection procedure	√	√	√	√	√	√	√	√
M3. Describing data collection results	√	√	√	√	√	√	√	√
M4. Outlining variables and measure	√	√	√	√	√	√	√	√
M5. Describing data-analysis procedure	√	√	√	√	√	√	√	√
M6. Reference to previous literature	√	√	√	√	√		√	√
M7. Past research with similar method	√		√		√	√	√	√
M8. Claiming validity		√	√		√	√		√
M9. Reference to past research (consistency)	√	√	√	√	√		√	
M10. Indicating a finding	√		√			√		
M11. Aim/structure of the section	√							
Totals	10	8	10	7	9	8	8	8

Table 6.29. Results yielded by the Methods section in the IMRD-structured papers from *JIBS*

While *JBRes* papers have been quite difficult to interpret and classify, the RAs from *JIBS* are on the whole more easily interpreted: 3-*JIBS*, with two studies inserted, each with Method, Results and Discussion clearly labeled; 4-*JIBS*, 5-*JIBS*, 6-*JIBS*, 8-*JIBS*, and 10-*JIBS* are IMRD-structured with sections easily identifiable. However, 2-*JIBS*

presents a minor problem due to the terminology employed; this is its section distribution from Methods onward:

Empirical model and methodology
Data description and preliminary analysis of emerging market returns
Asset pricing test results
Conclusions

The first two sections are made up of Methods-related contents, except in the first one, where the presentation of the model (Theory) overlaps methodology. The second one, however, contains some data which could have been assigned to the next section called 'Asset pricing test results'.

Although the terminology is correctly understood, 4-*JIBS*, together with a good number of other papers, presents a different situation from the ones we have observed until now: the distribution and appearance of the sections seems to be more a question of the editor's formatting of the paper than a deliberate distribution of the authors themselves. At least this is the impression one gets upon reading the paper. The formatting of RAs headings and subheadings, either with larger print set or simply by its strategic location within the paper, often misleads the reader.

In table 6.30, the summary of move presence in the four journals is presented:

	IBRev	JBEth	JBRes	JIBS	n	%
M1. Describing participants/sample	8	8	9	8	33	100.00
M2. Describing data collection procedure	8	8	9	8	33	100.00
M3. Describing data collection results	7	6	9	8	30	90.91
M4. Outlining variables and measure	7	7	7	8	29	87.88
M5. Describing data-analysis procedure	7	5	8	8	28	85.85
M6. Reference to previous literature	8	5	7	7	27	81.82
M7. Past research with similar method	6	7	7	6	26	79.79
M8. Claiming validity	5	3	8	5	21	63.64
M9. Reference to past research (consistency)	8	4	7	6	25	75.76
M10. Indicating a finding	3	3	1	3	10	30.30
M11. Aim/structure of the section	2	1	1	1	5	15.15
Totals **n**	69	57	73	68		
%	78.41	64.77	73.74	77.27		

Table 6.30. Distribution of Methods moves and steps in the four journals

Looking at the four journals and their Methods section, the average number of moves used is 73.55%. Of the possible 88 moves in *IBRev*, we have found 69, that is, 78.41% as the highest percentage. *JIBS* has the second highest percentage of use of moves with 77.27%, that is, 68 instances of the possible 88 moves. A lower percentage of use is found in *JBRes* with 73.74%, that is, 73 out of the possible 99 moves. And finally *JBEth*, with the lowest percentage, 64.77%, that is, 57 of the possible 88 moves.

As far as the most frequently used moves, M1 and M2 are present in the 33 IMRD-structured RAs (100%); M3 in 30 of them (90.91%), followed by M4 (87.88%), M5 (84.85%), and M6 (81.82%). The only two moves not reaching 50% are M10 (30.30%), present only in 10 of the 33 RAs, and M11 (15.15%), present only in 5 RAs. The final two moves, however, are more commonly found in Introductions than in Methods; therefore, it constitutes no major problem in the understanding of the paper if they are not included in the Methods section, and it certainly is a better choice to include them in the Introduction as a guide, or 'road map', for the entire paper.

Linguistic characterization of the Methods section

Even though not all the papers we are analyzing derive from empirical research, this section appears well documented, as some of the following examples show:

(a) *M1. Describing participants/sample*. This has been identified in all the IMRD-structured papers; example [26] shows how it can be expressed:

> [26] This study involves <u>Danish partner firms</u> in ISAs with partner firms from a variety of countries from predominantly Europe, North America and Asia. (4-*IBRev*, p. 347)

(b) *M2. Describing data collection procedure* and *M3. Describing data collection results*. Both moves are characterized for the use of past tenses, and sample [28] is using a past passive, which is especially typical of the whole section of Methods, particularly when referring to the steps taken during the process:

> [27] A total of 344 managers agreed to participate. <u>The participation rate was 36%</u>. (7-*IBRev*, p. 18)

> [28] <u>The questionnaire was sent to 956 managers</u> of biotechnology SMEs (for which information was available) located in thirteen European countries: […]. (7-*IBRev*, p. 18)

(c) *M4. Outlining variables and measure*. This move is often preceded by a subheading called 'Variables' in which both, variables and the measures carried out, are included:

> [29] Dependent and independent <u>variables</u>
> - *Levels of international diversification*. We captured a bank's levels of international diversification following Lu and Beamish (2004). […] We then integrated these two measures into a composite measure of internationalization behavior. (6-*JIBS*, p. 418)

(d) *M7. Past research with similar method*. This step is usually introduced to justify, to a certain degree, the authors' own research, as in example [30], although it may be sometimes confused with *M8. Claiming validity* and also with *M9. Reference to past research (consistency)*:

> [30]   These items (Table 2), which <u>were previously used</u> effectively by different studies such as Simonin (1997) and Zahra et al. (1999), have shown during our pre-test to be appropriate for assessing knowledge acquisition. (3-*IBRev*, p. 32)

The last two moves, *M10. Indicating a finding* and *M11. Aim/structure of the section*, are not very common in business papers –in our research, 30.30% and 15.15%, respectively–, especially because it may be considered a repetition of what is going to be extensively described in the next section, Results, for the first one, and in the Introduction, for the second.

6.3.3.2.   Content analysis of the Results section

Although we have proposed Yang and Allison's (2003) structure for the analysis of this section, their target RAs were applied linguistics papers and the application of their structure on business RAs is not an easy one, although we may use it as a guide for the structural analysis. It is not that we totally favor the adoption of their structure, but through the differences and similarities in our corpus of papers with their research, some conclusions may be drawn for future research.

IBRev:	2	3	4	5	6	7	9	10
M1-Preparatory information		√				√	√	√
M2-Reporting results	√	√	√	√	√	√	√	√
M3-Commenting on the results	√	√	√	√	√	√	√	
M3-S1-Interpreting results	√	√	√	√	√	√	√	√
M3-S2-Comparing results with literature			√	√	√	√	√	
M3-S3-Evaluating results	√	√	√	√	√	√	√	√
M3-S4-Accounting for results						√		
M4-Summarizing results								
M5-Evaluating the study						√		
M5-S1-Indicating limitations			√	√				
M5-S2-Indicating significance/advantages	√	√	√					√
M6-Deductions from the research						√	√	
M6-S1-Recommending further research			√	√			√	
Totals	5	6	8	7	5	9	8	5

Table 6.31. Move presence in the Results section in the IMRD-structured papers from *IBRev*

This section of the RAs is usually the most explicit, along with the Introduction. However, it does not mean it is the most complete, since the information on findings is often introduced in the previous section, like 'Hypotheses test and results' in 3-*IBRev* or 'Test of hypotheses' in 6-*IBRev*, or further emphasized in the next one. There are also some changes in terminology, for example, 'Findings' in 1-*IBRev*.

In table 6.32, *JBEth* shows similar moves and steps lacking in their structure:

JBEth:	1	2	3	4	5	6	9	10
M1-Preparatory information						√	√	
M2-Reporting results	√	√	√	√	√	√	√	√
M3-Commenting on the results	√			√	√	√		√
M3-S1-Interpreting results	√	√	√	√	√	√		
M3-S2-Comparing results with literature	√			√	√	√		
M3-S3-Evaluating results	√	√		√		√	√	√
M3-S4-Accounting for results								
M4-Summarizing results		√					√	
M5-Evaluating the study		√				√		
M5-S1-Indicating limitations	√		√	√	√			
M5-S2-Indicating significance/advantages		√				√		
M6-Deductions from the research								
M6-S1-Recommending further research								
Totals	6	6	3	6	5	8	4	3

Table 6.32. Move presence in the Results section in the IMRD-structured papers from *IBRev*

As has been observed in the analysis of the Methods section, in *JBEth* we also find two different studies in the same RA which causes section repetition. This is seen in 6-*JBEth* and 10-*JBEth*, although the sections are kept well-delimited. There is also section overlapping in 2-*JBEth*, with the heading 'Research methodology and findings', or 3-*JBEth*, with 'Mutual fund data and empirical results', as noted above under the Methods section.

As it has occurred in the two previous journals, 'Accounting for results' is practically inexistent in these RAs. However, this absence may also be accounted for due to its unspecified terminology, with no clear textual ground on which to decide. We find the same lack in the following table:

JBRes:	1	2	3	4	5	7	8	9	10
M1-Preparatory information	√		√			√			
M2-Reporting results	√	√	√	√	√	√	√	√	√
M3-Commenting on the results				√	√		√		√
M3-S1-Interpreting results	√	√	√		√	√	√	√	√
M3-S2-Comparing results with literature	√		√	√	√			√	√
M3-S3-Evaluating results	√	√	√	√	√	√	√	√	√
M3-S4-Accounting for results									
M4-Summarizing results		√	√		√		√		
M5-Evaluating the study			√	√	√		√	√	√
M5-S1-Indicating limitations					√		√		√
M5-S2-Indicating significance/advantages	√					√	√		
M6-Deductions from the research						√			
M6-S1-Recommending further research									
Totals	6	4	8	5	8	6	8	5	7

Table 6.33. Move presence in the Results section in the IMRD-structured papers from *JBRes*

JBRes presents several conflicting spots, namely with the overlapping and mixing of information under Results. This is especially so in 5-*JBRes* where the authors deal with three different 'studies' and, under the heading '4. Methodology', the information on

Methods and Results is captured following the subheadings of this doubled section. Also, as pointed out earlier, in papers 2-*JBRes*, 7-*JBRes*, 8-*JBRes* and 10-*JBRes* the Results sections appear under the main Methods heading.

JIBS:	2	3	4	5	6	8	9	10
M1-Preparatory information	√	√				√		√
M2-Reporting results	√	√	√	√	√	√	√	√
M3-Commenting on the results		√		√		√		√
M3-S1-Interpreting results	√	√	√	√	√	√	√	√
M3-S2-Comparing results with literature	√	√				√	√	
M3-S3-Evaluating results	√	√	√	√		√	√	√
M3-S4-Accounting for results								
M4-Summarizing results	√			√	√	√	√	
M5-Evaluating the study	√	√				√	√	
M5-S1-Indicating limitations	√	√					√	
M5-S2-Indicating significance/advantages						√		
M6-Deductions from the research	√							
M6-S1-Recommending further research								
Totals	9	8	3	5	3	9	7	5

Table 6.34. Move presence in the Results section in the IMRD-structured papers from *JIBS*

In this last journal, *JIBS*, we find a similar formatting problem in the interpretation of headings and subheadings we saw in the Methods section, particularly in 4-*JIBS*. This would not have been a problem had authors numbered sections and sub-sections. In addition to this, the Results section also appears called differently ('Asset pricing test results' in 3-*JIBS*; 'Research design and empirical results', in 8-*JIBS*; or simply 'Analysis', in 9-*JIBS*).

	IBRev	JBEth	JBRes	JIBS	n	%
M1-Preparatory information	4	2	3	4	13	39.39
M2-Reporting results	8	8	9	8	33	100.00
M3-Commenting on the results	7	5	4	4	20	60.61
M3-S1-Interpreting results	8	6	8	8	30	90.91
M3-S2-Comparing results with literature	5	4	4	4	20	60.61
M3-S3-Evaluating results	8	6	7	7	30	90.91
M3-S4-Accounting for results	1	0	0	0	1	3.03
M4-Summarizing results	0	2	5	5	11	33.33
M5-Evaluating the study	1	2	4	4	12	36.36
M5-S1-Indicating limitations	2	4	3	3	13	39.39
M5-S2-Indicating significance/advantages	4	2	1	1	10	30.30
M6-Deductions from the research	2	0	1	1	4	12.12
M6-S1-Recommending further research	3	0	0	0	3	9.09
Totals n	53	41	57	49		
%	50.96	39.42	48.72	47.12		

Table 6.35. Distribution of Results moves and steps in the four journals

All in all, the percentages of use are lower than those in the previous section of Methods, especially because some moves appear practically unused, such as M3-S4, both M6 and M6-S1; quite often reporting results (M2) may also include interpreting them (M3-S1), or summarizing results (M4), accounting (M3-S4) and evaluating (M5) them often overlap, and are difficult to dissociate one from the other. *IBRev*, with 50.96% of moves and steps present, contains most information with 53 moves and steps of the possible 104 (for 8 RAs in this journal), which is a poor ratio compared to other sections. *JBRes* is next with 48.72%, that is, 57 moves and steps of the possible 117 (for 9 RAs in this journal). *JIBS*, with 47.12% of use, that is, 49 out of 104 possible moves and steps. Finally, *JBEth*, with 39.42%, that is, 41 moves and steps of the possible 104.

These results give us a clue as to the moves that are practically unused and, therefore, authors could perfectly do without them. Such is the case of M3-S4 with only one use in the 33 RAs (i.e., 3.03%); the reason is possibly because authors prefer to insert the

results with little comment on them, leaving it for the Discussion. Also M6-S1, with 3

uses (9.09%), and M6, with 4 uses (12.12%), since recommendations and deductions

are both typical elements of the Discussion section (Weissberg & Buker, 1990: 162).

Only five moves are over 50% of use, M2 (100%), M3-S1 and M3-S3 (90.91%); M3

and M3-S2, 60.61%, and the rest are below 40% of use.

Linguistic characterization of Results moves and steps

Contrary to the Methods section, which appeared well-documented in most moves with

only two of them under the 50% mark, in this Results section 8 of the 13 moves and

steps are below the 50% mark. Thus, we present examples of those over 50% of

occurrences, which are most recurrent in our corpus.

(a) *M2. Reporting results*. This move is present in all the RAs we have studied and it

is easily identified, as in extract [31]:

> [31]   Table 3 displays the <u>results of the multiple regression analyses</u> for combinations of
> the independent variables with alliance performance as the dependent variables.
> (4-*IBRev*, p. 351)

(b) *M3-S1. Interpreting results*. This move is present in 90.91% of the journals; it is

used by authors to comment and interpret their own results, as in the following:

> [32]   <u>This result puts into light</u> the moderating role of the IJV age and supports
> Hypothesis 2: the more IJV grow older and increase in maturity, the less they are
> likely to be affected and destabilized by national cultural differences. (6-*IBRev*, p.
> 261)

(c) *M3-S2. Comparing results with literature*. Although not as common as the previous move and step, this step, with only 60.61%, is used by authors to call on the authority of the published literature:

[33] Unexpectedly, yet <u>consistent with Lane et al.</u> (2001), trust does not exhibit positive significant influence on learning. (4-*IBRev*, p. 355)

(d) *M3-S3. Evaluating results*. This step, also very common in this section (90.91%), is often confused with M3-S1; similar expressions can also be found in the Discussion section. See, for instance, example [34] from Results:

[34] Supporting Hypothesis 2, we find that the explanation offered for the price increase <u>significantly affected individuals' intentions</u> to behave ethically. (6-*JBEth*, p. 292)

6.3.3.3. Content analysis of the Discussion section

Together with added sections between Introduction and Methods, the section of the Discussion appears as most conflicting due to the inclusion of several other sections or sub-sections, such as 'Main implications and limitations', 'Limitations and future research directives', 'Managerial implications', or simply 'Conclusions', and the like, for a total of twelve different expressions to designate this last section or sections of our corpus of RAs. This is the reason why the application of one hermetic structure makes this analysis even more difficult. Therefore, while based on Dudley-Evans' (1989) model, the analysis will be performed through our adaptation, adding titles and subtitles

of the Discussion section in our corpus of RAs. The data from the first group of RAs

from *IBRev* are presented in table 6.36:

IBRev:	2	3	4	5	6	7	9	10
M1. Background information	√		√	√	√	√	√	√
M2. Statement of result	√		√	√		√	√	√
M3. (Un)expected outcome			√	√	√	√	√	
M4. Reference to previous research (comparison)	√	√	√	√	√		√	√
M5. Reference to previous research (support)	√	√	√			√	√	
M6. Hypothesis	√	√					√	
M7. Recommendation		√					√	
M8. Limitations	*	*	√	√	√	√		√
M9. Implications	*	*				√	**	
M10. Further research	√	√	*	√	√	√	**	√
M11. Conclusion/s	*	√		*	**		**	*
Totals	9	8	7	7	6	7	10	6

* Used as a main section heading
**Used as part of a main section heading

Table 6.36. Move presence in the Discussion section in the IMRD-structured papers from *IBRev*

Moves 6 ('Hypothesis') and 7 ('Recommendation') appear being used sparingly. Some

moves do not seem to be in the right place; for instance, 'Hypothesis', when present in

the RA, is usually treated, analyzed and tested between Theory and Results. It is

seldom mentioned in the Discussion. However, these RAs are adequately equipped

with information, according to the typical and standard Discussion section.

JBEth:	1	2	3	4	5	6	9	10
M1. Background information		√						√
M2. Statement of result	√	√	√	√	√	√	√	√
M3. (Un)expected outcome	√						√	
M4. Reference to previous research (comparison)	√	√			√	√	√	√
M5. Reference to previous research (support)						√		√
M6. Hypothesis	√			√				
M7. Recommendation	√						√	
M8. Limitations	√	√		√	√		√	
M9. Implications	√				√	√	√	
M10. Further research	√			√		√	√	√
M11. Conclusion/s		**	*		*		*	
Totals	8	5	2	4	5	5	8	5

* Used as a main section heading
** Used as part of a main section heading

Table 6.37. Move presence in the Discussion section in the IMRD-structured papers from *JBEth*

Similar to what was said in regard to *IBRev*, it is even more so in *JBEth*, especially because this section lacks some of the more important moves; for instance, little is said about a possible unexpected result (M3). Similarly, with moves 6 and 7 ('Hypothesis' and 'Recommendation') which are not very frequent in this group of RAs. It is also significant the lack of 'Background information' (M1) in this journal's papers, probably due for considering it redundant.

JBRes:	1	2	3	4	5	7	8	9	10
M1. Background information			√	√	√	√	√		
M2. Statement of result	√	√	√	√	√	√	√	√	√
M3. (Un)expected outcome	√				√		√		√
M4. Reference to previous research (comparison)	√	√	√	√		√	√	√	√
M5. Reference to previous research (support)				√	√				
M6. Hypothesis				√			√	√	
M7. Recommendation									
M8. Limitations	**	√	√	√		**	√	√	
M9. Implications	**	√	*	**				*	
M10. Further research	**	√		√	√	**	√	√	√
M11. Conclusion/s		**	*				**	**	
Totals	6	6	8	7	4	5	8	6	4

* Used as a main section heading
** Used as part of a main section heading

Table 6.38. Move presence in the Discussion section in the IMRD-structured papers from *JBRes*

As in the previous journals, in *JBRes* no attention is paid to 'Recommendation' (M7), even though this is the section where recommendations, explanations, implications, limitations or restrictions and so on are usually included (Weissberg & Buker, 1990: 164).

JIBS:	2	3	4	5	6	8	9	10
M1. Background information		√	√	√	√			√
M2. Statement of result	√	√	√	√	√	√	√	√
M3. (Un)expected outcome		√						
M4. Reference to previous research (comparison)		√	√	√	√	√	√	√
M5. Reference to previous research (support)		√				√	√	
M6. Hypothesis	√	√	√	√	√		√	
M7. Recommendation								
M8. Limitations		√	√	√				
M9. Implications	√	√	√	√	√			√
M10. Further research		√	√	√	√		√	
M11. Conclusion/s		√	*	**	*		*	*
Totals	3	10	8	8	7	3	6	5

* Used as a main section heading
** Used as part of a main section heading

Table 6.39. Move presence in the Discussion section in the IMRD-structured papers from _JIBS_

In the last journal, the least used moves have been 'Recommendation' (M8, with no instances) and '(Un)expected outcome' (M3, with only one instance). It often happens, however, that the previous Results section takes up some of these items, as it has occurred in similar situations in other journals.

In table 6.40, the total and percentage data of the Discussion in the four journals are presented:

	IBRev	_JBEth_	_JBRes_	_JIBS_	**n**	**%**
M1. Background information	7	2	5	5	19	57.58
M2. Statement of result	6	8	9	8	31	93.94
M3. (Un)expected outcome	7	2	4	1	14	42.42
M4. Reference to previous research (comparison)	7	6	8	7	28	84.85
M5. Reference to previous research (support)	5	2	2	3	12	36.36
M6. Hypothesis	3	2	3	6	14	42.42
M7. Recommendation	2	2	0	0	4	12.12
M8. Limitations	7	5	7	3	22	66.67
M9. Implications	4	4	4	6	18	54.55
M10. Further research	8	5	8	5	26	78.79
M11. Conclusion/s	6	4	4	6	20	60.61
Totals **n**	62	42	54	50		
%	64.58	43.75	50.00	50.00		

Table 6.40. Distribution of Discussion moves and steps in the four journals

From a percentage point of view, the statement of result (M2), with 93.94%, is the most widely used move, together with M4 (84.85%), M10 (78.79%), M8 (66.67%), M11 (60.61%), M1 (57.58%), and M9 (54.55%). The rest of moves are below the 50% mark, namely M3, M5, M6, and M7, M7 being the least used move with 12.12%, that is, present in only 4 of the 33 RAs analyzed.

The percentage of use of these 11 moves varies considerably. *IBRev* shows the highest, with 64.58%, *JBRes* and *JIBS* with 50.00%, and *JBEth* with a rather poor 43.75%. This low percentage in *JBEth* is reflected almost in all its sections, as table 6.41 shows:

	IBRev	*JBEth*	*JBRes*	*JIBS*
Introduction	81.82	61.36	55.56	81.82
Methods	78.41	64.77	73.74	77.27
Results	50.96	39.42	48.72	44.12
Discussion	64.58	43.75	50.00	50.00

Table 6.41. Percentage of move and step use in each IMRD section of the four journals

These percentages of move and step presence in all RAs show, in summary, the results of the sections we have seen so far; indirectly, they also indicate the quality of the papers analyzed in terms of structure and move content. Except for the Introduction, *JBEth* shows the lowest percentages in the other three sections with the poorest percentage in the Results section (39.42%) and in the Discussion (43.75%), as well as in the Methods (64.77%). As far as individual sections, *IBRev*, with 50.95% in Results, is the only journal above the 50% mark in the section.

Linguistic characterization of Discussion moves

The Discussion section shows better percentages than those we have seen in Results; there are 7 out of the 12 moves with a percentage above 50%, and two of them, over 80%.

(a) *M2. Statement of result.* This move appears practically in all RAs (93.94%) and its wording shows certain variability, as examples [35] and [36] show:

> [35] The <u>findings of this research provide</u> insights into the process by which consumer willingness to claim a refund is determined. (1-*JBRes*, p. 17)

> [36] Market orientation <u>positively influences marketing</u> differentiation and innovation differentiation but not cost leadership. (4-*JBRes*, p. 320)

(b) *M5. Reference to previous research (comparison)* and *M6. Reference to previous research (support).* These two moves often appear together with the inclusion of both concepts; in the following two examples they appear separately:

> [37] Our study's emphasis on the social context also <u>coincides with</u> the concept of embeddedness (e.g., Granovetter, 1985), which is conceptualized as the contextualization of economic activity in on-going patterns of social relations. (6-*JIBS*, p. 424)

> [38] <u>Building on Glaister and Buckley</u> (1999), this study extends our understanding of the relationship between ex ante and ex post alliance formation factors and multiple measures of performance. (4-*IBRev*, p. 356)

(c) *M8. Recommendation, M9. Limitations, M10. Implications, M11. Further research,* and *M12. Conclusion/s.* These last five moves are treated together because their appearance in many papers is significant in the study of this section, especially in relation to the general structure of the RA itself. This confirms

Weissberg and Buker's (1990) belief that these are inherent moves to the Discussion, and not necessarily separate sections. In spite of its low percentage of occurrences (12.12%), we have also included 'M8. Recommendation' because it is also included in the Discussion in some disciplines as one of its important moves. Not always, however, these moves appear in our texts using these same nominalizations; they are often substituted by their related verbs:

[39]   Based on our hypotheses and results <u>we recommend</u> that SMEs consider using effective export promotion programs as a means of supplementing their firm specific resources. (2-*IBRev*, p. 247)

[40]   <u>The limitations</u> associated with this research paradigm <u>need to be noted</u>, although it is felt that they do not significantly limit the validity of the findings.   (2-*JBEth*, p. 273)

[41]   <u>This finding also implies</u> that market orientation may not be the appropriate organizational culture for a defender type of organization, whose core competency lies in operational efficiency. (4-*JBRes*, p. 320)

[42]   We hope that our <u>work stimulates further research</u> on EMFs, nascent stock markets, and the use of event-study methodology. (5-*JIBS*, p. 115)

In the last move of this series, 'M12. Conclusion/s', this term usually appears only as a subheading, and authors often include in this part of the RA some sort of self-praise, as in example [43]:

[43]   To our knowledge, ours is <u>the first study to examine</u> the differences in service failure recovery satisfaction and post-purchase intentions between online and offline media. (2-*JBRes*, p. 430)

6.4. Metadiscourse resources in abstracts and research articles

6.4.1. Metadiscourse in abstracts: enhancing their persuasive message

After having analyzed abstracts from their structural point of view, a detailed recount of metadiscoursive devices will help visualize authors' position, in terms of their proximity or their detachment. Their use of certain expressions makes readers suspect their presence in these texts and this analysis, to use Breivega et al.'s (2002) phrase, should allow us to discover "traces of self" in RA abstracts and also how authors present and promote their own research through this genre.

A first quantitative analysis of the corpus of the 80 abstracts yielded the following data per 1,000 words:

Category	IBRev		JBEth		JBRes		JIBS		Totals	
Interactive	**n**	**‰**	**n**	**‰**	**n**	**‰**	**n**	**‰**	**n**	**‰**
Transition markers	50	20.37	64	21.30	48	19.74	52	21.71	214	20.80
Frame markers	12	4.89	13	4.33	10	4.11	6	2.51	41	3.99
Endophoric markers	0	0	0	0	0	0	0	0	0	0
Evidentials	2	0.81	4	1.33	0	0	0	0	6	0.58
Code glosses	14	5.70	24	7.99	21	8.63	19	7.93	78	7.58
Totals	78	31.77	105	34.95	79	32.48	77	32.15	339	32.96
Interactional	**n**	**‰**	**n**	**‰**	**n**	**‰**	**n**	**‰**	**n**	**‰**
Hedges	26	10.59	50	16.54	25	10.28	20	8.35	121	11.76
Boosters	18	7.33	15	4.99	8	3.29	15	6.26	56	5.44
Attitude markers	5	2.04	9	3.00	8	3.29	4	1.67	26	2.53
Self mentions	15	6.11	21	6.99	17	6.99	48	20.04	101	9.82
Engagement markers	6	2.44	2	0.67	4	1.64	4	1.67	16	1.56
Totals	70	28.51	97	32.19	62	25.49	91	37.99	320	31.11

Table 6.42.Metadiscourse in abstracts

The limitation in the number of words in abstracts does not allow for an excess of metadiscourse devices in them. However, the importance of this genre, as we have already pointed out earlier, calls for a careful writing of the message and what authors want to convey to the readership. That abstracts are a well-established genre in academic discourse has been confirmed by the literature, but it is not clear whether abstracts are representing adequately the research paper. Abstracts are intended to be a response to rhetorical situations, and as such they become an element of interaction between individuals in an institutional context (Gillaerts & Van de Velde, 2010: 129).

The frequency counts in table 6.42 point out that authors use slightly more interactive (32.96‰) than interactional (31.11‰) rhetorical forms, *transitions* being the most widely used (20.80‰), followed by *hedges* (11.76‰) and *self mentions* (9.82 ‰). It is quite reasonable in regard to *transitions*, mainly formed by conjunctions; for example, of the 214 *transitions* listed (20.80‰), 81 of them correspond to the conjunction 'and'.

In contrast there are no *endophoric markers* in the 80 abstracts in the corpus. However, there are several *frame markers* (3.99‰), strategically placed in the text, to help decode adequately the message. See, for example, the following text from the Results section of an abstract:

[44] First, the study tests a wide range of design elements to determine those that provide human elements and computer elements. Next, these elements are linked through intermediaries using the uses and gratifications theory, technology acceptance model, and the concept of flow to explain purchase intentions and intentions to revisit the site. (7a-*JBRes*)

In abstracts, these markers appear in frequency after *transition markers* and *code glosses*. Although more used that might be expected in abstracts, *code glosses* (7.58‰) appear in the form of added parenthetical information (on 37 occasions) and also with expressions like 'or' (14 occurrences) and 'such as' (14 occurrences). However, their function is more practical than the other two in terms of helping the reader to decode the text.

It is surprising, however, the small amount of *attitude* (2.53‰) and *engagement markers* (1.56‰), since the persuasive intention of the abstracts would be enhanced through these devices; a total of 16 *engagement markers* have been located in the 80 abstracts, i.e. only 1.56 every 1,000 words, and similarly with *attitude markers*, indicative of a lack of persuasive force in abstracts. *Boosters*, often used to enhance the argument's relevance, are not very frequently found (5.44‰). Even significant *boosters*, such as 'of course', 'clearly', 'obviously', 'in fact', and 'indeed', seldom appear; in fact, no appearances of the first three are found; only two 'indeed' and one 'in fact'. See, for example, the following extract, combined with an emphatic 'does', somehow diminished by the *hedged* verb 'seem' (our underlining):

[45]   We report that strategic commitment <u>does indeed seem</u> to be higher in IJVs with overseas Chinese and other Asian partners, but this conclusion is not general, and is limited to the subset of human resource strategies. (9c-*IBRev*)

Although they usually sound otherwise, abstracts are not as impersonal as they may often seem because personal details of authors appear although sparingly. Authors manifest themselves in abstracts in many ways and the most direct is through the use of personal pronouns 'I' and 'we' and possessives (*self mentions*). In our corpus of

abstracts, the first person singular pronoun does not appear, while we have detected 'we' on 72 occasions, 34 of them in *JIBS*. The possessive 'our' also appears on 21 occasions, 13 of them also in *JIBS*, and 'us' on two occasions, in addition to 6 instances of 'the author/s'. Examples [46] and [47] show two uses of these pronouns:

[46] In this paper, <u>we attempt</u> to further develop an international resource-based view of small and medium-sized enterprises (SMEs) by examining the effectiveness of a set of export promotion services. (2a-*IBRev*)

[47] Results of a study of 133 expatriates from 14 MNCs indicate that both views contribute to our understanding of repatriate retention. Building on the results of our study, <u>we put</u> forward a framework to guide future research. (4a-*JIBS*)

Notice in example [47] that the pronoun also tries to engage the reader into the authors' rhetorical play ('our understanding') combining Methods (first sentence) and Results (second sentence).

Although not very frequent in our corpus, besides personal pronouns use as *self mention*, pronouns and possessives can also be used as *engagement markers* (4 instances in our corpus of abstracts, i.e. 0.39 per 1,000 words). Thus, not only the presence of "our study" as *self mention* is important, through which authors emphasize the significance and value of their study, but also because the text engages readers by emphasizing that it contributes to "our understanding" in example [48] (inclusive 'our' as *engagement marker*). In addition, the tense employed (present simple of 'to create') is an indication of a generalization otherwise a past tense would have been employed:

[48] While overseas acquisitions by emerging-economy firms are gaining increased attention from the business press, <u>our understanding</u> of whether and why this inorganic mode of international expansion creates value to acquirer firms is limited. (9c-*JIBS*)

Extract [49] presents a similar situation with inclusive 'us':

[49] Work-related cultural differences, which were familiarized by scholars such as Hall and Hofstede, offer important concepts <u>to help us understand</u> various forms of cooperation and communication. (9c-*JBEth*)

According to Harwood (2005b: 346), the use of inclusive pronouns makes "the reader feel involved". The indefinite 'one' is also another typical example of the author's and reader's presence in the abstract, although, as noted by Fløttum et al. (2006: 79), it is not as frequent as in other languages. In the use of the indefinite 'one', usually understood as an inclusive 'one', the author makes the reader participate in the text itself. See example [50]:

[50] If access to credit is directly instrumental to economic development, poverty reduction and the improved welfare of all citizens, then <u>one can proclaim</u>, as Nobel Prize Laureate M. Yunus has done, that it is a moral necessity to establish credit as a right. (7a-*JBEth*)

The significance of one's research is shown in various ways, and it is also an important indication of self-praise and a way to attach value to the authors' research. It can also be interpreted as a strategy for promoting one's scientific production. See, for instance, examples [51], with an impersonal construction in the active voice, and [52], in which the authors underscore the importance of their findings:

[51] <u>Results of the analysis suggest</u> that regional differences in the pace of deregulation are significantly related to firm performance. <u>Specifically</u>, firms located in countries that took a rapid approach to insurance deregulation <u>had significantly lower performance</u> than firms in countries where the process was slower and more deliberate. Further, the longer the time since insurance sector deregulation began, the lower the financial performance for all firms. (5a-*IBRev*)

[52] <u>We discuss implications of these findings</u> for theory and practice, rallying for a more contextualized understanding of what risk, safety, and accidents mean in

organizational life and thus the relative nature of the standards to which organizations are expected to adhere. (9a-*JBEth*)

This implication in the subject of the RA can also be obtained through sharing the authors' knowledge with readers, as in example [53] by calling for agreement to a generalized belief:

[53]   While there may be <u>general agreement</u> that access to financial services may provide a pathway out of poverty, granting a universal right could induce perverse effects such as over-indebtedness. Bearing in mind the ultimate goal of proponents of this right as well as the potential harmful consequences, <u>this paper offers a new perspective</u> on the question of access to credit based on a goal-right system. (7a-*JBEth*)

In this review of metadiscourse in abstracts, the role of rhetorical questions, as *engagement markers*, must be underscored. The authors' idea of including a rhetorical question is to attain, as best as they can, the readers' involvement, although in an indirect way, a sort of a strategic use of reverse psychology. It is, then, an indirect way of calling the readers' attention to a point, rather than a direct address to the issue in question. See the following example:

[54]   Cross-cultural interactions are growing at an exponential pace. Consequently, it is becoming important to be aware of the existence and precise nature of cultural differences in risk perceptions. <u>Do national cultural values influence relational risk perception in alliance relationships?</u> This is the issue addressed in this article. Through analyzing risk perception in 344 alliance relationships, the evidence presented demonstrates the importance of cultural values. (7a-*IBRev*)

In this example, the rhetorical question appears reinforced by the answer which, even though in an impersonal construction, it reinforces the whole argument. Blankenship and Craig (2006) related the strength of rhetorical questions towards persuasion on the reader's attitude through an implicit response, but at the same time dependent on the

strength on the participants' cognitive responses, often related to the forcefulness of the preceding sentence or whole argument. However, this is an issue that needs further research in which the consequences referred to persuasion should be investigated.

In the following example, while arousing the curiosity of the reader with the adverb 'curiously' (*attitude marker*), the authors present their 'offer' with a new and persuasive perspective (example [55]:

> [55] <u>Curiously</u> the psychological underpinnings of a customer's perception of community with other users of the brand remain unexplored. <u>We offer</u> the perspective that the observable, core components of brand community outlined in previous research may represent markers of social brand communities […] (5c-*JBRes*)

By qualifying this 'self-interest', not only as 'culturally acceptable and indeed expected' (*attitude marker*), the authors of this abstract stand right behind their own words and conviction to 'postulate' their proposition, as in example [56]:

> [56] We re-examine the construct of Moral Hypocrisy from the perspective of normative self-interest. Arguing that some degree of self-interest is <u>culturally acceptable</u> and <u>indeed expected</u>, <u>we postulate</u> that a pattern of behavior is more indicative of moral hypocrisy than a single action. (5c-*JBEth*)

In this example, however, even though Hyland (2005: 224) classified 'postulate' as a *hedge*, the preceding combination of words transforms the sentence into a strengthened one and this verb then can be taken as a *booster*.

6.4.2. *Metadiscourse resources in research papers*

Research articles show some different uses of metadiscourse devises compared to the above results from abstracts. Table 6.43 presents the quantitative data of the categories encountered in the 40 RAs from our corpus.

Category	*IBRev*		*JBEth*		*JBRes*		*JIBS*		Totals	
Interactive	**n**	**‰**	**n**	**‰**	**n**	**‰**	**n**	**‰**	**n**	**‰**
Transition markers	1,578	20.95	1,123	18.75	1,033	22.36	1,762	23.58	5,496	21.45
Frame markers	315	4.18	297	4.96	175	3.79	350	4.68	1,137	4.44
Endophoric markers	169	2.24	163	2.72	114	2.47	156	2.09	602	2.35
Evidentials	1,078	14.31	618	10.32	660	14.28	822	11.00	3,178	12.41
Code glosses	712	9.95	721	12.04	628	13.59	895	11.98	2,956	11.54
Totals	3,852	51.13	2,922	48.78	2,610	56.49	3,985	53.32		
Interactional	**n**	**‰**	**n**	**‰**	**n**	**‰**	**n**	**‰**	**n**	**‰**
Hedges	987	13.10	1,231	20.55	713	15.43	1,718	22.99	4,649	18.15
Boosters	527	7.00	437	7.30	355	7.68	575	7.69	1,894	7.39
Attitude markers	290	3.85	189	3.16	137	2.97	316	4.23	932	3.64
Self mentions	336	4.46	368	6.14	177	3.83	1,081	14.46	1,962	7.66
Engagement markers	125	1.66	178	2.97	91	1.97	133	1.78	527	2.06
Totals	2,265	30.06	2,403	40.12	1,473	31.88	3,823	51.15		

Table 6.43. Metadiscourse in RAs

The main difference is the presence of more interactive metadiscourse markers, especially *evidentials* (12.41‰) and *endophoric markers* (2.35‰). This increase in interactive over interactional markers, according to Hyland (2005: 92), "emphasizes the importance of guiding the reading process by indicating discourse organization and clarifying propositional connections and meanings". The abundance of *transition markers* is, again, due to the numerous conjunctions throughout the RAs. Of the 5,496 markers in this category (21.45‰), 1,274 correspond to the conjunction 'and'. *Hedges* also show differences among the four journals, with a significant score in *JIBS*, with 22.99‰, and *JBEth*, with 16.54‰. The other two journals show a less hedged prose: 13.10‰ in *IBRev* and 15.43‰ in *JBRes*.

The use of *self mentions* also presents interesting results: while in three of the journals analyzed the data stay within reasonable figures (from 3.83‰, in *JBRes*, to 6.14‰, in *JBEth*), *JIBS* shows a high 14.46‰. This means that, out of the 1,962 instances in the four journals, more than half of the total occurrences appeared in *JIBS*, totaling 1,081, that is, 14.46‰, a result which is also reflected in abstracts, with 20.04‰.

Insofar as differences among journals, *evidentials* are more frequent in *IBRev* (14.31‰) and *JBRes* (14.28‰) than in the other two journals. Similarly, *JIBS* (22.99‰) and *JBEth* (20.55‰) resort to hedges significantly more than *IBRev* and *JBRes*.

In this study of the RAs, we first analyze the presence of interactive devices, followed by the emphasis given to interactional ones. Then, the authors' roles in the RAs, considered an important feature in reference to the organization of the paper, are analyzed separately, distinguishing among author as a researcher, writer, arguer, or evaluator.

6.4.2.1. Interactive resources in research articles

In an earlier comment on 2-*JBEth* RA, we underscored the difficulty in its interpretation precisely because of the lack of help from the text. In this sense, the metadiscourse devices in it may help readdress its structure, especially in its content of interactive devices.

(a) Leading the reader through the text: Introduction, the case of 2-JBEth

In table 6.10 we presented the move and step structure of 2-*JBEth* Introduction which contained 7 of the 11 possible moves and steps. Objectively speaking, it is one of the more complete Introductions of the 10 papers of the journal; it contains sufficient textual information to guide the reader. This is probably one of the reasons, along with its internal content, why we decided to classify this paper as an IMRD-structured RA, even though visually it may not call for such a classification. In the following examples, we use this 2-*JBEth* paper to show how the directional steps taken by its authors are detailed through metadiscourse devices.

The decisions made during the authors' investigation of 2-*JBEth* are carefully detailed, and the different steps are sequenced through *frame markers*, as in example [57]:

[57] The <u>research study involved</u> two independent groups of operatives, who were each tested at the workplace and required to listen to versions of a dramatization of a story (lasting 12 or 15 minutes depending on the version). <u>They then completed</u> an accompanying questionnaire […] (2-*JBEth*, p. 261)

When move 3 step 7 ('M3-S7. Outlining the structure of the paper') is included at the end of the RA Introduction, *frame markers* are normally present, since in the organization of a paper they refer to text sequences and steps taken in the argument. The following extract is a clear example of how the structure of the paper is outlined, although only one *frame marker* ('objective') is used:

[58]   Faced with the apparent universality of this phenomenon, we were encouraged to investigate further the assumption that agency theory makes about the nature of man as an "unconstrained self-interest maximizer" (Chi, 1989). This paper discusses the results of this investigation, using additional information acquired in connection with the original China based research. The <u>objective</u> is to apply judgment theory and social response theory within the context of the agency model and propose a motivational typology explaining other modes of rationality. The outcome would be a non-egoistic agency model, which could be used to identify ethical predispositions. Personal and contextual variables associated with the survey respondents would also be evaluated to determine whether they discriminated between hypothesized classifications. (2-*JBEth*, p. 262)

In addition, the text is extensively documented through the inclusion of *evidentials*; also *code glosses* are strategically distributed to help readers with the interpretation of the text. In example [59] we have an explanatory gloss and also an external citation:

[59]   The agency problem that emerges from this relationship can significantly influence the degree to which organizational objectives are likely to be achieved, unless adequate measures are taken to minimize its impact (<u>e.g., by way of incentives and monitoring</u>) (<u>Eisenhardt, 1989</u>). (2-*JBEth*, p. 261)

(b) 'Literature review …'

The first part of this section in 2-*JBEth* is easily recognizable, although with practically no bibliographical references (only 3 *evidentials* in the form of external citations). However, many *code glosses* are used throughout, especially 'for example', along with 'i.e.', 'e.g.' and 'that is', as in [60]:

[60]   It is necessary to inquire further, <u>that is</u>, identify the attitudes fuelling the intention. (2-*JBEth*, p. 263)

Although there is no visual separation between the 'Literature review' section and the 'Theory development', this can be interpreted when the authors present their model and subsequent description.

(c) '… and theory development'

This sub-section is introduced with a sentence in which an *endophoric marker* has been included:

[61]　The relationship between the various antecedents to moral choice (intention) can be illustrated in the decision model provided <u>in Figure 1</u>. (2-*JBEth*, p. 263)

Other metadiscourse devices, concretely *evidentials*, are used in this section to incorporate reality and reliability to the research with an integral citation:

[62]　<u>According to</u> Rest (1983) each of the four processes is necessary for moral behaviour to ensue, and if there is a deficiency in any one process, the behavioural response will be affected. (2-*JBEth*, p. 264)

The next two sections, Methods and Results, appear mixed in another long section of the RA, entitled 'Research methodology and findings':

(d) 'Research methodology …'

In the Methods section, several *code glosses* ([63] and [64]) and *endophoric markers* ([65] and [66]) are employed: the first, to add information or examples; and the second, to refer the reader to a specific figure or appendix, or to another section in the paper.

[63]　All 10 of the sampled institutions included in the survey had central offices in other cities (<u>e.g.,</u> Beijing or Shanghai), but operated large branch offices and numerous sub-branch offices in Shenzhen. (2-*JBEth*, p. 269)

[64] Upon recording an appropriate intention (<u>i.e.</u>, the likelihood of their advising management of the unethical practices), they were required to answer two related questions, aimed at determining the extent to which their choices were influenced by a concern for self and concern for others (<u>i.e.</u>, management), using two 6-point Likert scale response continua. (2-*JBEth*, p. 269)

[65] The accompanying questionnaire took another 30–45 minutes to complete and included provision for each to record a moral choice response, using a 10-point Likert scale continuum (refer to <u>Appendix A</u>). (2-*JBEth*, p. 269)

[66] As discussed <u>earlier</u>, these opinions may reflect heuristics defined within "bounded rationality", but which are indeterminate in the sense that their primary motivation was not identified. (2-*JBEth*, p. 270)

(e) '… and findings'

In this case, Results begins with the testing of hypotheses and three *endophoric markers* are added to help the reader find the information referred to:

[67] Test results are summarized in <u>Table I</u>. (2-*JBEth*, p. 270)

[68] These titles emerge after examining the cluster locations within <u>Figures 5 and 6</u>. (2-*JBEth*, p. 271)

We also find *code glosses* to add information by means of examples [69] or to verbalize in a different way what the author is trying to explain [70]:

[69] <u>For example</u>, respondents from both Groups, who identify with motivational typologies 3 and 4 (strongly pro-management) are inclined to express collectivist value orientations. (2-*JBEth*, p. 273)

[70] The dependent (categorical) variable, <u>namely</u>, the set of motivational typologies, is examined to determine which personal and contextual variables act to discriminate between them. (2-*JBEth*, p. 272)

(f) Discussion

In the Discussion we also find *evidentials* and *code glosses* employed by the authors in order to add extra information readers may find useful through another integral citation.

[71] Perhaps the attempt to derive a comprehensive set of motivational typologies might have been better managed through the application of an agency model that applied stakeholder theory, <u>such as</u> that envisaged by <u>Shankman (1999)</u>. (2-*JBEth*, p. 274)

6.4.2.2. *Interactional resources in research articles*

Hedges and *boosters* have been widely studied in the literature. Their presence in our corpus is in accordance with the majority of studies. As far as hedging is concerned, its use depends significantly on the discipline; for example, in Hyland's (2005: 92) multidisciplinary corpus of RAs, a use of 15.1 *hedges* every 1,000 words was reported.

The examples are diversified and only a few of them will suffice in this revision of metadiscourse devices. *JIBS* shows the highest presence of *hedges* of the four journals analyzed, with 22.99 per 1,000 words. Besides the typical and most common *hedges*, like 'probably', 'likely', 'possibly', and the like, we also find less common *hedges*, such as the use of 'somewhat' in example [72]:

[72] <u>Somewhat</u> inconsistent with the arguments she uses to build her proposition, the proposition itself implies that success is still to be determined through employment with the repatriating organization – an argument that does not necessarily originate in the Protean/boundaryless career frameworks. (4-*JIBS*, p. 409)

And also 'plausible' in combination with the verb 'suggest' and the modal 'may' in a

totally hedged sentence:

[73]   Institutional theory <u>suggests</u> one <u>plausible</u> explanation: these firms <u>may be</u>
       imitating actions of other firms by forming ISAs in high-<u>uncertainty</u>
       environments. (5-*JIBS*, p. 114)

Boosters are also a common device used in RAs as it has also been proven by the

literature. Our findings yield an almost similar score of around 7 *boosters* per 1,000

words in the four journals. See, for example, extract [74] in which 'undoubtedly'

increases the strength of the proposition, with a hedged first part of the sentence:

[74]   This feeling of responsibility is likely to intensify when customers buy services for
       which they do most of the work, and the rapid expansion of service delivery over
       the Internet <u>undoubtedly</u> has led to many situations in which customers perform
       much of their own service. (2-*JBRes*, p. 425)

Attitude markers constitute an expression of the writers' explicit opinion over certain

propositions made. Their use is not excessively high (between 3 and 4 markers per

1,000 words in the four journals), but they are very indicative of the authors' presence

in the text. They are characterized by expressions of surprise, agreement, importance,

obligation, etc. See, for instance, example [75] with the terms 'cumbersome' and

'promising'; although not listed in Hyland's (2005) taxonomy, they both are an

indication of the writers' attitude towards the typologies being scrutinized, in spite of

the hedged verbal phrase 'would appear':

[75]   […] stage typologies comparing the outcomes of reactive versus strategic CR
       <u>would appear</u> to be a <u>promising</u>, but also <u>cumbersome</u> starting point for outcome
       comparisons. (8-*JBEth*, p. 328)

The next *attitude marker*, not only expresses surprise, although with a certain reserve because it was something already expected; in addition, the 'further interest' and 'significant' also increase the writers' beliefs:

[76] It is <u>interesting</u>, but not <u>unexpected</u> to note that altruists display a preference to remain strongly loyal to management, regardless of the agency conditions. Of <u>further interest</u> is the <u>significant</u> change in average moral choice scores for Type 4 members. (2-*JBEth*, p. 271)

Two more common *attitude markers* are found in example [77]:

[77] Nevertheless, our findings concerning the possibility to consider relationship's length as a profitable source of social capital is quite <u>surprising</u>, but also very <u>insightful</u>, within the current debate on social capital development. (4-*IBEth*)

These markers often appear in a text, not because of a specific term, but because of the meaning of a given sentence through which the importance of the research is underscored, as in example [78], together with a *self-mention* to reinforce the argument:

[78] The <u>contribution of this paper</u> lies in its attempt to expand the corporate culture debate into the MNC context. Through the building of a conceptual framework, <u>we show</u> the range of possible inter-connections and influences that come into play when multinationals seek to control their global operations through the promotion of a strong corporate culture. (1-*IBRev*, p. 16)

The connection between writers and readers is especially enhanced with *engagement markers*. They are like a link between them and add veracity to the expressions in which these markers are inserted. Authors also seem to look for acceptance over the truth of the proposition. We already mentioned, in reference to abstracts, the importance of rhetorical questions in this respect. The direct reference to 'readers', which is not very frequent, appears only once in our corpus, as in example [79]. In it

the authors, using the first person plural pronoun 'we', have the 'readers of this paper' present in their argument:

[79]   While <u>we</u> are conscious of the need to provide <u>readers of this paper</u> with detailed information about the specific nature of the collaboration or geographic location of the military unit, <u>we</u> needed to balance this with withholding sensitive information that may threaten the anonymity of the study's participants or the detailed nature of military operations. (9-*JBEth*, p. 24)

Engagement markers are particularly present in the endnotes of these papers in which the reader is directly addressed. See [79] as a example of this marker in an endnote:

[80]   <u>Note</u> that the use of such arguments may be interpreted as consistent with Wang's (2003) thesis that proponents of market reforms have increasingly been forced to rely on the myth of "transition" to justify the negative consequences of such reforms. (4-*JBEth*, p. 281)

Although less common, this sort of expression directly addressing the readership can also be found in the body of the RAs as well, as in example [81]:

[81]   <u>Consider</u> a world comprising two countries, A and B. A single good (*g*) can be produced in A and B, by using two intermediate goods: labor (*l*) and knowhow (*k*). We assume that there are two types of "consumer-producer" individual in A and B: "entrepreneurs" and "workers". (7-*JIBS*, P. 60)

As *engagement markers* we can also find 'we', 'our' or 'us', as 'inclusive pronouns'. Although not very frequent in our corpus (17 instances of 'our' inclusive are found in *JBEth*, none in the other three journals; 14 instances of 'us' inclusive are spread in the four journals, and 34 instances of 'we' inclusive, are also distributed in the four journals). In this usage of a pronoun, authors incorporate readers in their Discussion and build a relationship with them. In example [82] the pronoun 'we', used twice,

serves two purposes: first, used as 'inclusive' (i.e., *engagement marker*), while the

second, appears as a *self-mention*:

> [82] <u>We</u> should note that this firm-level analysis is limited by the availability of return data on individual securities over a common long time period for a given country. Thus, to increase the number of cross-sections within a country, <u>we</u> had to shorten the sample period and test the model over the period starting from January 1985 (or later for Korea and Thailand). (2-*JIBS*, p. 389)

We can also find this use, with possessives, as in extract [83] with a double inclusive

'our':

> [83] Collectively, <u>our</u> moral standards have dropped. By extension, then, <u>our</u> organizations' moral standards have also fallen. (5-*JBEth*, p. 132)

Self-mentions are frequent in most RAs of our corpus, especially the first person

pronoun 'we', with 1,298 instances in the four journals (*JIBS* contains the most, with

675), followed by 'our', with 570 instances (375 of them in *JIBS*). Example [84] offers

two explicit references to the authors through the use of the first person plural pronoun,

describing the steps taken in the process of the research:

> [84] <u>We</u> used this more recent definition as the starting point in developing a scale measuring socially responsible consumer behavior. <u>We</u> named our scale the Socially Responsible Purchase and Disposal (SRPD) scale to avoid confusion with the previously discussed scales and to reflect its comprehensiveness. (5-*JBRes*, p. 92)

The use of the first person singular pronoun is practically inexistent in this corpus: only

12 times, 6 in *IBRev* and 6 in *JBEth*, that is, 0.005 per 1,000 words in the whole corpus;

the few examples, however, are direct and to the point. See, for instance, the following

text:

[85]   <u>I will describe</u> in this section an alternate approach to achieving the same objective of increasing financial inclusion of the poor. That approach would be to consider universal access to credit as a moral right in a goal-rights system[27] as described by Sen (1982). (7-*JBEth*, p. 24)

6.4.2.3. *Author's roles in research articles*

In reference to the presence of *self-mentions* in academic prose, Fløttum et al. (2006) brought about four roles of authors in academic texts: the researcher, the writer, the arguer, and the evaluator. These roles also contribute to the understanding of the text in assigning them in different situations of the paper. They appear combined with a pronoun, in our corpus usually 'we', followed by a specific type of verb which indicates the role. The following samples will exemplify them.

(a) Author as <u>researcher</u>: personal pronoun + a research verb, like 'analyze', 'assume', 'compare', 'follow', 'test', 'use', and similar verbs. Example [85] provides two situations of this role:

[86]   In this article, <u>we use</u> the term community standards of fairness to reflect these lay perceptions. Kahneman et al. (1986b, p. 299) define the "community" broadly, as including people variously in the roles of "customers, tenants, and employees," and <u>we follow</u> this definition here. (6-*JBEth*, p. 287)

(b) Author as <u>writer</u>: personal pronoun + a research verb involving verbal or graphical representations, like 'explain', 'summarize', 'collect', 'present', 'begin by', 'focus on', 'move on', etc. The following example presents, in two sentences, different cases of author as writer; the first one, pronoun and

immediately the research verb 'demonstrate'; the second pronoun 'we' serves

three different research verbs which contribute to increase this image of the

author as writer:

[87] [...] we demonstrate that Japanese banks' foreign operations in emerging new
social contexts create different predictions in regard to bank performance relative
to the set of factors for the domestic social context. The next section provides an
overview of relationship banking. We then briefly discuss Japan's banking
industry, describe the empirical context of our study, and generate a set of
hypotheses for testing our arguments. (6-*JIBS*, p. 408)

(c) Author as arguer: personal pronoun + position verb, like 'believe', 'argue',

'contend', 'claim', and others used for argumentative texts. Examples [88] and

[89] provide two explicit uses of this role for the authors of the paper:

[88] In supporting this judgment, we argue that in the cross-section of industries,
industry structures are characterized by distinct forces, which are not necessarily
related to each other. (3-*JBRes*, p. 17)

[89] We maintain, however, that if business delivers new solutions to social or
environmental ills, it is justified to call it responsible. (8-*JBEth*, p. 330)

(d) Author as evaluator: personal pronoun + evaluation and emotion verbs, like

'feel', 'be skeptical about', 'be content to', 'find something' + evaluative

adjective. Not too many emotion verbs are usually found in academic texts;

however, we have seen some sentences with 'believe', as in example [90]:

[90] While some successful exporters may think that reference to 'export barriers' is merely an
excuse for not making the effort to become involved in export markets, we believe that
these barriers constitute a substantial challenge to SMEs and policy makers that wish to
internationalize their efforts. (2-*IBRev*, p. 245)

The roles of the authors may also appear mixed, depending on the message the researchers want to convey. See, for instance, example [91], in which the authors first appear as writer, then researcher, and finally arguer:

[91]　To determine the domain of our construct, <u>we began by</u> [*writer*] listing responsibilities of companies: economic, legal, ethical, and philanthropic (Carroll, 1991), enacted toward the organization's stakeholders. Because socially responsible consumption is socially-oriented, not self-centered, <u>we included</u> [*researcher*] consumers' responses to companies' philanthropy (community as stakeholder), economic, legal, and ethical behavior toward employees, and treatment of the environment in the domain to be measured. Because customer stakeholders and stockholders tend to have a more self-centered outlook, their concerns were not included in our scale. Suppliers were not included because we <u>believe</u> [*arguer*] few consumers have knowledge about how companies treat suppliers. (5-*JBRes*, p. 93)

Or arguer, evaluator, and then researcher, as in example [92]:

[92]　Along this vein, our results add clarity to a profitable understanding of the social capital concept by developing the distinction between structural, relational and cognitive dimensions, since <u>we reached opposite conclusions</u> [*evaluator*] about the impact of these dimensions on knowledge acquisition abroad (Millson, Raj, & Wilemon, 1996). Doing so, <u>we empirically support</u> [*arguer*] recent suggestions that different social assets may have different impacts on relationship outcomes as knowledge acquisition (Uzzi, 1997). In fact, <u>we find</u> [*researcher*] that structural social ties are particularly important contributors to knowledge acquisition with results constrained by high levels of cognitive and relational dimensions inside interorganizational business networks. (3-*IBRev*, p. 41)

Chapter 7. DISCUSSION

In this chapter, the discussion is going to proceed as follows: in the first place, the RA organization and content will be seen in the light of their adaptation to the IMRD structure, as opposed to other RA models, as well as the presence of additional sections and sub-sections. Secondly, we will look at the organization or lack of it of non-IMRD-structured RAs. How they manage their information, as previewed in their Introductions, and possible application of other structural patterns. Thirdly, the function of abstracts as valid representations of their respective RAs will be studied based on the data presented in the results and their comparison with the literature. The common points of abstracts with the Introduction will also be looked at and how they can be mutually cross-fed in terms of information elements. In the fourth place, a consistency test is carried out in order to ascertain the accuracy of word selection in abstracts, titles and keywords, compared to the RA word content. In the fifth place, an overview of the metadiscourse elements is made with a reference to possible extra clues on how abstracts should be written in order to increase their persuasive arguments. Finally, based on the analysis carried out of the IMRD-structured papers, a structure for business RAs will be suggested through which additional necessary information in business communication can be better channeled.

7.1. IMRD-structured research articles: organization and content

From the point of view of the presence of different sections in our corpus, the results from the four journals provide an irregular perspective of the IMRD structure, due especially to two main factors: additional intermingled sections and section overlapping. In table 7.1, these added sections have been itemized by the sub-categories that appeared in the RAs analyzed, which we have reduced to three between Introduction and Methods (Literature Review, Theory and Hypotheses), and four in the final section, Discussion (Implications, Limitations, Further research, and Conclusion/s). They are summarized in reference to their number of occurrences in the 33 RAs:

	I	Literat. Review	Theory	Hypo-theses	M	R	D	Impl.	Lim.	Fur. Res.	Concl.
IBRev	8	4	6	3	8	8	8	3	1	0	2
JBEth	8	1	7	1	8	8	6	0	0	0	3
JBRes	9	0	7	1	9	9	7	1	3	1	3
JIBS	8	1	8	1	8	8	5	0	0	0	6
n	33	6	28	6	33	33	26	4	4	1	14
%	100	18.18	84.85	18.18	100	100	78.79	12.12	12.12	3.03	42.42

Table 7.1. Use of additional sections in IMRD-structured RAs (shaded areas indicate additional sub-sections)

Even though the IMRD structure is found in the majority of business RAs in our corpus, they present a rather irregular distribution of their sections, both the information contained therein and the labeling of specific added sections. In spite of that, these RAs are basically adjusted to the said structure. From this global view, the results indicate that business academics make an extensive use of the Theory section, used in 84.85% of RAs, either combined or separated from Literature Review and

Hypotheses. Similarly with Conclusions, with a 42.42% presence; this presence, however, derives mainly from *JIBS*, with 6 of the 14 occurrences.

7.2. *Non-IMRD-structured research articles and their Introductions*

As we have seen, most of the papers analyzed (82.50%) adhere to the traditional IMRD model with a few variations, namely in terms of added sections and terminology. However, those that do not adhere to the IMRD model present a series of problems that must be taken into consideration.

In non-IMRD-structured RAs authors seem to go somewhat for free, with no apparent conventional structure in their papers. However, as one reads, parts of their papers seem to take a problem-solution format, others seem to offer a macro-situation of a specific issue in business, and still others, although not a review article as such, provide a literature review extending to different problem-areas, and including a simulated IMRD format. Also, some offer a slight resemblance to the hourglass diagram, in which authors go from a general problem to a particular situation, discuss it, and then back to the more general issues. Nevertheless, even though the hourglass diagram seems to have inspired Swales' (1990) and Weissberg and Buker's (1990) description of the IMRD structure of the RA, the papers in this group have little in common with the IMRD format as such.

Hill et al. (1982), in their application of the hourglass diagram to the structure of the RA, were thinking about experimental papers in which each section was most easily applied, as the generalized literature on the subject has confirmed (Swales, 1990; Weissberg & Buker, 1990). However, together with the diagram (see figure 4.1 above), they also explained the paper as going from the general to the particular issues, and from the particular back to the general issues in a cyclic movement. Although not a structure in itself, the concept can certainly be applied to some of the papers in our corpus in which a possible and visible structure can be detected.

This approach can be exemplified in the general structure of the paper 7-*JBEth*. Its Introduction previews a reasonable well-organized paper, with 6 of 11 possible moves and steps present. It is significant, however, that M3-S5 ('Announcing principal outcomes'), although optional, has been left out and the organization of this non-IMRD-structured RA does not include such move either. In this RA, which is more narrative and exhortative than the majority in our corpus, the topic is on whether access to credit should be a right. The author starts out ('The case for establishing credit as a right', p. 18) by offering some generalizations in regard to Yunus' appeal to declare access to credit as a fundamental right of the population (general concept). In a second section of the paper ('Criticism and objections to a rights-based approach', p. 20) the author discusses specific issues (particular concepts), especially in reference to those who object to human rights (p. 21), like Bentham or the Libertarian approach, and therefore to the right to credit, why a right to credit is unlike other human rights and potential negative consequences of establishing a right to credit (p. 22), and including whether the right to credit is also a 'manifesto right' (p. 23). Finally, he goes back to

the initial idea (general concept) and proposes what the author believes is a right for all citizens, 'An alternate approach: a goal-right system to credit' (p. 24) and concludes making reference to the fact that access to credit "is critical to poverty reduction and the achievement of other basic rights" (p. 25).

The difficulty discriminating sections, however, is not necessarily where the Introduction ends, or simply what constitutes the Introduction in the paper and what it means in regard to the rest of the paper (as in 5-*JBEth*). For example, 1-*IBRev* offers two significant ways of writing: on the one hand, the authors include, as we observed in our results chapter, a reasonably complete Introduction according to Swales' (2004) model; through it, readers are supposed to obtain an idea of what to expect in this paper, even though its structure may somehow mislead them. See, for example, the section labels included in 1-*JBRev*:

> [Introduction][26]
> 1. Corporate culture as a management tool?
> 2. The viability of corporate culture as a MNC control mechanism
> 3. Enhancers/inhibitors
> 4. Inculcation
> 5. Individual responses
> 6. Conclusion: Commitment for hire?
> References
> <div align="center">(1-IBRev; RA sections)</div>

A first glance at the paper Introduction gives the impression that the authors promise more than what the paper actually offers. Its contents allude to most of the Introduction's basic moves and steps which are supposed to help readers read the paper: the 1-*IBRev* Introduction, through its 8 rhetorical units of the possible 11 (see

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[26] The brackets included in the heading Introduction indicates that there is a section introducing the paper, but no title as such.

table 6.9), provides most information, as required by Swales' (2004) schematic ordering. However, it appears that neither through the headings of the paper just listed, nor through the paper's contents, a conventional structure can be easily drawn or applied, as it would be expected after reading the Introduction. The RA is basically a descriptive account of the situation and, as the authors suggest, their contribution is "to expand the corporate culture debate into the MNC [multinational company] context" (1-*IBRev*, p. 16).

With a wide-angle approach to the rest of the paper, one may consider section 1 ('Corporate culture as a management tool?') as being a literature review on the "corporate culture" debate. A very short section 2 analyzes the possibility of applying corporate culture as a control mechanism (i.e., how can this theory be applied), while section 3 studies the pros and cons of this possible application, based on what the literature has to say about it. And in section 4, again based on "the relevant literature" (p. 22), the authors study what the requirements are for this application ("inculcation"). In section 5, the authors detail "individual employee responses to attempt at inculcating a given corporate culture within a MNC" (p. 24). However, in this section, there are no results as such, but a classification of people responding, rather than the number of responses. Thus, the paper ends as it began, stressing the fact that its purpose was simply "to stimulate debate" on the promotion of "corporate culture" (p. 27). However, a closer look at the paper has demonstrated that we can apply the problem-solution paradigm and come up with a reasonable structure (see table 6.17 for a detailed description of the paper and its application to the paradigm).

It is indeed striking to find that the Introduction that most complies with Swales' (2004) model, which includes 9 of the possible 11 moves and steps, is again a non-IMRD structured RA (7-*JIBS*, table 6.12). This Introduction, except for two optional steps left out, provides a well-organized text which foresees a conventionally structured paper in the IMRD sense. However, in a research paper such as this one, we have to resort to other structural models in the literature. The characteristics of the text, which presents a model for multinational enterprises (MNEs) and its application with numerous operation mode formulas, resemble some RAs from the field of software engineering. The structure of the paper looks as follows:

> Introduction
> A brief literary review
> General properties of the model
> Utility from different operation modes
> The emergence of the MNE
> Knowledge-asset-seeking FDI
> Discussion and conclusion
> (7-*JIBS*; RA sections)

The first two sections, 'Introduction' and 'A brief literary review', are typical of many RAs; however, the description of the characteristics of a model, followed by a series of mathematical formulas and functions in reference to the model's modes of operation takes us to other disciplines. Even though this 'model' has nothing to do with a machine, or a computer program, or similar, the authors pretend "to offer a simple general equilibrium model that formalizes internationalization within the eclectic paradigm", a model "essentially based on a simple reconfiguration of concepts" (7-*JIBS*, p. 58). The authors of this paper, then, "compare the utilities of entrepreneurs and workers in various possible operation modes" (p. 59). Looking at this scheme from a

non-expert point of view, the paper seems to fit in simple schematic structures, such as the one proposed by Posteguillo (1996) for computer science abstracts:

(i)   Presentation of a new device, technique or network.
(ii) Description of its characteristics and functioning.
(iii) Possible applications or results obtained.

(Posteguillo, 1996: 56)

In addition, in his structural description of computer science RAs, Posteguillo (1999: 154) claimed that variations observed in RAs required further research and hinted at some RA pattern possibilities. Aside from the Introduction, he mentioned two other sections which appear to be most conflicting in computer science, Methods and Results. He described the typical computer science paper as follows:

> […] these academic papers open with an *introduction* which is then followed by either the explanation of an algorithm or the process of implementing a system, program, or application. These explanatory sections can be framed into what is generally termed as *methods*, but computer engineers avoid this term, and make subdivisions in their explanations or add comments comparing their applications and algorithms with those of other fellow researchers to the point of making a clear definition of this section quite difficult. Next, *results* are presented in the form of the description of architectures, designs, or models which are the consequence of the algorithms or applications explained in the previous sections. […] Finally, most papers close with a *conclusion* section. (Posteguillo, 1999: 153; italics in the original)

Therefore, the paper 7-*JIBS*, in its section distribution seen above, is indeed an adequate sample to fit into the structure suggested by Posteguillo (1999), starting with the section 'General properties of the model' in which, the so-called 'model' is presented:

> Consider a world comprising two countries, A and B. A single good (g) can be produced in A and B, by using two intermediate goods: labor (l) and know-how (k). We assume that there are two types of "consumer-producer" individual in A and B […] (7-*JIBS*, p. 60)

The characteristics are then exemplified with a series of formulas describing the utility of the model in different operation modes, such as:

> The production function of *g* is assumed to be of a Cobb-Douglas type, in the following structure:
>
> $$G = aK^{\alpha}L^{\beta} \tag{1}$$
>
> where *G* is the output volume of *g*, *K* is the required quantity of *k* to produce *g*,[2]*L* is the quantity of *l* required to produce *g*, and *α* and *β* are productivity constants. (7-*JIBS*, p. 60)

In the next two sections, 'The emergence of the MNE' and 'Knowledge-asset-seeking FDI', possible applications are discussed through which some positive results can be obtained:

> Finally, under the current model the functional relationship between ownership and advantages can be explicitly specified. (7-*JIBS*, p. 66) […] Overall, inequalities (14a)–(14c) exemplify once again how ownership, location and internalization advantages interact to yield the emergence of an optimal operation mode. (7-*JIBS*, p. 67)

The paper ends with a 'Discussion and conclusion' section in which the benefits of the 'eclectic paradigm' are underscored.

The papers we have qualified as non-IMRD-structured RAs indeed present a more problematic appearance to be able to provide a pattern to cover all the possibilities. We have, however, given some clues as to possible models in which some of these RAs could be classified, namely, the problem-solution pattern, or the general to particular and particular to general pattern of a text, and including the computer science model suggested by Posteguillo (1999).

7.3. Introductions and abstracts – their interconnectedness

We have seen how important it is for the RA comprehension to have a well-written Introduction. It sets the pace and introduces what the author is about to describe in detail. However, as has been seen throughout this research, the application of Swales' (2004) structural model to this part of the RA has yielded irregular results, although the three obligatory moves/steps are included in practically all of the papers, and similarly with abstracts. However, some paper Introductions give the impression that this section does not enter into the writing priorities of some business authors who somehow disregard its importance from the very first paragraph. In this respect Swales (1984b: 78) wrote:

> The opening paragraph presents us with a wealth of options: we must decide how much
> background information to include; we must decide how far opposing views should be
> taken into account; and we must decide whether it is better to announce our conclusions
> and then justify them, or to lead the reader step by step, or to present a set of arguments
> and then destroy them (the 'straw-man' procedure).

It would help if authors had considered and perhaps implemented these suggestions in the Introduction. Some authors indeed include some of them, but others are too vague in their exposition to be able to point at specific moves and steps. In addition, move 1 ('Establishing a territory') is often left without citations and the steps are not always clearly delimited.

(a) The Introduction

There are a certain number of steps which are regularly present in the Introductions from our corpus. According to the data gathered in section 6.3.1, the majority of Introductions include M1 ('Establishing a territory'), M2-S1A ('Indicating a gap'), M3-S1 ('Announcing present research'), and in a lesser amount M3-S4 ('Summarising methods'). Surprisingly, in the data presented in the results section, there is only a slight difference in the four journals in regard to the presence of moves and steps in favor of IMRD-structured RAs. M1, which is usually quite extensive and often repetitive (cyclic), appears at the beginning of the RA, and together with M2-S1A and M3-S1 are present in high percentages: 100%, 97.50% and 97.50%, respectively. M2-S1B ('Adding to what is known'), with 70.00%, is often an extension of M1 (the cyclic characteristic shown in the text below). This 'slight difference' of moves in the four journals must be qualified. When we say that a move or a step is present, the question arises in terms of what information is to be considered enough. There is no mathematical rule to indicate this and, therefore, the differences may appear in one Introduction in which, with just one sentence a move is dispatched, while in others, in four or five sentences this move is amplified considerably or in others the concepts are so hidden that the move is hardly recognizable.

An example of this irregularity of information in Introductions is 5-*JBEth*. The paper (see table 6.20) takes the IMRD structure and appears to be well-organized with Theory as an added section and Conclusion instead of Discussion. Surprisingly enough, while respecting the other sections, the Introduction is only concerned with defining the

'personal ethical threshold' and its relationship to moral courage, with no expression of purpose or other moves and steps; in other words, it adopts a totally different rhetorical function. Even though it is long enough (864 words) to contain the conventional moves and steps, the authors have decided to use it simply as M1 ('Establishing a territory').

Following Posteguillo's (1999) findings on computer science articles, Kanoksilapatham's (2005) research departs somewhat from Swales' (1990) characterization of the section: according to Kanoksilapatham, Introductions present a cyclical patterning in Moves 1, 2 and 3. In her research, based on the rhetorical structure of biochemistry papers, Kanoksilapatham (2005: 286) showed how "each move can recur in Introductions a number of times depending on the complexity of the study being presented". This cyclic or recursive characteristic, particularly in move 1, is also confirmed in her more recent study on civil engineering RA Introductions (Kanoksilapatham, 2011).

An extract from the Introduction of 6-*IBRev* gives a partial sample of this cyclic patterning around the expression 'International joint ventures (IJVs)', which appears repeatedly throughout the text:

> **[M1]** International joint ventures (IJVs), which are organizational entities created and managed jointly by foreign and local firms, have largely contributed to the foreign expansion of many US, European and Japanese firms. **[M2-S1A]** However, since 1971, the scope of IJVs have widened considerably, to the point where their initial objective has become secondary in relation to new objectives such as achieving economies of scale and size effect […]. **[M2-S1B]** In the late 1990s, however, IJVs expanded once again. […] **[M2-S2]** By collaborating through an IJV with a local partner in the emerging market, the foreign firm may protect itself against the adverse impact of these variables. **[M2-S1A]** However, empirical studies of the impact of country risk and national cultural differences on IJV survival have produced inconclusive results. **[M3-S1]** The objective of this article is to study in-depth the relationship between these country-level

variables—taken individually and in interaction—and the survival of IJVs. **[M3-S2]** […] <u>what is the impact </u>of country risk and national cultural differences between local and foreign partners <u>on the survival of IJVs</u>? **[M3-S4]** It is this difference in the determinants of IJV survival which led us to study specifically the impact of <u>country-level variables</u> in emerging markets. […] **[M2-S2]** It is this <u>difference in the determinants of IJV survival</u> which <u>led us to study</u> specifically the impact of country-level variables in emerging markets. [...] **[M2-S2]** It is this <u>difference in the determinants of IJV survival</u> which led us to study specifically the impact of country-level variables in emerging markets. **[M3-S7]** <u>This article is organized</u> in four parts as follows: in the first part, we will define and combine the concepts of national distance, country risk and IJV survival. (6-*IBRev*, pp. 251-252)

The literature on business RAs does not give us a point of reference to compare our data with, since most research on article Introductions is based on other disciplines (Posteguillo, 1999, on computer science; Samraj, 2002, on environmental science; Ozturk, 2007, on applied linguistics; Loi & Evans, 2010, on educational psychology; Del Saz Rubio, 2011, on agricultural sciences, to name but a few). Aside from Swales (1981, 1984b, 1990, 2004) in his many multi-disciplinary publications, Dudley-Evans and Henderson's (1990b) paper on RA Introductions in economics appears to be one of the few RAs to compare our results with, although their study is diachronically oriented. And also Lindeberg (2004), on three business-related disciplines, relying on Swales' (1990) CARS model, although her aim was to emphasize promotional steps in abstracts, Introductions and Discussions.

The closest references we have found are Del Saz Rubio's (2011) and Kanoksilapatham's (2011) research, although from different disciplines. In her research, Del Saz Rubio combined Swales' (1990) CARS model for the Introduction with Swales' 2004 revision. This combination affects, basically, the results in the first move, since while in our corpus move 1, with required citations, has just one step, in Del Saz Rubio's (2011: 260) approach she maintained the 3 steps of the initial CARS

model which absorb most of the citations. Thus, in our corpus, move 1 is present in all RAs but frequently devoid of previous literature citations, while in Del Saz Rubio's (p. 263) research, move 1 step 1 ('Claiming centrality') has a 50% presence, and steps 2 ('Making generalizations') and 3 ('Citation/literature review') both have a 100% of occurrences. Kanoksilapatham's (2011: 64) research showed similar results in these three steps (48.33%, 96.66% and 93.33%, respectively).

The second move in Kanoksilapatham shows only one step ('Indicating a gap') with 71.67% of occurrences in her corpus. Del Saz Rubio (2011), however, divided it in six different steps: step 1a ('Counter-claiming'), 0%; step 1b ('Indicating a gap'), 64.3%; step 1c ('Question raising'), 7.1%; step 1d ('Adding to what is known'), 21.4%; step 2 ('Presenting positive justification'), 46.4%; and step 3 ('Implicit inconsistencies'), 21.4%. Disciplinary variations are obvious, with a significant reduction of information in our first two moves, with the more diversified moves in Kanoksilapatham (2011) and Del Saz Rubio (2011).

Move 3 is the only one that allows a positive comparison between Del Saz Rubio's (2011) results and ours, namely because we both maintained Swales' (2004) revision in terms of number of steps. Table 7.2 offers a comparative image of both sets of findings:

	M3-S1	M3-S2	M3-S3	M3-S4	M3-S5	M3-S6	M3-S7
Del Saz Rubio	89.3%	14.3%	0%	46.4%	3.6%	10.7%	0%
Our results	97.5%	30.0%	15.0%	72.5%	52.5%	27.5%	42.5%

Table 7.2. Percentage comparison of step occurrences in move 3 of our Introductions and Del Saz Rubio's (2011: 263)

The differences shown in table 7.2, especially in M3-S4 ('Summarizing methods'), M3-S5 ('Announcing principal outcomes'), and M3-S7 ('Outlining the structure of the paper'), are most likely due to disciplinary characteristics. In addition, we find similar results in Kanoksilapatham's (2011) research in two of her steps: step 3 ('Announcing principal outcomes'), with 45.0%, is close to its corresponding step in our results (M3-S5), with 52.5%. She also reported 28.3% in reference to 'Outlining the structure of the paper', compared to our M3-S7 with 42.5%.

(b) The abstract

Although the abstract is supposed to be able to stand alone as information about the research paper, it does not always comply with this mission adequately. The data provided above, especially in section 6.2, brings to our attention that authors do not seem to have in mind the style manuals. As indicated, only *IBRev* and *JBRes* offer specific information about the contents of the abstract, but this fact does not make them any better, in terms of information content, than the other two journals. They all basically concentrate on the presence of Purpose, Methods and Results. The poor presence of Background (with just over 50% of instances) and especially Conclusion (40%) obviously leaves the abstract short of information. In addition, the average number of words per abstract (table 6.1), that is, 122.70 (*IBRev*), 150.25 (*JBEth*), 121.60 (*JBRes*), and 119.75 (*JIBS*) should allow for extra sentences and, consequently, moves. According to word limitation of these journals, at least *IBRev* and *JBEth*, would permit more space for authors to add extra information in their abstracts. From the samples we have seen, a 150-word abstract, through a five-move organization, can

inform sufficiently about a RA organized according to the IMRD model. We may also consider this to be a reason why authors advocating structured abstracts talk about a template through which writers simply fill in each heading provided.

As a whole, our corpus of 80 abstracts yielded better results than usually appear in the published literature. Although there are no direct studies in business to compare with, Dahl (2004a) provided some information on abstracts in economics. Transforming her macro- and micro-steps into the BPMRC model we have used in our analysis (Weissberg & Buker, 1990) and Dahl's totals into percentages, the comparison yields the following results:

	B	P	M	R	C
Dahl	37.50	80.00	32.50	55.00	47.50
Our results	53.75	97.50	76.25	92.50	40.00

Table 7.3. Percentage comparison between our results and Dahl's (2004a: 55-56)

Our results present a more complete structure compared to Dahl's abstracts, in which only Purpose and Results are above 50%. The only move that outscores ours is the Conclusion.

Dong and Xue (2010: 39), in a corpus of applied linguistics abstracts and based on the IMRD abstract structure, compared native and nonnative writers: of the 10 abstracts written by native speakers 5 contained moves IR; 2 of them, IMR; 1, IRM; 1, IRD; and only 1 of them contained the complete IMRD. The results in nonnative abstract writers showed that 5 abstracts contained 2 moves (4 IR and 1 IM) and the other 5 contained only I. Compared to these studies, we can conclude that, although our corpus of

abstracts does not totally comply with the information required through the presence of moves, our abstracts still offer a better image of the RA they precede than those from Dahl, Dong and Xue, and other studies in the literature.

(c) The abstract vs. the Introduction

A comparison that might prove fruitful is to consider whether the abstract contains adequate information for the reader, especially when compared with the Introduction of the paper. After a simple visual comparison of data one can conclude that, as a whole, the abstract is better organized than the Introduction, but often also better than the paper itself, as if written independently of the RA. The comparison between Introductions and abstracts should illustrate how one can perhaps improve its writing by using information from the other, or vice versa. The contents of the 1-*IBRev* Introduction can be practically equated with the contents of the 1a-*IBRev* abstract, as shown in Table 7.4:

	M1	M2			M3						
		S1A	S1B	S2	S1	S2	S3	S4	S5	S6	S7
1-*IBRev* RA	√	√	√		√	√		√	√	√	
1a- *IBRev* abstract	B				P			M	R	C	

Table 7.4. Comparison of RA Introduction and abstract in 1-*IBRev*

Looking at this comparison, most of the steps coincide in information, although having in mind that only M1 ('Establishing a territory') and M2-S1A ('Indicating a gap'), or B in the abstract, and M3-S1 ('Announcing present research', or P) are obligatory, while M3-S4 ('Summarizing methods', or M) is optional and M3-S5 ('Announcing principal outcomes', or R) and M3-S6 ('Stating the value of the present research', or C) are

probable in some fields but not obligatory in all of them. The last one (M3-S6), however, is not really a Conclusion, but it can be taken as such, since it is often used to show the relevance of the research carried out. The way it is verbalized also gives that impression.

The 1a-*IBRev* abstract reads as follows (move markers have been added in square brackets):

> **[P]** This paper discusses the effectiveness of corporate culture as a control mechanism in the multinational context. **[B]** While there is widespread managerial support for its use, there is also considerable challenge to the idea that corporate culture can be 'managed'. **[M]** A review of relevant literature dealing with the internalisation of corporate values, organizational commitment, psychological ownership, and corporate identification provokes questions about the viability of corporate culture as a MNC control mechanism. **[R]** Much depends on individual employee responses that range from support to outright resistance, and may be moderated by variables, such as managerial action and the extent of violation of the psychological contract. **[C]** It is concluded that, in the long run, it may not be in the best interests of MNC management to have a strong corporate culture. A workforce of highly inculcated employees might, in fact, impede MNC management's need for strategic changes. (1a-*IBRev*—abstract)

This 145-word abstract provides sufficient information to comply with the journal's guidelines mentioned above (section 6.2). Perhaps an additional sentence at the beginning, as an introduction and to better situate the research in its proper perspective, could have been included, or simply rearranging the text placing the second sentence which contains background information in the first place. Under Results [R], the sentence speaks of "individual employee responses", even though in the RA text itself no empirical data are presented. In the Introduction, these responses are verbalized close to what the abstract says:

> We demonstrate how the range of individual employee responses to managerial attempts to impose a given corporate culture inevitably produces mixed outcomes. (1-*IBRev* Introduction, p. 15)

In the section called "Individual responses" (1-*IBRev*, p. 23), that we have interpreted as Results in the abstract and in the Introduction, there is indeed an accurate and expanded version of the responses, but only in terms of grouping them into three classifications with a description of their characteristics (p. 24). However, although both abstract and Introduction contain typical information of the IMRD model, we already said that the RA cannot be included as an IMRD-structured paper, while both, abstract and Introduction, seem to indicate the opposite.

The question that might be raised at this point is whether abstracts and/or Introduction sections, analyzed separately, would shed some extra light upon the dilemma of inconsistent information. The transfer of information can certainly take place, especially in moves expressing purpose, very clearly stated in abstracts, but often hard to find in Introductions (M3-S1), although the presence of these two part-genres is confirmed with almost 100%. Even though it is not confirmed in the literature, perhaps we might hypothesize that a well-organized Introduction is usually reflected in the writing of the abstract. In the previous tables (6.9 to 6.12), the move and step analysis of the Introduction, following Swales' (2004) structure, has been presented. In table 7.5, we offer the information from the Introductions in the seven non-IMRD-structured RAs of our corpus (upper half of table 7.5) and establish an information-content comparison (Introduction moves with abstract moves) with their respective abstracts (lower half of table 7.5).

	RA Introductions											
	M1	**M2**			**M3**							**Items**
		S1A	**S1B**	**S2**	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**	**S7**	
1-*IBRev*	√	√	√		√	√		√	√	√		8
8-*IBRev*	√	√			√	√	√	√	√	√		8
7-*JBEth*	√	√	√		√			√			√	6
8-*JBEth*	√	√	√	√	√			√		√	√	8
6-*JBRes*	√	√		√	√			√				5
1-*JIBS*	√	√	√		√	√						5
7-*JIBS*	√	√	√		√		√	√	√	√	√	9

	Abstracts				
	B	**P**	**M**	**R**	**C**
1a-*IBRev* *	√	√	√	√	√
8a-*IBRev*		√	√	√	
7a-*JBEth*	√	√		√	
8a-*JBEth* *	√	√			
6a-*JBRes*	√	√		√	
1a-*JIBS*	√	√		√	
7a-*JIBS*		√	√	√	

*Moves do not follow the conventional order.

Table 7.5. Presence of moves in Introductions and abstracts of non-IMRD-structured RAs, according to Swales' (2004) model of Introductions and Weissberg and Buker's (1990) model of abstracts

As previously stated (see section 6.2), the three central moves are typically present in most research abstracts. However, in this table, these three moves appear simultaneously in only three of the journals. Their presence in the two *IBRev* papers is probably due to the explicit instructions in the "Author Information Pack"[27] of this journal. Nevertheless, in the overall percentages of the four journals these differences are not confirmed (figure 6.4). However, separately per journal, *IBRev* and *JBRes* show more consistency in the presence of the three central moves in abstracts (figure 6.3), even though the structural division per sections is not always equated with the contents expressed in the abstracts.

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[27] As mentioned above, this information is available at the Elsevier homepage: www.elsevier.com/ wps/find/journaldescription.cws_home/133/authorinstructions.

For instance, abstract 1a-*IBRev* indicates the presence of Methods, while in the body of the RA (1-*IBRev*) this presence is not confirmed as a section, since partial information related to that move is embedded in the section where the authors speak of enhancers and inhibitors in terms of 'procedure' (pp. 19-21). This is similar to the Results move in the abstract, where the "employee responses" are taken as such. Often, when section titles are not clear, that is, when they do not follow a conventional terminology, the reader may also, and often inevitably, be misled and comprehension is thus hampered.

This research has shown that the business Introduction is a sort of an undervalued section. Even though, as we saw above, they might contain some steps suggested for the section, some of these steps are deficient in information. For example, the Introduction of 5-*JBEth*, entitled 'Introduction to the personal ethical threshold' (p. 77), is a simple theoretical presentation of this 'personal ethical threshold', and offers no other reference to guide the reader through the paper. In addition, practically no bibliographical references are provided to establish where the authors stand. In spite of this initial lack of information, as one reads on we begin to realize that it is an experimental paper in which the 'personal ethical threshold' has been applied to a population and that the paper follows, although loosely and with a non-conventional terminology, the traditional IMRD model.

In contrast, the corresponding abstract (5a-*JBEth*) does not follow this unorthodox procedure; it is, in fact, one of the 10 abstracts in the corpus which contains the traditional five moves and, therefore, with sufficient information to lure the reader into

reading the RA, although this organization is followed by an atypical Introduction, which might likely deter the prospective reader from continuing its reading.

This research, therefore, has underscored that there is, or should be, a connection between abstract and Introduction both in form and in content, as predicted in the hypothesis. However, this connection has not always been established between these two part-genres and the rest of the paper. We feel that, when this connection is not present, readers are most likely misled, interfering with text comprehension.

7.4. The abstract, a preview of the research article

One of the main difficulties in the discrimination of abstract moves has been the fact that some of these moves are embedded in others. This has happened often between Purpose and Methods, and also between Methods and Results, because in the same sentence both moves are represented. The overall results of move content, as mentioned in chapter 6, do not support the initial hypothesis proposed, since abstracts, whether or not belonging to the non-IMRD-structured group of RAs, did not reflect with certain regularity the five-move pattern proposed. It is surprising that in some RAs, there is no actual correspondence between the structure of an abstract and its RA. For instance, in *IBRev*, we find one of the few five-move abstracts that precede a non-IMRD-structured paper (1-*IBRev*). This paper, which we have extensively described, does not respond to the expectations: while the abstract incorporates all the necessary information to complete the proposed BPMRC structure, the article, on the contrary, offers poor correspondence. In this non-IMRD-structured article, we have an Introduction section,

followed by an extensive theoretical section, Theory and Applied Theory (see section 6.3.2, table 6.15), and a final Conclusion. Indeed, the abstract previewed a more diversified and conventional paper.

A more understandable situation is found in abstract 8a-*JBEth*, with only two moves (Background and Purpose); this abstract precedes an article dealing with 'Philanthropy, Integration or Innovation?' vis-à-vis 'Corporate Responsibility'. It is a type of a narrative and exhortative paper without a conventional structure. The opposite also occurs in a well-organized IMRD-structured article which is introduced by a poorly structured abstract. For example, 10a-*JIBS*, an abstract with just three moves (Purpose, Results, and Conclusion–no Results are included), represents a rather well-organized RA (10-*JIBS*) which includes an extensive Results section.

In our research, however, a question remains to be asked which cannot be left out without an answer, or at least an explanation. We might ask if the differences, sometimes structural deficiencies, observed in RAs with or without the IMRD structure are also found in their Introductions and in their abstracts. Our research has shown that unfortunately one does not necessarily respond for the other and, therefore, our results do not totally support our proposed hypothesis. An abstract or an Introduction may be informative and well-structured, while the RA does not always comply with the announced sequence of informative events.

7.4.1. Extracting keywords from a research article and its abstract

In the previous pages, the structure and contents of both Introductions and abstracts have been studied in terms of their possible similarities, especially from the structural point of view. Nevertheless, there is a corpus-based test which is worth exploring in order to confirm their terminological relationship by extending it also to the rest of the research article.

Using Scott's (2000, 2001) corpus-based approach, we may derive a series of tests to make comparisons between abstracts and their corresponding RAs. First of all, by identifying the most common words in a given corpus in terms of their high frequency, and secondly, by carrying out the same test although based on one RA and its abstract. The diversity of topics in the different RAs of the corpus would not give us significant data to identify keywords (KWs) and their relationship with individual abstracts and accompanying keywords. For this reason, the test was performed with only one RA, comparing it to its abstract, title and keywords.

Through a wordlist, useful information can be obtained in regard to common words in a text. However, this is not enough if it is not substantiated by a consistency test that would confirm the significance of the terms initially extracted. In a first step, the WordList (WL) device from *WordSmith Tools* was implemented in the paper 1-*IBRev* to extract the first 10 most frequently used content words; and secondly, the same test was carried out with the abstract. The results appear in tables 7.6 and 7.7:

Word	Freq.	%	Word	Freq.	%
corporate	6	4.14	**corporate**	114	1.72
culture	4	2.76	**culture**	104	1.57
MNC	3	2.07	**control**	53	0.80
control	2	1.38	value/s	49	0.74
management	2	1.38	**management**	48	0.73
managerial	2	1.38	change	28	0.42
mechanism	2	1.38	commitment	28	0.42
psychological	2	1.38	organizational	25	0.38
support	2	1.38	strong	24	0.36
action	1	0.69	organization	23	0.35

Table 7.6. Wordlist of 1a-*IBRev* abstract   Table 7.7. Wordlist of 1-*IBRev* RA

The comparison between these two lists gives four words ('corporate', 'culture', 'control' and 'management') which appear almost in the same order in both (marked in bold letters). To find more matches with the abstract list we have to go much further down the list, for example, in the RA list: 'managerial' (17 hits), 'individual' (15 hits), 'psychological' (15 hits), and so on.

As Scott (2001: 57) pointed out, these content words may be consistent or inconsistent; in other words, some of the listed words may be found in texts in specific genres, but their use in other areas may be somehow restricted. With this in mind, he proposed a consistency analysis in order to compare the frequencies in one WL against a reference corpus (RC) or a corpus of general texts (in this case, the British National Corpus, BNC, provided by the software package used in this analysis, in spite of some drawbacks found by Johnson and Ensslin, 2006).[28] This should determine which words occur statistically more often in one list than in the other thus giving what authors call the text's 'keyness' and 'aboutness', as well as an overall measure of 'saliency' of the

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[28] Johnson and Ensslin's (2006) objections were based on the problem of age disparity since the reference corpus BNC was completed in 1993 and these authors were dealing with a terminology in the field of computing, the World Wide Web and virtual reality, terminology which did not exist in part when the BNC was completed.

text analyzed. The keyword (KW) test is made to draw salient words from texts using, for instance, the chi-square (χ^2) test. This algorithm "compares the frequency of each word type in the corpus of interest (COI), to the frequency of that word type in a 'reference corpus' (that is, a corpus of general text)" (Conway, 2010: 26). Table 7.8 gives the results obtained from the first consistency analysis carried out when $p <$ 0.000001:

n	KW	Freq.	%	RC Freq.	RC %	Keyness	p
1	MNC	3	2.07	**6**		476,362.78	0.0000000000
2	corporate	6	4.14	**4,562**		4,531.81	0.0000000000
3	managerial	2	1.38	**1,340**		1,147.12	0.0000000000
4	culture	4	2.76	**8,481**		983.45	0.0000000000
5	psychological	2	1.38	**2,757**		556.44	0.0000000000
6	mechanism	2	1.38	**2,917**		525.77	0.0000000000
7	management	2	1.38	**21,610**	0.02	68.46	0.0000000000
8	control	2	1.38	**28,762**	0.03	50.72	0.0000000000
9	support	2	1.38	**30,668**	0.03	47.38	0.0000000000

Table 7.8. First consistency test of 1-*IBRev* abstract in the KWs tool

The presentation of these first KWs is made according to their KW strength, that is, their 'keyness'. Scott (2000: 109) described this term as a "quality of the text segment, not of the text. By 'key' is meant 'important for understanding the text'; a key opens a door". He also wrote that 'keyness' "has two main underlying aspects, namely importance and aboutness" (Scott, 2006: 233); the term 'aboutness', he added, "concerns itself with what a communicative event is about, in other words with content as opposed to form".

In the third column (RC Freq.) the frequencies of each KW are shown as they occur in the text being analyzed, that is, in the abstract; and the next column gives the percentage of use within that text. There are no entries in the first cells of the RC %

column because their percentage of use is negligible. The next column assigns the 'keyness' value to each word; thus, the higher the score, the stronger the 'keyness' of that word.

In the consistency test of 1-*IBRev* RA, only the first 20 KWs have been included in table 7.9 (similarly, when $p < 0.000001$):

n	KW	Freq.	%	RC Freq.	RC %	Keyness	p
1	MNC	22	0.33	6		248,111.17	0.0000000000
2	inculcation	18	0.27	17		131,490.77	0.0000000000
3	internalization	12	0.18	16		70,974.06	0.0000000000
4	corporate	114	1.72	4,562		41,186.63	0.0000000000
5	culture	104	1.57	8,481		18,551.28	0.0000000000
6	calculative	4	0.06	14		10,222.78	0.0000000000
7	organizational	25	0.38	932		9,379.22	0.0000000000
8	multinationals	10	0.15	240		5,407.40	0.0000000000
9	inculcate	4	0.06	56		3,061.94	0.0000000000
10	managerial	17	0.26	1,340		2,982.85	0.0000000000
11	affective	7	0.11	211		2,900.24	0.0000000000
12	coordination	10	0.15	466		2,831.03	0.0000000000
13	commitment	28	0.42	5,636		1,952.47	0.0000000000
14	management	48	0.73	21,610	0.02	1,472.68	0.0000000000
15	employee	17	0.26	2,859		1,390.15	0.0000000000
16	control	53	0.80	28,762	0.03	1,335.11	0.0000000000
17	proponents	5	0.08	233		1,269.96	0.0000000000
18	values	26	0.39	7,575		1,235.51	0.0000000000
19	organization	23	0.35	6,058		1,206.87	0.0000000000
20	psychological	15	0.23	2,757		1,111.32	0.0000000000

Table 7.9. Consistency test of 1-*IBRev* RA in the KWs tool

From these data, the question is whether these KWs give us information on the general topic of the text. It is indeed one way of getting it and also of confirming if the RA provides that information through both its title and KWs and especially through its abstract. Going back to 1-*IBRev*, the title reads as follows: "Commitment for hire? The viability of corporate culture as a MNC control mechanism", while the keywords included are the following: "MNC control mechanism; Normative control; Corporate

culture; Multinational management". The frequency lists provided in tables 7.6 and 7.7 are confirmed by the consistency tests in tables 7.8 and 7.9. A comparison between these two WLs with title and keywords provided in the RA appears in the following table (matched words are marked in bold letters):

Frequency lists		Consistency tests		Authors' title and keywords	
RA WL	Abstract WL	Abstract KWs	RA KWs	Title	keywords
Corporate	**Corporate**	**MNC**	**MNC**	commitment	**MNC**
culture	**culture**	**corporate**	**inculcation**	hire	**control**
MNC	**control**	managerial	**internalisation**	viability	mechanism
control	value/s	**culture**	**corporate**	**corporate**	normative
management	**management**	psychological	**culture**	**culture**	**corporate**
managerial	change	mechanism	calculative	**MNC**	**culture**
mechanism	commitment	**management**	organizational	**control**	multinational
psychological	organizational	**control**	multinationals	mechanism	**management**
support	strong	support	**inculcate**		
action	organization		**managerial**		

Table 7.10. Comparison between frequency lists and consistency tests with the information provided through 1-*IBRev* title and keywords

Two of the frequent keywords ('corporate' and 'culture') appear in all categories, which may be considered typical because they co-occur throughout the paper and abstract; the acronym MNC (multinational company), usually not present in abstracts because the journal's author guidelines advise to avoid acronyms, appears three times; in the RA it appears in the 12th position in lexical words with 22 uses (0.33%).

Two significant absences must be underscored, which are ranked 2nd and 3rd in the consistency test of the RA, namely 'inculcation', together with 'inculcate', and 'internalisation', two major topics dealt with in the RA itself: the first one has one whole section (section "4. Inculcation") dedicated to it, while 'internalisation' is dealt with throughout the whole paper, especially under the subheading "Internalisation of corporate values" (pp. 21-22). These two nominalizations, together with their derived

adjectives and verbs, appear on 17 occasions (0.26%), while 'inculcation' and derivates, on 24 occasions (0.36%).

7.4.2. *Metadiscourse functions in abstracts and research articles*

King (2010), speaking of the much disdained rhetoric of winners and losers, quoted Eckhouse's (1999) concept of business communication:

> Communication in modern business is essentially a competitive activity, a rhetorical venture in which writers and speakers attempt to gain advantage over other forces that contend for their audience's attention. (Eckhouse, 1999: 1, quoted by King, 2010: 71)

Although King (2010) was writing about a new 'Rhetoric of Negotiation' in business communication, her quotation from Eckhouse (1999) introduces us into a new notion in business, which should also be reflected into the object and purpose of abstracts in the academic world. Scholars want their investigation be widely disseminated and a large percentage of success rests precisely on their abstracts because, along with title and KWs, they constitute the first call of attention towards the RA. This is why it is so important that abstracts contain not only sufficient information but, above all, a persuasive enough message to convince prospective readers to read the paper.

In the results chapter, we detailed not only the data resulting from our search of interactive and interactional functions in our texts, but also some extracts to exemplify these functions. In the following summary table both genres can be compared, although as expected RAs contain many more metadiscourse markers than abstracts:

Category	Abstracts		RAs	
Interactive	**n**	**‰**	**n**	**‰**
Transition markers	214	20.80	5,496	21.45
Frame markers	41	3.99	1,137	4.44
Endophoric markers	0	0.00	602	2.35
Evidentials	6	0.58	3,178	12.41
Code glosses	78	7.58	2,956	11.54
Totals	339	32.96	13,369	52.19
Interactional				
Hedges	121	11.76	4,649	18.15
Boosters	56	5.44	1,894	7.39
Attitude markers	26	2.53	932	3.64
Self mentions	101	9.82	1,962	7.66
Engagement markers	16	1.56	527	2.06
Totals	320	31.11	9,964	38.89

Table 7.11. Metadiscourse categories in abstracts and RAs compared

The only marker in which abstracts outscore RAs is in *self mentions*, especially due to *JIBS* number of uses of pronouns. This does make the author more present in the text, but it does not necessarily engage the reader, unless some of these pronouns are inclusive through which readers feel themselves involved in the text: in the 80 abstracts, there are only 2 instances in *JBEth* and 2 in *JIBS*, which represent 0.39‰ of the total 1.56‰. In the RAs, we found 65 inclusive pronouns spread throughout the four journals representing 0.25‰, of which 0.17‰ belongs to *JBEth*. This confirms that *engagement markers* in the form of inclusive pronouns are present in both abstracts and RAs.

These results, in general, are in consonance with the majority of authors who have dealt with metadiscourse, although the *attitude markers* score (2.53 in abstracts) is reported to be higher in Gillaerts and Van de Velde (2010: 133) with 8.3 in RAs. Hyland (2008: 12) also reported a higher score of 8.6 in marketing RAs, while our results show a low

3.64. In *hedges*, for instance, the RA results (18.15) are also close to Hyland's who reported a score of 20.0.

We have underscored the importance of abstracts as a dissemination tool of scientific advancement and also how decisive persuasive devices are in attracting the readership. The RA should supply terminology to increase this power of attraction and the Discussion is one of the best suppliers. As a whole, there is little use of *attitude* and *engagement markers* in abstracts. We did not find many words that, in themselves, would really compel to read the paper, and except for the adverb 'strikingly' (once in 9c-*JBEth*), the terminology used in the abstracts does not correspond to the most enticing words authors can choose. Our results, therefore, while not totally supporting the proposed hypothesis, suggest that business writers are not totally aware of the significance and importance of writing a more complete and persuasive abstract in order to fulfill the mission the abstract is intended for.

7.5. IMRD-structured research articles – a modified structure for business

Authors usually say that writers cannot be coerced into one specific genre pattern, since genres "are not fixed, monolithic and unchanging" (Hyland, 2005: 88). Looking at a text from the reader's viewpoint, Hyland (p. 87) wrote that "the reader's chances of interpreting the writer's purpose are increased if the writer takes the trouble to anticipate what the reader might be anticipating". This, of course, is based on having read texts of the same type and within the same discourse community. However, the

writers' audiences must always be present in the authors' mind and remember that "[w]riters construct meaning when they compose texts, and readers construct meaning when they understand and interpret texts" (Spivey, 1990: 256).

There are a series of RAs which show the way to implement some of this advice. Looking at RAs from other disciplines, the Introduction occupies a whole different role within the paper, depending on the discipline. In the Introduction there should be sufficient bibliographical references to situate the reader in an adequate perspective, locate the general problem found in the topic that has been undertaken for study and the gap authors are expected to bridge and this should hold true for both IMRD- and non-IMRD-structured papers. For example, in medicine, a minimum of six steps should be found in a well-written RA Introduction (Nwogu, 1997), but not much extra information; in other words, medical authors have tacitly agreed to publish in a certain way. Other disciplines, however, and business should be categorized among them, expand a lot less in the Introduction and considerably increase the information with additional sections. Swales (1990: 175), speaking of sociology papers, already noted that sections and the structure of RAs are not as standardized as those found in the 'hard' sciences. In the case of our corpus, in spite of their variety and also their title differences in their headings and subheadings, most papers can be grouped under the IMRD umbrella. However, more uniformity should be expected if their professionals want their different genres be identifiable as pertaining to their discourse community by the general public, a question of business identity which has already been pointed out by Amidon (2008).

This section variability is seen in figure 7.1 in which the IMRD pattern can be perfectly visualized, along with the added sections pointed out earlier in this research.
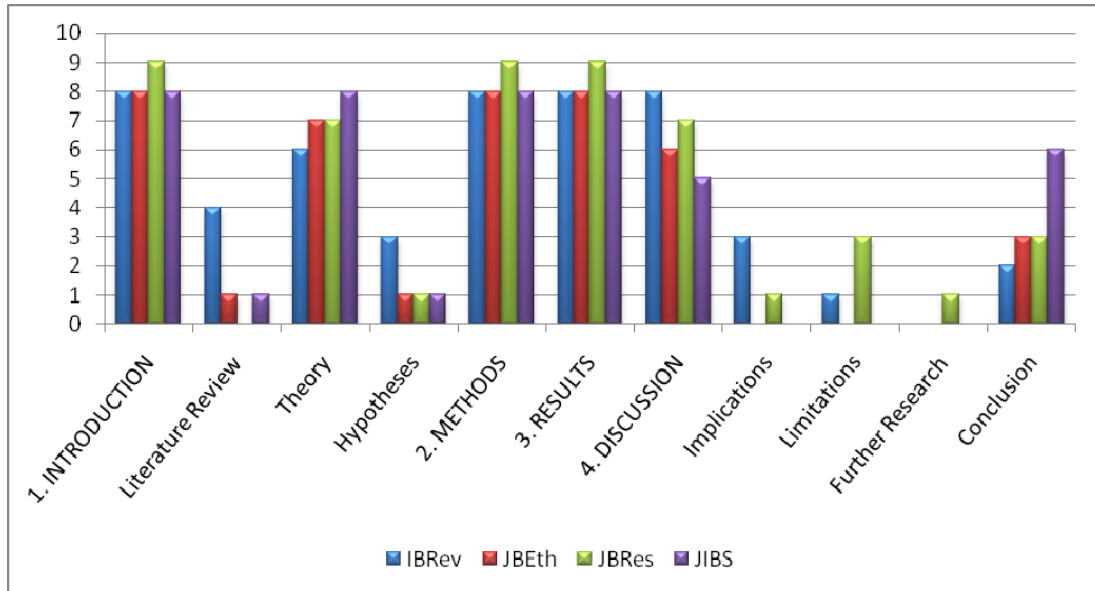

Figure 7.1. Presence of sections in IMRD-structured papers of the four business journals

As shown in this figure, Theory seems to deserve a place of its own in the macro-organization of the research paper with 6, 7, 7, and 8 occurrences in the four journals. It was mentioned earlier how genres are not fixed and unchanging, but rather they adopt different approaches to communicate the discipline's characteristics. In this respect, Yang and Allison (2004) suggested a structure for RAs in applied linguistics. Taking as their criteria of analysis the IMRD structure, they added three optional sections between the Introduction and Methods, and considered Discussion and Conclusion two separate ones. The following table compares Yang and Allison's (2004) research, in terms of the presence of sections in their 20 applied linguistics articles, with our 33 IMRD-structured business RAs:

Yang & Allison (2004)			Our results		
Sections	**n**	**%**	**Sections**	**n**	**%**
Introduction	20	100	Introduction	33	100.00
Theoretical Basis	5	25	Literature Review	6	18.18
Literature Review	5	25	Theory	28	84.85
Research Questions/Focus	3	15	Hypotheses	6	18.18
Method	20	100	Methods	33	100.00
Results	20	100	Results	33	100.00
Discussion	8	40	Discussion	26	78.79
Conclusion	13	65			
Pedagogic Implications	6	30	Implications	4	12.12
			Limitations	4	12.12
			Further Research	1	3.03
			Conclusion/s	14	42.42

Table 7.12. Presence of sections in Yang and Allison's (2004: 268; their italics)
adapted table compared with our results

Although the two disciplines, applied linguistics and business, are too far apart to apply one RA structure on the other, there are significant similarities. However, we would rather favor to consider only Theory or Theoretical Framework as a section with the same importance as the other four, which is totally supported by the quantitative results obtained in our 33 IMRD-structured RAs.

Therefore, a tentative acronym for this structure could perfectly be ITMRD. Of all the articles that have been analyzed in the investigation, a good number of them could be adapted to this structure proposal. From our results, it is evident that at least Theory is widely used by business researchers (84.85%). The diminished percentage in Discussion (78.79%), compared to Introduction, Methods and Results, responds to the use of the sub-section Conclusion. It appears in 42.42% of the RAs, most of them in *JIBS*. Ordinarily, Implications (12.12%), Limitations (12.12%) and Further Research (3.03%), are included, often with subheadings, in the Discussion. Similarly with the Introduction, as was commented on earlier, which often includes Literature Review. In

this respect, Swales (2004) advised that move 1 of the Introduction should incorporate

citations and some of the RAs examined have done so, although not all of them.

This is obviously a departure from the distribution of RA sections in other disciplines

and in other authors. For example, Brett (1994) posited most of the weight of the

sociology RAs analyzed on Results: Introduction, 24%; Methods, 20%; Results, 40%,

and Discussion, 16%. Also significant is the size of the Introduction, with 24%, which

is considerably more than what we have found in our corpus (it occupies only 11.14%

of the RAs, as shown in table 7.13 below).

Palmer Silveira and Ripollés Meliá (2004: 98), who studied 10 business research

papers, reported an average length of the different sections closer to our results in the

IMRD-structured papers. In our global data posted below (table 7.13), taken from

tables 6.19, 6.20, 6.22, and 6.23, Theory predominates with 31.67% in the four

journals, slightly below Palmer Silveira and Ripolles Meliá's (2004) results, as shown

in the following comparison:

	Abstract	Introduction	Theory	Methods	Results	Discussion
Palmer Silveira & Ripollés Meliá[29]	1.62	8.73	36.49	17.76	17.97	17.27
Our results	1.74	11.14	31.67	18.60	18.39	18.46

Table 7.13. Percentage comparison between Palmer Silveira and Ripollés Meliá's (2004: 98) data and ours

Palmer Silveira and Ripollés Meliá's (2004) results, however, do not seem to be drawn

from a randomly selected corpus of RAs, but it is rather a convenience sample in the

[29] Palmer and Ripollés (2004: 98), in their table of results, included a first column with 'Title'; however, the result is negligible (0.18%) which would not significantly affect our comparison.

area of business management (1 RA from 1996, 1 from 1999, 4 from 2000, and 4 from 2001), all of them having an external IMRD appearance. The data, nonetheless, are significant in terms of the appearance of the extra Theory section, and also the similarity of both findings, especially in Methods, Results and Discussion. As expected, the main difference appears in Theory, although they reported a higher percentage in detriment of Introductions.

Finally, from a visual viewpoint, our results are summarized in the following graph in which the section distribution is presented through a 100% stacked bar chart, showing the cumulative proportion of each section in each journal:
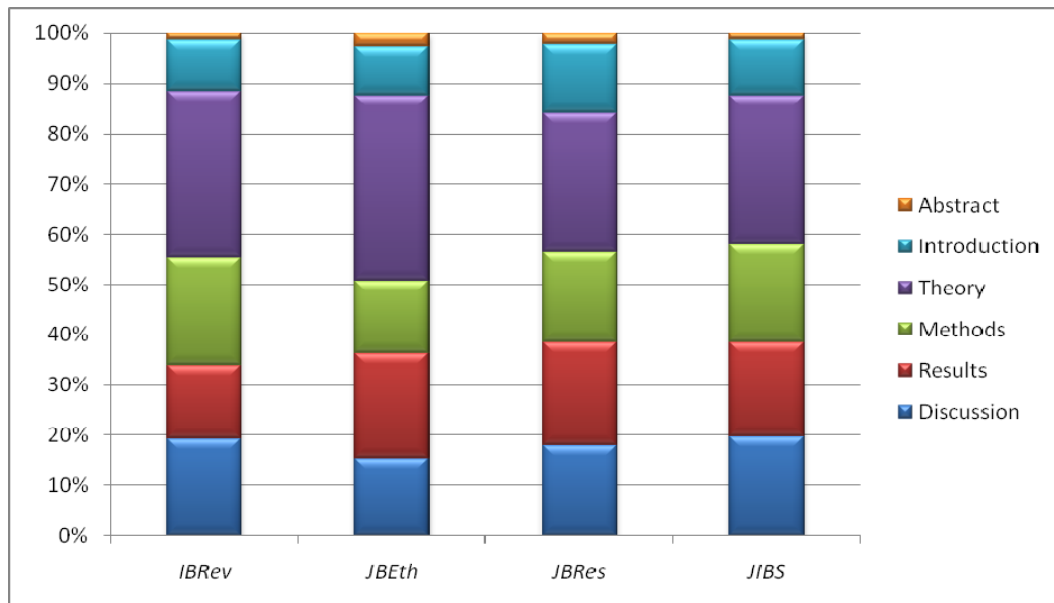
Figure 7.2. Proportion of section use in 100% stacked bar chart of the four journals

In their conclusions, Yang and Allison (2004) thought that it would be sensible to accept that most RAs in medicine, sociology, political science and applied linguistics reflect major aspects of the IMRD macro-structure, as already suggested by Brett

(1994) in sociology, Holmes (1997) in sociology and political science, and especially Nwogu (1997) in medicine. From the results of this research, this is also evident in business RAs. However, the existence of an extensive Theory section, inserted between Introduction and Methods, is not only evident in sociology, as already detected by Holmes (1997), but also in business RAs which often doubles the Methods and Results sections. In addition, this Theory section occupies a higher percentage (36.82%) in *JBEth*, a journal with a more theoretical and speculative content dealing with ethical issues in business. Yang and Allison's (2004) paper also suggests a separate Pedagogic Implication from the Discussion (6 instances out of 20 RAs, i.e., 30%); however, this is not supported by our results with only 12.12% in the 33 RAs studied, although authors are more inclined to use a separate Conclusion (42.42%). Also titles with combinations like 'Discussion and conclusions' or 'Conclusions and discussion' are also present in our corpus, and which are not accounted for in this 42.42% (table 7.12).

Therefore, our results partially support our hypothesis in regard to the IMRD pattern in business RAs. Nevertheless, we should underscore 'partially' since a group of them (7 in our corpus) do not adhere to that model and their structure cannot be unified to come up with a sensitive proposal of a pattern. In addition, in regard to the IMRD-structured papers, although following this model, there is indeed a definite comment to be made: while diminishing somewhat the contents of the Introductions in some of the RAs, they add an extra section between Introduction and Methods, usually entitled 'Theory', in which several sub-sections are often included, such as Literature review, Hypotheses development, Model proposed, Characteristics of the model, and so on.

However, this does not mean that Introductions should be devoid of information, since most of it has been transferred to the added section, that is, they do not have to look alike to be informative Introductions. Swales (1990, 2004) indeed allowed for variability in this section; in fact, variation is just as important as similarity. In addition, as Swales (1990: 61) wrote, "[i]f there were only minor differences among genres there would be little need for genre analysis as a theoretical activity separable from discourse analysis". The same can be said of abstracts, but it is essential to recall that the abstract is one of the first items of their papers that researchers are going to look at when searching through the net or through databases with an overload of information to cope with. Abstracts should be then like a screening device to help researchers find what they are looking for.

Based on the results obtained through this research and eliminating some of the less frequently used moves and steps from the models used in the research, we have adapted these patterns to our results, with what we consider a possible section, move and step distribution of the business RA. It could be established as follows:

Introduction
  Move 1 Establishing a territory (citations required)
    Step 1—Topic generalizations of increasing specificity
  Move 2 Establishing a niche (citations possible)
    Step 1—Indicating a gap
    Step 2—Adding to what is known
  Move 3 Presenting the Present Work (citations possible)
    Step 1—Announcing present research descriptively and/or purposively
    Step 2—Summarizing methods
    Step 3—Announcing principal outcomes
    Step 4—Outlining the structure of the paper

Theory
    Move 1—Literature review
    Move 2—Theoretical framework
        Step 1—Theoretical background
        Step 2—Conceptual model
        Step 3—Hypotheses development

Methods
    Move 1—Describing data-collection procedure
        Step 1—Describing participants/the sample
        Step 2—Describing data collection procedure and results
    Move 2—Describing experimental procedures
        Step 1—Outlining variables and measures
        Step 2—Describing data-analysis procedure
    Move 3—Comparing with previous research
        Step 1—Reference to previous literature
        Step 2—Reference to past research which follows
            a similar methodological procedure
        Step 3—Claiming validity

Results
    Move 1—Reporting and summarizing results
        Step 1—Reporting findings
        Step 2—Highlight important findings
    Move 2—Commenting on results
        Step 1—Interpreting/evaluating results
        Step 2—Comparing results with literature
    Move 3—Evaluating the study
        Step 1—Indicating limitations
        Step 2—Indicating significance/advantage

Discussion
    Move 1—Highlighting research outcomes
        Step 1—Statement of result
        Step 2—(Un)expected outcome
    Move 2—Contrasting present and previous investigations
        Step 1—Reference to previous research (comparison)
        Step 2—Reference to hypothesis
    Move 3—Stating research conclusions
        Step 1—Limitations
        Step 2—Implications
        Step 3—Further research
        Step 4—Conclusion/s

Table 7.14. General structure proposed for business RAs

With this possible solution for the business RA structure we do not intend to take any

merits away from the original authors listed in each of the partial sections

(Introduction, Swales, 2004, table 4.11; Methods, Mur Dueñas, 2007, table 4.13; Results, Yang and Allison, 2003, table 4.14; Discussion, Dudley-Evans, 1989, table 4.15), but rather reinforce and establish the fact that business has its own characteristics and conventions. In this proposed RA structure we maintained the two levels of textual organization, following Yang and Allison's (2003: 379) explanation, to distinguish the main communicative purposes from the detail, i.e., the rhetorical techniques used to implement these purposes.

Chapter 8. CONCLUSIONS AND

PEDAGOGICAL IMPLICATIONS

Business discourse is often discussed along the lines of the economics discourse, usually because some scholars have analyzed it as such, although as Hemais (2001), Bondi (2010) and others have shown, business has to be taken as somehow a different discipline. In fact, Hyland (1998) characterized marketing as a 'soft-applied' discipline emphasizing that marketing had practical ends and was focused on human activity. Similarly with business discourse, because this distinction between the two disciplines, economics and business studies, "is clearly a matter of delicacy" (Bondi, 2010: 220; see also Bondi, 2006). In Bondi's view, and as we pointed out earlier in this research, the differences lie in the fact that business is inter-disciplinary by nature, and it is also oriented toward firm activity, its organization as well as its management; in other words, its aims are rather practical.

Through this research we have tried to bring awareness to the fact that abstracts are an indispensable tool for the dissemination of knowledge. They are, in fact, the "standard gateway into the research literature for the scientific community", as defined by Cross and Oppenheim (2006: 429). The abundance of published material is enormous and we are unable to cope with all the articles we would like to read. Visiting the existing databases many potentially good articles are overlooked because their abstracts have been written carelessly. Hartley and Betts (2009: 2015) wrote that "[i]t is possible that more papers might be read in detail if the abstracts were more informative". They related size of abstract with information provided. The results from our research, however, do not support their findings, as has been noted above. Solid information can perfectly be squeezed in a 150- to 200-word

abstract, although it is also true that following Hartley and Betts' (2009) checklist, the score we would obtain would be significantly lower than theirs, basically because theirs was based on experimental articles in the social sciences.

The issue is not only (and not so much) about what structured and unstructured abstracts are, but basically what sort of information we include in them, and whether or not they contain the necessary information to adequately transmit the contents of the RA to the busy reader and researcher. Although two of the four journals in our corpus are quite explicit about what an abstract should be like, the differences between *IBRev* and *JBRes*, both Elsevier journals, and *JBEth* and *JIBS*, from Springer and Palgrave Macmillan, respectively, do not appear in the findings obtained. They are neither longer, nor contain more moves than the other abstracts, even though the first two journals' guidelines insist that abstracts "should state briefly the purpose of the research, the principal results and major conclusions". Therefore, analyzing the corpus of abstracts through their structure we may conclude that

a) these abstracts are not fully representative of what an adequate abstract, informatively and persuasively, should be like;

b) in some of the RAs analyzed, the abstract seems to announce a type of paper and then the RA responds to a completely different set up;

c) there is no sufficient presence of their authors through *attitude* and *engagement markers* and, consequently, the language is not persuasive enough to engage the reader to go on reading the paper; and

d) in general, neither what is important, nor the original aspects of the paper, are brought forward through its abstract.

In regard to the abstract-paper relationship, both in terms of structure and move content, the results obtained in this study do not seem to have a bearing, or a direct influence, on whether the paper has been written following the IMRD macrostructure or any other model; and neither do the Introductions, as mentioned earlier. Authors seem to follow their own idea of how to write an abstract, irrespective of the structure of the paper and vice versa; nevertheless, most of them adhere to the general concept of how to write a traditional one-paragraph abstract. In regard to abstract size and its relationship to content, authors do not explore all the possibilities that their respective journal offers: very few of the journals use more than the 150 words that journals usually allow (*JIBS* only permits up to 100 words). The mean number of words per abstract in our corpus speaks for itself (*IBRes*, 123; *JBEth*, 150; *JBRes*, 122; and *JIBS*, 120), and it would help considerably if they used the space allowed to complement the information to the full five moves called for by the traditional one-paragraph abstract. Hartley et al. (2003: 295) contended that abstracts are difficult to write because they have to compact "dense and complex material […] within a tight word limit and, sometimes, authors fail to manage it". By this word limitation, Hartley et al. (2003) refer to structured abstracts that normally occupy more space than traditional ones (Hartley, 2002), but this has no such influence on the traditional one-paragraph abstract, as shown in this research.

As far as the terminology is concerned, the consistency tests carried out in the discussion section confirm the affinity of both genres in terms of the abstract's selection of adequate language to express the contents of the paper. From this point of view, the *WordSmith Tools* keyword analysis confirms, in the sample studied, the correspondence not only between

abstract and RA, but also with title and keywords selected by the authors of the research article.

The second main issue studied is the Introductions of RAs. Aside from the abstracts, they should also constitute a guide to go through the paper. From this research, it is apparent that a cross-fertilization of ideas would enhance not only the abstract, but also the RA itself. If in the abstract, and then in the Introduction, a planned RA is predicted as containing Purpose, Methods, Results and Conclusion, the RA should respond to such expectation, otherwise the reader would be misled and disenchanted with the reading. Thus, a recommended general structure of a paper is always necessary to comply with the expectations and conventions of one's own discourse community. From our results we can conclude that the majority of the IMRD-structured papers satisfy the most demanding readers; however, the terminological choice in some of the RAs is more of a hindrance than a helping hand to the reader, even though internally they may be structured according to the IMRD model. The only new section that should perhaps be prototypical of business articles is Theory or Theoretical Framework in which both plain theory and its application should fit in, along with hypotheses development. However, there is no sufficient evidence that a section on Literature Review would be necessary if the Introduction is supplied with enough citations to set the research in its proper perspective. Similarly, with the Discussion, which could be perfectly called Discussion and Conclusions; then the different sub-sections listed in the RAs of our corpus could be added.

Therefore, business academics could perhaps think about adopting this adaptation of the traditional IMRD model in which Theory is included, and popularize an acronym, such as ITMRD, for Introduction, Theory, Methods, Results, and Discussion. Consequently, the

load of information attributed to this new pseudo-section should call for a serious reconsideration of the RA structure in the business area. This investigation, based on the corpus described above, has aimed precisely at providing some extra information on business RA structure.

As it was remarked earlier in this research, comprehension of research articles was enhanced, to a great extent, by papers with a recognizable structure –a 'canonical structure', was the expression– in such a way that it could lead the reader into the substance of the text, starting with a well-organized Introduction as its 'road map'. The findings we have obtained through the non-IMRD-structured articles should certainly call for a reflection on the possible adoption of a generalized RA template signaling the main sections of the RA, whether or not based on empirical results. Through this model business authors could have clearer guidelines for the writing of abstracts and papers that could identify more adequately their discourse community and contribute to enhancing their identity as business communicators.

Although academic papers have been sometimes treated as purely informational and impersonal (Myers, 1989: 3), there is a real connection between writer and audience. In the last two decades, metadiscourse studies have brought this to the front line of research. Major works, such as Crismore (1989), Nash (1992) and Hyland (2005), although they may see metadiscourse from different points of view, have prompted many studies from applied linguists, as shown earlier in this research. Hyland (2005), whose model we have followed in our analysis, systematized metadiscourse through his interpersonal model. This pattern has permitted us to see things, both in abstracts and RAs, and to clarify and contradict the idea that business English may be perhaps too impersonal. Our results support our

hypothesis that authors are present in both genres; however, their presence is more visible in RAs, especially in regard to the authors' quadruple role, as writer, researcher, arguer, and evaluator, roles which are mostly present in RAs.

From this research, the pedagogical implications that can be drawn are multiple, while it also brings about a wide open door for further research. We already mentioned the importance attributed to text structure for comprehension. Our students will surely welcome a systematized method of reading and studying abstracts and research papers as a direct way to enhance their reading comprehension, and ultimately their writing skills. At the same time, the techniques used in teaching reading will inevitably be transferred to writing in an organized and orderly fashion. The business career (Bondi, 2010: 220) is oriented "to firm activity, organization and management", and thus more interested in report and letter writing, and oral presentations. However, these genres, together with abstracts and RAs, should all complement each other, since organized and structured writing is applicable in all of them, each with their own mechanics and conventions.

The main contribution of the dissertation is centered around our theoretical claim that empirical discourse analysis can contribute towards the problem of document characterization through its structure. We exemplified this by applying an analysis of prototypical scientific characterization of an all-purpose pattern, in the first place, for abstracts and, in the second, for research articles. We claim that a document structure of this sort can contribute towards increasing business communicators' identity.

The practical contributions of this dissertation are fourfold:

- The usefulness of corpus-based research in the study of structural elements in a given business genre and how it can be used to determine text structure.

- The awareness that the abstract is fundamental in the dissemination of scientific knowledge and therefore it should contain adequate and persuasive enough information to induce the readership into reading the paper.

- The conviction that the abstract, as a preview, and also the Introduction, should constitute a 'road map' for the paper; they should be structured according to this road map and, whenever possible, following a conventional structure, for example, BPMRC, for abstracts, or IMRD, for papers, or its ITMRD adaptation for business articles.

- The practical application of this structural conceptualization can contribute to class preparation and application across the business curriculum. Through this preparation students can acquire from their early university stages the conventions of business written communication applicable to the different genres in the discipline.

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APPENDICES

Appendix 1. Thesis summary in Spanish (Resumen de la tesis en español)

Contenido y forma de los resúmenes y artículos de investigación en inglés empresarial: un enfoque de género basado en la lingüística del corpus

Introducción

La comunicación en los negocios ha sido recientemente centro de gran preocupación entre los educadores en su empeño por aumentar las destrezas tanto orales como escritas de los estudiantes de empresariales (Campbell et al., 2001; Hynes & Stretcher, 2008), por implementar la escritura en el currículo universitario (Carlino, 2004), así como la adecuación de las clases de lengua al *Marco común europeo de referencia para las lenguas* (Ruiz-Garrido & Palmer-Silveira, 2008; Bárcena, 2009). Hasta la fecha, se ha incidido principalmente en potenciar las destrezas comunicativas orales, las presentaciones; en cambio, se ha incidido mucho menos en la lengua inglesa escrita, en lo referente a resúmenes y artículos de investigación (Amidon, 2008).

El impacto de los trabajos de Swales (1981, 1990, 2004) ha sido como un estímulo para promover numerosos estudios sobre el resumen y, sobre todo, el artículo de investigación; sin embargo, poco se ha escrito sobre la estructura y contenido de estos dos géneros en el ámbito de los estudios empresariales. Amidon (2008) ha llamado la atención de los profesionales en el sentido de que la comunicación en los negocios necesita más investigación y que es esencial para adquirir su propia identidad investigadora.

Los estudiosos de los géneros académicos han destacado la importancia de la estructura textual para la comprensión lectora (Samuels et al., 1988; Diakidoy et al., 2003); Dymock, 2005). Por lo general, ponen a la par en importancia el conocimiento previo y la estructura del texto. Según Kendeou y Van de Broek (2005), la falta de conocimiento previo por parte de los lectores se controla mediante la estructura del texto con un formato que resulte en una mejor comprensión y aprendizaje. Asimismo, Rogers y Rymer (2001: 116) van un paso más allá al afirmar que "el significado no reside en el texto mismo sino que se construye colaborativamente por escritores y lectores; es decir, el lector trata de entender lo que el escritor trata de decir, intentado alcanzar al escritor, desempeñando un papel activo y participando y proporcionando detalles de las claves textuales y de su conocimiento del contexto".

El artículo de investigación como género ha sido objeto de estudio de los filólogos durante mucho tiempo (Bazerman, 1988; Swales, 1990; Berkenkotter & Huckin, 1995, y otros) al concienciarse de su importante papel en la diseminación del conocimiento. Sin embargo, tanto el artículo como su resumen, como géneros básicos en esa diseminación de la ciencia, han sido algo olvidados en el ámbito de los estudios empresariales. Como decía Swales (1984b: 78), el resumen debe competir para atraer la atención de lectores muy ocupados y con un amplio abanico de artículos donde elegir, por lo que su escritura es básica para conseguir lo que se propone, que el lector se convenza de que le conviene leer el artículo. Hyland (2000: 64) resume la importancia de estos dos géneros con estas palabras:

El artículo de investigación es esencialmente la codificación del conocimiento disciplinar, donde los escritores intentan persuadir a sus comunidades que acepten sus reivindicaciones y las certifiquen como conocimiento reconocido y legítimo. Los resúmenes tienen un objetivo más modesto y más urgente: persuadir a los lectores de que vale la pena leer el artículo. Es, por lo tanto, una representación selectiva más que un intento de dar al lector el conocimiento exacto del contenido de un artículo.

Objetivo y planteamiento de hipótesis

Esta investigación plantea incrementar la concienciación sobre la importancia real de la publicación de artículos y sus resúmenes en los estudios empresariales. Para poder informar a los lectores sobre la producción científica a través de los artículos de investigación e influir en su decisión acerca de la conveniencia de leer un artículo determinado, debemos tener en consideración algunos temas importantes. El papel del resumen a este respecto es reconocido por el personal académico, pero la creciente avalancha de publicaciones científicas a menudo les ha empujado a servirse de técnicas simples como mirar por encima un artículo o depender básicamente de la información que reciben a través de los resúmenes. Por lo tanto, uno de los temas fundamentales en cuestión es si estos resúmenes realmente representan a sus artículos, y si el lenguaje utilizado en ellos es claro y suficientemente persuasivo para convencer al lector de que lea el artículo.

Esta investigación se potenciará mediante la lectura extensiva e intensiva de la literatura existente sobre resúmenes y artículos de investigación. Su objetivo se centra básicamente en tres áreas principales de estudio: análisis de textos de un corpus y estudio de su densidad léxica; estructura y contenido de los resúmenes y artículos de

investigación y cómo se relacionan entre sí; y, por último, presencia de los autores en resúmenes y artículos de investigación como elemento de persuasión. Este triple objetivo puede ser verbalizado con los siguientes sub-objetivos o hipótesis:

1. Los resúmenes, ya que son una representación del artículo de forma condensada, mostrarán menos repetición en cuanto a su densidad léxica, y en consecuencia mayor ratio tipos/palabras (*type-token ratio*) que el artículo de investigación al ser este último un tipo de texto más largo y más parecido a un texto expositivo.

2. Los resúmenes de los artículos de los negocios por lo general reflejan una estructura de cinco movimientos, según la propuesta de Weissberg y Buker (1990) con su modelo de cinco apartados.

3. La sección de la Introducción de los artículos de los negocios constituye una guía para la lectura del artículo y señala sus diferentes etapas y actos del discurso en el artículo que introduce.

4. Existe una conexión, tanto en forma como en contenido, entre los resúmenes y las Introducciones ya que ambos constituyen como un 'mapa de ruta' del artículo que viene a continuación.

5. Los artículos en inglés sobre los negocios siguen estrictamente las secciones tradicionales del patrón IMRD (Introducción, Metodología, Resultados y Discusión).

6. Tanto resúmenes como los artículos de investigación no son tan impersonales como han sido calificados, ya que la presencia de los autores puede claramente detectarse en ambos géneros.

Estructura de la tesis

La presente tesis está estructurada de acuerdo con los siguientes ocho capítulos principales:

En el capítulo 1 se introduce el tema general de la investigación, es decir, comunicación en los negocios, con el estudio de dos de sus géneros fundamentales, los resúmenes y los artículos de investigación, junto con la descripción de la importancia que tiene la estructura con respecto a la comprensión del texto científico.

El capítulo 2 intenta establecer el escenario del estudio mediante una breve descripción sobre el género y en qué consiste, así como las publicaciones relacionadas con el mismo en un enfoque multidisciplinar.

El capítulo 3 se centra en el estudio del resumen y del artículo de investigación en el área de los negocios, especialmente con respecto a las escasas publicaciones que ha habido en esta área en cuanto a la estructura de estos dos géneros.

En el capítulo 4 se analiza la organización textual en los géneros académicos en cuando al resumen tradicional de un solo párrafo, al artículo de investigación y su estructura IMRD y a las numerosas propuestas de estructura para sus distintas secciones. El capítulo se cierra con la presentación del modelo de metadiscurso de Hyland (2005) que posteriormente se aplicará a los textos del corpus.

En el capítulo 5 se detalla la metodología a partir de la descripción del corpus y de los criterios de selección del mismo. Se presentan, asimismo, los distintos modelos empleados para el estudio del resumen y del artículo de investigación en sus distintas secciones y su aplicación en el análisis basado en la lingüística del corpus, así como la descripción del paquete de software empleado para el estudio.

El capítulo 6 presenta los resultados de la investigación, con el análisis de los textos: (a) densidad léxica de ambos géneros y su comparación; (b) resultados sobre la estructura de las secciones del artículo y el contenido de sus movimientos, así como los resultados referidos a los resúmenes y su comparación con el artículo, y las implicaciones que se derivan de la misma; y (c) elementos retóricos interactivos e interaccionales contenidos en ambos géneros en aplicación de las categorías derivadas del estudio del metadiscurso.

En el capítulo 7 se analizan los resultados a la luz de las hipótesis planteadas al inicio. Asimismo, se proponen posibles soluciones al problema de la estructura de los artículos en el ámbito empresarial. Se realiza también una prueba de consistencia a través del programa *WordSmith Tools* comparando los distintos elementos que componen el artículo científico (título, resumen, palabras clave, resto del artículo). Finaliza el capítulo con una serie de consideraciones sobre metadiscurso en los textos empresariales.

Por último, en el capítulo 8 se presentan las principales conclusiones de la investigación, así como implicaciones pedagógicas, además de destacar lo que aporta de significativo esta tesis sobre el análisis estructural de género.

Estado de la cuestión y revisión de la literatura

En este apartado se introduce el concepto de género y sus características de acuerdo con la literatura existente. Se centra básicamente en los estudios de género de Miller (1984), Swales (1990), Bhatia (1993), Bazerman (1994), Berkenkotter y Huckin (1995), así como posteriores aportaciones de Yates y Orlikowski (2002), entre otros.

La principal evidencia que se extrae de la revisión de la literatura es que se ha escrito mucho sobre el artículo de investigación y sobre los resúmenes, especialmente a partir del estudio de Swales (1981) sobre las Introducciones. En este trabajo, Swales estableció una metodología de análisis que se ha convertido en prototípica a lo largo de

los últimos treinta años, como se demuestra por la producción literaria desde entonces. Efectivamente, se ha publicado mucho sobre el artículo científico, sobre todo con respecto a la Introducción y a los resúmenes, aunque menos alrededor de las otras secciones del artículo.

Se hace necesario establecer una serie de premisas alrededor de esta revisión en la cual la investigación toma diversos itinerarios: por una parte, los artículos en el área de las ciencias de la salud, especialmente en medicina, que desde los inicios han seguido su propio camino con respecto a la estructura del artículo adoptando el modelo IMRD, así como la incorporación del resumen estructurado, especialmente desde principios de la década de 1990. El modelo IMRD ha ido atravesando fronteras desde unas disciplinas a otras y es actualmente el más generalizado. Sin embargo, esto no se ha producido de la misma forma en cuanto al resumen del artículo de investigación. Algunas disciplinas, sobre todo en el área de la medicina, de las ciencias sociales (psicología, ciencias de la educación y de la información, etc.), así como en algunas revistas relacionadas con la ingeniería informática y otras ingenierías, poco a poco han ido adoptado el resumen estructurado como propio.

Estos estudios sobre el artículo de investigación, no obstante, no se han centrado solamente en sus aspectos estructurales, ya que muchas más páginas se han escrito sobre sus análisis lingüístico, cultural, étnico, etc. Así, por ejemplo, se ha estudiado la variabilidad lingüística y retórica en resúmenes de biología, medicina y lingüística (Melander et al., 1997), o bien los aspectos de promoción y credibilidad en los resúmenes de ocho disciplinas (Hyland, 2000), así como los numerosos artículos de

Hartley (2000, 2002, 2003, entre otros trabajos) sobre ciencias sociales, o la conexión entre resúmenes e Introducciones en resúmenes de ciencias medioambientales (Samraj, 2005). También ha habido numerosos estudios contrastivos entre inglés y español (Martín-Martín, 2008; Perales-Escudero y Swales, 2011) y también con otras lenguas, como el chino (Loi, 2010; Loi y Evans, 2010).

Si abundante ha sido la producción literaria con respecto a los resúmenes, mucho más lo ha sido con respecto al artículo, sobre todo a partir de los años 90, tanto a nivel internacional (Swales, 1991, 2004; Skelton, 1994; Nwogu, 1997; Flowerdew, 1999; Kanoksilapatham, 2005; Ozturk, 2007, Rundblad, 2008, etc.) como nacional (Fortanet Gómez, 1996; Posteguillo, 1999; Fortanet Gómez y Piqué Angordans, 2002; Lorés Sanz, 2008; Piqué-Angordans et al., 2009, 2011, entre otros).

Estudios de género en el ámbito empresarial

Los estudios de género en el ámbito de los negocios, sin embargo, han sido más irregulares en cuanto a los resúmenes y los artículos de investigación. Por una parte, muchas de las publicaciones se han referido fundamentalmente a la escritura en general y sus distintas destrezas, y por otra, a los estudios de casos, presentaciones orales y similares. Los estudios referentes a los resúmenes y los artículos de investigación, por el contrario, han sido escasos, especialmente en lo que se refiere a su estructura. Por otro lado, los pocos artículos publicados no parece que se concienciaban de la distinción entre los estudios económicos y los relacionados con los negocios y solían

incorporar a sus títulos el siguiente final en inglés "… in business and economics" (Fortanet Gómez, 1996; Evans, 1998; Plutsky y Wilson, 2001). Sin embargo, Bondi (2006), a pesar de que también utiliza este final en sus títulos, ha puntualizado las diferencias existentes entre ambas disciplinas: "las ciencias económicas (*economics*) identifican un área a la que uno se puede referir con un solo vocablo en singular, mientras que los estudios de los negocios claramente se refieren a una pluralidad de disciplinas o sub-áreas y enfoques: marketing, contabilidad, gestión corporativa, relaciones humanas, etc." (Bondi, 2006: 51). Aun cuando Bondi también apunta que las ciencias económicas tienen otras sub-áreas, desde las finanzas a la historia del pensamiento económico, los estudios empresariales están siempre orientados hacia "la actividad empresarial, su organización y gestión" (Bondi, 2010: 220).

Los manuales sobre escritura existentes en el ámbito empresarial (Blake y Bly, 1992; Cleland, 2003; Roddick, 2010, entre otros) estudian y detallan cómo escribir cartas de negocios, memorandos, informes, e incluso detalles sobre presentaciones, etc., pero ningún consejo se da sobre cómo escribir un artículo de investigación y su resumen. Lo mismo sucede en las aulas, donde poco o nada se enseña sobre estos dos géneros, por lo que el estudiante o el joven profesional de los negocios se debe nutrir de trabajos multidisciplinares, como los de Weissberg y Buker (1990), Swales y Feak (1994), o la colección de ensayos coordinada por Fortanet Gómez (2002) en la que se detallan las distintas secciones del artículo de investigación, incluido el resumen, bibliografía, notas, etc. Mur Dueñas (2007, 2009, 2010a-b, 2012) es de las pocas estudiosas del artículo de investigación que ha tocado el ámbito de los negocios con sus estudios, tanto sobre textos en inglés como en inglés y español, sobre artículos referidos a la

gestión empresarial. En el ámbito anglosajón, dos revistas norteamericanas, *Journal of Business Communication* y *Business Communication Quarterly*, de la Association of Business Communication, publicaron en los años 80 algunos artículos sobre cómo escribir un resumen y lo mal que se escribía en el área de los negocios, pero poco más destacable. Recientemente, se ha publicado un trabajo de Piqué-Angordans y Piqué-Noguera (2010) en el que se estudia el resumen y el artículo de investigación en el área de los negocios, junto con el tema de los modelos de citas, la bibliografía, así como Internet y el plagio.

Organización textual y análisis de los géneros académicos

La estructura del artículo de investigación ha sido tema de debate en las distintas disciplinas; sin embargo, se ha puesto de manifiesto una gran variabilidad en cuanto a una posible estructura, desde Hutchins (1977), pasando por Hill et al. (1982), Stanley (1984) y otros, y diversos modelos se han propuesto hasta centrarse en el enfoque del inglés para fines específicos liderado por Swales (1990) y su adopción, junto con Weissberg y Buker (1990), del modelo del reloj de arena de Hill et al. (1982).

Por lo general se ha venido manteniendo que los resúmenes no estructurados debían al menos contener cuatro o cinco apartados, según la norma ANSI Z39.14, de 1979, revisada en 1997, o bien según las distintas ediciones de manuales, como APA 2010. En base a ello, los expertos sugerían distintos modelos de los que hemos extraído el publicado por Weissberg y Buker (1990), de cinco apartados según el acrónimo inglés

BPMRC (Antecedentes, Objetivo, Método, Resultados, Conclusión). Coincidentes con este modelo, aunque con alguna diferencia terminológica, son los de Hyland (2000), o Swales y Feak (2010), y parecidos los de Cross y Oppenheim (2006), Kitchenham et al. (2008).

Metodología de la investigación

Siendo un estudio basado en la lingüística del corpus, nuestro primer paso fue la selección del mismo y su descripción, siguiendo el muestreo jerárquico de Biber (1993) en su descripción del canal (publicación), del formato, de la disponibilidad, el emisor y destinatario, etc. El corpus lo forman 40 artículos de cuatro revistas de negocios: *International Business Review* (*IBRev*), *Journal of Business Ethics* (*JBEth*), *Journal of Business Research* (*JBRes*) y *Journal of International Business Studies* (*JIBS*); además de 80 resúmenes de las mismas revistas, 40 de los cuales corresponden a los 40 artículos. El estudio tiene ciertas limitaciones al realizarse sobre un corpus pequeño, aunque no por ser pequeño sea menos válido. Como decía Swales (2006: 20), "existen señales de que es posible que la primera década del nuevo siglo se convierta en la década de los corpus especializados pequeños".

La primera tarea fue convertir todos los textos en documentos sin formato para su tratamiento informático a través del programa *WordSmith Tools* (Scott, 2009), lo cual requirió su etiquetado para su interpretación y contabilización a través de este programa, especialmente para los cálculos de la densidad léxica, número de palabras

por frase, etc. A continuación, aplicamos en cada uno de los textos del corpus los distintos modelos antes mencionados para averiguar la presencia de movimientos y pasos ('moves' y 'steps') en cada sección para su contabilización y cálculos porcentuales, primero con los resúmenes y a continuación con los artículos.

La estructura del artículo de investigación se presenta mucho más problemática, especialmente por tener cada disciplina distintas necesidades. Así, el modelo IMRD se ha consolidado en medicina (cf. Nwogu, 1997) y en la mayoría de disciplinas (Weissberg y Buker, 1990; Swales y Feak, 1994). Sin embargo, las secciones ofrecen numerosas diferencias según la disciplina. Para su estudio y aplicación a nuestro corpus, no hemos utilizado un solo autor para cada una de las secciones, sino que hemos optado por aquellos que mejor se adaptaban a las necesidades de los artículos seleccionados, aunque estas necesidades inicialmente eran simples suposiciones, pues dependíamos obviamente de los resultados posteriores. Así, hemos elegido los siguientes modelos: para la Introducción, el modelo de Swales (2004). Para la sección de Método, hemos adoptado la propuesta de Mur Dueñas (2007) quien, a su vez, fusiona los modelos de Nwogu (1997) y Coll García (2002). En la sección de Resultados hemos adoptado el modelo de Yang y Allison (2003), mientras que en la Discusión, que se nos presentaba como la más complicada, hemos optado por adaptar a nuestros textos el modelo publicado por Dudley-Evans (1989). Y para el estudio de la estructura del resumen hemos adoptado el modelo de Weissberg y Buker (1990) que responde a BPMRC. Finalmente, para el estudio de las dimensiones interactiva e interaccional del metadiscurso, hemos empleado la propuesta hecha por Hyland (2005),

extrayendo numerosos ejemplos de nuestro corpus para ejemplificar las distintas categorías.

Un corpus de textos se puede analizar de diversas maneras, pero ante todo deben extraerse sus características en forma de datos cuantitativos. Como decía Swales (1984a: 12), "los análisis de frecuencias son descripciones, no explicaciones; no son procedimientos de descubrimientos, sino que a menudo pueden indicar qué características exigen algún tipo de exploración". Decía esto contra aquellos que criticaban el trabajo de frecuencias en la investigación en el inglés para fines específicos, "aquellos que se les da muy bien hacer afirmaciones de que alguna característica es importante e interesante sin proporcionar más evidencia que su existencia en uno o dos párrafos que presentan para un análisis minucioso".

Resultados

En esta sección se presentan los datos numéricos extraídos de nuestro análisis del corpus. En primer lugar, los datos básicos con respecto a las cuatro revistas, tanto sus resúmenes como los artículos. A pesar de que en los círculos académicos en los negocios prevalece la idea de que la investigación sobre el discurso relacionado con los negocios se antepone al texto, algunos estudios efectivamente tratan el texto como elemento secundario al análisis teórico.

En estos primeros datos destaca la similitud existente entre resúmenes y artículos en cuanto al promedio de palabras por frase (entre 23 y 25 en los resúmenes y en los artículos), cuando se podría esperar una mayor diferencia en cuanto que se supone que los artículos deberían ser más prolíficos en palabras y los resúmenes más parcos, debido a las limitaciones en palabras que suelen exigir los directores de las revistas; además, también se deben tener en cuenta que el artículo suele aducir sus ideas mediante la inclusión de muchas más cláusulas subordinadas que los resúmenes. La literatura, sin embargo, suele contabilizar frases más largas en los artículos, como es el caso de Hartley (2003).

Otro dato significativo es la proporción número de tipos de palabra vs. número de palabras, o la 'type-token ratio' (TTR). Si bien los resultados se pueden obtener haciendo el análisis con la totalidad de los textos, la comparación se realizó mediante la prueba de la TTR estandarizada, según el programa *WordSmith Tools*, mediante la utilización de segmentos de texto de 1.000 palabras. El resultado obtenido muestra ser superior (45.20) en los resúmenes, lo que pone de manifiesto una menor repetición en los resúmenes que en los artículos (con 38.31) (cf. tabla 6.3 y figura 6.1).

El análisis de la presencia de movimientos, o unidades informativas, en los resúmenes pone de manifiesto la presencia de los tres movimientos centrales (Objetivo, 97,50%; Método, 76,25%, y Resultados, 92,50%) superior a la de Antecedentes (53,75%) y Conclusión (40,00%). Comparados estos resultados con otros autores (Dahl, 2004a; Dong y Xue, 2010), los resúmenes de nuestro corpus son más informativos, aunque se confirma nuestra hipótesis solo parcialmente, dado que los resultados de Antecedentes

y Conclusión están muy por debajo de los otros tres movimientos. Sin embargo, los ejemplos aducidos de cada uno de estas unidades informativas son perfectamente identificables con cada uno de los movimientos a los que representan.

En nuestro análisis de los artículos, en primer lugar, estudiamos conjuntamente todas las Introducciones, prescindiendo de si el artículo estaba estructurado según el modelo IMRD. Por una parte, los resultados de las 40 Introducciones muestran un porcentaje muy elevado en la presencia de los movimientos y pasos considerados como obligatorios (superior al 70% en todos ellos). Sin embargo, en cinco de los siete considerados no obligatorios el porcentaje se mantiene por debajo del 50%. En cambio, el movimiento M3-S4 ('Resumen del método'), que es opcional, tiene una presencia del 72.50%. En cuanto al primer movimiento, donde se sitúa al lector en la perspectiva temática del artículo, Swales (2004) argumentaba la necesidad de incluir citas; sin embargo, aún cuando este movimiento aparece en todas las Introducciones, no siempre cumple con este requisito de las citas en nuestro corpus: encontramos un promedio de unas 6 citas por Introducción, aunque en un artículo no hay ninguna, en tres artículos solo hay una cita, y en otras tres hay dos citas. Se desnivela el promedio con las cuatro Introducciones en las que hay 16 citas en una y 15 en otros tres artículos. El problema radica en averiguar cuántas referencias son necesarias para cumplir con este movimiento, pero no existe respuesta a esta pregunta.

A continuación hemos distinguido entre los 7 artículos que no se adhieren al modelo IMRD y los 33 que sí adoptan ese modelo. Los resultados son obviamente dispares, y es necesario matizar algunos de ellos. En primer lugar, los 7 artículos no-IMRD

presentan una muy diversificada estructura. Después de estudiarlos a fondo, hemos podido comprobar que dedican una gran parte del mismo a presentar teoría a través de un modelo, una propuesta, o un proyecto que posteriormente plantean su aplicación, con una valoración final o conclusión. Hemos comprobado, además, que sus Introducciones, como hemos visto ya en el apartado anterior, no difieren de las Introducciones de los artículos que siguen el modelo IMRD, y en algunos casos son incluso más completas.

En cuanto a la estructura de este grupo de artículos, hemos comprobado que se puede a menudo plantear una distribución de las secciones de acuerdo con el paradigma problema-solución (Hoey, 1983) (cf. tabla 6.17), mientras que en otros se puede discernir una estructura más simple, originada en el reloj de arena (Hill et al., 1982), en los que, partiendo de un concepto generalizador se pasa a los detalles particulares para posteriormente volver al tema general planteado al principio. Sin embargo, dada su variabilidad no se puede generalizar una estructura unitaria para este grupo de artículos. Además, la parte que hemos denominado teoría suele ocupar un porcentaje muy superior al resto del artículo.

La selección de los artículos entre IMRD y no-IMRD no ha sido tan fácil como parece inicialmente dado que algunos clasificados como del grupo IMRD no son tan fáciles de detectar visualmente ya que los títulos de las secciones no siguen la nomenclatura tradicional. En algunos casos incluso se produce un evidente solapamiento entre secciones, por lo que se complica aún más esta separación. La característica más evidente que hemos detectado es la existencia de una sección, por lo general bastante

extensa, en la que los autores presentan un apartado teórico, en el que también a veces se suele incluir o bien una revisión de la literatura o el desarrollo de hipótesis. Por lo que respecta a la llamada Discusión, también se incluyen sub-secciones como Implicaciones, Limitaciones, Investigación futura y también Conclusión. Por otra parte, es evidente que los autores de artículos relacionados con empresariales aligeran el contenido de la Introducción y, a su vez, añaden una sección nueva, como es el caso de Teoría, que suele ocupar una buena parte del artículo en un porcentaje superior al resto de secciones del artículo.

La sección Método presenta numerosos problemas estructurales debido a los posibles tipos de artículos, si son experimentales o expositivos, así como a qué disciplina corresponden. Nuestro análisis se basa en la propuesta de Mur Dueñas (2007) con once movimientos. En la mayoría de los artículos hemos visto que utilizan principalmente el término 'Métodos' para referirse a esta sección, aunque suele también suceder que, o bien la distribuyan entre varios sub-títulos o bien se solape con otras secciones, como por ejemplo con Resultados. La cuantificación de la presencia de movimientos en esta sección es muy alta y solo el movimiento 11 ('Indicar un resultado') aparece con un porcentaje bajo (30,30%), mientras que el resto está por encima del 60% y seis de ellos por encima del 80%, con un porcentaje global del 73,55% en cuanto a presencia de movimientos en la sección.

En cuanto a su representación textual, esta sección es fácilmente detectable dado que ofrece una amplia diversidad de expresiones siempre referidas a esta sección: expresiones sobre colección y clasificación de datos, quién constituye la muestra de

estudio, variables estudiadas, apoyo de la investigación previa para dotar a la prueba de consistencia, etc. son las más habituales.

En cuanto a la sección de Resultados, poco se ha escrito sobre la misma, sobre todo en cuanto a su estructura debido a su complejidad. Yang y Allison (2003) plantearon una propuesta para artículos de lingüística aplicada; sin embargo, intentar aplicarla a artículos de los negocios no es tarea fácil. Nos servimos de ella, no obstante, como guía para nuestro análisis estructural, aunque los resultados evidencian esta dificultad. Sin embargo, a través de las diferencias y semejanzas podremos extraer algunas conclusiones para la investigación futura. Los resultados de este análisis son, efectivamente, algo descorazonadores dada la escasez de respuesta en los artículos de nuestro corpus. De los trece movimientos y pasos de que se compone esta estructura, solo en seis de ellos los resultados superan el 60% y siete de ellos no llegan al 40% de presencias. Su caracterización lingüística no es excesivamente explícita, excepto en aquellos casos claros con el uso de la palabra 'resultados', del verbo 'mostrar' o 'encontrar' ('show' o 'find' en inglés), o cuando se comparan los resultados propios con los de la literatura previa.

De la misma manera que nos encontramos con una sección insertada entre Introducción y Métodos, en la sección de la Discusión los autores también buscan soluciones para expresar sus conclusiones o elementos de su debate final. Por este motivo, aparecen numerosos sub-títulos que en otras disciplinas vienen insertados en la Discusión como parte de ella. En esta sección hemos utilizado como base la propuesta estructural de Dudley-Evans (1989) adaptándola mínimamente a estas últimas sub-secciones para ver

hasta qué punto deberían ser incluidas y puestas a la misma altura que el resto de secciones. Los resultados nos han dado parcialmente la razón en los cuatro últimos movimientos (Limitaciones, Implicaciones, Investigación futura y Conclusión) en porcentajes por encima del 50%, pero solo como sub-apartados dentro de la Discusión.

El análisis estructural de los resúmenes nos conduce a un análisis más profundo: el de las categorías metadiscursivas integradas en los mismos a través de las cuales analizar la proximidad o alejamiento existente entre el autor y el lector. Una de las limitaciones de este análisis es el número de resúmenes. No obstante, con la exposición y documentación textual expuestas, nos podemos hacer una idea suficientemente aproximada de cómo se manifiesta el autor en sus resúmenes.

En la contabilización de las distintas categorías de metadiscurso se observa que en los resúmenes hay un uso ligeramente superior de las formas retóricas interactivas que las interaccionales, con las *transiciones* como las más utilizadas seguidas de las *matizaciones*. Es razonable en cuanto a las *transiciones* ya que están formadas principalmente por conjunciones; sin embargo, no aparece ningún *marcador endofórico* en los 80 resúmenes del corpus. Sorprende la casi ausencia de *marcadores de actitud* y *relacionales*, ya que son estos los marcadores que mejor potencian la intención persuasiva del resumen: solo hemos encontrado 16 *marcadores relacionales* en los 80 resúmenes, es decir 1,56 por cada mil palabras. Uno de los *marcadores relacionales* que se debe destacar es el uso de la pregunta retórica, que es otra manera de hacer al lector partícipe del artículo. Con la pregunta retórica el autor intenta conseguir de la mejor manera posible como implicar al lector, aunque sea de forma indirecta, pero

como una especie de psicología a la inversa. Es una manera indirecta de llamar la atención del lector hacia un punto concreto, más que una manera directa de dirigirse al tema en cuestión.

En el análisis sobre el metadiscurso en los artículos, hemos visto que abundan los *marcadores evidenciales* y *endofóricos*. Este aumento de los marcadores interactivos sobre los interaccionales, según Hyland (2005: 92), responde a la importancia que tiene "guiar el proceso lector mediante la indicación de la organización del discurso, así como aclarar las conexiones proposicionales y los significados". Aparte de los típicos ejemplos que apoyan la lectura académica, queremos destacar, primero, el uso del pronombre como marcador personal, tanto de exclusión como de inclusión. Es decir, de exclusión en el que el pronombre 'we' figura como referido única y exclusivamente al autor o autores del artículo; de inclusión, es decir, que en el 'we' o en el posesivo 'our' el autor incluye también al lector, como en la expresión "Collectively, our moral standards have dropped. By extension, then, our organizations' moral standards have also fallen" (5-*JBEth*).

Fløttum et al. (2006) propuso, en referencia a los marcadores personales, cuatro papeles distintos que el autor desempeña en su texto: el autor como investigador, como escritor, como argumentador y el autor como evaluador. Estos roles vienen desempeñados con el pronombre de primera persona plural 'we' seguido de un verbo concreto. Para el autor como investigador, el verbo puede ser 'analyze', 'assume', 'compare', 'follow, 'use', etc. Para el autor como escritor, el verbo suele ser uno que implique representaciones verbales o gráficas, como por ejemplo, 'explain', 'summarize',

'collect', 'focus on', 'move on', etc. Como argumentador, el verbo es de posición o de opinión, como 'believe', 'argue', 'contend', 'claim' y otros. Finalmente, para el autor como evaluador, al pronombre le seguirá un verbo de emoción, como 'feel', 'be skeptical about', 'be content to', 'find something' seguido de un adjetivo de evaluación. Los ejemplos son numerosos a lo largo de los artículos del corpus.

Discusión

Desde el punto de vista de las diferentes secciones de nuestro corpus, los resultados obtenidos en las cuatro revistas presentan una perspectiva irregular de la estructura IMRD debido principalmente a dos factores: secciones adicionales entremezcladas y solapamiento de unas con otras. Dada la frecuencia de aparición de una sección sobre Teoría entre la Introducción y Métodos, su inclusión debe interpretarse como normal y necesaria en los artículos de negocios. En cambio, basándonos asimismo en los resultados obtenidos, la adición de Implicaciones, Limitaciones, Investigación futura y Conclusión no queda del mismo modo justificada debido al porcentaje de presencias en los artículos. A pesar de la distribución irregular que algunos artículos presentan, los resultados confirman la hipótesis sobre la presencia mayoritaria de artículos estructurados a partir del modelo IMRD con un porcentaje del 82,50.

Parece evidente que los autores de artículos que no siguen el modelo IMRD van un poco por libre y no presentan una estructura convencional en sus trabajos. A medida que se lee alguno de estos artículos se tiene la sensación de que están basados en una estructura parecida al paradigma problema-solución; otros parece que se limitan a

describir un macro-problema relacionado con el mundo empresarial; otros adoptan una actitud más bien de revisión que se extiende a áreas problemáticas generales para a continuación tratar micro-problemas relacionados y finalmente volver a la problemática general. Hill et al. (1982), cuyo modelo del reloj de arena fue adoptado por Swales (1990) y Weissberg y Buker (1990) para su descripción del artículo científico, ofrecen esta posibilidad de iniciar el artículo desde una perspectiva general, bajar a los detalles de un problema particular, discutirlos, intentar encontrar soluciones, para luego volver a la perspectiva general. Sin embargo, a pesar de esta relación del reloj de arena con el modelo IMRD, no aparece ninguna relación evidente con esa estructura.

La dificultad para diferenciar las distintas secciones, sin embargo, no es necesariamente dónde termina la Introducción, o qué representa y significa la Introducción para el resto del artículo. Por ejemplo, el artículo 1-*IBRev* ofrece dos manera de interpretar estas cuestiones: por una parte, los autores incluyen una Introducción razonablemente completa (según Swales, 2004); a través de ella, se supone que los lectores perciben una idea más o menos fiable de lo que les espera en el artículo; sin embargo, su estructura da una impresión errónea del mismo. En realidad, da la sensación que la Introducción promete más de lo que el artículo luego ofrece. Esta Introducción se compone de 8 movimientos y pasos, del total de 11 posibles, ofreciendo más que suficiente información para augurar lo que se espera en el artículo. Sin embargo, los títulos de las secciones ayudan poco o nada para entender lo que plantea la Introducción. El artículo se centra básicamente en describir la situación y su objetivo es "expandir el debate sobre la cultura corporativa en el contexto de las empresas multinacionales" (1-*IBRev*, p. 16).

El artículo 7-*JIBS* presenta una problemática parecida con respecto a la Introducción, pero distinta en cuanto a su contenido. En primer lugar, se trata también de una de las Introducciones más completas del corpus (9 pasos de los posibles 11) y, obviamente, se prevé un artículo igualmente estructurado de acuerdo con el modelo IMRD. Sin embargo, en el texto se presenta una estructura, mediante sus títulos y sub-títulos, totalmente engañosa. Además, las características del texto son distintas: presenta un modelo para empresas multinacionales y describe cómo funcionan mediante una serie de operaciones y fórmulas, lo cual la acerca a otras disciplinas, especialmente a las que describe Posteguillo (1999) en el ámbito de la ingeniería informática: presentación de un nuevo dispositivo, modelo, técnica o red; descripción de sus características y funcionamiento; sus aplicaciones o resultados que se pueden obtener. Analizando detenidamente el artículo, a partir de la sección titulada "General properties of the model", se observa casi un calco con los artículos que describe Posteguillo.

Una Introducción bien estructurada marca el ritmo de lo que el autor va a describir en detalle a lo largo del artículo. Sin embargo, no todas las Introducciones han dado resultados óptimos, sino que existe cierta variabilidad, si bien los tres movimientos obligatorios han sido incluidos en prácticamente todas las Introducciones, lo mismo que en los resúmenes. No obstante, también ha habido Introducciones a través de las cuales parece intuirse que esta sección no entra entre las prioridades de algunos autores en el ámbito de los negocios. Por lo general, sin embargo, las Introducciones de nuestro corpus mantienen una imagen aproximada de lo que se espera de esta sección. Nuestros resultados coinciden en líneas generales con la literatura, aunque siempre teniendo en

cuenta que no tenemos muchos puntos de referencia para poder establecer una comparación fidedigna.

Por lo que respecta al resumen, se supone que debe estar estructurado de manera que tenga la suficiente información para entenderse como un género de propio derecho. Aparte de los tres movimientos centrales, con un porcentaje de presencias alto, tanto en Antecedentes como en Conclusión el porcentaje baja considerablemente. Comparando nuestros resultados con la literatura, en especial con Dahl (2004a), se observa una mayor presencia de movimientos en nuestros resultados excepto en la Conclusión, y son muy superiores a los resultados aportados por Dong y Xue (2010).

Otro tema significativo es la posible relación entre resúmenes e Introducciones y cómo se puede nutrir informativamente los unos de los otros. Teóricamente deben coincidir en mostrar el camino del artículo al lector, aunque a veces da la sensación que están mejor estructurados la Introducción y el resumen que el propio artículo. En efecto, los pasos de la Introducción coinciden de alguna manera con los cinco movimientos del resumen, de ahí que un género puede muy bien aprovecharse de la información del otro. Nuestros resultados han destacado esta conexión entre resumen e Introducción y cómo mejoraría el artículo si siguiera los mismos pasos. Pensamos que si esa conexión no existe, muy probablemente los lectores se sentirán engañados, con lo cual se interferirá en la comprensión del texto.

Finalmente, se ofrece una estructura modificada para el artículo de investigación en el ámbito empresarial. En esta estructura se tiene presente la inclusión de Teoría como

sección añadida, con sus propios pasos, así como el detalle de los pasos añadidos a la Discusión. Si bien no se puede coaccionar a los escritores sobre un patrón específico, ya que los géneros "no son fijos, monolíticos y no cambiables" (Hyland, 2005: 88). Hyland añade que "las posibilidades del lector de interpretar el objetivo del autor aumentan si el escritor se toma la molestia de anticipar lo que el lector puede estar anticipando". Esto se pone de manifiesto a la vista de cómo está estructurado el artículo, y en todo artículo debería haber una serie de mínimos que el autor debería tener presente, como así acostumbra ser en los artículos de medicina (Nwogu, 1999). Disponer de una estructura a través de la cual se pueda interpretar una comunidad discursiva es un gran avance en cuanto a la identidad de un grupo académico.

Conclusiones e implicaciones pedagógicas

En esta investigación hemos intentado concienciar al lector a que considere el resumen como una herramienta indispensable para la diseminación de la ciencia y del conocimiento. La cantidad de material publicado es enorme y somos incapaces de enfrentarnos a todos los artículos que quisiéramos leer por la carencia de un método fiable para seleccionar los buenos sobre los menos buenos, lo cual se podría conseguir si los resúmenes fueran más informativos y fiables. Hemos demostrado, asimismo que no depende de muchas o pocas palabras, sino de saber seleccionar la información adecuada a partir los artículos.

Por otra parte, el tema no es solo acerca de si son resúmenes estructurados o no estructurados, sino básicamente qué tipo de información incluimos en ellos o si contienen la información necesaria para transmitir adecuadamente los contenidos del artículo de investigación al ocupado lector e investigador. Analizando el corpus de resúmenes y su estructura podemos concluir que (a) no todos los resúmenes son representativos del contenido del artículo, tanto desde el punto de vista informativo como persuasivo; (b) en algunos de los resúmenes analizados se anuncia un tipo de artículo, mientras que su lectura responde a otro distinto; (c) le presencia del autor en el resumen, a través de *marcadores de actitud* y *relacionales*, es escasa y, en consecuencia, el lenguaje empleado no es suficientemente persuasivo para conectar con el lector; (d) en general, los resúmenes no acaban de proyectar lo que es más importante ni lo que es más original del artículo.

En cuanto a la relación resumen-artículo, tanto en estructura como en contenido, no parece que tenga excesiva importancia si el artículo sigue o no sigue el modelo IMRD o cualquier otro modelo, como tampoco se manifiesta en la Introducción. Los distintos autores parece que tienen su propia idea de cómo escribir un resumen, independientemente de la estructura del artículo y viceversa. Sin embargo, la mayoría sigue la idea general de cómo escribir el resumen de un solo párrafo, según la escasa información que se especifica en los manuales de estilo. Como hemos mencionado anteriormente, tanto el resumen como la Introducción deberían servir de guía para el artículo, de lo contrario el lector se ve desatendido en su lectura. Por lo tanto, los profesionales de la comunicación empresarial deberían quizá pensar en adoptar una estructura que respondiera a sus necesidades comunicativas, incorporando tal vez una

T, de Teoría, al acrónimo IMRD y así disponer de una estructura más adecuada a su investigación.

Se ha dicho que los artículos académicos son puramente informativos e impersonales (Myers, 1989: 3), sin embargo, existe en ellos una conexión real entre escritor y lectores. En las últimas dos décadas, especialmente desde los trabajos de Crismore (1989) y Hyland (2005), el metadiscurso se ha estudiado en numerosos trabajos. Hyland (2005), de cuyo modelo nos hemos servido en nuestro análisis, ha sistematizado su estudio a través de su modelo interpersonal. Este modelo nos permite ver cosas, tanto en resúmenes como en artículos, y en cierto modo contradecir la idea de que el inglés empresarial puede que sea excesivamente impersonal. Nuestros resultados apoyan la hipótesis de que los autores están presentes en los resúmenes y en los artículos, aunque su presencia sea mucho más visible en el segundo de estos géneros, especialmente en cuanto a su cuádruple rol de escritor, investigador, argumentador y evaluador.

A partir de esta investigación, las implicaciones pedagógicas que se pueden extraer son varias, al propio tiempo que abre una puerta para futuras investigaciones. Hemos mencionado la importancia atribuida a la estructura del texto para su comprensión. Nuestros estudiantes agradecerán un método sistematizado de lectura y de estudio de los resúmenes y artículos como forma directa para potenciar la comprensión lectora y, en definitiva, sus destrezas escritoras. Al mismo tiempo, las técnicas utilizadas en la enseñanza de la lectura se transmitirán inevitablemente a la escritura de una manera organizada y ordenada. La carrera de empresariales está orientada hacia la "actividad

empresarial, su organización y su gestión" (Bondi, 2010: 220) y, en consecuencia, se ha ocupado más del informe, las cartas comerciales y las presentaciones orales. Sin embargo, estos géneros, junto con los resúmenes y los artículos, deberían complementarse mutuamente, dado que la escritura organizada y estructurada también es aplicable a todos ellos, cada uno con su propia mecánica y convenciones.

La aportación principal de esta investigación se centra alrededor de nuestra reivindicación de que el análisis empírico del discurso puede contribuir eficazmente en el problema de la caracterización documental a través de su estructura. Hemos plasmado esto aplicando un análisis de caracterización prototípico mediante un modelo generalizado, en primer lugar, para los resúmenes y, en segundo, para los artículos de investigación. Pensamos que un documento estructurado de esta forma puede contribuir hacia un incremento de la identidad del comunicador empresarial.

Son cuatro las aportaciones principales de esta tesis:

- La utilidad de la investigación basada en la lingüística del corpus mediante el estudio de los elementos estructurales en un determinado género empresarial y cómo puede utilizarse para determinar la estructura del texto.

- El convencimiento de que el resumen es fundamental en la diseminación del conocimiento científico y, por lo tanto, debería contener información adecuada y suficientemente persuasiva para inducir a lector a leer el documento que representa.

- La convicción de que el resumen, como preludio, así como la Introducción, deben constituir como el 'mapa de ruta' del artículo; deben ser estructurados de acuerdo con ese mapa de ruta y, siempre que sea posible, siguiendo una estructura convencional, por ejemplo BPMRC, IMRD o su adaptación ITMRD para los artículos en el ámbito empresarial.

- La aplicación típica de este concepto estructural puede contribuir a la preparación docente y su aplicación en el currículo empresarial. A través de esta preparación los estudiantes pueden adquirir desde sus primeros años universitarios los conocimientos necesarios de la comunicación en los negocios aplicables a los distintos géneros en esta disciplina.

Appendix 2. Bibliographical information of texts used in the analysis

RAs per journal

International Business Review (*IBRev*)

1-*IBRev*.   Welch, D. E. & L. S. Welch (2006). "Commitment for hire? The viability of corporate culture as a MNC control mechanism". *International Business Review* 15: 14-28. [abstract: 1a-*IBRev*]

2-*IBRev*.   Wilkinson, T. & L. E. Brouthers (2006). "Trade promotion and SME export performance". *International Business Review* 15: 233-252. [abstract: 2a-*IBRev*]

3-*IBRev*.   Presutti, M., C. Boari & L. Fratocchi (2007). "Knowledge acquisition and the foreign development of high-tech start-ups: A social capital approach". *International Business Review* 16: 23-46. [abstract: 3a-*IBRev*]

4-*IBRev*.   Nielsen, B. B. (2007). "Determining international strategic alliance performance: a multidimensional approach". *International Business Review* 16: 337-361. [abstract: 4a-*IBRev*]

5-*IBRev*.   Oetzel, J. M. & S. G. Banerjee (2008). "A case of the tortoise versus the hare? Deregulation process, timing, and firm performance in emerging markets". *International Business Review* 17: 54-77. [abstract: 5a-*IBRev*]

6-*IBRev*.   Meschi, P.-X. & E. L. Riccio (2008). "Country risk, national cultural differences between partners and survival of international joint ventures in Brazil". *International Business Review* 17: 250-266. [abstract: 6a-*IBRev*]

7-*IBRev*.   Delerue, H. & E. Simon (2009). "National cultural values and the perceived relational risks in biotechnology alliance relationships". *International Business Review* 18: 14-25. [abstract: 7a-*IBRev*]

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Journal of Business Ethics (*JBEth*)

1-*JBEth*. Valentine, S. & K. Page (2006). "Nine to five: skepticism of women's employment and ethical reasoning". *Journal of Business Ethics* 63: 53-61. [abstract: 1a-*JBEth*]

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