



Authorial Voice in Research Articles on Applied Linguistic Written by Iranian and International Authors



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ABSTRACT

The concept of authorial voice has been discussed by many scholars in the field of applied linguistics. This study was an attempt to explore voice from an appraisal theory perspective. To this end, Iranian and international author's usage of authorial voice in their published research articles was investigated. A corpus of 30 research papers (15 Iranian and 15 International research articles) written in English language in the field of applied linguistics was gathered. The thematic analysis of authorial voice was conducted by using Swale's move structure analysis (1990) as well as Martin and White's appraisal model (2005). The data were analyzed mostly quantitatively. For the qualitative part some excerpts have been chosen from the texts to find a meaningful pattern. The findings revealed that the tendency of Iranian and International writers for some linguistic resources was to some extent the same that is they followed a similar pattern of voice. The two groups showed similarity when using Affect, Judgment and Appreciation. This study remarkably introduces a new form of studying authorial voice in different sections of the articles based on Swales' move structure analysis (1990) and Martin and White's appraisal model. This contributes to new information about authorial voice in different sections of articles in the field of applied linguistics, and gives unique insights about

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1. Introduction

Increasing concerns of researchers in the field of education in general and applied linguistics in particular, about the concept of research in a wide range of studies ([Babaei et al., 2016: 502](#)).

One of the most challenging things that the authors of the research articles would encounter is writing academically as the authors should have an amalgam of content knowledge, skills, academic writing skills, and evaluative language choices to express themselves ([Bunton, 2005](#), [Bitchener & Basturkmen, 2006](#)). The two concepts that can depict academic writing as a social interaction are stance and voice. Long ago, [Jordan \(1997\)](#) mentioned that academic writings have some characteristics: formality, contraction avoidance, colloquialism, personal pronouns, and making cautious language while claiming. In addition, Hyland (2005) mentioned that the centrality of academic discourse has changed to knowledge creation and ‘solidarity’ with the reader. And he claimed that authors not only produce texts but also they use the text to ‘acknowledge, construct and negotiate social relations’ so the academic texts display if the writers are aware of the audience and the consequences of the audience readings.

Authorial voice in research articles is very important ([Hyland & Sancho-Guinda, 2012](#)). The meaning of voice is obvious, but it has no clear-cut definition ([Tardy, 2012](#)). In general, voice has been regarded as a reflection of the writer’s idea ([Hyland & Sancho-Guinda, 2012](#)). Some researchers define voice as discursive identity of an author ([Matsuda, 2001](#)), and other researchers consider voice as the author’s academic standpoint and visibility ([John, 2012](#)). Thus, the nature of authorial voice in research papers is a challenging subject ([John, 2012](#); [Matsuda & Tardy, 2007](#)), especially among authors whose native language is not English language ([Flowerdew, 2001](#); [Hirvela & Belcher, 2001](#)). In almost all research articles an identifiable voice is observable ([Groom, 2000](#)). There are different standpoints about voice. As [Matsuda \(2001\)](#) puts it, voice brings about amalgamative influence of discursive and non-discursive aspects of the language that different language users, readers and writers create ([Tardy & Matsuda, 2009](#)), while they intentionally or unintentionally use voice when

they are obsessed with the text. Critical stylistics, like any stylistic method since its inception, has been studied, until in 2010 Leslie Jeffries introduced components that set out the characteristics of critical stylistics previously developed by Simpson, Fairclough. And Fowler, it was proposed, covered ([Nabi Lou and Dadkhah, 2020: 994](#)).

This study made an attempt to use a framework that might contribute to the study of authorial voice in different research articles. It also revealed that the processes of corpus linguistics can be used in studying authorial voice of the authors. Furthermore, this study investigated the signs of voice from appraisal theory’s dimension in research articles in the field of applied linguistics. In fact, it aimed at uncovering the authorial voice used by Iranian and international authors in their published research articles in the field of applied linguistics by taking into account [Martin and White’s appraisal theory \(2005\)](#).

In [Swales’ CARS model \(1990\)](#), research articles should follow three rhetorical moves including (a) establishing a territory, b. establishing a niche; and c. occupying the niche. The authorial voice can be presented in various sections of a research articles such as introductions, literature reviews, methodology, discussions and conclusions. As far as the introduction sections are concerned, [Bunton \(2005\)](#) underlined the presence of voice in moves and steps in PhD thesis introductions. Regarding the literature reviews, [Kwan \(2006\)](#) argued that the authorial voice can be included in thematic units. In terms of the methodology, [Cotos. et al. \(2007\)](#) showed the perceived occurrence of authorial voice in moves and steps. For discussion and conclusion, [Dudley-Evans \(1994\)](#) revealed the existence of the authorial voice in a nine-move model for discussion sections. Regarding conclusion, [Bunton \(2005\)](#) made a distinction between the discussion and conclusion sections. He also added that the authorial voice is presented differently in these sections.

[Swales’ \(1990\)](#) CARS model shows that *attitude* itself has three subcategories including *Affect*, *Judgment*, and *Graduation*. *Affect* refers to the individuals’ positive or negative emotional feelings or reactions. *Judgment* denotes to human behavior evaluations. The aim of *appreciation* is to assess the significance of things.

2. Previous research

(Authorial) Voice

The voice concept emerged in the late 1960s and early 1970s. Its focus was on L1 writer's compositions. Author's voice has been considered by many scholars as to be related to the ideology of individualism ([Ramanathan & Kaplan, 1996](#)). ([Ramanathan & Atkinson, 1999](#)). But later, other authors mentioned that an author may have different voices in a piece of writing ([Bowden, 1999](#)). Accordingly, it moved a little further away from just the concept of individualism. Recently, [Hyland \(2008\)](#) stated that voice is the interactive linguistic choice of the authors to interact with the readers in that he considers both the linguistic features and discourse features, and the concept of voice may include authorial voice, reader engagement and interaction. Thus, Hyland's definition of authorial voice includes both individualistic nature of voice and the social or interactional aspect of voice, which was a new model of voice.

Authorial voice has overlapping subjective and intersubjective dimensions. In academic writing, subjective one is prominent in depicting the writer's personal voice ([Hyland, 2002](#)). [Scollon \(1994, p. 34\)](#) mentioned that academic writers should construct "authorial self as the presentation of a fact". Authorial voice of the authors has been considered by [Hyland \(2001, p. 209\)](#) as the ability of the author as the 'insider' to discourse community which is the subjective dimension. The intersubjective dimension encompasses the writer's ability to establish a relationship with an audience with different views about the subject matter.

Stance

Most of the authors consider stance as a characteristic of voice. [Hyland and Guinda \(2012, p. 4\)](#) stated that "stance is subsumed in the broader phenomenon of voice". These two concepts are considered as "a reversible flow of the communal into the personal", and they can be studied through different linguistic features. [Hyland, \(2012, p. 134\)](#) stated that stance is "the writer's rhetorically expressed attitude to the propositions in a text" which establishes the impression of the writer for the reader.

Myriads of authors have studied stance from a different methodological perspective. For instance, [Martin and White \(2005\)](#) and [Hood \(2004\)](#) studied stance from a systemic functional linguistic

perspective. Other authors also have investigated stance by considering different methods, for example, [Biber \(1988, a multidimensional analysis\)](#), [Hyland \(1998, a discourse analysis perspective\)](#), [Hyland \(2008, corpus linguistic\)](#), [Tardy \(2012, a reader-response theory\)](#), and [Gross and Chesley \(2012, the classical Rhetoric tradition\)](#). Different studies have different goals that ranges from the writer's self-mention to the author's all expressions of personal opinions ([Hyland, 2012](#)). [Bondi \(2012\)](#) has also mentioned that the author's stance ranges from the author's self-attribution to unattributed expressions of the author. Stance of the authors in the text assist the readers comprehend the impression of the author in the text (Thomson, 2012).

Many authors (e.g. [Kaplan, 1966](#); [Hyland, 2013](#)) proved that the cultural interference of native language culture of nonnative English speakers is completely evident when they write in English. So the differences between different academic genres like stance and voice can be completely evident. [Kaplan's study \(1966\)](#) is one of the prominent studies of contrastive rhetoric, which revealed that thought patterns are not universal but they are cultural so each language has got its own rhetorical patterns. [Connor \(2011\)](#) discussed the ethnocentricity of Kaplan's contrastive rhetoric as he discusses the paragraph structures based on Anglo- American paragraph model which can be a better fit to Kaplan's oriental model for example in [Swales' CARS model \(1990\)](#) steps should be taken by the author until the purpose of move is realized in academic writing. Later on contrastive rhetoric came to be used for other disciplines like genre analysis, textual analysis, error analysis, corpus analysis and ethnographic analysis.

There are numerous authors who have studied the concept of stance and voice from different perspective for example the writer-reader engagement as a case in point, [Salager-Meyer et al \(2003\)](#) and [Salager-Mayer and AlcarazAriza \(2004\)](#) made a contrastive study of negative appraisals in research articles written by French/Spanish and native English writers. They stated that French Spanish authors showed to be more direct, critical and authoritative than native English authors. That event interpreted as the non-British-European counterpart deal with smaller and more specific audience than the British ones. As it's evident there are numerous studies that identified the differences between the rhetorical strategies of stance and voice across different cultures but obviously the real cause of

these differences is not clear yet.

In another study, [Morton and Storch \(2018\)](#) explored the voice concept in the PhD dissertation at the beginning and end of their PhD program. They found that there was an evidence to prove the presence of the voice in their texts especially at the end of their program. In a follow-up study, [de Magalhães, Cotterall and Miderosc \(2018\)](#) probed into the difficulty of two PhD candidates in the writing task based on identity, agency and voice. They concluded that voice issue is among the challenging aspects of writing for nonnative writers. In fact, they revealed that nonnative writers avoided to express and write argumentatively. Rather, they utilized improper evaluative language recourse.

All in all, reviewing the literature indicated that no study has been yet conducted to investigate authorial voice in research articles written by Iranian and International authors. This study aimed to fill such a gap in literature and the answer to the proposed question:

RQ. To what extent do Iranian and international authors use authorial voice in research articles on applied linguistics?

3. Analytical Framework

Swales' CARS model or Create a Research Space model (1990) have been used by so many researchers to study the sections of the articles that the voice should appear. Swales pinpointed that in the Introduction sections the authors should engage and persuade the readers so he specified the rhetorical moves related to the introduction sections (140-145).

Move 1 "Establishing a territory" by "Claiming centrality," "Making topic generalization(s)," and "Reviewing items of previous research":

Move 2 "Establishing a niche" by "Indicating a gap":

Move 3 "Occupying the niche," by "Outlining purposes:"

[Swales \(2004\)](#) in his move analysis study pinpointed the textual moves which reveal a communicative meaning and contribute to the overall communicative purpose of the whole text of the introduction. Later on other researchers generalized Swales' move analysis study (1990) to other sections of the article. For example, [Williams \(1999\)](#) generalized Swales introduction move analysis on the results, [Dudley-Evans \(1988\)](#), generalized it on the Discussion sections.

[Bunton \(2005\)](#) generalized it to the conclusion and there were other researchers who generalized Swales' move analysis to other parts of the studies like acknowledgement by [Hyland \(2004\)](#), abstract [Lores \(2004\)](#), Methods by [Lim \(2006\)](#) which is not the focus of this study.

Following what [Swales \(1990, 2004\)](#) has mentioned about move analysis in Introduction section, other authors generalized Swales move analysis to other sections of studies. Swales pinpointed different moves of Introductions as different genre. [Martin and White \(2005\)](#) as two Systemic Functional Linguists has placed more emphasis on interpersonal meaning by the author's intersubjective positioning. Therefore, there exist as many evaluative resources as possible e.g. attitude, appreciation, affect and ... These issues will be discussed in detail in the following section.

For the purpose of investigating authorial voice as the interpersonal meaning proposed by two groups of authors (Iranian and International), [Martin and White's appraisal model \(2005\)](#) have been used to reveal the extent Iranian and International authors use the categories of authorial voice in their research articles or the tools that are employed by the authors to express their voice in writing research articles. These two authors ([Martin and White](#)) as Systemic Functional Linguists proposed their framework to examine the authorial voice of the authors or their meaningful interpersonal choices to shape their textual discourse. According to [Martin \(2000\)](#) meaningful resources used to negotiate interpersonal meanings by the authors are called appraisals. This model was developed by these two authors to investigate intersubjective meaningful resources through the texts.

In [Martin and White's appraisal model \(2005\)](#) evaluative meanings are classified in three categories of *attitude*, *graduation* and *engagement*. Attitude encompasses Affect, Judgement, and appreciation. Attitude is for expressing one's feelings which is depicted as *Affect*, Judging the behaviour of people depicted as *Judgment*, and *Appreciation* is assessing the value of the natural phenomena. Graduation in this model encompasses the linguistic features for adjusting force or precision. Engagement involves the features to engage the readers with the values and views of the writer, authoritatively or persuasively. Engagement deals with the positioning of the reader with respect to opinion

of others (Heterogloss) or one's own opinion (Monogloss). Graduation deals with the functional aspect of language to increase or decrease the attitude and engagement in the text

which deals with the emotions and manners of the authors to the readers and other authors. It also deals with the way authors change the strength of their opinions.

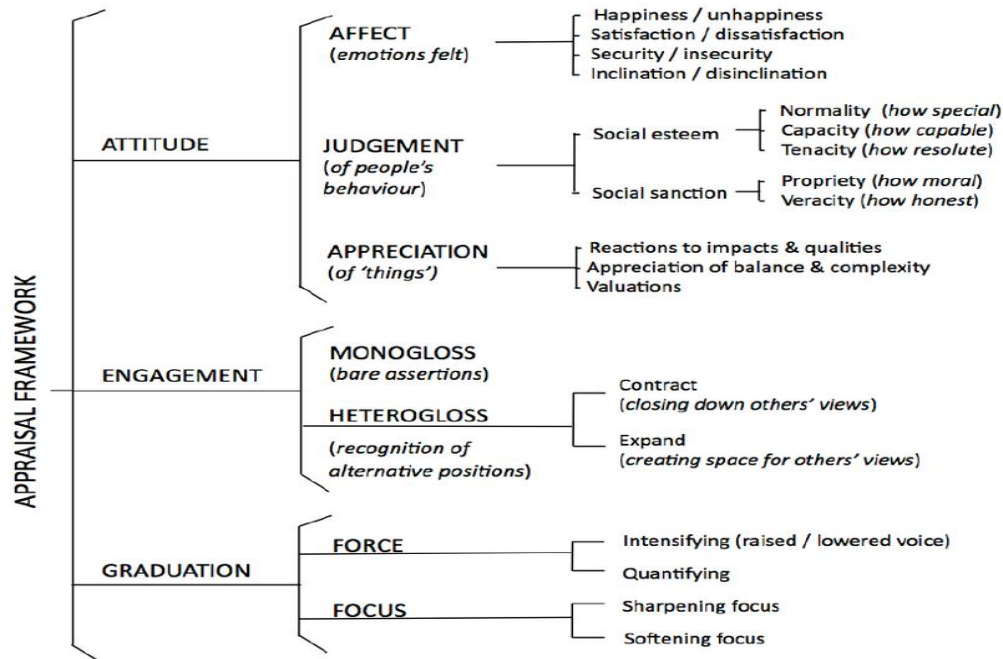


Figure 1. Appraisal model (adapted from [Martin & White, 2005](#))

Following Swales as specifying where in research articles different authorial voice occurs and following [Martin and White \(2005\)](#) as focusing on examining the interpersonal meanings or authorial voice of the authors, this study will propose a framework to investigate the authorial voice as meaningful resources (e.g attitude, appreciation, affect, judgement,...) proposed by two contrasting groups of Iranian and International authors in different sections of the articles as in introduction, literature review, discussion, and conclusion.

4. Methodology

Data Collection

Based on expert opinions in the field of applied linguistics, the corpus consisted of the 15 Iranian research papers and 15 International research papers published form 2019-2020 in the field of applied linguistic. The articles have been chosen from the journals with high impact factor like TESOL Quarterly and International Journal of Applied Linguistics. They are all English-medium journals and all have high rankings in Thompson Reuters. These articles have been thoroughly examined by the researcher and Iranian and International authors have been randomly chosen among the collected articles.

The researcher identified different sections of the articles, introduction, literature review, discussion, and conclusion based on [Swales Move analysis \(1990, 2004\)](#). Then the researcher goes to the next step which was the process of data coding.

Data Coding

To code the gathered data the researcher herself who is an MA holder and PhD candidate in applied linguistics did the coding procedure. It allows searching the texts for words or certain features. Each, research article was categorized with their *Attitude, Engagement, Graduation*, and their related subcategories of appraisal model. In order to eradicate the subjectivity in the categorization process, inter- and intra- coder reliabilities were utilized to reach an acceptable reliability value. For inter annotation reliability two annotators analyzed the articles' texts then the two annotations were compared to resolve the problems regarding the comparison of both. The Cohen's Kappa coefficient was acceptable for all categories which was about 0.84. As the comparison was satisfactory, the first annotator continued his analysis. For the intra annotation, the first annotator annotates the texts twice in different situations. If the annotation face an acceptable consistency the annotator continues his work.

Data Analysis

The current study enjoyed both quantitative and qualitative methods to analyze the data. In terms of the quantitative aspect, both descriptive and inferential statistics (chi-square test of independence) were utilized. That is, the mean frequency of each category was examined and normalized per 1000 words. Chi-square test of independence was run to compare the between and within category differences. The analysis in most part of this study is quantitative.

The qualitative part is used for the purpose of finding a meaningful pattern through the texts. Thus, all the coded examples were carefully taken into account in context to find out a meaningful pattern based on the goals of writing different sections of research articles.

5. Finding and Discussion

Quantitative analysis

[Swales \(1990\)](#) pinpointed that voice can be found in the introduction sections of the articles. Later on different authors promoted and generalized Swale's study to other sections of the article. Here voice is investigated in different sections of the articles by taking advantage of Martin and White's theory of appraisal and presented in Table 1. [Martin and White \(2005\)](#) studied and classified evaluative meanings of the authors by introducing different classifications of voice. The unique analysis of authorial voice based on [swales \(1990\)](#) and [Martin and White \(2005\)](#) is presented in the following Table (1).

Table 1. Authorial Voice in Different Sections of the Research Articles Written by Iranian and International Authors

Article section	Indicator								
	Attitude IR Int	Engagement IR Int	Graduation IR Int	Affect IR Int	Judgment IR Int	Appreciation IR Int	Reaction IR Int	Composition IR Int	Attribute IR Int
Introduction	40 39	24 49	29 20	44 62	41 48	69 79	66 42	34 33	17 24
Literature review	98 123	75 94	51 42	87 89	101 95	146 157	118 106	105 129	77 81
Discussion	45 66	69 78	31 34	90 106	89 78	90 105	93 76	76 84	42 53
Conclusion	25 41	19 33	11 23	24 45	58 43	59 57	48 30	32 42	30 23

This table remarkably reveals the usage of different kinds of authorial voice in different sections of the articles by Iranian and International authors. It shows that the markers of voice have been widely used in the literature review section. The second rank has been devoted to discussion section then third and fourth to

introduction and conclusion.

After calculating the descriptive statistics, in order to compare the groups based on the patterns and variations of voice chi-square test of independence were conducted. Table 2 presents the descriptive statistics of the results.

Table 2. Descriptive Statistics of APPRAISAL Resources in RA

Appraisal	Corpus	N
Attitude	Iranian	208
	International	269
Engagement	Iranian	187
	International	254
Graduation	Iranian	122
	International	119
Affect	Iranian	245
	International	302
Judgment	Iranian	289
	International	264
Appreciation	Iranian	364
	International	398
Reaction	Iranian	325
	International	254
Composition	Iranian	247
	International	288
Attribute Gate	Iranian	166
	International	181

As demonstrated in Table 2, attitude, engagement, affect, appreciation, composition

and attribute gate are the more common sources of appraisal in the international RAs, while

graduation, judgment and reaction are more frequent sources of appraisal in Iranian RAs. In order to further investigate the differences between Iranian and international RAs in terms of the distribution of the sources of appraisal, chi-square test of independence was run. Table 3 illustrates the results of chi-square test of independence for *appraisal resources in Iranian and international RAs*.

Table 3. The Results of Chi-Square Test of Independence for Appraisal Resources in RA

	df	X ²	p
Iranian and International RAs	8	4481.92	.001

Based on the results of chi-square test of independence reported in Table 3, since $p < 0.05$, it is concluded that there is a significant difference among Iranian and international authors in terms of the frequencies and distribution of the sources of appraisal. In other words, it was concluded that Iranian authors implement the sources of appraisal in their RAs significantly differently from the way their international counterparts do. However, it has to be noted that the results of the quantitative analysis of data conducted so far give us a bird eye view to the problem under investigation and further qualitative analysis is needed to have a more comprehensive view of the issue.

Qualitative Analysis

Qualitative analysis is done to reveal a meaningful pattern by finding some meaningful excerpts from the texts. Our qualitative analysis revealed that both Iranian and International academic writers followed a similar pattern of voice. That is, two groups showed similarity when using *Affect*, *Judgment* and *Appreciation*. As far as Engagement category is concerned, there are some differences between two groups. Although both groups utilized Hetero-glossic and Mono-glossic resources, International academic writers used more Hetero-glossic than Mono-glossic resources. In contrast, Iranian academic writers favored Engagement category. These differences were not unexpected since two groups followed academic purposes. Utilizing these differences may lead to find out the pattern of voice in two groups which might be in line with [Swales' three rhetorical moves \(1990\)](#).

Concerning the territorial establishment (the first Swales' rhetorical move), the authors make attempt to show that their work should be worth

reporting to the scientific community, and *Attitude* category can help to achieve this reasoning. The *Graduation* and *Engagement* resources are generally connected with *Appreciation*, which can boost it and decrease *Graduation* by *Attitude*. As shown in Excerpt 1, the author uses "to enhance," which constitutes one of the "recent resources for *Appreciation*," to give an example of new innovations. The 'recent' refers to 'the near-current moment' and the *Appreciation* rises by stressing "innovation." This sentence's *Appreciation* is favorable since it concerns latest advancement. *Appreciation* is also increased by the "spectrum of methods," which indicates the scope of latest developments. As the phrase indicates distinct methods, this *Appreciation* is favorable.

Excerpt (1)

"Recent [FORCE: QUAN: extent] resources on innovation in SLTE contain a range of approaches [FORCE: QUAN: extent] that are designed to enhance L2 teacher learning, including critical reflection, assessment literacy, materials design, the use of technology, collaborative practices, and action research (Han & Mc Donough, 2019)

As shown in Excerpt 2, "a number of proposed hypotheses" is one of *Appreciation* recourses and it is unclear whether the *Appreciation* is good or bad, as is other Iranian study articles.

Excerpt (2)

This research accounts for a number of proposed hypotheses [FORCE: QUAN: extent] which showed the English language learner' personality traits (Qoochany, et al 2020). (Iranian research paper)

In terms of establishing a niche, the academic writers discuss present research literature and context information to show the gap (divide) in the study. They also evaluate and compare the study with previous studies. Resources for this justification are often easily identifiable as they are often presented by *Counter Engagement* resources, which contain a connotation of contrast to expectations (e.g. *However*, while, but).

Excerpt (3)

A literature review related to the translation quality research indicates that there does not exist [ATT: APP:

valuation] any appropriate literature reviews for the current research paper as most schemes are either outdated or in their infancy to illustrate current research in the field (e.g. Li & Chen, 2019; Chochiang et al 2020). However, a juxtaposition of existing literature reviews can provide [ATT: APP: valuation] some fundamental plans for the thematic classification of the present research paper. (Karamy & Nezhad Ansary, 2020) (Iranian research paper)

Similar research sometimes distinguishes the divide. This implies that the writers discuss comparable research and unresolved problems to reveal the divide. For example, in Excerpt 4 the writer uses "some studies" to study the opinions of students on feedback in L2. The *Appreciation* is positive.

Excerpt (4)

There are, however, some studies [FORCE: QUAN: amount] investigating into the students' views about feedback in L2 writing in general. Previous research on students' views on response has generally indicated that students value and place teacher feedback in high regard (e.g., McCallum & Milner, 2020; Muste 2020). With respect to the form of feedback, studies have demonstrated that students appreciate comment on both local and global issues (e.g., Dawson et al 2019, Pauline Mak, 2019). (International research paper)

Regarding the third rhetorical move (i.e. occupying the niche), the academic writers argue his or her implications, and what he or she added to recent literature. This section usually comes with a positive *Appreciation* and should be along with *Graduation* resources. Excerpt 5 shows this move. Sometimes, the *Focus* resource is used to show the relevance and particularity (e.g. in particular) of the current research.

Excerpt (5)

This study was an attempt [FORCE: INTEN] to critically analyze the different discursive features employed by two highly linguistically competent teachers in their classes As teachers provided very [FORCE: INTEN] few [FORCE: QUAN: amount] positive comments, in particular [FOCUS: sharpen] to lower proficiency writers. (Salehi, 2020) (Iranian research paper)

Finally, concerning the variation of voice in

Iranian and International academic articles, the findings indicated that in terms of Attitude category Iranian academic writers utilize far more resources of Affect and Judgment than international academic writers. In addition, Iranian academic writers provide helpful perspectives into the phenomena being investigated in terms of mental emotions (Affect) and manner (Judgment). As illustrated in Excerpt 6, the academic writer feel about the feedback are presented via "preferred" as *Affect* resources.

Excerpt (6)

For example, Loewen et al, 2019 reports on three small-scale studies in which most [FORCE: QUAN: amount] students preferred [ATT: AFFECT] feedback on content to error correction (International research paper). EFL teachers also preferred [ATT: AFFECT] to give more feedback for their writing. (Abdolrezapour, 2019)

All in all, the current study was set to explore the concept of voice from an appraisal theory perspective (2005) and swale's move structure analysis (1990). [Martin and White \(2005\)](#) discussed different kinds of authorial voice and Swale (1990) pinpointed the sections that authorial voice can be studied. To this end, the Iranian and international author's usage of authorial voice in their published research articles was compared and investigated in a new format. The statistical findings revealed that significant difference was found in Iranian and International papers. As stated, having an authorial stance is mainly regarded challenging for nonnative academic writers. Hyland (2005) argues that monitoring and maintaining an acceptable level of personality in the text is essential for writers in academic discourse to be convincing in expressing themselves.

The difference between Iranian and International writers in the current study for graduation might be due to the fact that there are distinct feature between native and nonnative authors. This finding is in line with the result of the study by Zhang and Cheung (2017). In fact, this result suggests that paradigmatic variation does not exist in all subcategories of writing. Moreover, the finding indicated that the prevalent pattern of presenting voice by the native and nonnative writers included graduation, attitude, and engagement, respectively. It is implied that both native and nonnative authors from academic

discourse community have some similarly unique writing pattern to express their voice. However, the potential differences also do exist between native and nonnative writers.

The *Engagement* was considered as an analytical framework presenting to evaluate the characteristics of authorial voice. Based on the findings, it is also evident that the highest proportion of *Engagement* may be due to the writers' tendency to express rhetorical functions. This finding is consistent with the result of Chang and Schleppegrell (2011). They also found that various semantic- structural grammatical patterns can be mobilized to realize the same rhetorical aims equally convincingly.

Additionally, the findings indicated the strong tendency towards *Attitude* recourse in two groups compared to *Affect* and *Judgment*. This result is consistent with the finding of Hood, (2004) and Lee (2015). According to Martin and White (2005), *Appreciation* recourse evaluates the significance of the things. However, *Affect* and *Judgement* recourses examine the individuals' and behaviors. Since the *Appreciation* recourse was found prevalent in both Iranian and International academic papers it can be taken into account as one of the unique features of academic writing.

Additionally, as far as the *Graduation* is concerned, the results revealed that this recourse was presented on the academic papers through *Force* rather than *Focus*. This result is in line with Zhang and Cheung (2018) who also found that "more *Force* than *Focus* resources are used to upgrade attitudinal meanings realized through *Attitude* resources or to evoke *Appreciation*" (p. 53).

The findings of the study can be interpreted based on Swales' three rhetorical moves (1990). The corpus of the research revealed utilizing rhetorical moves in Iranian and international author's usage of authorial voice in their published research articles. However, concerning the Swales' three rhetorical moves (1990), there was discrepancy between two author groups in employing certain type of rhetorical moves. According to Swales' model, these rhetorical moves can be recognized in various sections of the academic research articles. For the purpose of current study, this was investigated in all sections of the research articles. Utilizing the Swales' CARS model (. 1990) enables the researchers to find out how different writers establish and utilize rhetorical moves. For instance, as the first rhetorical move, Swale (1990) argues that

establishing a niche for one's own research consists of using other voices that already are present in the specific field of research. In the same vein, Swale (1990) maintains that occupying the niche requires that writers vividly show the importance of their own study – thus, making an authoritative voice. Examining these features can give precious insight into how the writer's voice gradually develops "out of others' words that have been shown and integrated, i.e. how writers develop knowledge and their own voice in terms of established knowledge and writing patterns in the disciplinary field.

The findings of this study add to our understanding of the complexity of the phenomenon of voice, and contribute to mapping the landscape of voice in academic writing. It seems clear that if doctoral students want to make their voice heard in the "occupied territory" of the literature review (Kamler & Thompson, 2006, p. 29), then they need to develop a strategic scholarly voice that projects expertise and authority, and is 'recognizable' within a particular discipline. Learning "[h]ow to negotiate between competing claims of self-assertion and self-effacement, individual creativity and institutional authority, personal commitments and community expectations" (Cameron, 2012, p. 249) is part of the process of academic enculturation into scholarly practices. It is also clear from our study that academics within a single broad discipline may have markedly different perspectives on voice and that this is part of the territory that students need to navigate.

Eventually, the current research presented common patterns of *Attitude* and *Graduation* resources, and their relationships to reach a specific a rhetorical purpose in academic writing papers. Concurring the above mentioned Appraisal model in this study, this research highlighted some linguistic resources for writing in academic contexts. It shed lights on the rhetorical effects created by such linguistic resources systematically, too.

6. Conclusion

Based on the findings, it can be concluded that the use of the graduation subcategory was to some extent different in Iranian and international writers, which is linked with the potential meanings of some rhetorical moves, leading to the projection of effective authorial viewpoints. In addition, the difference of two groups regarding

the attitude and engagement implied that there was not a considerable equilibrium in writers' authorial voice of being assertive and authoritative. In sum, the findings of this study verified a considerable employment of graduation pattern in both groups which may reveal the authors' awareness of graduation as an essential interpersonal aspect of academic paper writing. The results altogether may be of significance to the ESL/EFL writer and academic researchers to gain some insights of common research writing patterns. These results, however, should not be generalized due to the fact that the scope of the current research was restricted to only one Appraisal model, and only academic Applied linguistics. Therefore, for future studies it is suggested that other models of Appraisal theory and other disciplines be investigated. The findings can also present practical assistance for novice writers who wish to publish their study in internationally refereed journals to become legitimate members of their discipline community.

No doubt, an essential element for successful

publication is for authors to follow the disciplinary writing conventions. This, however, causes the difficulty for novice research authors, especially those from EFL contexts who struggle with the difficulties of writing in a foreign language. The results can also give useful pedagogical implications for practitioners in the field of English for Specific Purposes (ESP). The finding can also help the material and syllabus designers to be familiar with the patterns of academic writers.

It is also suggested that the future studies be conducted with larger corpus of data to enable a higher-confidence quantitative generalization of the findings. Moreover, the findings of the present study might be fruitful implications for academic writing discourse to utilize rhetorical resources. However, the current study did not delve into directly readers' generating of writer's authorial voice. This issue can be addressed in further research.

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