THE PROJECTION OF CRITICAL ATTITUDE IN RESEARCH ARTICLE INTRODUCTIONS BY ANGLO-AMERICAN AND SPANISH AUTHORS

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ABSTRACT

RA writers need to use evaluative language in their texts to highlight the newsworthiness and pre-eminence of their work. Research indicates that the way they use evaluation may depend on their own cultural norms and expectations. The present paper adopts a clause-level and functional perspective to investigate cross-cultural differences in the use of evaluative features in article introductions from RAs published internationally by Spanish and Anglo-saxon authors. In order to map out and compute evaluative acts accurately a number of different aspects are examined, such as their position within the move structure, the entity evaluated or the type of value conveyed. The results reveal important differences in the way evaluation is used in the two corpora, which could be linked to the writers' different cultural norms and expectations.

KEY WORDS: Evaluation, functional perspective, article introductions, cross-cultural research.

RESUMEN

El autor de un artículo de investigación necesita emplear lenguaje evaluativo para destacar la importancia y el valor de su trabajo y establecer que merece ser publicado. Existe evidencia de que las normas y valores propios de la cultura de un autor influyen en la forma en que usa estrategias retóricas en el texto. Este estudio adopta una perspectiva funcional para investigar las diferencias culturales en el uso de recursos evaluativos en dos corpus de introducciones de artículos escritos respectivamente por autores españoles y anglosajones. Para identificar y describir los actos evaluativos con precisión se examinan diferentes aspectos como su posición dentro de la estructura retórica del texto, la entidad evaluada o el tipo de evaluación expresada. Los resultados muestran importantes diferencias en el empleo de la evaluación en los dos corpus que pueden ser debidas a las normas y expectativas que imperan en cada cultura.

PALABRAS CLAVE: Evaluación, perspectiva funcional, introducciones de artículos, estudios interculturales.

INTRODUCTION

Academic and professional recognition is the primary force which drives scientific and academic endeavour (Becher). Scholars obtain this recognition mainly by disseminating their research through publication in high-impact research journals. However, in the competitive world of academia getting one's work published internationally has become increasingly difficult and has been shown to depend not only on the consistency and quality of the work presented, but also on the dexterous deployment of rhetorical strategies. In particular, to facilitate the publication of their work research writers need to highlight the newsworthiness, significance or even pre-eminence of their work in relation to existing research by using the appropriate evaluative or *critical attitude* (Moreno and Suárez).

Research has shown that disciplinary norms and expectations significantly constrain the overall rhetorical practices of disciplinary members (e.g. Hyland, *Disciplinary*, *Metadiscourse*; Varttala; Lafuente Millán, "Epistemic," "Extending"; Afros and Schryer) and, more particularly, determine the way evaluative language is used (e.g. Sullivan; Burgess and Fagan; Stotesbury). Much research has also focused on the role which cultural aspects play in the use of these and other rhetorical resources in research genres (e.g. Valero-Garcés; Burgess and Fagan; Yakhontova; Martín Martín and Burgess; Lorés Sanz; Fløttum, Dahl, and Kinn; Mur Dueñas, "I/we," "Attitude"; Moreno and Suárez; Lafuente Millán, "Reader").

Evaluation is a rhetorical aspect which has received wide attention in the literature. A considerable amount of research has been devoted to the study of the persuasive and interpersonal potential of evaluative features in different academic genres, including research articles (see for example Thetela; Hyland, *Metadiscourse*; Shaw; Afros and Schryer; Mur Dueñas, "Attitude,"; Lafuente Millán, "A Contrastive") and research article abstracts (Stotesbury; Martín-Martín and Burgess), referee reports (Fortanet Gómez), book reviews (Moreno and Suárez; Itakura and Tsui; Alcaraz Ariza) and oral academic discourse (Swales and Burke; Crawford Camiciottoli; Querol Julián and Fortanet Gómez).

Despite the abundant literature on evaluation, research has usually focused on word-level features. Moreover, the use of evaluative features across different sections and moves of the research article has also been left largely unexplored, thus failing to provide a contextualised account of the use of these strategic features. The aim of the present study is to establish whether there are cross-cultural differences in the projection of attitudinal evaluation in the key rhetorical moves of a research article introduction. In addition, the present research will try to determine the nature of these hypothesized differences in the evaluative or critical attitude of the writers, as well as the extent to which they are related to the different native language and cultural backgrounds of the authors. In doing so, I hope to help clarify the extent and the reasons why non-native researchers hoping to set foot in the international publishing arena may find it difficult to adapt to the different rhetorical expectations of an international discourse community.

To achieve these research objectives, a contrastive corpus-based analysis will be undertaken to examine possible differences in the use of evaluation in research

article introductions written by Spanish and Anglo-American writers. More particularly, this study will focus on the amount and types of critical acts present and on the rhetorical functions for which evaluative language is used in the different subcorpora.

THE CONCEPT OF EVALUATION

Researchers have highlighted the need for a homogeneous descriptive model of analysis (Silver; Hyland, *Metadiscourse*) that can account for the expression of attitude and evaluation in discourse. Some of the existing approaches to the analysis of these aspects have been criticised for their lack of systematicity and for being unable to embrace the whole array of resources writers use to signal their attitude to the discourse, to their audience and to themselves. The absence of an integrated and widely accepted model may however be explained by the evidence that evaluation and attitude are elusive concepts, which take form in a myriad of linguistic exponents and which fulfil different interrelated and overlapping functions.

Several concepts including *attitude*, *evaluation*, *stance*, *appraisal* or *affect* have been proposed in the literature to designate different, although roughly related aspects such as the writers' personal response, attitude or value judgement of the entities they are referring to. In one of the earliest definitions, Hunston described evaluation as "anything which indicates the writer's attitude to the value of an entity in the text" ("Evaluation and Ideology" 58). Nevertheless, evaluation has often been defined as a composite of different interpersonal and pragmatic meanings such as *epistemic modality* ((Hunston, "Evaluation and Ideology"; Thetela; Thompson and Hunston), *moral judgement* (Martin; Martin and Rose), *expectedness* (Thompson and Hunston) or *self-mention* (Hyland, *Metadiscourse*). In the present study, evaluation will be defined more narrowly to refer only to the expressions conveying the writer's personal attitudes or feelings about the entities that she is talking about, which entails that outside evaluation, i.e. attitudes expressed by people other than the writer, will be left out. This definition roughly matches Conrad and Biber's notion of attitudinal stance, comprising both the emotional response and the value judgements of the writer, but does not include expressions of epistemic stance. Moreover, my analysis will focus only on expressions of value judgement referring to two parameters or types of evaluation, notably value and relevance.

EVALUATION IN RESEARCH ARTICLES: IDENTIFICATION, QUANTIFICATION AND DESCRIPTION

Evaluation is an elusive concept, which takes form in a myriad of linguistic exponents and which fulfils different interrelated and overlapping functions. As a result, the analysis of evaluative expressions in written texts requires an appropriate frame for the identification, quantification, description and classification of evaluative phenomena. For some authors evaluation tends to add the writer's own personal

voice to the propositional content (Stotesbury), which might then be taken as an indication that evaluation is present in a text. Other scholars have claimed that evaluation in academic texts tends to be implicit (Hunston, "Evaluation and Ideology," "Evaluation and Organization,") and that there may be a lack of consensus about which lexical items can count as personal evaluation (Thetela), which makes identification of evaluative features very difficult. Nevertheless, it is now generally accepted that the expression of value in scientific writing operates along different good-bad scales and that the perception of goodness or badness of an activity depends on the goals of that activity (Hunston, "Evaluation and Ideology"). These goals may not be explicit in the text, but they can be inferred through familiarity with the ideology and value system of the academic community.

Different approaches have been taken for quantifying evaluation in academic texts. A word-level or lexical approach has been adopted in most studies of evaluative features (Thetela; Stotesbury; Soler; Swales and Burke; Swales; Hyland. *Metadiscourse*; Lafuente Millán, "A Contrastive"). This methodology allows for the statistical treatment of the data and is easily applicable for contrastive analyses, yet it does not comprise evaluative meanings expressed implicitly along stretches of discourse larger than the word or the clause. In addition, it fails to account for the fact that two or more lexical items may appear together in a sentence to perform a single evaluative act. In contrast, the qualitative approach to evaluation implemented by Hunston ("Evaluation and Ideology," "Evaluation and Organization,"), Thompson and Hunston or Afros and Schryer overcomes these limitations producing a context-bound and composite account of evaluation, but presents obvious problems for quantitative and contrastive analyses. More recently, a frame for contrasting evaluative resources across languages and cultures at the level of propositions has been suggested by Moreno and Suárez. The authors focus their analysis on propositions which are comparable from a functional point of view, adopting the concept of *critical act*, as their unit of analysis.

The frame proposed by Moreno and Suárez is designed to allow the contrastive study of critical acts in comparable texts (book reviews), where evaluation is exclusively directed at a well defined entity: the book under review. However, evaluation in research articles has less definite boundaries, as it involves different categories or scales of value, refers to different entities and performs different interpersonal and strategic functions. As a result, it needs to be defined more closely using a set of parameters which can ensure that the evaluative phenomena analysed is comparable in terms of function. For this study, several key parameters have been used in order to describe and classify evaluative acts, including context (section and section move), category of evaluative meaning (significance, assessment or emotion), the polarity of this evaluation (positive or negative), the entity receiving the evaluation (see Thetela) and the source of the evaluation (the writer of the article or another person).

METHODS

A comparative corpus of article introductions drawn from the SERAC corpus (InterLAE research group, University of Zaragoza) was compiled for this study. To ensure comparability, all the article introductions were selected from experimental reports written in English and published recently (from 2002 to 2006) in high impact international journals in the same area: Business Management. Only titles, subheadings and body of texts were included. The texts were divided into two subcorpora: the ENG corpus, including texts written by scholars affiliated to an English or American University, and the SPENG corpus, comprising texts written by Spanish scholars affiliated to Spanish universities. Even though it could not be unequivocally established that the authors were native speakers of one or the other language, it was assumed that the authors of the RAs were familiar with and acculturated into the Anglo-Saxon or the Spanish culture.

Each of the texts in the corpora was manually read and carefully analysed to establish its move structure. The move analysis was carried out using Swales's revised CARS model for research article introductions (see appendix 1), and following the steps recommended by Kanoksilapatham (34). The manual reading revealed that most introductions contained a lengthy theoretical review which was left out of the analysis, as it was considered that it was not part of the 3-move CARS structure described by Swales.

A second manual reading of the text was done so as to compile a list of evaluative markers used in the corpus. This list was complemented with lists found in previous research (Lafuente Millán, "A Contrastive") to form a total inventory of close to 250 evaluative items. Electronic analysis using Wordsmith Tools 5 was performed in order produce concordance output which was then exported to a Microsoft Excel file including the whole clause in which the evaluative token was inserted. Excel Autofilter and Advanced Filter tools were used to sort all the concordances based on their source file number (ENG 1, ENG 2, etc.) and their word number. This procedure enabled a linear reading of each text and the possibility to quickly return to the source text in order to retrieve context.

Once sorted, the concordance output was manually analysed and categorised in terms of four different parameters: (1) the entity under analysis (e.g. research methods; findings and results; products, companies or institutions in the real world), (2) the type of value assigned (e.g. importance, novelty, usefulness), (3) the author's perception of that value as positive or negative, and (4) the agent or source of the evaluation (the author or another researcher or disciplinary participant). To improve the reliability of the analysis, two rubrics were designed which established clear criteria for reference during the identification of the entities evaluated (Appendix 2), as well as for the identification and sorting of value categories (Appendix 3). Moreover, two coders were used to allow triangulation of the analysis.

RESULTS AND DISCUSSION

Move Analysis

The initial move analysis of the introductions in the two subcorpora revealed some interesting preliminary insights on the use of the CARS structure by Anglo-Saxon and Spanish authors. As table 1 shows, while all three moves were performed in the introductions written by Anglo-American scholars, Move 2 was omitted in 1/3 of the introductions in the SPENG subcorpus. In contrast Moves 1 and 3 were present in almost all the SPENG articles. Moreover, table 2 shows that, even though the average length of the three move structure was considerably longer in the articles by Spanish authors, the length of the second move (indicating a gap or adding to what is already known) in those articles was considerably shorter than in the articles from the ENG corpus.

TABLE 1: PRESENCE OF THE THREE MOVES ACROSS THE TWO SUBCORPORA (IN %).			
	Move 1	Move 2	Move 3
ENG corpus	100.0%	100.0%	100.0%
SPENG corpus	95.8%	66.7%	100.0%

TABLE 2: AVERAGE NUMBER OF WORDS PER TEXT OF EACH OF THE THREE MOVES IN THE CARS STRUCTURE.		
	ENG	SPENG
Move 1	205.0	340.7
Move 2	112.0	67.0
Move 3	206.7	381.6
Moves 1-3	523.6	789.3

Instead of performing this move, Spanish authors sometimes preferred to use more self-effacing strategies such as stressing the importance of obtaining this kind of knowledge (example 1) or pointing to the lack of consensus or agreement on the topic (example 2).

1. From a policy point of view, governments seeking to attract international technology must be concerned about the factors that enhance or hinder foreign direct investment and licensing, which are leading channels through which technology moves across borders. This paper focuses on... (SPENG17)
2. However, there is no consensus with respect to the different propositions put forward with respect to intra- and between-strategic groups rivalry (see the next section). (SPENG22)

The omission or extreme conciseness of move 2 in the articles from the SPENG corpus may indicate that Spanish scholars seem to be less conscious of the importance of the second move of the CARS structure (Swales 2004). This hypothesis will be explored in the next section, which will provide a more precise account of the evaluative acts performed in the introductions of the two corpora.

Evaluation Oriented to Research Entities (ROE)
Vs Real World Entities (TOE)

Much of the previous research dealing with evaluation both from a word-level and from a sentence-level perspective has focused mainly on the identification and classification of evaluative language and on the potential for constructing evaluative meaning. Nevertheless, existing research has often minimised or overlooked entirely the correlation between the entity being evaluated and the interpersonal potential of evaluative acts, thus offering a somewhat imprecise account of evaluative acts.

Thetela proposes a straightforward criterion for the classification of evaluative language which may be used to define evaluative acts in more exact and functionally comparable terms. As Thetela argues, when examining evaluation in academic writing, we need to take into account not only the values ascribed to the recipient of the evaluation but also the entity which is being evaluated. Following this premise, she divides evaluative language into research-oriented evaluation (ROE) and topic-oriented evaluation (TOE), where the term "topic" refers to the area which is under investigation in the real world sphere, instead of the investigation itself. This distinction is significant insofar as, while in ROE the writer and the reader engage into interpersonal negotiation about the merits of different entities related to the sphere of research and knowledge construction (research methods, hypotheses, findings, etc.), TOE works at a much more localised level and often does not represent the type of strategic dialogue which comes to mind when discussing evaluation. The distinction made here between research-oriented and topic-oriented evaluation is exemplified in the two examples below, where the entity under evaluation is underlined and the evaluative acts are in bold type.

3. Their work **helped establish some support** for the construct, but it **called for more comprehensive attempts** to fully explore the content domain of political skill and consider its potential multidimensional implications. (ENG12)
4. In these contexts, firms often operate with **new and unproven** business models and compete against many rival start-ups, all jockeying for early market dominance. . (ENG18)

As we can see above, in example 3 the author of the article performs a positive evaluation of other researchers' work, but goes on to perform a negative evaluative act of that same work, when she highlights the need for more comprehensive studies. In example 4, the author negatively evaluates a business model, which is a

theoretical construct that relates to the world of business, not to the research sphere to which the author belongs.

The data reveal some interesting patterns in the distribution of research-oriented evaluation and topic-oriented evaluation across the three moves in the introductions and across the two corpora (see graph 1). As might be expected, topic-oriented evaluation is predominant within move 1 (establishing a territory), where the authors are expected to make generalizations about the topic of increasing specificity (Swales 2004). Conversely, in move 2 (establishing a niche) there is a clear preference for research-oriented evaluation, which represents close to 90% of all evaluative acts within this move in the ENG corpus and 78% in the SPENG corpus. This is due to the fact that in move 2 article writers need to indicate a gap in previous research or to add to what is already known (Swales 2004), which requires reference to the work of other researchers. Finally, in move 3 (presenting the present work) authors must introduce their research descriptively, summarising their methods, announcing outcomes and stating the value of the research they present. All of these steps necessitate a skilful and strategic use of evaluative language, as a means to highlighting the newsworthiness, the strength and the usefulness of the study being introduced, and therefore having a potentially important persuasive effect in the way the article will be perceived by publication gatekeepers.
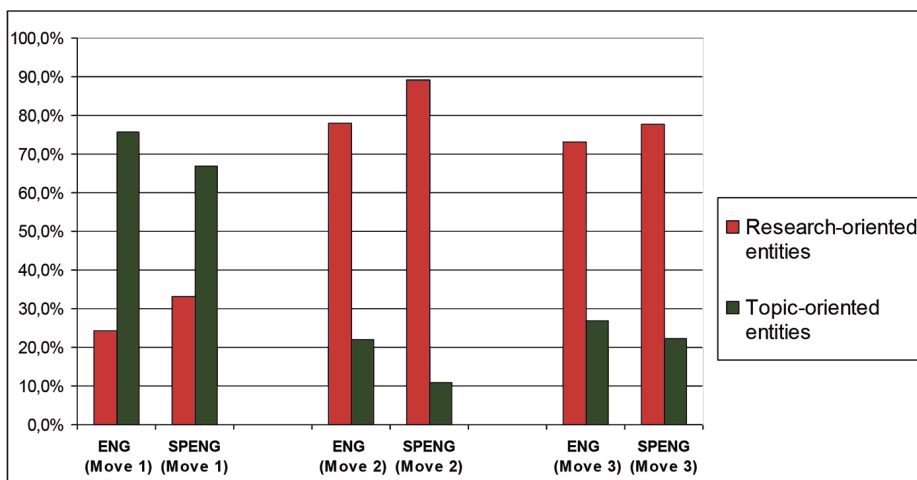
Graph 1. Relative % of evaluative acts in each rhetorical move referring
to Research Oriented and Topic-Oriented entities

As discussed above, in order to accurately portray the strategic and inter-personal potential of evaluative acts, as well as to identify areas of cross-cultural variation with precision, we need to describe and quantify this rhetorical strategy

taking into account both the entity evaluated and the type of value this entity is assigned. Following a rubric designed for this purpose (see appendix 2), my analysis yielded quantitative data on the different entities evaluated and on the distribution of these evaluative acts across the three moves of the introduction (table 3).

ENTITY	Move 1		Move 2		Move 3	
	ENG	SPENG	ENG	SPENG	ENG	SPENG
M	3	5	4	6	2	9
M1	0	1	0	0	13	73
M2	2	5	2	6	2	4
RX	10	35	56	28	13	26
R1	0	0	0	0	45	95
R2	12	5	20	25	10	8
TOTAL ROE	27	51	82	65	85	215
T1	3	7	0	0	0	7
T2	43	43	4	2	4	24
T3	0	5	0	0	0	5
T4	38	48	19	6	27	26
TOTAL TOE	84	103	23	8	31	62

TABLE 3: NUMBER OF EVALUATIVE ACTS FOR EACH OF THE ENTITIES EVALUATED ACROSS THE TWO CORPORA (MOVES 1, 2 & 3).

The data presented reveal quite relevant differences in the way evaluation is used across the two corpora, as well as in the frequency of some key types of evaluative acts. As we can see above (table 2), Spanish researchers made a more frequent use of research-oriented evaluative acts in move 1. Possibly the most notable difference is the much higher occurrence of evaluative acts addressed to issues, explanations or definitions commonly accepted by the disciplinary community (coded as Rx) in the SPENG sub-corpus. With these evaluative acts, the researcher establishes the territory and projects a knowledgeable and competent persona. At the same time, since evaluation is fundamentally directed at disciplinary concepts (Rx), business procedures (T2) or issues and concepts in the sphere of business (T4), the writer minimises interpersonal risk. Interestingly, Spanish writers tend to avoid judging the hypotheses, results and conclusions of other researchers (R2) in this move, a type of evaluation which is however more frequent (12 instances) in the ENG corpus.

The quantitative results obtained in move 2 (establishing a niche) also reveal some differences. In this move Spanish researchers and Anglo-Saxon researchers perform a similar number of evaluative acts aimed at the work of other researchers

(R2), which suggests they are equally aware of the need to find gaps in previous research. Nevertheless, Spanish researchers were found to evaluate key issues or concepts within the disciplinary community (Rx) less often. These findings are similar to those obtained by Burgess and Fagan, who found a clear omission in the Spanish papers of the introductory move where critical comment is realised. In their study the lower incidence of critical comments in these articles was partly accounted for by the different size and nature of the audience, as Spanish researchers often published in local journals. Despite the possible influence of this variable, the authors also speculated on the writers' insufficient proficiency in the use of Academic English as well as their lack of intercultural awareness as other possible explanations for the results found.

Finally, in move 3 we witness a surprising increase in the number of evaluative acts within the texts from SPENG corpus. Spanish researchers use over twice as many evaluative acts (both ROE and TOE) as the Anglo-Saxon researchers. This discrepancy, however, is largely caused by the notable propensity of Spanish scholars to evaluate their own methods (M1) and their own research hypotheses, findings and conclusions (R1), while they tend to avoid passing judgement on their disciplinary community.

Value Categories across the Two Corpora

The last part of this analysis focuses on the types of values the authors most frequently assign to the entities evaluated across the three moves of the introduction sections. To improve the reliability of this procedure, I used the rubric included in appendix 3. As we can see below (table 4), there are few notable differences in the type of categories of value which are targeted by Anglo-Saxon and Spanish scholars in move 1 of the introduction. Not surprisingly, the two types of evaluative acts which were found most often in both sub-corpora were those expressing value in terms of importance and usefulness.

	Move 1		Move 2		Move 3	
TABLE 4: NUMBER OF EVALUATIVE ACTS FOR EACH OF THE ENTITIES EVALUATED ACROSS THE TWO CORPORA (MOVES 1, 2, AND 3).						
Evaluation category	ENG Corpus	SPENG Corpus	ENG Corpus	SPENG Corpus	ENG Corpus	SPENG Corpus
EMOTION	1	0	1	1	0	0
ATTENTION	12	15	14	15	2	7
IMPORTANCE	37	44	0	9	21	51
NOVELTY	4	4	1	2	0	2
TOTAL SIGNIFICANCE	53	63	15	26	23	60

AGREEMENT	2	8	7	7	10	9
COMPREHENSIVE	0	2	13	15	25	31
KNOWLEDGE	0	0	9	5	9	3
SIMPLICITY	6	7	1	4	3	12
STRENGTH	10	18	11	6	12	20
USE	38	56	4	9	33	94
TOTAL ASSESSMENT	56	91	45	46	92	169
TOTAL EVALUATIVE ACTS	109	154	61	73	115	229

In move 2 we find an obvious preference for evaluation in terms of attention and in terms of comprehensiveness, which is consistent with the function of this rhetorical move, where researches need to assess the attention which a specific aspect has received and to indicate a research gap or niche which has not been covered in the previous literature. Evaluation in terms of attention and in terms of comprehensiveness was usually expressed in both sub-corpora as negative evaluations (i.e. lack of attention or coverage), except in the case of concessive structures (example 5) where authors first highlighted the degree of attention that an aspect had received, only to prepare the ground for indicating a limitation or gap in the next clause.

5. Despite the **great number of papers devoted** to providing empirical answers to the controversy between the adaptive and the inert views, the **evidence remains inconclusive**. (SPENG 5)

A much greater discrepancy in the types of value assigned was found in move 3 (presenting your work). As pointed out before, Spanish researchers repeatedly performed evaluative acts directed at their own methodology and their own research (including their hypotheses, data, results and conclusions). The data suggests that these researchers went out of their way to highlight the importance and especially the usefulness of their work. By contrasting the data derived from the analysis of evaluation categories against the entity involved in that evaluation (table 5) we find that while Spanish researchers positively evaluated the usefulness of their own research methods 27 times and of their own research no less than 35 times, Anglo-Saxon researchers only evaluated those same aspects 4 and 10 times respectively. Similar differences across the two sub-corpora are also found in the use of evaluative acts stressing the importance of the methods and of the research presented.

TABLE 5: NUMBER OF EVALUATIVE ACTS EVALUATING THE IMPORTANCE AND USE-FULNESS OF THE AUTHOR'S METHODS AND RESEARCH.				
	(+) IMPORTANCE		(+) USEFULNESS	
Entity evaluated	ENG	SPENG	ENG	SPENG
M1	0	6	4	27
R1	4	10	10	35
RX	3	10	1	0

CONCLUSION

The research presented here has revealed that there exist important cross-cultural differences in the frequency and the type of evaluation used in the different moves of article introductions published in Business Management. The results indicate that Spanish researchers writing for international English-medium journals display a number of idiosyncratic features which can be attributed to their different narrative and interpersonal style. This style may in turn be affected by the different norms and expectations prevalent in Spanish culture, and can lead them to avoid certain evaluative acts which they perceive as potentially face-threatening, thus preventing them from exploiting the full interpersonal and persuasive potential of evaluation. In connection to this, one of most notable differences found across the two sub-corpora was the higher occurrence of evaluative acts addressed to issues, explanations or definitions commonly accepted by the disciplinary community (which we referred to as Rx) in the SPENG sub-corpus. Spanish researchers did not evaluate key issues or concepts within the disciplinary community (Rx)as often as Anglo-Saxon (native) writers, which could mean that their introduction may present a weaker case in terms of justifying the need for further research in the area targeted by their study.

While they tended to avoid passing judgement on their disciplinary community, Spanish scholars showed an extreme proclivity to evaluate their own methods (M1) and their own research hypotheses, findings and conclusions (R1). This remarkable discrepancy in the evaluative strategies employed by Spanish scholars may also be explained in terms of the different patterns of social interaction and politeness principles which are acceptable or even favoured in different cultures.

The present analysis has, in my view, proved that evaluation in written academic texts is open to quantification and contrastive analysis provided that our methodology combines electronic and manual analysis. Electronic corpus analysis provides us with effective tools for the sorting and the quantitative treatment of data and can potentially allow us to identify preferred collocation which appear to be primed in certain parts of the text. Moreover, it has been argued here that in order to accurately describe the strategic and interpersonal potential of evaluative acts, as well as to be able

to carry out comparable cross-cultural contrastive studies, we need to map out evaluative acts using a number of relevant variables such as the type of evaluation (type of value assigned and positive-negative scale), the entity under evaluation and the agent of the evaluation. In doing so, we may provide an analysis that is deeper (Silver) and which can account for the specific functional and interpersonal uses which evaluative acts can perform in context. In relation to this, the analysis of rhetorical moves offers important advantages over other less context-bound methodologies.

Corpus analyses of academic texts can help us explain the extent to which Spanish researchers publishing internationally are able to acculturate to the target disciplinary norms and rhetorical practices of an international audience, as well as to take into account other contextual aspects (nature and size of the audience, impact, competitiveness, etc.) that affect international publication. In addition, studies like the one undertaken here may allow the identification of potential rhetorical inadequacies and limitations which may aggravate the difficulties Spanish researchers find when trying to publish internationally. Additionally, they may help reveal whether certain structures, functions or rhetorical moves are overused or neglected by Spanish researchers when trying to publish internationally, and could facilitate the compilation of a list of typical rhetorical difficulties and helpful rhetorical advice to facilitate writing for publication.

The present research might benefit from a larger corpus, which would allow us to establish the statistical significance of these findings. In addition, the use of ethnographic techniques, such as interviews with article writers and editorial gatekeepers would permit triangulation of research and would greatly increase the validity of these findings. Future research could also analyse intra-lingual variation to determine the degree of homogeneity or standard deviation in the use of these rhetorical practices across individuals belonging to the same discourse community.

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APPENDIX 1

Swales' Revised Model for Research Article Introductions (From Kanok-silapatham)

Move 1: Establishing a territory (citations required) via Topic generalizations of increasing specificity

Move2: Establishing a niche (citations possible) via:

Step 1A: Indicating a gap, or

Step 1B: Adding to what is known

Step 2: Presenting positive justification (optional)

Move3: Presenting the present work via:

Step 1: Announcing present research descriptively and/or purposively (obligatory)

Step 2: Presenting research questions or hypotheses* (optional)

Step 3: Definitional clarifications* (optional)

Step 4: Summarizing methods* (optional)

Step 5: Announcing principal outcomes (optional)**

Step 6: Stating the value of the present research (optional)**

Step 7: Outlining the structure of the paper (optional)**

*Steps 2-4 are less fixed in their order of occurrence than the others.

**Steps 5-7 are probable in some fields, but unlikely in others.

APPENDIX 2

Rubric for Identification of Specific Entities

SPHERE	ENTITY	WHOSE ? / WHO	
RESEARCH	1. A research methodology: *Is a method, variable or type of data being evaluated?*	The author(s) of the RA	M1
		Other researchers	M2
	2. A research work (hypotheses, results or conclusions): *Is someone's research work or the hypotheses contributions in that work being evaluated?*	The author(s) of the RA	R1
		Other researchers	R2
	3. An issue, explanation, definition. *Is a particular issue or the explanation of that issue in the literature evaluated?*	The disciplinary community	Rx
TOPIC AREA (Business Management)	1. A company, business or institution: *The entity being evaluated is a company, business or some other institution?*	Practitioners	T1
	2. A (business) strategy, procedure, operation: *Is a particular management strategy, production/business operation being evaluated?*	Practitioners	T2
	3. A challenge, problem, difficulty, change faced by a company, business or institution	Practitioners	T3
	4. A factor, issue, concept in the world of business	Practitioners	T4

Rubric for Identification of Value Categories

CATEGORY	VALUE	CODE	POLARITY
SIGNIFICANCE	**1. Importance:** *-Entity evaluated as (not) significant, important or relevant in the research/world sphere?*	IMP	1. is important 0. lacks importance
	2. Attention: *- Entity evaluated as (not) receiving attention in the research/ business sphere?* *- Entity evaluated as (not) the subject of debate or controversy*	ATT	1. receives attention 0. receives no/little attention
	3. Novelty: *- Is the entity evaluated as (not) new, original, innovative?*	NEW	1. is new/original 0. not new/original
ASSESSMENT	**1. Solid:** *- How robust, stable, coherent, correct, careful is the entity?*	SOLID	Solid Not solid
	2. Approval: *How much agreement, support exists?* *How much evidence, proof exists? (upholding/ substantiating/ endorsing the entity)*	AGREE	+ agreement/evidence - agreement/evidence
	3. Comprehensiveness: *-How inclusive, broad or complete is the entity?*	COMPR	+ Comprensive - Comprehensive
	4. Usefulness: *To what extent does the entity help **increase** benefit, knowledge, ability, efficiency or any other advantage?* *To what extent does it help **reduce** risk, damage, problems or any other disadvantage?*	USE	+ Useful - Useful
	5. Simplicity: *How simple or easy is the entity?*	SIMPLE	+ Simple/ easy + Complex/ difficult
	6. Knowledge *How much do we know/ understand about the entity?*	KNOW	+ know/understand much - know/understand little
	7. Emotion/ personal assessment	EMOTION	+ / - personal reaction