



A CONTRASTIVE STUDY OF THE ATTITUDINAL VALUES OF ENGLISH AND CHINESE RESEARCH ARTICLE INTRODUCTIONS IN APPLIED LINGUISTICS

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Abstract

This paper, taking the attitude subsystems in Appraisal theory as the theoretical framework, selects 30 research articles from English and Chinese academic journals of applied linguistics as the research corpus and comparatively analyzes the use of attitudinal resources in the English and Chinese research article introductions of applied linguistics. It is found that in the English and Chinese research article introductions of applied linguistics, the frequency of appreciation resources is higher than that of affect resources and judgment resources, but there are large linguistic differences in the distribution and specific realization of each subsystem of attitudinal resources. Understanding the linguistic variability in the use of attitudinal resources in research articles helps learners better master the use of attitudinal resources and improve the awareness and expression of English paper writing for bilingual paper writers.

Key words: attitudinal value; research article introduction; genre; contrastive study

1. Introduction

Research article (RA) is an effective way to conduct academic exchanges and disseminate knowledge, which also can comprehensively reflect one's scientific achievements and academic potential (Zheng Xinmin & Jing Feilong 2017). Generally, a complete RA consists of abstract, introduction, literature review, research methods, results and discussion, and conclusion. Among them, the introduction is the beginning of a RA, and its quality of writing directly determines the logic and readability of the whole article. Appraisal theory is a breakthrough of the interpersonal meaning in the field of systemic functional linguistics, with the aim of creating a set of evaluation resources to study different types of discourse, including both

rhetorical functions at the lexical and grammatical levels and interpersonal meanings and social relations in discourse. Attitude is central to Appraisal theory, which contains the linguistic resources that speakers use to make affective and value judgments about participants. In recent years, many scholars at home and abroad have studied Appraisal resources in different parts of RA, including abstracts (Yuan Yuan 2014), introductions (Qiu Hui 2013; Kawase 2015), discussion (Lee 2014; Jia Dan 2021), conclusion (Loi et al. 2016; Zhou Fan, 2020) etc. At the same time, more and more researches focus on the refinement of the subsystems of Appraisal theory and applied research. Some domestic scholars have attempted to use the subsystems of Appraisal theory to conduct comparative analysis of

English and Chinese research articles in a particular field, however, such studies mostly are on academic book reviews (Xu Cuiping 2010) and news discourse (Cheng Jin 2008; Guo Ming & Sun Rui 2021). Few studies have comparatively analyzed the similarities and differences in the distribution and realization forms of attitude in English research article introductions (ERAI) and Chinese research article introductions (CRAI) in applied linguistics. In view of this, this study takes Appraisal theory as the theoretical basis and contrastively analyzes the distribution characteristics of attitudinal resources in ERAI and CRAI in applied linguistics, with a view to promoting the development of attitude and providing reference for RA writing teaching.

2. Literature Review

2.1 Appraisal Theory and Attitudinal Values

Appraisal theory is proposed by Martin in the 1990s, which refines and enriches systemic functional linguistics. Appraisal system is about the expansion of the interpersonal meaning in the systemic functional grammar and consists of three subsystems: attitude, engagement and graduation, which are mainly used to express speakers' attitudes, positions and opinions about a certain event (Martin 2003). Attitude, as the core of the Appraisal system, can also be divided into three subsystems: affect, judgement and appreciation. Affect, belonging to the psychological category, is the subjective emotional experience of a speaker with respect to an act, text, or phenomenon, e.g., satisfying, happy, anxious. Judgment belongs to the ethical category, which is an evaluation of human behavior according to ethics and social norms. Judgement is mainly divided into two aspects: social esteem and social sanction. The former is a subjective moral evaluation, such as celebrated, successful; while the latter is an objective legal evaluation, such as truthful. Appreciation belongs to the category of aesthetics, which is the evaluation of texts, processes or phenomena according to aesthetic principles or social value criteria, such as precise, valuable. Both the attitude system and its subsystems are positive and negative. Positive attitudes are those that indicate affirmation, and negative attitudes are those that indicate negation.

Recently, with the rise of international academic exchanges, RAs have become an effective means of scientific communication and the collision of ideas. In RA introduction, the author will briefly describe the background of the study, summarize the gap of previous studies, and then reveal the importance and innovation of the current study and introduce the purpose and content of the study (Swales 1990). Therefore, the introduction plays an important role in the entire RA, as it serves as an outline for the article and stimulates reading interest.

Domestic and foreign researchers have explored RA introductions from different perspectives, including the genre structure of introductions (Jiang Ting & Xu Juan 2013; Graves 2014), metadiscourse analysis (He Zhongqing & Yan Yufei 2021; Lee 2014), and interdisciplinary comparative studies (Qi Yawei & Ma Jing 2020). Some researchers have carried out analysis of the genre structure and lexico-grammatical features of RA introductions, but the study of RA introductions in the field of applied linguistics still lacks a certain breadth and depth. This study attempts to explore the similarities and differences in the distribution and realization forms of attitude in ERAI and CRAI in applied linguistics, using attitudinal resources of the Appraisal theory as a theoretical framework and a corpus selected from some typical domestic and foreign academic journals of applied linguistics.

2.2 Swales' CARS Model

Genre is a communicative event oriented to a communicative purpose, with a diagrammatic structure recognized and observed by its discourse community, which acts as a constraint on the content and form of the discourse. It is not a general communicative event, but a recognizable communicative event with distinctive internal structural features and a high degree of agreement. In constructing discourse, one must follow the conventions required by a particular genre (Swales 1990). Genre, as a product of interdisciplinary research, takes into account not only socio-cultural factors but also psycholinguistic factors, closely combining communicative purposes with strategic skills. The RA introduction also has a genre structure. Swales (1990) presents the CARS model and

considers the introduction to consist of three required moves: Move 1, Establishing a territory (claiming centrality, making topic generalization, reviewing items of previous research); Move 2: Establishing a niche (claiming counter, indicating a gap, raising question, continuing a tradition); Move 3: Occupying the niche (outlining purposes, announcing present research, announcing principal findings, indicating research article structure). It has been illustrated that the diversity of RAs leads to the diversity of genre in RA introductions. Some specific moves have unique discourse functions and positions in the RA introductions from different disciplines (Samra 2002). Nevertheless, the academic community generally agrees with Swales' CARS model. With the help of Swales' CARS Model, this study examines the similarities and differences in the distribution of attitudinal resources in ERAI and CRAI in applied linguistics at the level of three moves, aiming to provide a clear and effective communication model for members of international academic exchanges.

3. Methodology

3.1 Research Questions

This study mainly answers two research questions: (1) What are the characteristics of the overall distribution of attitudinal resources in the ERAI and CRAI of applied linguistics? (2) What are the differences and similarities in distribution of attitudinal resources in the ERAI and CRAI of applied linguistics in each move and what are the reasons for these differences?

3.2 Data Collection

The corpus for this study is taken from academic journals of applied linguistics with high impact factors at home and abroad. There are 30 papers, 15 in English and 15 in Chinese, all of which were RAs published in 2021. The writers of selected RAs are all native speakers of English and Chinese respectively. Then we create a small corpus of 14,972 words of ERAI and CRAI in applied linguistics. The English journals include Applied Linguistics, ELT Journal, System, Journal of English for Academic Purpose. The Chinese journals include Technology Enhanced Foreign Language Education, Foreign

Language World, Modern Foreign Languages, Foreign Language Learning Theory and Practice.

3.3 Methods of Analysis

The UAM Corpus Tool 3.3x is used to annotate the corpus with attitudinal resources and retrieve the overall distribution of attitudinal resources in ERAI and CRAI. The frequency of occurrence of attitudinal resources is calculated as follows: if there is a word expressing attitudinal resources in the sentence, it is recorded as one case; it is recorded as once if there are two words expressing attitude meaning the positions are adjacent, and twice if the positions are not adjacent; if there is no word expressing attitudinal resources in the sentence, but the whole clause expresses attitude meaning, it is recorded as once.

Then, according to Swales' CARS Model, the attitudinal resources in the corpus are further microscopically compared to summarize the strategies of selecting attitudinal resources in different moves and to reveal the strategies of domestic and foreign applied linguistics researchers in selecting attitudinal resources to express interpersonal meaning when writing related RAs.

4. Results

4.1 The Distribution of Attitudinal resources of ERAI and CRAI on the Whole

There are 251 examples of linguistic resources expressing attitudinal values in the 30 ERAI and CRAI of applied linguistics, and the specific data analysis is shown in Table 1. In terms of overall distribution, there are obvious differences in the distribution of attitudinal resources in ERAI and CRAI. Firstly, appreciation resources are used more frequently than affect and judgment resources in both languages, with valuation resources of appreciation resources being the most prominent. This finding verifies the results of Qiu Hui's (2013) previous study, which indicates that both Chinese and English writers tend to adopt appreciation resources, try their best to improve the acceptability of their papers without compromising the transmission of objective information in academic discourse, but also clearly explaining their rational ideas on the basis of dialogue with readers. Affect

expresses people's most intuitive feelings about things, that is, the speaker uses the resource to express his emotional and affective experience of things or phenomena. Judgment is the determination of human behavior, to decide whether it is moral, legal, socially acceptable, and normal (Thompson 2004). Thus, the use of affect and judgment resources in the corpus selected for this study was minimal. This finding further suggests the writers' preference for appreciation resources in order to ensure the rational nature of RA introductions. Secondly, in terms of language

comparison, there are significantly more effect resources in the English research article introduction than in Chinese, with 16.3% of them in English and almost none in Chinese. This finding is different from that of Qiu Hui (2013), indicating that with the wide application of applied linguistics in academic research, applied linguistics writers have gradually formed a scientific spirit that dares to explore the unknown world and is eager to be affirmed or questioned by readers, so English writers give more emotional resources to RA introduction writing.

Table 1 The Overall Distribution of Attitudinal Resources in ERAI and CRAI

	ERAI	%	CRAI	%	Total	%
Affect	23	16.30%	0	0.00%	23	9.20%
Judgement	10	7.10%	13	11.80%	23	9.20%
Appreciation	108	76.60%	97	88.20%	205	81.70%
Total	141	100%	110	100%	251	100%

4.2 Contrastive Analysis of Attitudinal resources in ERAI and CRAI

4.2.1 Contrastive Analysis of Attitudinal Resources of ERAI and CRAI in Move 1

In move 1 of RA introduction, writers mainly concentrate on introducing the research area and reviewing the research results. As seen in Table 2, there is no significant cross-language variation in the use of appreciation resources, 76.8% in ERAI and 81.4% in CRAI. In example (1), (4) and (5), both Chinese and English writers tend to use appreciation resources, especially valuation resources, to modify the research topic and the current situation in order to clearly indicate the feasibility and urgency of the current research.

There are some differences between ERAI and CRAI. Firstly, when stating the importance of the research topic, the use of satisfaction resources is high for about 7.1% because English writers tend to be open-minded, and they are full of curiosity and imagination. So, they use "propose", "demonstrate" in (2), to seek what is valuable in the previous research. Chinese writers use modalities of usuality, which can be related to judgements of normality, such as "通常", "普遍" in example (6). This phenomenon can be attributed to the Chinese

people's introverted thinking, which leads to a mentality of stability and a lack of exploration of new things (Lian Shuneng, 2010). Secondly, in reviewing previous research, English writers are both inherited and divergent in their exploration. They use many passive attitudinal resources to express their critical thinking, such as "criticism" in example (3), which both emphasize the contributions of others and highlight the need for this study. Different from ERAI, composition resources, with a percentage of 12.5% are used to give credit to previous research ideas in CRAI as the Chinese advocate for commonality and desire to obtain the same views and results in academic exchanges. Example (7) employs "丰富的新兴交叉学科" to emphasis the interest of new progress.

- 1) Additionally, Salager-Meyer (1999) reported that the choice of self-referring pronouns underwent a significant shift (+appreciation: evaluation) from the first person pronoun I or my to we and/or our in written medical English texts between 1810 and 1995.
- 2) have proposed (+affect: satisfaction) to consider normed frequencies of noun phrase features as a measure of syntactic

- complexity development in academic writing.
- 3) More recently, however, large-grained measures have received criticism (-appreciation; evaluation), and instead, a different conceptualization has been proposed.
 - 4) 这是对语料库短语学的一次有益尝试 (+appreciation: evaluation), 该理论继承了语料库短语学的核心思想.....
 - 5) Renouf & Sinclair(1991) 对搭配框架语(collocational framework)中惯用填充词的

- 语料库调查为后续研究提供了有价值的 (+appreciation: evaluation) 研究路径。
- 6) 该模式目前已得到翻译行业的普遍 (+judgement: normality)认可, 也引起了众多翻译学者的研究兴趣(+judgement: normality)。
 - 7) 同时, 生态科学与其他社会科学结合也产生了丰富的新兴交叉学科 (+appreciation: composition), 如生态文学.....

Table 2 The Distribution of Attitudinal Resources of ERAI and CRAI in Move 1

		ERAI		CRAI	
Affect	Happiness	0	0.00%	0	0.00%
	Security	0	0.00%	0	0.00%
	Satisfactory	5	7.10%	0	0.00%
	Inclination	0	0.00%	0	0.00%
Total		5	7.10%	0	0.00%
Judgement	Normality	3	4.30%	7	12.50%
	Capacity	3	4.30%	4	7.10%
	Tenacity	0	0.00%	2	3.60%
	Veracity	2	2.90%	0	0.00%
	Propriety	0	0.00%	0	0.00%
Total		8	11.50%	13	23.20%
Appreciation	Reaction	15	21.40%	5	8.90%
	Composition	11	15.70%	15	26.80%
	Valuation	31	44.30%	23	41.10%
Total		57	81.40%	43	76.80%
Total		70	100%	56	100%

4.2.2 Contrastive Analysis of Attitudinal resources in Move 2

Move 2 identifies gaps or shortcomings in the research area to highlight the innovation of the present study in the field. It includes pointing out the research gaps, raising research questions or inheriting and improving the previous research tradition. Only after carefully comparing the previous results can the author find out their strengths and weaknesses and pave the way for the rationality of his research. As shown in table 3,

English and Chinese writers use different Appraisal resources to fill the research gap, satisfaction resources with a ratio of 25.6% in ERAI and appreciation resources with a percentage of 57.6% in CRAI. English writers use satisfaction resources in Example (8), (9) and (10) to directly state their own position, their conclusions of the article and point out its theoretical and practical significance, which also highlight the contribution of the current study. On the contrary, Chinese writers tend to make generalizations implicitly and euphemistically, only presenting vague intentions and materials to help

understanding. They encourage readers to look for information in the text, leaving more room for their imagination. Therefore, Chinese writers often avoid choosing affect resources that are emotionally semantic. Instead, they choose to use appreciation resources, such as “鲜有”, “不多见”, “缺乏一致性” in example(11), (12), (13).

- (8) While there has been substantial interest (+affect: satisfaction) in investigating each. of these components in isolation...
- (9) we consider (+affect: satisfaction) it significant to develop insights into EFL instructors’ emotions and in-class experiences.
- (10) These inconsistent findings indicate that the evolution of the use of first person. pronouns in English academic writing deserves further attention and more empirical research is needed (+affect: satisfaction).
- (11) 尽管不少实证研究发现，母语句子加工存在提取干扰效应，受到干扰的句子和没有受到干扰的句子表现出了不同的加工模式，但鲜有(+appreciation: composition)研究关注二语和母语句子加工中提取干扰效应的差异。
- (12) 从研究语料来看，关于新闻报道的研究并不多见(-appreciation: composition)。(13)但针对通用文本的研究结论尚缺乏一致性 (+appreciation: composition)。

In addition, Lian Shuneng (2006) pointed out that Chinese writers commonly describe some background, conditions, facts and then point out the main judgments, opinions, attitude. What the beginning of Chinese discourse focuses on is where the argument/talk is coming from. In English discourse, the main subject and topic are highlighted, and the important judgment, conclusion, or point of view is stated first, followed by some background, circumstances, and reasons related to it. The beginning of English discourse pay attention to where the argument/talk is coming from. This study agrees with Lian, which finds that in the process of describing the research gap to point the new thought, Chinese writers tend to use valuation resources to make a summary at the beginning, while English writers employs satisfaction resource to start locally. Chinese discourse is mainly because-therefore structure, depending on implicit coherence. There are two examples to make a comparison.

- (14) A question that remains underexplored (-affect: satisfaction) is what communication style companies should use when replying to dissatisfied customers.
- (15) 上述研究成果虽然帮助我们获得了对译者的认知加工过程的一些认识，但是它们或过于简化翻译的认知加工及其过程，或不足以(-appreciation: valuation) 进行理论升华并构拟出可信的翻译认知模型。

Table 3 The Distribution of Attitudinal Resources of ERAI and CRAI in Move 2

		ERAI		CRAI	
Affect	Happiness	0	0.00%	0	0.00%
	Security	2	4.70%	0	0.00%
	Satisfactory	11	25.60%	0	0.00%
	Inclination	0	0.00%	0	0.00%
Total		13	30.30%	0	0.00%
Judgement	Normality	1	2.30%	0	0.00%
	Capacity	0	0.00%	0	0.00%
	Tenacity	0	0.00%	0	0.00%
	Veracity	0	0.00%	0	0.00%

	Propriety	0	0.00%	0	0.00%
Total		1	2.30%	0	0.00%
Appreciation	Reaction	2	4.70%	0	0.00%
	Composition	10	23.30%	14	42.40%
	Valuation	17	39.40%	19	57.60%
Total		29	67.40%	33	100%
Total		43	100%	33	100%

4.2.3 Contrastive Analysis of Attitudinal resources in Move 3

Move 3 is an introduction to one's research from multiple perspectives, such as the purpose of the study and the findings, thus filling the research space. Table 4 is about the distribution of attitudinal resources of ERAI and CRAI in Move 3. We can see that there is no significant linguistic variability in the use of appreciation resources. Instead, there is a greater linguistic variability in the use of affect and judgment resources, and affect resources occur more frequently than judgment resources, 17.9% and 3.6% respectively. English writers, who place a high priority on introducing the structure of the paper in move 3, use security resources to give the reader a direct understanding of what the study is about, how it is conducted, and what the focus of the study is, which helps the reader to grasp the context of the paper and better understand the author's thinking. Example (16), (17), (18) are the good proofs. Unlike the finding of Qiu Hui (2013), this study found that Chinese writers state the value of the study more often. Chinese scholars tend to attract readers' attention to the study first, and leave readers to explore the specific research process and problematic hypotheses. In example (19) and (20), Chinese writers use evaluation resources “本研究为.....提供借鉴意义”, “本研究为.....提供一定的支撑性依据”, “本文通过.....为.....做出贡献”. This step not only tells the reader the significance of the research but also attract the

readers' interest. (16)We then assess these communication styles empirically (+affect: security) in an experiment designed to determine the most effective approach for handling complaints.

- (17) The purpose of this study is to empirically (+affect: security) test the validity of the recommendations to integrate noun phrase teaching into L2 writing curricula by investigating the effects of such instruction.
- (18) In this paper I argue (+affect: security) hat information is not a universally. recognised object, but rather a social construction situated in meanings and practices available to an individual at a particular time and place.
- (19) 本研究以英国学术英语写作语料库中的常用动词 suggest 为研究对象，采用语料库驱动的方法，分析该动词的配价结构及它们之间的搭配力度，并探讨该动词与配价结构、意义之间的关系，以期为学术英语写作教学提供借鉴意义 (+appreciation: evaluation)。
- (20) 本文通过实验任务，考察汉语 SLI 儿童与 HFA 儿童特殊疑问句的理解，探究两类语言障碍儿童语法损伤的实质，为两类儿童的对比研究以及临床诊断做出贡献 (+appreciation: evaluation)。

Table 4 The Distribution of Attitudinal Resources of ERAI and CRAI in Move 3

		ERAI		CRAI	
Affect	Happiness	0	0.00%	0	0.00%
	Security	4	14.30%	0	0.00%
	Satisfactory	1	3.60%	0	0.00%
	Inclination	0	0.00%	0	0.00%

Total		5	17.90%	0	0.00%
Judgement	Normality	0	0.00%	0	0.00%
	Capacity	1	3.60%	0	0.00%
	Tenacity	0	0.00%	0	0.00%
	Veracity	0	0.00%	0	0.00%
	Propriety	0	0.00%	0	0.00%
Total		1	3.60%	0	0.00%
Appreciation	Reaction	1	3.60%	3	14.30%
	Composition	4	14.30%	0	0.00%
	Valuation	17	60.60%	18	85.70%
		22	78.50%	21	100%
Total		28	100%	21	100%

5. Conclusion

This paper explores the similarities and differences in the use of attitudinal resources from a cross-linguistic perspective, using RAs in English and Chinese applied linguistics journals as a corpus within the framework of genre structure, with the aim of revealing the relationship between linguistic representations and the communicative purpose of RA introduction, and better interpreting the interpersonal relationship between authors and readers of RAs. It is found that in terms of the overall distribution of attitudinal resources, both appreciation resources and judgment resources are used more frequently in ERAI and CRAI, while the use of affect resources is more frequent in ERAI than in CRAI. There are also some commonalities and differences between the two languages in terms of the distribution of the three subsystems of attitudinal resources and the form of functional realization in three moves. The different strategies of using attitudinal resources reflect different communicative purposes of each move. In move 1, English writers use satisfaction resources to explain the importance of the topic, while Chinese writers choose to use normality resources. In move 2, English writers fill the research gap through satisfaction resources, while Chinese writers through composition and evaluation resources. In move 3, English writers use security resources to introduce the structure of the paper, while Chinese writers use evaluation resources to introduce the value of the research. These results suggest that learners need to understand the similarities and differences in the use of attitudinal resources in RAs

in different languages in the process of writing RAs, which helps bilingual paper writers to better master the strategies of using linguistic resources and presenting information in RAs and improve the quality of RA writing.

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