Stance Expression in Abstract Section of English Research Articles: How Are Cambodian and International Authors Different?

Thida Or[1], Chenda Soeurn[2], Sovann Ly[3], Voithna Nhean[4]
[1,3,4]Department of English, Institution of Foreign Languages, National University of Battambang, 020704, Battambang, Cambodia
[2]Department of Tourism, Faculty of Business Administration and Tourism, National University of Battambang, 020704, Battambang, Cambodia

ABSTRACT

Stance is an academic writing trait relating to how writers interact and communicate with their audience through language. This research focuses on the following kinds of stance expressions and sub-classes: boosters, hedges, attitude indicators, and self-mentions written by Cambodian and international authors. This study analyzed a corpus of 30 abstracts of the research article using Antconc software and the Hyland (2005) analytical framework model. The abstracts were culled from high-quality papers in the following fields: international journals and Cambodian journals. A qualitative research design was used to explore answers to three research questions: (1) what types of stance expressions are employed in Cambodian and foreign authors' abstract parts of English research articles? (2) what do Cambodian and International authors employ the sub-category devices in their research abstracts? (3) what are the differences in stance expression of English research abstracts written by Cambodian and international authors? The findings of this study indicated that types of four stance expressions were presented in the abstract section of English research papers, with the hedge being the most commonly used among the other subtypes of stances. Within both journals, there is a substantial difference in the use frequency of the attitude self-mention and markers categories; however, there is none for hedges and boosters. This analysis suggested Cambodian authors seek the understanding of stance expression and consider following international authors as a model for writing stance expression in their research article abstract.

Corresponding Author:
Soeurn Chenda,
Email: *soeurn.chenda@nubb.edu.kh*

1. INTRODUCTION

Cambodian learners are required to use all skills, especially four macro-English language skills in the language classroom. Among these skills, writing is crucial to performing their language competence. English is still the most widely used language in business and academia worldwide, writing in English is crucial for students enrolled in professional training programs and higher education. Nowadays, many people worldwide need to become proficient in English writing conventions to comprehend their fields, launch their jobs, or effectively complete their education (Paltridge, 2013). Miftah (2015) implemented a writing process approach (WPA) to improve the essay writing of the students. As a result of this study, students' essay writing skills can be enhanced through implementing the Writing Process Approach with suitable model procedures. Additionally, making sense through writing involves more work than making sense through

hearing and reading (Dixon & Nessel, 1983). Nunan (1999:271) views producing "a clear, fluent, extended piece of writing" in one's second language as a huge task. Furthermore, it is well-recognized that academic writing is no longer seen as a nameless, impartial, and objective writing style (Wang & Pramoolsook, 2021). Accordingly, how writers and speakers illustrate their thoughts has long been a crucial language feature (Hyland 2005). Therefore, stance shows the ideas and attitude of the writers, especially it can persuade the readers to read the whole information.

Moreover, Chenda, et al. (2022) studied stance expression in the research introduction section of research articles written by Cambodian and international authors, and the categories of stance expression such as boosters, hedges, attitude markers, and self-mention. The results of the study revealed that all four stance expressions were found while hedge was most frequently used in writing research articles. However, booster, attitude marker, and self-mention were not found in the study. According to Pho (2013), stance refers to how writers present themselves and how they communicate with their audience through their opinions, commitments, and judgments. As a result, numerous scholars have investigated its role as a useful communicative tool in transmitting and enticing readers to engage with the texts Miasari, et al, (2018). This is due to the lack of skills in interpersonal positioning and dialogic arrangement of writing quality for readers (Zhang, & Zhang, 2021).

On the one hand, academic writing engagement is primarily associated with 'positioning', or adopting a concept concerning both the text discussing concerns and the holder's perspective of such issues. Due to this, Hyland (2005) asserted that stance and engagement, the model is critical in obtaining both writer and reader interaction in a comprehensive and united way in studying the means to achieve an academic argument of the disciplinary communities constructing preferences. He even argued that posture was concerned with a writer's expression to convey reader participation in their writing, and it focused on four primary aspects, which included boosters, hedges, attitude markers, and self-mention.

Hedges

Hedges emphasizes the writers' decision to reject the entire commitment to propose in the research by providing information as opinion rather than verified fact. In addition, self-reflective language expressions are used to adjust speech-acts illocutionary force and designate epistemic modality (Holmes, 1982). Hedges are significant resources for academics because they allow authors to express statements with carefulness, accuracy, and dignity (Hyland, 1996a). This can be expressed using specific hedge phrases, which are listed below.

Example:
(1) I **may not** come to school tomorrow.
(2) to overcome this problem, substitute material that **may** decrease the PSB's production cost must be investigated… (Miasari, Arsyad and Arono, 2018)
(3) **Generally**, almost all research abstract writing **should** follow five moves of genre analysis in the research abstract.

In this example, (1) the auxiliary "**may not**" shows the writer's uncertainty about going to school. Hence, (2) the word "**may**" illustrates the uncertainty of evidence. Therefore, in example 3, the adverb "**Generally**" and modal verb "**should**" are applied to express the uncertain suggestion of using Genre framework analysis.

Booster

Hyland (2005) indicated that writing hedges and boosters show the response of writers to prospective reader opinions as well as an awareness of discipline rules of suitable disagreement. They equalize verifiable facts, subjective judgment, and interpersonal communication as key components to attain claim acceptance. Both styles highlight those speeches expressing both opinions and the writer's attitude toward themselves and the audiences. Assessment of the commitment includes authors' argument writing based on their epistemic position and the result this commitment may have on audiences' answers.

Examples:
1. The accident was **clearly** the truck driver's fault.
2. We **obviously** do not see the hidden meaning.
3. The school principal **always** holds two-weekly meetings with all staff.

Example 1 above shows adverb booster, the adverb "**surely**" is used to express certainty about the truck driver's fault while the adverb "**obviously**" in example 2 shows the audience's judgment towards the information. Adverb stance "**always**" in example 3 is employed to express the two-week meeting regularly.

 Attitude Markers

Attitude markers represent the affective of writers, instead of epistemic, attitude to propositions, transmission surprise, agreement, significance, frustration, and so on, rather than a commitment by connecting comparatives, continuous particles, punctuation, text location, and so on are used to express attitude throughout a text. Correspondingly, Crismore (1990) asserted that these devices promote the writer-reader association by allowing the reader to engage in the implicit dialogue between the writer and the reader. Here are several examples:

> **Example:**
> 1. These results **should prove** other areas of the research. Two quantities are important.
> 2. Speedy development and quick turnover of fine roots are **crucial** factors in nutrient cycles.
> 3. Students showed another **fascinating** case in the study.

From example 1 above, it can be seen that the Modal verb "**should prove**" is used to judge the result which should be proved by other areas, while the adjective "**important**" in example 1 and example 2 is applied to stress the judgment which is stated as significant area and field. Thus, the attitude marker in the form of an adjective in example 3 "**fascinating**" is used to show interest in the study.

Self-mention

Otherwise, self-mentions focus on the level of the author's attendance in the text noted by the frequency of pronouns of the first-person and adjectives of possession to show propositional, affective, and interpersonal information such as I, me, my, us, our, and term self-mention like this writer or the research team, etc. (Hyland, 2004).

> **Examples:**
> 1) We disagree with this statement….
> 2) I think this result is quite useful if we apply it in real practice.
> 3) We delineate a novel ternary of a chemical formula developed as a material for the application of a sensor with magnet, (Phy-1) (from a study by Miasari et al., 2018)

The example 1 above, the pronoun "**We**" gives detailed information about the statement while the subject pronoun in example 2 "**I** and **We**" are used to present the writer's identity as a judge. Hence, the subject pronoun "**We**" in example 3, is utilized to state the writer regarded as an actor in their research.

This research employed three research questions as stated below:
1. What do Cambodian and international authors write stance expression types in their abstract sections of research papers in English?
2. What are the classes of boosters, hedges, self-mentions, and attitude markers written by Cambodian and international authors in their abstracts section of research papers in English?
3. What are the differences between Cambodian and international authors' writing of stance expression in their abstracts section of research papers in English?

2. METHOD

2.1. Research Design

The researcher employed a framework model of the lexical analysis for analyzing four stance features of Hyland (2005) in qualitative research design. The stance expressions model looked at four features including boosters, hedges, self-mentions, and attitude Markers in the abstract section of separate research papers in English. Data analysis occurs in the qualitative research method by examining the stance expressed in the text and interpreted in the quantitative method using the frequency and percentage formula. This study further involved an agreement on data analysis by an independent co-rater.

2.2. Corpus used in the study

This study included thirty publications written by Cambodian and international authors. A corpus is utilized as a useful device for determining the practice of many linguistic features. As a consequence, a corpus was considered an essential tool for discovering concerns and questions connected to the usage of language. Requests interrelated to the features of the way language usage differs through the situation, or time over, will likewise be standard ways in exploring throughout research of corpus. As consequently, the corpus must be the language demonstrative being studied (Randi, 2010).

The common agreement in the corpora world was that a corpus did not mean just a text collection (Biber et al. 1998: 246). Thus, through consequence, a strong detailed plan must be shaped extensively before other things else might be done. This concept has also to be moderated with the data collection realities as Kilgariff et al. (2006) argue comprehensive corpus design and the comparison created by the documental design and final corpus composition.

The sampling approach for this corpus is convenience sampling. As a result, Acharya et al. (2013) discovered that samples were chosen for the researcher's convenience and, in many cases due to using them correctly in both place and time. In addition, convenience sampling is the most prevalent method in scientific practice. According to Etikan et al. (2016), convenience sampling is a nonrandom selection in which members of the chosen population meet exact practical requirements, such as easy access, closeness in geography, a specific time availability, or engaging opportunities covered in the study. The articles chosen were purposefully collected from Cambodian and worldwide journals int the field of language education. The corpus of the study is thirty English research publications focusing just on the abstract part.

Table 1. Distribution of the articles in the data study

No	Sources of Research Articles	Code	Number of Articles Discussion	Total no. of words	Average text length
1	Cambodian Journals	CJ	15 (50%)	2369	157.7
2	International Journals	InJ	15 (50%)	3018	202.2
Total = 30 (100%)					

As we can see in above table, the most written words were found 157.7 as an average text length in the research articles in abstract section used by Khmer writers published in a Journal in Cambodia while words count in average text length with 202.2 discovered as on paper words in the abstract section of research papers written by Khmer writers published in global journals. The research papers are collected from two journal categories including the journal of Cambodian and International. The two categories of journals are chosen based on some criteria including Journal (national and international), year of publication (2016-2022), and index.

2.3. Research Instrument

Thirty English research papers written by Khmer and international writers are selected by the researcher to fulfill the study. In addition, the Hyland lexical framework model is employed as an instrument to analyze the stance expressions that appear in the abstracts section of each research paper. Based on Hyland, the categories in each kind of stance features include verbs, nouns, adverbs, adjectives, models, and possessives. Second, raters are requested to participate in this study as a tool for determining reliability. As a result, a checklist instrument for counting the number of devices of each type of stance is also included as an appendix. Several selected articles were due to Ahmad & Mehrjooseresht (2012) included only 30 publications in their study of Using Adverbials in Engineering Thesis Abstracts.

2.4. Data Analysis and Interpretation Procedure

The data was analyzed using AntConc v.4.2.0 (Anthony, 2023) software's marking stance expression of the four features model: hedges, booster, attitudinal markers, and self-mention, within frequency and percentage of each category: verb, adverb, adjective, model, common noun, subject pronoun, objective pronoun, and pronoun of possession. The result interpretation was given in each table of two sections to answer the study's five research questions. Section 1 data is designed to respond to research question one, which focuses on the stance kinds utilized in the abstract sections of 30 research articles published by Cambodian and

international authors. Section 2 data is interpreted in five various tables for each article to present detailed information about the devices of each stance. The final part addressed answering the two research questions.

3. RESULTS

3.1 Inter-Rater Reliability

This research provided the findings and discussion of the study regarding the abstract sections analysis of the articles written by Cambodian and worldwide authors in the language education field. Moreover, the analysis was compared with co-raters to ensure reliability. The results and discussion were focused on Inter-Reliability with different raters, the results from classes of boosters, hedges, self-mentions, and attitude markers, and the comparison differences between writers in the Journals of Cambodian and International in the abstract sections. An independent rater is someone who ensures and clarifies the corpus of the analysis process. To release that a unit of text, such as phrases, auxiliary verbs, verbs, or possessives can be coded into a specific type of each stance style, reliability by inter-rating was performed to help the varieties of the individual classify the frame discussion units for a sufficient agreement. To validate the analysis, this work needs an autonomous co-rater, who was a researcher from the Foreign Language Institute at the research site. The rater has a Master's degree in English language teaching and was then trained for a week to identify or code the RAs abstract using the sorts of framework of stance expression. Following that, the results from the study were deliberated, conveyed, and explained to achieve an acceptable rate between the researcher and the co-rater in case of any miscoding appeared unintentionally. At last, the co-rater can try working individualistically to analyze the six selected sample abstracts to look for the stance expression. These 6 article abstracts (3 articles from international, and 3 articles from Cambodian journals) were chosen by applying the speed wheel tool to provide an equal chance of selection co-rater analysis. The analysis of stance expression among 20% of the sample from both the co-rater and researcher was associated through the Kappa coefficient value calculated as the formulation below.

Maximum scores of 1.00 and minimum scores of 0.00 are the statistics from Cohen's Kappa (Brown, 1996 as cited in Nur et al. 2021). Therefore, Kanoksilapatham's (2005) adapted to this study stated the several classifications. (1) If it was less than 0.40 generated from Kohen Kappa, it was considered 'poor or bad,'. (2) If it was between 0.40-0.59, it was regarded as 'fair or average '. (3) If it was between 0.60-0.74, it was measured as 'good or acceptable,' and (4) if it was 0.75 or above, it was formed as 'excellent'. Alternatively, McHugh interprets Cohen's Kappa. The below table states the inter-rater reliability of agreement and disagreement of this study.

Table 2. Kappa measurement of co-raters

No. of RA with Stance Expression	No. of agreement	No. of Disagreement	K	Percentage
15	15	0	100	100%

As can be seen in Table 2, the author and the co-rater found 15 data points after analyzing the selected sample. Utmost importantly, the data findings from the authors and co-rater were the same. It can be understood that the agreement data level (Pr(e) = 0% or 0.00) was measured as the same agreement data level (Pr (a) = 100% or 1). The Cohen's Kappa value is shown below:

$$K1 = \frac{Pr(a) - Pr(e)}{1 - Pr(e)} = \frac{100 - 0}{1 - 0} = 100$$

Because 1 is the value generated from Cohen's Kappa, the table of categories is derived from a conclusion. It was concluded that the agreement between the researcher and co-data researcher was excellent and reliable enough to be used as the major data source. As a result of the findings, the researchers carried on to the next section of the research, which was to conclude this research based on the data, which was determined to be extremely reliable.

3.2 The Results of Expression Styles in the Abstract Section

The first finding of this study was that it considerably expressed a common occurrence in Cambodian Journals and International Journals. Table 3 below shows the frequency of styles of stance expression that were widely discovered in Cambodian Journals (CJ) and international journals (InJ) selected for the study. Hedges,

attitude markers, self-mention, and boosters were the four arrangements of stance expression generated from software styles via AntConc.

Table 3. The frequency of stance expression types

No	Stance Expression Categories	(CJ) N=15	(InJ) N=15	Total N=30	Percentage
		Frequency			
1	Hedges	26	23	49	50
2	Boosters	16	9	25	25.51
3	Attitude Markers	7	9	16	16.33
4	Self-mentions	1	7	8	8.16
	Total	**50**	**48**	**98**	**100**

As stated in Table 3 above, there are four types of styles discovered in this research: boosters, hedges, self-mentions, and attitude markers. The whole frequency of stance expressions within the thirty-research papers' abstract sections was 98 times (100%); the use number of stance expression types in the research papers' abstract sections written by Cambodian Journals is higher than the research papers' abstract section written by international journals, which was calculated at 50 times while 48 times were found in International Journals.

Interestingly, the hedge was mostly found in research papers if both journals, which were published in Cambodian Journals, and International Journals (49 or 50%) generated from Cambodian Journal (26 times) and International Journals (23 times). These hedges are included suggest, often, about, may be, might be, sometimes, indicate, indicate, mainly, could, mostly, rather, should, frequently, etc. Boosters were frequently used in the second ranking of types of stance expression was boosters with a total number of 25 or 25.51%. These types are show, shows, showed, known, never, certain, find, finds, found, believed, demonstrate, demonstrated, clear, clearly, etc.

Moreover, the attitude markers were applied in following rank with the account of 16 or 16.33 % found in this research such as appropriate, inappropriate, expected, remarkable, essential, agree, disagree, even, and important. However, it differed from the other former three styles of stance expression. self-mentions were only 8 times or 8.16% found in this study comprising I, we, the writer, and our, to recognize writers in writing the research papers' abstracts. Some stance expression style examples written by Cambodian and international authors in their research papers' abstracts published in university and worldwide journals include the following:

Example 1:
"….this article defines an essay in a context that **_could_** be distinguished from other papers based on its purpose and the particular context." *[08_CJ]*

Example 2:
"The study **_found_** that the COERRWP was effective in improving macro performance such as paragraph or essay structures rather than micro performance or the accurate use of lexico-grammar." *[008_InJ]*

Example 3:
"…learning methods and teacher personalities were the shadow behind the issues **_even_** though the Ministry of Education Youth and Sport…." *[007_InJ]*

As stated in the example 1 above, "**Could**" is a model verb of hedge employed to show possibility of essay writing based on purpose and particular context. Then example 2 showed the use of booster with the lexical verb "**found**" as a past tense to express the certainty of the study of CORRWP effectiveness in improvement of Macro performance of paragraph or essay structures. At last, example 3 showed attitude markers of international journals, the adverb "**even**" was carried out to judge the information of the writer's study.

3.3. The Categories Found in Each Style Type of English Research Article Abstract

Different lexical groups, such as Epistemic lexical verbs, Epistemic adjectives, and Modal Auxiliaries, were used to produce attitude markers, boosters, hedges, subject pronouns, object pronouns, common nouns, and possessive adjectives were employed to generate self-mention in these thirty-research article abstract sections.

3.3.1 Hedge Categories Found in Research Articles Abstract

This section shares the results of hedge categories found in 30 research article abstracts published in International and local Journals. The following table presents the total number of hedge-style types of English research articles seen with examples among 30 RA abstracts.

Table 4. The frequency of hedge categories

| No | Hedges Categories | RAs in LEF | | Total | Percent. |
| | | CJ | InJ | | |
		Frequency			
1	Modal Auxiliaries verbs	3	7	10	20.41
2	Epistemic lexical verbs	9	6	15	30.61
3	Epistemic adjectives & adverbs	14	10	24	48.98
	Total	**26**	**23**	**49**	**100**

As can be seen in table4, hedges were written in three different categories of lexis. Among epistemic adjectives and adverbs, the most regularly use were 24 or 48.98% of both journals. These findings were seen that 14 epistemic adjectives and adverbs totaled in the abstract section published in Cambodian Journals, whereas 10 epistemic adjectives and adverbs were reported in RAs published in Cambodian Journals (i.e., about, mostly, rather, frequency, and so on.); another maximum use was epistemic lexical verbs with 15 (30.61%) among selected RAs abstracts published in local and international journals (i.e., indicate, indicates, indicated, suggests, suggested, etc.). Epistemic lexical verbs were showed in 9 among 15 seen in ARs published in Cambodian Journals, but there were only 6 times mentioned in RAs published in international journals.

The third category was modal auxiliary verbs written 10 times (20.41%) of the total RAs including may, could, might, should, etc., while only 3 RAs written by Khmer authors published in Local Journals were found in the study. An example of hedge categories engaged by the Cambodian and international writers in their RAs abstracts issued in local and worldwide journals are shown below:

> **Example 4:**
> "… this study investigates a small group of Cambodian English teachers' cognition **_about_** 3
> English varieties and their reported practice…". [003_InJ]

Accordingly, the adverb "*about*" used in Example 4 was the most frequently employed by the authors in a university journal, and it was utilized to state or describe the information of the study that the researcher had gathered. It can be concluded that, according to the example above, it was conceivable to determine that hedges can be written to show expression of certainty or uncertainty aiming to contradict the claims of authors and determine hesitation about the entitlement of writers to evidence.

3.3.2 Booster Categories Found in Each Style Type of English Research Articles Abstract

The three categories of booster were discovered in these academic texts including model auxiliary verbs, epistemic lexical verbs, and epistemic adjectives and adverbs. Table 5 below presents the boosters revealed in this study's corpus.

Table 5. The frequency of booster categories

| No | Boosters Categories | RAs in LEF | | Total | Percent. |
| | | CJ | InJ | | |
		Frequency			
1	Modal Auxiliaries verbs	0	0	0	0
2	Epistemic lexical verbs	12	8	20	80
3	Epistemic adjectives& adverbs	4	1	5	20
	Total	**16**	**9**	**25**	**100**

Table 5 clearly revealed that RAs abstract sections written by Khmer and global writers commonly wrote two categories of boosters, such as epistemic lexical verbs and epistemic adjectives and adverbs. Consequently,

the epistemic lexical verbs were the highest regular words written 12 times by Khmer writers in Cambodian Journals and 8 times for abstracts in worldwide journals. In addition, booster adjectives and adverbs were seen 4 times in the abstracts of local journals, yet only 1 time in abstract of global journals. Lastly, Khmer writers recognized that modal auxiliaries, which were known as boosters too, were not included in the abstract of RAs available in Khmer and global journals in these findings.

The writers emphasized approximately examples of boosters in the field of language education issued in these two Journal types, such as Cambodia journals and international journals, as follows:

> **Example 5:**
> "T*he research findings indicated that the students demonstrate a **_clear_** understanding of independent learning…..". [07_CJ]*
>
> **Example 6:**
> "T*he study **_showed_** that teachers and students held positive beliefs toward CLT…". [0011_InJ]*
>
> **Example 7:**
> "….The results **_demonstrate_** that social-media-apps used on personal computers…..". [012_CJ]*

As mentioned in example 5, booster "*clear*" was written to express the confidence or true value of the author in finding that students can know about self-learning. In addition, the booster lexical verb "*showed*" in example 6 was used to demonstrate the certainty of the author's reference about teachers and students holding positive beliefs toward CLT. In example 7, the word "demonstrate" was used by the authors to clearly show the findings that he found in his study. The examples mentioned above stated that utilizing boosters could be functioned as a verb, an adverb, or an adjective. It can be employed to convey the authors' certainty or to highlight a subject they believe in. In conclusion, these explanations given and addressed above by the author can be used to direct the writers' certainty as well as to underline a point in which they were confident.

3.3.3 Attitude Marker Categories Found in Each Style Type of English Research Article Abstract

The table 6 highlights the three groups of attitude markers: attitude verbs, sentence adverbs, and attitude adjectives. Details and samples are provided below the table. Table 6 illustrated the analytical results of the use of attitude markers categories of research papers written by Khmer writers and global authors. Number of frequencies of both journals are clearly presented separately in three main categories including the total of the use and number generated into percentage.

Table 6. The frequency of attitude marker categories

| No | Attitude Markers Categories | RAs in the LE field | | Total | Percent. |
| | | CJ | InJ | | |
		Frequency			
1	Attitude verbs	0	4	4	25
2	Sentence adverbs	1	0	1	6.25
3	Attitude adjectives	6	5	11	68.75
	Total	**7**	**9**	**16**	**100**

Above table indicated that the 3 attitude markers categories were presented in the study, and attitude adjectives was the greatest regularly written attitude marker stance totaled for 11 times (68.75%) of both journals. Noticeably, adjectives were mostly written in RAs' Cambodian Journals 6times, whereas only 5 out of 11 were discovered in abstract of global journals. Clearly, attitude verbs, which were identified as one among attitude markers were rarely written 4 (25%) of the thirty cases in international research articles. However, the researcher did not find attitude verbs in Cambodian Journals.

Attitude markers was found in the abstracts available in local and global journals of this research, shown in the below examples:

Example 8:
"…inability to use ***appropriate*** terms for topic searches, lack of reading strategies, eyesight issues, and privacy and security concerns." *[004_InJ]*

Example 9:
"In conclusion, each of English narrative text has its own distinct and ***important*** moral lesson(s) for life.*" [0014_InJ]*

Example 10:
"The findings of the study on the impact of students creating podcast activities show that the activities have supported students to achieve several ***remarkable*** learning outcomes". *[014_CJ]*

As can be seen from example 8, writers applied an adjective word "appropriate" to express judgment and to indicate the unsuitable term for successful online reading. In example 9, the writers allocated the word "important" to emphasize their positive ideas regarding importance of the English narrative text for life. In the last example 10, the adverb remarkable is used to add emphasis to the statement in the research finding. Through examining the use of above categories in the form of verbs, adverbs and adjectives, these attitude markers were written to address the importance of the information for strengthening the findings and conclusions of their study.

3.3.4 Self-Mention Categories Found in Each Style Type of English Research Article Abstract

The table 7 reveals the detailed findings of the analysis of self-mention written by the Khmer and Global authors in RAs' abstracts in the field of English language education. There are four types of self-mention categories comprising: subject pronouns, common nouns, possessive adjectives, and object pronouns.

Table7: The frequency of self- mention categories

| No. | Self-Mention | RAs in LE field | | Total | Percent. |
| | | CJ | InJ | | |
		Frequency			
1	Subject Pronouns	0	3	3	37.5
2	Common Nouns	1	0	1	12.5
3	Possessive Adjectives	0	4	4	50
4	Object Pronouns	0	0	0	0
	Total	**1**	**7**	**8**	**100**

As stated in table 7 above, the whole sum of cases applying self-mention was poorly 8 times among 30 abstracts that were issued in Cambodian and worldwide journals. Furthermore, the whole calculations of self-mentions in global journals was 7times considered as higher number than Local Journals only 1time.

However, only 4 out of 8 frequencies were the possessive adjectives "our" occupied by the authors in international journals. Nevertheless, the researcher did not utilize possessive adjectives in the RA's abstract in the Cambodian Journals.

The lower rate of using subject pronouns "we, I was just found in international RAs with 3 or 37.5%, but in the Cambodian Journals, the subject pronoun was not used in this study. The lowest frequency found on the common nouns (the writer) was only 1 or 12.5% from Cambodian Journals. We can clearly see that the common nouns were not displayed in RA's international journals.

Example 11:
"…. ***our*** research wanted to discover how a group of Cambodian English teachers in a tertiary context conceptualized the language…" *[0010_InJ]*

Example 12:
"***The write*r cannot accomplish what he or she needs to carry to the reader." *[06_CJ]*

Example13:
"… _we_ interpret our findings within the sociocultural and socio-political situations of the present study's context." *[0010_InJ]*

According to example 11, possessive pronoun "our" was written to initially express their authorized work in their research. Thus, the subjective nouns "we, the researcher" in examples 12, and 13 above were utilized to present the authors' identities as operators in their research regarding the field of the study. Through some examples above, it can be summarized that these thirty articles which were issued in both local and global journals illustrated that the authors never mentioned themselves as he or she in their text. In short, it can be seen that self-mentions indicated the writers' feeling to present their individual judgments and create their possessive stance of expression. These findings of the 30 selected abstracts can be determined that the writers were somewhat low in declaring themselves as researchers.

3.4 Differences Between Stance Expression Types Used By Cambodian And International Authors

The following figure expresses the comparisons of the differences between Cambodian and International journals in using each stance expression types in research abstracts with self-mention, attitude markers, boosters and hedges. The comparison of the below figure mentioned the number of uses among stance expression of selected abstract from both local and global journals. Red color represents use number of stance expression in RAs' abstract written by Khmer writers issued in global journals while blue color represents local journals.
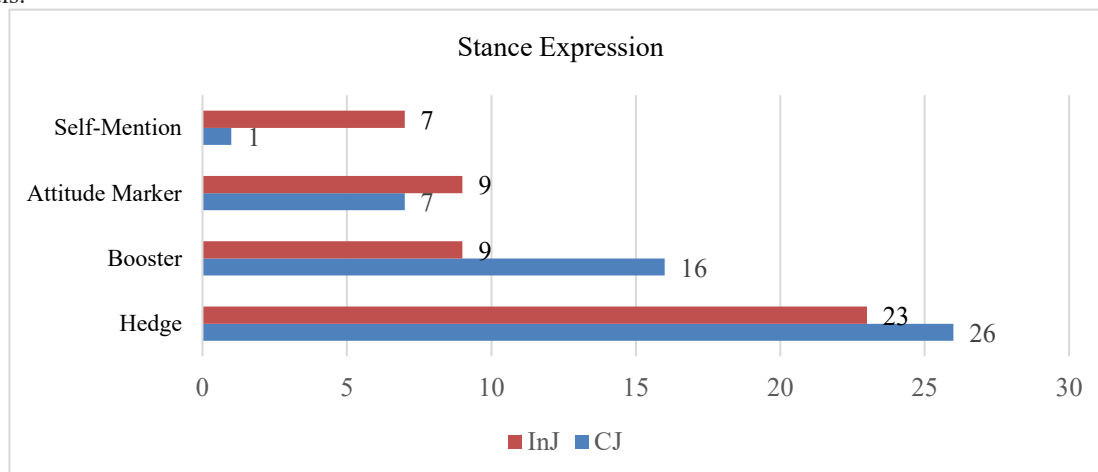

Figure 1. The comparison of the differences in using each stance expression type between Cambodian and International journals

Figure 1 above presents the use each category of stance expression written in RA's abstracts issued in local and international journals was totally 98times. Among these, 50 times of each stance style was counted in RA's abstract section published in Cambodian Journals. Additionally, the writer discovered that hedge was highly presented in RAs in the local journals than global journals with 26 times seen in local journals and 23 times discovered in worldwide journals. This showed that Cambodian authors were not confident enough to produce the text in their research articles in an abstract to engage the attention of the readers; however, international authors took this kind of stance to persuade the readers in their abstract sections, which showed that they are confidently introduced their finds to the readers.

4. DISCUSSION

4.1 Stance Expression Types

The usage of hedge categories by authors from Cambodia and international in English research article abstracts was the first study question. The findings demonstrated that the whole four stance expression kinds outlined by (Hyland, 2005) were presented in the both RAs abstract journals. Writers came up with the terms attitude markers, boosters, self-mentions, and hedges. Excitingly, the maximum frequently used stance type was a hedge in abstracts of both journals written by Khmer and international writers. In addition, hedge was

more regularly applied in abstracts of local journal than global journal articles' abstracts. This is considered as evidence that writers of local RAs overwritten hedging with regarding as unimportant. Particularly, authors of abstracts in local journals were not completely confident to display their discoveries or assertions than international RA writers. Another possibility is that this is related to the conditions of culture that Cambodian writers confront, in which face-saving and respect are major reasons for using hedging in their RAs' abstracts writing. Getkham (2016) studied the use of authorial stance written in Thai students' doctoral dissertations, discovered that hedge was written in the introduction and discussion sections of dissertations as the dominant word. These findings implied that the cultural factor's impact on saving face and showing politeness.

Similarly, Papangkorn and Phoocharoensil (2021) also found that hedge was the most commonly used term among both native and Thai learners; the results of both Thai and Native writers showed weakness or a lack of confidence in tentatively expressing argumentative texts. Research findings from Shen and Tao (2021) stated that the greatest regular kinds of stance expression in English medical research articles and newspaper opinion columns was a hedge that authors used to indicate their caution and shyness in generating proper accuracy in expressing claims and the necessity of a statement. Nevertheless, this finding varies from that of Moini and Salami (2015), who discovered that hedge was used slightly less in journal author's instructions because this light use was employed to reduce the influence of journal statements and to prompt probability.

Through the explanation in this first research question, which found that hedges were widely applied in both RA abstracts, it can be concluded that Cambodian authors who published their English RAs in national journals do not have enough confidence and belief in what they found in their RAs studied compared to international authors.

4.2 The Sub-Categories Of Hedge

Question of the research was to discuss the use number of hedge sub-categories within English research article abstract sections inscribed by Khmer and international writers issued in local and global journals. Findings of the study revealed that hedges were the most dominantly displayed by the authors among other categories in local journals and international journals. Hedges could help authors develop strategies to reduce the impact of their claims (Dontcheva & Navratilova, 2016). Furthermore, according to Hayland (1988), the use of hedges in writing can illustrate the weakening of the author's claim and indicate the information that is shown as an opinion. It can also be used to express respect, regard, and humility for an opinion. In other words, it will convey the author's attitude to the reader. The finding of this study is also in line with that of Shen and Tao (2021), who also found four types of stance markers in English medical research articles and newspaper opinion columns, and hedges were the most frequently used in both genres. This high frequency was employed to indicate the authors' caution and shyness in generating proper accuracy in expressing claims and the necessity of a statement.

Confirming the findings of the previous studies, we have stayed close to Takimoto (2015), who examined the use of hedges and boosters in English academic articles and discovered that hedges of the possibility or probability category in adjectives and adverbs were highest in the humanities and lowest in the natural sciences.

As the result discussed above could express, hedges were the most prominent feature in University journals among international authors; they were commonly used hedges and subcategories of epistemic adjectives and adverbs in the text to show the possibility or probability of the writers in abstract section of RAs in English.

4.3 The Sub-Categories Of Booster

This finding resonated with a study by Gillaerts and Van de Velde (2010), who found that interpersonally in research article abstracts compared to research articles analyzed in terms of interactional metadiscourse in Hyland's (2005a) model, such as hedges, boosters, and attitude markers, this study also supported this finding because the result in the abstract showed boosters were more commonly used to serve as a kind of advertising for attracting readers to the full text of the research study. And this research is also in line with Wang and Zeng's (2021) study comparing self-mentions with hedges and self-mentions with boosters. The result showed that the PhD students used self-mentions with boosters because they wanted to invest certainty in their claims by constructing negotiation dialogues and introducing research procedures to potential readers too.

On the other hand, the finding in this study is different from what Hu and Cao (2011) studied about the use of hedging and boosting in abstracts of applied linguistics articles. The result illustrated that Chinese abstracts in the Chinese medium journals used significantly more boosters than English versions published in the English journals, and they tended to express a particular certainty, confidence, and commitment with a higher degree in the CA-CJ sub-corpus than the abstracts in the EA-EJ sub-corpus. Thus, this finding is closely related to Shen & Tao (2021), which presented that epistemic lexical verbs of the booster category were principally

applied in the newspaper genre. Researchers found that these subcategories were a great tool for persuading readers by including a lot of propositions and leaving just enough room for the reader to disagree, as well as providing evidence to either back up their claims or demonstrate intertextuality.

It indicated that Cambodian authors published in university journals used more booster than international authors published in International journals to present evidence as an accepted idea or fact, and it would show the authors' confidence and belief toward a statement in both research studies.

4.4 The Sub-Categories of Attitude Marker

Attitude markers in this study express writers' affective values and give much space for the writer's own opinions. This finding is in line with that of Erdogan (2022), who studied self-mentions and Attitude Markers in Turkish Research articles in social science and natural science abstracts.

Authors utilized attitude markers to highlight the essential judgment of a statement to draw the readers into a conspiracy of agreement, and attitude markers also link to the writer's feelings (Hyland, 2005). Along with the finding of Bal-Gezegin and Bas (2020), this study looked into how interactional metadiscourse markers were used in book reviews (BRs) and research articles (RAs) conclusion sections. It also found that the most often utilized interactional marker in BRs was the attitude adjective because book reviews needed more attitude markers since they demonstrated their attitudes, made their presence known, and informed readers about the book they were reviewing.

The reason for using this subcategory in an international journal over a national journal was to present the positive adjectives of attitude markers, which were employed to highlight the importance of a judgment and the writer's point of view in the text, and their function in both research article journals.

4.5 The Sub-Categories of Self-Mention

Similar to the results of this study, Getkham (2016) also found self-mention in his study with a relatively low frequency. So, the self-mention was to present authors as informed. It can be seen that self-mention types were employed by the writers to inform readers of the contribution of the author's research findings in their RAs. Nevertheless, unlike Saidi and Karami (2021) whose findings revealed that self-mentions were the most common interactional metadiscourse markers followed by hedges, boosters, engagement markers, and attitude markers. Because the authors attempted to restore the credibility of their academic outcomes by defending their authorial stances.

Moreover, self-mention is employed as an important technique to demonstrate the writer's identity as both a disciplinary servant and a persuasive originator, as well as a powerful language strategy for capitalizing on the writer's dissemination (Hyland, 2005). This study is supported by Dueñas (2007) also revealed that in American-based business management scholars commonly employed possessive adjectives to assess their research in terms of its strengths and limitations. As a consequence, self-mentions were found in InJ than CJ in the abstract section of English research articles determined the identities of the authors and they were also used to strengthen and limit the text of the research findings of international journals over national journals.

4.6 The Different Uses of Stance Expression Types

This study closely relates to Hu and Cao's (2011) finding that booster was the highest frequently used by non-native writers than Native writers. Consequently, this research finding distinguished with the research results conducted by Moini and Salami (2015) which discovered an alteration in the use number of boosters used more by international authors. According this research findings and discussed results of previous students, it was concluded that local writers published in national journals produced the text in the abstract section with certainty and confidence, and it could also help as a tool to advertise to attract readers to the full text of the whole article in International Journal (InJ).

This research finding is also similar to Hashemi and Hosseini's (2019), who found differences in the use of boosters and self-mentions written by Non-native speakers and Native speakers. They demonstrated that self-mentioned was more common in Native Americans than in non-native Americans. This study is also in line with Wang & Pramoolsook's (2021) clearly expressed self-mentions, which appear more frequently in international journals. As a result, international authors provided more self-mentions to display their identities in the texts than Cambodian authors did.

In brief, the categories of stance expression in the abstract, such as hedges, boosters, attitude markers, and self-mentions, could be seen that the differences in the frequencies of boosters and self-mentions of stance expression types were significantly found in this study.

5. CONCLUSION

From the results of this study, it is suggested that all four types of stance expressions were found in RAs' abstract sections written by Khmer and worldwide writers. Cambodian authors should consider using all stance types when writing evidences to help convince the audiences to read the full text of the articles. Accordingly, the four expression types proposed by Hyland mostly give the impression in the abstract sections written by international authors. Notably, we see that the expression types of hedges and attitude markers were similarly applied in both research article abstracts -attitude makers (InJ=9, CJ=7, and hedges (InJ=23, CJ=26). Besides, the authors used some devices of stance types in the form of adjectives, adverbs, nouns, verbs, and modals to arrange a good argument and reveal their claim in the abstract section by using variation words. Hence, there are some suggestions to Cambodian authors who published their RAs in Cambodian journals but also those who published their articles in international journals could apply all four stance expression kinds, such as hedges, boosters, attitude markers, and self-mentions, in referencing information for arranging substantial arguments in their abstract sections. However, they should not use too many hedges in their RAs because it shows their weakening and lack of confidence in claiming the truth of information to get the audience's involvement and acceptance of their findings.

For further research, researchers can focus on metadiscourse markers written by Cambodian and international authors in the field of education too, because metadiscourse markers are very useful for attracting readers. This study focused on only 30 research article abstracts from both Cambodian and international journals. You can also work on this study again by larger the sample and scope in the same field or other education fields comparing Native Cambodian authors and international authors.

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