AN ANALYSIS OF "STANCE DEVICES" IN SOCIAL SCIENCE RESEARCH ARTICLES BY NATIVE AND TURKISH WRITERS[1]

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Abstract

It is a well-known fact that research articles cannot be considered as an objective description of an investigation; in fact, they should be persuasive because the writers are required to change the minds of other members in the scientific field. Thus, academic writers use stance devices to be able to build a persuasive argument, to reflect ideational content and to form authorial self, specifically while writing effective abstracts. Therefore, the present study showed an attempt to shed some light on stance device employment by examining stance devices defined in Hyland's (2005) framework. The data used for this study were 60 research articles published in Social Behavior and Personality, a peer-reviewed international journal. Of these, 30 were published by English-speaking academic writers (NW), while 30 were published by non-native English-speaking academic writers (Turkish academic writers, NNW). The texts were converted to an electronic corpus of 7196 words and searched for the stance devices in the 60 articles of the study by the corpus analysis tool AntConc (Anthony, 2011) by using the move model suggested by Swales (1990). The findings of the study revealed that there were both differences and similarities between the use of stance devices by native and non-native English- speaking academic writers. The outcomes also showed that writer stance seemed to be closely related with the discourse community, text types of that community, the global and local features, cultural/educational background of the writer, English language proficiency level of the writer, and the writer's personality and/or style.

Keywords: stance devices, abstracts, social science research articles, native and Turkish academic writers

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SOSYAL BİLİMLER MAKALELERİNDE YERLİ VE TÜRK YAZARLAR TARAFINDAN KULLANILAN TUTUM YAPILARININ ANALİZİ[1]

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Özet

Araştırma makalelerinin bir incelemenin sadece nesnel bir açıklaması olarak kabul edilemeyeceği, aslında ikna edici olması gerektiği bilinen bir gerçektir çünkü yazarların bilim camiasının diğer üyelerini ikna etmeleri gerekmektedir. Bu nedenle, akademik yazarların, özellikle etkili özetler yazarken, inandırıcı bir argüman oluşturabilmek, düşünsel içeriği iletebilmek ve yazar benliğini inşa edebilmek için tutum yapılarını kullanmaları gerekir. Bu nedenle, bu çalışma Hyland'ın (2005) taksonomisinde tanımlanan tutum yapılarını inceleyerek sözkonusu yapıların kullanımına biraz da olsa ışık tutmayı amaçlamıştır. Bu çalışmanın verileri, uluslararası hakemli bir dergi olan Social Behavior and Personality dergisindeki 60 araştırma makalesidir. Verileri ana dili İngilizce olan akademik yazarlar (NW) tarafından yayınlanan 30 makale ve ana dili İngilizce olmayan akademik yazarlar (Türk akademik yazarlar, NNW) tarafından yayınlanan 30 makale oluşturmuştur. Metinler, 7196 kelimelik elektronik bir derleme dönüştürülmüş ve Swales (1990) tarafından önerilen bir model kullanılarak, derlem analiz aracı AntConc (Anthony, 2011) ile 60 makaledeki tutum yapıları aranmıştır. Çalışmanın bulguları, ana dili İngilizce olan ve ana dili İngilizce olmayan akademik yazarlar tarafından tutum yapılarının kullanımı arasında hem farklılıklar hem de benzerlikler olduğunu ortaya koymuştur. Sonuçlar, ayrıca yazarların bu yapıları ait oldukları söylem topluluğunun özellikleri, kullanılan metin tipleri, kendilerinin kültürel ve eğitim geçmişleri, İngilizce dil yeterlilikleri, kişilikleri ve stilleri ile yakından bağlantılı olduğunu göstermiştir.

Anahtar Kelimeler: tutum yapıları, özetler, sosyal bilimler araştırma makaleleri, yerli ve Türk akademik yazarlar

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1. INTRODUCTION

For a long period of time, academic writing is not viewed as an impersonal or faceless entity. It is claimed that research articles cannot be considered as an objective description of an investigation, indeed, they are persuasive because the writer is expected to change the viewpoints of the other members of the scientific community (Çakır, 2016; Hyland, 2004; Rezzano, 2004; Samraj, 2002; Stotesbury, 2003). As Hyland (2005) pointed out the writers want to represent themselves credibly by evaluating their material; therefore, to build a convincing argument, checking out the level of personality in a text becomes the main concern. He also drew attention to the presence of great amount of research with the aim to have a successful communication with their audience while sustaining the integrity of the data.

To ensure the academic writers use of stance devices to convey ideational content and to form authorial self, the necessity of stance device utilization in academic writing can be observed clearly. Stance device use in academic writing is very crucial due to the fact that it enables the academic writer to express their personal authoritative figure and disguise their involvement (Ağçam, 2015b; Hyland, 2005).

Graetz (1985) highlighted the significance of the use of stance devices in journal abstracts which make contribution to the comprehension of a research paper. These devices provide golden principles to readers and help authors to communicate about their ideas in a more effective way. As the abstract is the first part of a research paper, to hook the attention of readers, authors display that they have something worthwhile to state in these texts so that the readers will read the entire text. As Hyland (2000) pointed out the abstract provides a sound basis for both what the main claims of the paper are and why they play a pivotal role within the paper. According to Gillaerts and Velde (2010), there is a general understanding that the abstract is unique as a genre and, by nature, a social one. Research article abstract is defined as a case of communication among human-beings, participating in a social and institutional academic context. Therefore, the interpersonal feature of the research article abstract seems apparent (Çakır, 2016).

A few studies have focused on stance devices in research article abstracts; however, there is not a comparative study focusing on the utilization of stance devices in different moves in the abstracts of research articles written by native and non-native English-speaking researchers. It is presumed that writer stance displayed by native and non-native English-speaking academic writers may yield outstanding differences because the universal rhetorical aspects of scientific exposition, shaped according to a specific organizational pattern, permit tolerance for individual stylistic change (Widdowson, 1979). Hence, this study shows an attempt to explore stance device employment via Hyland's (2005) framework. In other words, the main aim of the present study is to figure out mainly any similarities and/or differences in the expression of stance using modal verbs by native and non-native English-speaking academic writers. Another purpose of the current study is to examine the link between modal verb use and arrangement of the moves and sub-moves used in the research articles. Two research questions were posed to guide the present study:

1) How do native and non-native English-speaking academic writers differ from each other in terms of stance device employment?

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2) What are the preferences of the native and non-native English-speaking academic writers about the use of stance devices based on the various moves in the research article abstracts?

2. REVIEW OF LITERATURE

2.1. Stance and Hyland's Framework for Stance Devices

Hyland (2005) simply defined the term stance as the writer-based features of communication and the ways that researchers explicate their articles to provide comments on the possible accuracy or thrustworthiness of a remark, the level they want to participate in it, or the behaviour they want to transfer to an entity, a proposititon, or the reader. Biber and Finegan (1988) list the various reasons to use stance devices such as to interact propositional topic, to express emotional state, perspectives, values, judgments, or evaluations and they can be conveyed by means of paralinguistic, non-linguistic, and linguistic devices. In the spoken discourse, paralinguistic devices are utilized especially in order to display emotional and behavioral stance meanings, covering pitch, stress, tone, and duration. Several grammatical function words (modal and semi-modal verbs), and content word such as, adjectives, nouns, and clauses are the commonly used as linguistic features for the clarification of stance in English (Khamkhien, 2014; Keck and Biber, 2004).

There are classifications of linguistic/ grammatical stance devices by Biber (2004), and Hunston and Thompson (2000) as adverbials of stance, stance complement clauses, modals, and semi-modals, and pre-modifying stance adverbs from a structural angle. Hyland (2005:178-181) made a classification of stance devices usingon a corpus-based study of 240 published research studies collected from eight areas. This classification is comprised of four elements (see Figure 1):

1. *Hedges*: They are devices like *possible*, *might* and *perhaps*. They represent information to be given in the form of an opinion rather than a fact or scientific truth.
2. *Boosters*: They are words like *clearly, obviously and demonstrate*. They are used to share information, form group harmony and membership, and foster interaction with readers. They can also enable authors to present their work with certainty.
3. *Attitude markers*: These words are the writer's emotional behavior to propositions, displaying anger, happiness, agreement, refutation, disappointment, and so on. Attitude is directly stated by attitude verbs *(e.g. agree)*, sentence adverbs *(unfortunately)*, and adjectives *(appropriate)*.
4. *Self-mention*: It accounts for referring to the first-person pronouns and possessive adjectives to give affective and interpersonal information.
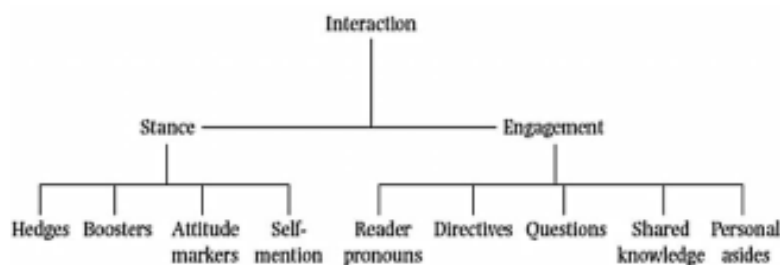
Figure 1: Key sources of academic interaction (Bahrami et al., 2018: 73)

2.2. Studies on Stance Devices in Research Articles

The view that academic writing involves interaction between writers and readers caused more researchers to give importance to evaluation and its realization in academic texts (Hyland, 2005, Kafes, 2018; Zhang and Zhang, 2021). In line with this growing, a great number of studies conducted on this topic. Stance devices have been investigated under labels including "epistemic modality in MA dissertation" and "Doctoral Students", Ağçam, 2015 a; Chang and Schleppegrell, 2016; Chen, 2012; Gabrielatos and McEnery, 2005; Getkham, 2016; "metadiscourse" Hyland, 2004; "hedging" Crismore and Kopple, 1997; Crosthwaite and Jiang, 2017; Hunston and Thompson, 2000; Hyland, 2000; Lewin, 2005; Min et al. 2019; Salager-Meyer, 1992, 1998; "indirectness" Hinkel, 1997; "modality" Dedaic, 2004; Keck and Biber, 2004; Mofian et al., 2014; Rezzano, 2004.

Biber (1988) conducted a study to examine the use of semantic stance devices considering four registers- namely conversation, fiction, news, and academic and he pointed out that compared to the other types in conversation, style adverbials are more commonly used and epistemic stance adverbials are much more commonly utilized in these mentioned contexts. Later on, Biber (2004) designed another research study to investigate the historical shift in the selected devices to mark stance and he found that despite the fact that the use of stance complement clause constructions, stance adverbials, and semi- modals increased, modal verbs decreased. The outcomes indicated that writers use stance adverbials frequently in their academic writing, which in turn, brings a controversial issue about the view that academic writing is impersonal.

In addition to the aforementioned studies, there were other studies conducted to investigate stance, to illustrate, markers of stance (Biber and Finegan 1988; Conrad and Biber, 2000), use of stance by amateur and professional writers (Barton, 1993), classification of stance features (Hyland, 1998), the relationship between stance-taking and academic writing skills (Crosthwaite and Jiang, 2017; Zhang and Zhang, 2021). In their study Henderson and Barr (2010) focused on the use of first-person pronouns, adjectives, and grading adverbs in the texts of students enrolled in psychology department and compared them with published research articles.

There are a few studies which compare the use of stance devices in research articles produced by native English-speaking and by non-native English-speaking writers. In a study, Martinez (2005) investigated the use of first person in a corpus of manuscripts on biology written by native English-speaking authors, and a corpus of research manuscripts written by

non-native English-speaking authors in order to compare the first-person placement and role in the various parts. The findings yielded that the existence of first-person pronouns in all four parts of the research articles for the native English- speaking corpus slightly higher compared to another study conducted by Hyland (2002) focusing on hard disciplines, namely science and engineering. In another study, Kafes (2009) aimed to clarify similarities and/or differences in the use of stance via modal verb use by native and non-native English-speaking academic authors. The outcomes also showed that both native and non-native authors were conscious of the functional roles of the rhetorical parts of the research papers. Consequently, it could be stated that writer stance is partly employed by the global discourse community of the research article and its peculiarities on one hand and the local discourse community of the author and its peculiarities on the other hand. Shirzadi et al. (2017) constructed a similar study to show how Iranian and American M.A. EFL writers differed regarding the use of stance strategies, namely attitude markers, hedges, boosters, and self-mentions, specifically in two parts of academic manuscripts, introduction, and discussion sections. They found that native writers preferred to use hedges, attitude markers, and self-mentions more than nonnatives, while nonnative authors tended to use boosters up to a greater extent.

Kafes (2018) designed another corpus-based study to investigate authorial stance in research papers used by native English speaker academic writers and non-native (Turks and Spaniards) scholars. The analysis of data revealed that there were both similarities and differences among the groups pinpointing the awareness of the authors regarding the conventions of their global and local discourse communities.

As for a recent study from Iranian context, Seyri and Rezaei (2021) examined two different sub-corpora consisting of Native English-Speaking and Non-Native English-Speaking (Iranian context) sub-corpus. Data consisted of 60 research manuscripts from soft disciplines such as Applied Linguistics, Sociology, and hard disciplines such as Chemical Engineering and Biology. The findings revealed that writers of various branches and from different cultural backgrounds conveyed changing levels of authorship and interaction in their articles. It was also acknowledged that the academic writers in soft sciences tended to use more stance and engagement markers rather than ones in hard sciences. The findings demonstrated that native researchers were prone to use interactional markers than non-native Iranian researchers.

2.3. Studies on Stance Devices in Research Article Abstracts

According to Swales and Feak (2000), there has been a long and strengthening radiation of investigating the syntactic forms and rhetorical characteristics of research article abstracts stemming from Graetz's pioneering study published in 1985. Most of the previous studies on abstracts were about schematic structure of the abstract (e.g. Bonn and Swales, 2007; Hyland, 2004). There are a few studies which focused on linguistic features or moves in an abstract. For example, in the study conducted by Saleger-Meyer (1992) in different moves of the abstracts modality and verb tenses were investigated. In another study, the thematic structure of the rhetorical moves was investigated by Lores (2004). Pho (2008) examined the rhetorical moves found in the abstracts belonging to applied linguistics and educational technology in various abstract moves. This study showed that although abstracts are thought

not to be subjective and personal, in fact authorial stance exists in abstracts. However, the extent of the academic writer's intervention changes from one move to another move.

There are studies on research abstracts which focus on only one discipline. For example, in their study, Gillaerts and Velde (2010) analysed interactional meta discourse in research article abstracts using Hyland's (2005) classification of interactional meta discourse. The results of the study revealed that research articles and their abstracts yield varying use of subcategories of interactional meta discourse; that is to say, while research articles employ a lot of hedges compared to boosters and attitude markers, abstracts display much more harmony with boosting, rather than with hedging.

In a recent study, Alghazo et al. (2021) designed corpus-based research to explore grammatical devices and semantic distinctions utilized by researchers to use stance devices in research abstracts covering applied linguistics and literature fields. The outcomes of the study yielded that both applied linguistics and literature abstracts had common points since the most used stance marker was the stance complement clause. Nevertheless, these two fields differed in the frequency of use of other devices such as adverb phrases, adverbial clauses, single adverbs, hedges, prepositional phrases, and comment clauses.

Another group of studies focuses on disciplinary differences (e.g. Hyland (2000, 2003); Hyland and Tse (2005). Hyland (2000) studied 800 abstracts gathered from eight branches and published in 1997 and the results indicated that the rhetorical structure of abstracts changes significantly according to field. In another study, Hyland and Tse (2005) scrutinized authorial stance via 'evaluative that-construction' in the abstracts from different fields and showed once again that abstracts carry out specific rhetorical features.

As an eye-catching study from the Turkish context, Çakır (2016) conducted a research study to investigate native and non-native writes' use of stance adverbs in research article abstracts written in English. Specifically, the researcher explored how these writers from various scientific communities, namely sociology, psychology, linguistics, physics, chemistry and biology, form author's stance in the abstracts within the corpus design. The outcomes yielded that the native writers of English preferred to use more stance adverbs in their abstracts compared to Turkish authors. There were remarkable differences in the use of stance adverbs in soft and hard disciplines. Researchers from the soft disciplines used more stance adverbs in their abstracts.

There are also studies which compared the use of stance devices across different language backgrounds. Martin-Martin (2003) compared the rhetorical structure of research article abstracts written in English to be published in international scientific journals and the abstracts written in Spanish to be published in Spanish journals in the discipline of experimental sciences. This study showed that the rhetorical pattern of abstracts written in Spanish in the mentioned area exemplified the international conventions derived from the standards of the English academic discourse community. According to the author, various intellectual and mental stylistic choices and cultural issues, the impact of academic writing teaching, or political and historical issues were considered to be the socio-cultural factors causing the main differences.

In another study, Huo and Cao (2011) investigated the use of hedges and boosters in terms of cultural, language, and rhetorical impacts by designing a comparative study on abstracts accompanying empirical and descriptive academic articles published in journals of applied linguistics in two different countries, China and England. They concluded that differences could be stemmed from epistemological beliefs, culturally preferred genre strategies, lack of exposure of English as a foreign language, and the representative evidence to be used in various genres.

Aforementioned studies show that abstracts can provide an invaluable basis for exploring the cultural factors of linguistic and rhetorical distinctions across languages and that there is a gap in literature on comparative and contrastive study on the use of stance devices in research article abstracts by native and non-native English-speaking academic writers. Therefore, the current study was designed to explore stance device employment by examining stance devices categorized in Hyland's (2005) framework.

3. METHODOLOGY

3.1 The Corpus

The data used for this study were 60 research articles published in *Social Behavior and Personality*, a peer-reviewed international journal. This journal was chosen due to its being well-established and its focus on a variety of issues such as psychological and educational sciences. 30 articles published by native English speaking academic writers (NW) and 30 articles by non-native English-speaking academic writers (Turkish academic writers, NNW) supply the data (see the abstract). The articles were published between 2010 and 2013. Some of the articles were written by one author, and others were produced by more than one author. In order to identify native and non-native writers, their online biographies were examined. It is worth noting that each article was written by a Turkish academic writer who held a university degree; being an assistant professor, an associate professor, or a professor. This criterion guarantees that these researchers could be claimed as proficient English language learners since they received a satisfying result from a standardized state-run English Language Proficiency exam (KPDS, UDS or YDS).

3.2 Data Analysis

The texts were compiled and then converted to an electronic corpus of 7196 words and searched for the stance devices in the 60 articles of the study by the corpus analysis tool *AntConc (*Anthony, 2011). The search inventory consisted of items defined by Hyland (2000). These items were *hedges, boosters, attitude markers*, and *self-mentions.* The search items were gathered based on previous research into interactive features (e.g. Biber and Finegan, 1988; Hyland, 1998, 2000), from grammars (Biber, 1988; 1994) as in Hyland's (2005) study. After identifying the stance devices in the articles, they were analyzed throughout the different moves in the abstract sections. To analyze the use of stance devices considering the various rhetorical parts of research articles *the move model* suggested by Swales (1990) was applied. According to this model the moves are as follows: *"Introducing purpose", "Describing Methodology", "Summarizing Results"*, and *"Presenting Conclusions"*. The coding was manually undertaken by the researchers themselves separately to doublecheck. To make the analysis objective, valid and reliable, another experienced writing teacher controlled the coding

procedure. After coding, to examine differences/similarities between the two groups, the frequencies of the stance devices across the different moves of the abstracts in the research articles were driven taking the length of the abstracts into consideration. As for the qualitative analysis of the data the abstracts were analyzed to depict contextual, functional, and discourse features of the stance devices.

4. RESULTS AND DISCUSSION

4.1 Differences/Similarities in the Use of Stance Devices between Native and Non-native English-Speaking Academic Writers

The analysis of the data revealed that there were differences and similarities in the use of stance devices by native and non-native writers (see Table 1).

	Native writers	Non-native writers
Hedges	9,12	5,7
Boosters	6,43	9,5
Attitude markers	5,36	10,9
Self-mention	2,68	6,3
Total	**23,6**	**32,5**

Table 1. Stance devices in the research article abstracts (per 1000 words)

Table 1 displays that there is a moderate difference between the overall use of stance devices by native and non-native writers. Except for hedges the use of stance devices by non-native writers is more frequent than those of native writers. This is in tune with the study conducted by Martin-Martin (2003) who pointed out that native English speaking academic authors used more hedging devices compared to non-native English-speaking counterparts in research papers. Similarly, Huo and Cao (2011) found that the abstracts published in the English-medium applied linguistics journals the writers used hedges more frequently than the ones published in the Chinese-medium counterparts. This is in contrast with the study conducted by Clyne (1991) which focused on the use of hedging by German academics in research articles and has shown that German writers preferred ton use hedges more than native writers of English and this outcome resulted from the influence of the mother tongue. This may indicate that Turkish writers followed the norms of their native L1 culture while writing in a foreign language differently from German writers. Hence, it could be stated that hedging is a culturally determined phenomenon, and the local discourse community has a severe impact on writer stance in research articles.

As a similarity, the verb "suggest" was the mostly used hedging device by both native and non-native writers. The use of hedging pinpoints that a statement is based on logical reasoning rather than certain knowledge (Hyland, 2005):

(1) Results <u>suggest</u> that these students do not have enough information about maintaining a healthy lifestyle.... (NNW).

(2) The findings <u>suggest</u> that flexibility can benefit older individuals' self-views. (NW)

Non-native writers used attitude markers twice as much as native writers. Therefore, non-native writers tended to exemplify an assumption of shared attitudes, morals, behaviors and reactions to material, as Hyland (2005) stated.

The fact that self-mention items were more frequent in non-natives is in contrast with the findings of Martinez (2005) who designed a comparative study to investigate the use of first person in a corpus of manuscripts on biology written by native English-speaking authors and a corpus of research article articles written by non-native English-speaking Spanish authors. This is possibly due to the difference between the grammar of Spanish and Turkish. However, there is a moderate use of self-mention by both groups which is in tune with the view that in social sciences the use of self-mention is common (Hyland 2005).

4.2 The Use of Stance Devices by the Native and Non-Native English-Speaking Academic Writers Based on the Different Moves in the Research Article Abstracts

Table 2 shows the distribution of stance devices in four moves used by native and non-native writers in research article abstracts. To examine the use of stance devices across the various rhetorical parts of research articles the move model suggested by Swales (1990) was utilized.

		Native writers	Non-native writers
Move 1 (introducing purpose)	Hedges	4,54	5,3
	Boosters	0,0	0,88
	Attitude markers	0,0	1,76
	Self-mention	7,95	11,05
	Total	**12,5**	**19,46**
Move 2 (describing methodology)	Hedges	1,13	0,0
	Boosters	0,0	0,0
	Attitude markers	0,0	0,88
	Self-mention	0,0	6,19
	Total	**1,13**	**7,07**
Move 3 (summarizing results)	Hedges	26,13	11,5
	Boosters	25	27,43
	Attitude markers	20,45	30,8
	Self-mention	3,4	1,76
	Total	**75**	**70,79**
Move 4 (presenting conclusions)	Hedges	6,81	0,88
	Boosters	2,27	0,88
	Attitude markers	2,27	0,88
	Self-mention	0,0	0,0
	Total	**11,36**	**2,65**

Table 2. Distribution of stance devices in different moves in research article abstracts

Move 1 – Introducing Purpose

In this move, there is a moderate difference between the two groups. In both groups mostly used device was self-mention. This may indicate that writers wanted to highlight their own contribution to the literature and to search for approval by using personal reference (Hyland, 2005). There were many cases of self-mention like the following in non-natives:

(3) In this study, I analyzed changes over time in networks consisting of closest friends in the context of the Turkish white-collar class. (NNW)

Move 2 – Describing Methodology

Move 2 was the part that contained the least stance devices. This is in tune with Pho's (2008) finding that while describing methodology writers tend to keep it fairly impersonal. For non-natives there were only a few cases by using self-mention:

(4) To collect the data I used the Matson Evaluation of Social Skills with Youngsters (MESSY) Scale, which was developed by Matson, …. (NNW)

Move 3 – Summarizing Results

The results indicated that stance devices were mostly seen in move 3- summarizing results in both groups. When summarizing the findings of the research, possibility modal verbs (can or may), which reflect uncertainty, were chosen in a few abstracts. In this move attitude markers were used with high frequency, and this is in tune with the findings of Pho (2008). "Significant" was the mostly used verb that was used as attitude marker:

(5) No significant associations were found between social desirability and altruism or between social desirability and empathy. (NW)

While summarizing the results, natives used mostly hedges or boosters or attitude markers. In the other group attitude markers were the mostly used ones.

(6) Changes in weight, physical activity, and anxiety predicted blood glucose change…. (NW)

For both groups boosters were highly frequent. According to Hyland (2005), boosters can enable authors to present their article with certainty while influencing interpersonal solidarity, setting the self-effacement entailed by hedges against assertion and involvement. This impression is wanted to be given by the writers.

Move 4 – Presenting Conclusions

In move 4, there was a very few uses of stance devices by non-natives. Natives used mostly hedges, especially the modal 'may'. This is in tune with the findings of Kafes (2009; 2018) who found that there is a common use of 'may' with epistemic possibility meaning in the "conclusion" section in a research article:

(7) In addition to serving as a sensitive dependent measure, participants' justifications when answering conjunction problems may provide insight into their reasoning. (NNW)

All in all, the analysis of the data revealed that there are differences in the use of stance devices across moves. This is in tune with the studies conducted by Pho (2008) and Bahrami et al. (2018) which examined the linguistic structures of moves and authorial stance in

various abstract moves. The results also revealed that in move 3- summarizing results stance devices were highly frequent. The least devices were seen in move 2 – describing methodology for native writers. However, for the non-native writers the least stance devices were seen in move 4 - presenting conclusions. This may result from the fact that in this group mostly conclusion was missing.

CONCLUSION

The aim of the present study was to investigate how non-native English-speaking academic writers (Turkish academic writers) and native academic writers employ stance in their internationally published research articles in one discipline - Social Behavior and Personality. This study has shown that both native and non-native writers are aware of the fact that academic discourse is not just only the collection of factual details, unrevealing in an impersonal manner, and consequently reaching to an inevitable truth (Wishnoff, 2000). In addition to this, these authors have reported that they know the importance of sharing ideas with the reader through a mutual interaction.

Overall, the current study has revealed that there are both differences and similarities between the employment of stance devices by native and non-native English-speaking academic authors. In some cases, they showed related and distinguishable tendencies in the use of stance devices across the moves of the research articles. For instance, both groups used these devices mostly while summarizing the results and the least while describing methodology.

This study also has made contribution to fact that authorial stance exists in abstracts in contrast to general belief that abstracts are objective and impersonal. However, the degree of stance varies from move to move. This study has displayed that the move identification based on content and function only is supported by the examination of linguistic structures. Considering the various tendencies of the non-native and native English-speaking academic writers employed in their research article abstracts, it could be pinpointed that being a non-native English-speaking academic author yields a marked difference in the employment of stance devices in various parts of the research article abstracts.

One of the significant findings of the present study is that writer stance is closely related with the discourse community, rhetorical features of this community, the global and local genre conventions, cultural/educational background of the scholar, foreign language proficiency level of the scholar, and personality and/or style of the scholar underlined by Ağçam, 2015 a-b; Flottum et al., 2006; Ivanic 1998; Kafes, 2009, 2018; Khamkhien, 2014.

All in all, for the utmost important implication of this study is to emphasize the need of the text type knowledge and the purposes of the various rhetorical parts of the research article abstracts and how they tailor writer stance for the non- native English speaker academic writer. Non-native English speaker academic writers should raise their consciousness of academic stance by following the circumstances of the discourse community, which requires both pragmatic knowledge and lexicon-syntactical knowledge of English (Zhang and Zhang, 2021). Another major implication of this study might be helping non-native English-speaking academic writers to express writer stance appropriately in research articles through

academic writing courses given by the experts. In such courses, they should be introduced to the promotional aspect of abstract itself to be able to participate in the world of publication.

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