

METATEXT IN RESULTS-AND-DISCUSSION SECTIONS OF ESL/EFL RESEARCH: A CONTRASTIVE ANALYSIS OF PHILIPPINE ENGLISH, TAIWANESE ENGLISH, AND IRANIAN ENGLISH

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ABSTRACT

This paper looked into the interplay between language and culture based on the metatext categories utilized by the writers in three speech communities: Philippines, Iran, and Taiwan. Specifically, it answered the following subproblems: (i) What metatext categories exist in the results-and-discussion section of ESL/EFL research articles written in Philippine English, Iranian English, and Taiwanese English?; (ii) At what points are the metatext categories in the three speech communities parallel or contrasting?; and (iii) What cultural features are revealed by the use of metatext categories in the three Asian Englishes?

Data analyzed were the results-and-discussion sections of 15 research articles (RAs): ESL RAs representing the Philippine-English variety were published in the TESOL Journal in 2009, and EFL RAs representing both the Taiwanese-English and Iranian-English varieties were from the Asian EFL Journal published in 2008 and 2009. Two inter-raters helped in the coding of metatext categories in the genre examined and in the validation of the data gathered. Frequency and percentage counts were employed to examine the corpus.

Results revealed that the relative frequency of preview and review categories was highest in Philippine English RAs than in Taiwanese English RAs and Iranian English RAs. In the three Asian Englishes, the number of previews was larger than the number of reviews. With regard to the use of connectors, all three Englishes were built on the additive cohesive relation. Further, they used both simple connectors, such as and, but, though, and yet and their complex alternatives, such as furthermore, on the other hand, in a similar vein, and in a similar sense – a preference for a more elaborate and a change-oriented rhetorical pattern. In addition, Philippine English had the most number of action markers, thus, implying the Philippine English's tendency to be more writer-responsible as compared with the Taiwanese English and Iranian English.

Keywords: Asian Englishes, Contrastive Rhetoric, Culture, Metatext, Research Articles, Writing.

INTRODUCTION

One of the major concepts that have shaped the theory and practice of composition instruction in English as a Second Language (ESL) is the notion of contrastive rhetoric (CR). As an area of research, CR began more than 40 years ago when American applied linguist, Robert Kaplan, initiated the attention to cultural and linguistic differences in the writing of ESL students (Kaplan, 1966 as cited in Connor, Nagelhout, & Rozycki, 2008). Such notion maintains that language and writing are cultural phenomena; therefore, rhetorical patterns of language are unique to each language and culture. Further, Kaplan claimed that

linguistic and rhetorical conventions of the first language interfere with writing in the second language. From then on, the area of CR studies has had a significant influence in the teaching of writing in both ESL and English as a Foreign Language (EFL) classes.

Kachru (1999), in her paper "Culture, context, and writing," elucidates the interaction of cultural meaning and rhetorical style across languages and traditions in literacy. Using Labov's (1972) socially realistic linguistics and exploiting the notion of "meaning potential," she validates that cultural considerations play a vital role in the development of linguistic structures and rhetorical patterns.

She likewise claims that institutionalized varieties of English in the Outer Circle "have developed their own grammar and textual forms to express their contexts of culture" (1999, pp. 77-78). Therefore, rhetorical organizations may appear meaningless, meaningful, standard, basic, inexperienced, unskilled, or developmental because of varied cultural underpinnings. For example, Mohamed and Omer (2000) examined the direct effect of cultural differences in rhetorical organization between Arabic and English. They found that Arabic rhetorical pattern is context-based, generalized, repetition-oriented, and additive – attributes of a collectivist, high-context, high-contact, and reader-responsible culture. On the other hand, English rhetorical pattern is text-based, specific, change-oriented, and nonadditive – attributes of an individualist, low-context, low-contact, and writer-responsible culture.

Two major developments and trends have appeared in CR research and methods. First, there has been an increase in the types of written texts covered in the sphere of second-language writing besides the student essays required in tertiary classes. Other types of second-language writing were considered, such as academic research articles, research reports, grant proposals, and professional business letters. Second, the CR field has emphasized the social situation of writing, with special consideration to audiences, purposes, expectations, and norms of discourse communities or communities of practice (cultural and disciplinary) (Connor, Nagelhout, & Rozycki, 2008). Moreover, specific approaches to CR have been significantly regarded, namely contrastive analysis, error analysis, interlanguage, and new or world Englishes. In applied linguistics contexts, contrastive rhetorical researches have been initiated, focusing on contrastive text linguistics (written discourse analysis, analysis of texts that goes beyond the sentence level), classroom-based contrastive studies (e.g., understanding cultural variation in classroom behavior and conversational patterns, addressing cross-cultural influences in ESL and any other writing classes), and genre analysis.

Studies on Philippine English likewise contributed to the development of CR researches and methods. For instance, Madrunio (2004), Genuino (2002), Gonzales

(2002), and Gustilo (2002) sparked the interest of many language-research enthusiasts to engage in CR studies. Such investigations have shown that Filipinos use unique L2 rhetorical conventions in spite of the influence of American English as their second language.

One fertile area of study on intercultural (to borrow Connor's term) differences in writing is the genre of academic research. Studies on research writing are essential because ESL and EFL students are research readers and writers. To be succinct, awareness of the rhetorical variations in research writing will enable ESL and EFL students to be more flexible with their expectations and structures. Further, it will deepen their understanding of the embeddedness of writing in culture.

In 1993, Mauranen investigated the cultural relativity between texts written in English by Finnish and Anglo-American writers with respect to the use of metatext in papers from economic journals. Findings proved that Anglo-American writers use more metatext than Finnish authors do. With these results, Mauranen argues that Anglo-American writers show more the reader-oriented attitude, showing more interest in guiding and orienting readers – a more explicit textual rhetoric. On the other hand, Finnish writers show a greater tendency toward implicitness in their English for Academic Purposes (EAP) writing. She likewise elucidates that although Finnish rhetorical strategies can be considered persuasive in Finnish, their use may result in unintentionally inefficient rhetoric when transferred into English.

In a similar vein, Dahl (2004) examined writer manifestation in three languages, namely English, French, and Norwegian, and three disciplines, namely economics, linguistics, and medicine, to find out whether language or discipline is the more vital aspect governing the use of metatext in academic discourse. His findings revealed that the language variable was more important within economics and linguistics, where using more metatext than French, English, and Norwegian showed very similar patterns; whereas, within medicine, all three languages showed a uniform pattern of little metatext. He concluded that English and Norwegian were both writer-responsible cultures while French was a reader-responsible culture. On

the basis of discipline, he clarified that since economics and linguistics had a less formalized research-article text structure and to some extent presented their findings in an argumentative manner, national culture would be more important than it was in medicine, where the Introduction-Method-Results-Discussion structure is globally employed, and the data, to a larger extent, are given outside the text.

To contribute to the growing number of CR researches in the Philippines, this paper attempts to contrastively ascertain the metatext features of Philippine English, Taiwanese English, and Iranian English in ESL/EFL research articles results-and-discussion sections.

Similar to Mauranen (1993), the present research assumes that there may be intercultural differences in the rhetorical preferences of certain Asian Englishes in spite of the relative uniformity of research articles (RAs) imposed by the standards of the genre.

In particular, the study seeks to answer the following questions:

- What metatext categories exist in the results-and-discussion section of ESL/EFL research articles written in Philippine English, Taiwanese English, and Iranian English?
 - previews and reviews
 - connectors
 - action markers
- At what points are the metatext categories in the three speech communities parallel or contrasting?
- What cultural features are revealed by the use of metatext categories in the three Asian Englishes?

Framework

Mauranen's Concept of Metatext

According to Mauranen (1993), rhetorical strategies consist of the choices that writers employ to convince readers of their claims, thus, increasing the credibility of a certain proposition in the readers' minds. She explains that one text-linguistic variable, called metatext, plays an integral role in rhetorical strategies. As a linguistic unit in texts, metatext does not add anything to the propositional content but helps the reader organize, interpret, and

evaluate the information given. Mauranen amplifies that metatext is "essentially text about the text itself. It comprises those elements in text, which at least, in their primary function, go beyond the propositional content" (p.7). Thus, metatext serves to organize the propositional content of the text and to comment on it.

Mauranen limits the notion of metatext to its text-organizing role, which roughly corresponds to Halliday's (1973) textual function. She focuses on reviews, previews, connectors, and action markers. Reviews are used to look back, repeat, summarize, or refer to an earlier stage of the text. On the other hand, previews are used to look forward, anticipate, summarize, or refer to a later stage of the text. They can be located at the end of the previous section or at the beginning of the section.

Connectors are conjunctions, adverbial, and prepositional phrases that indicate relationship between propositions in text. Action markers, on the other hand, are indicators of discourse acts performed in the text, e.g., the explanation is, to express this argument in notation, to illustrate the size of this distortion.

Halliday and Hasan's (1976) Categorization of Conjunctions Based on Cohesive Relations

Cohesion is defined as the set of linguistic means for creating texture (Halliday & Hasan, 1976), that is, "the property of a text of being an interpretable whole" (rather than unconnected sentences) (p. 2). Built on the concept of relation – structural and semantic – between elements in the text, cohesion is realized through lexis and grammar by the selection of structures and lexical items at the structural level (Halliday & Hasan, 1976). According to Halliday and Hasan, cohesion occurs "where the interpretation of some element in the text is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it." (p. 4).

The present study used Halliday and Hasan's categorization of conjunctions based on cohesive relations (additive, adversative, causal, temporal) – both on the structural and semantic levels – to determine the connectors used as metatext categories in Philippine English, Taiwanese English, and Iranian English. Additive relation is viewed in the form of coordination which regards the pair

coordinated as a single unit that can be delineated in a constituent. It can also take the form of cohesive relations where the meaning of the elements connected is dependent on the other. Adversative relation, on the other hand, means "contrary to expectation," where the expectation is derived from the content of what is being said. Causal relation denotes result, reason, or purpose. Temporal relation pertains to the sequence in time: one is subsequent to the other (Halliday & Hasan, 1976 as cited in Genuino, 2002).

Asian and World Englishes

It is now widely accepted that there is not a single variety of English (Dayag, 2009). In 1985, B. Kachru (as cited in Dayag, 2009) classifies English varieties into three concentric circles. The Inner Circle covers the so-called native-speaker varieties, such as those used in the US, Great Britain, Canada, and New Zealand; the Outer Circle, on the other hand, consists of the varieties used in countries where English is used as an additional language, like the Philippines, India, Singapore, and any other ESL countries. The Expanding Circle covers EFL countries, like Japan, China, Indonesia, Taiwan, and Iran. The varieties in the Outer and Expanding Circles are categorized as world Englishes or new Englishes. In these circles, English is indigenized or nativized to serve specific functions in various domains, such as education, government, science and technology, judiciary, and the like.

To describe the Asianess of Asian Englishes, B. Kachru (2005 as cited in Dayag, 2009) identifies the seven contexts in which English is used in Asia (p. 13):

- Historical, with reference to the language policies of major regions and the place of English in such contexts;
- Functional, within the contexts of the uses of English in various domains;
- Formal, with reference to major productive processes which mark the nativization of English;
- Sociocultural, with reference to the acculturation of English within the social and cultural contexts of the region;
- Creative, with reference to, for example, literary

genres, professional genres, and the news media;

- Educational, with reference to the status and use of English in the educational system at various levels in, and types of, educational institutions; and
- Attitudinal, with reference to users' attitudes toward the models and methods appropriate for local users.

Method

Study Corpus

Fifteen research articles (RAs) listed in Appendix A were used in the study. The results-and-discussion part only of the RAs served as the corpus of the study since it is assumed that this part is the largest section in nearly all RAs; thus, the chances for metatext structures to occur in this section are high. Further, the researcher carefully examined the RA section to be included in the study by considering only section headings, such as Results, Results and Discussion, Findings, and Findings and Discussion. Any paragraph in the RA's discussion section that present "conclusion" details were not included in the study corpus. The criteria for selecting the articles are as follows:

- *Discipline.* The field of ESL and EFL was chosen since it is a relatively familiar discipline. For each speech community, five articles were examined.
- *Journal.* The ESL RAs representing the Philippine-English variety were published in the TESOL Journal in 2009. On the other hand, EFL RAs representing both the Taiwanese-English and the Iranian-English varieties were from the Asian EFL Journal published in 2008 and 2009.

Research Procedure

This study conducted a systematic analysis of the differences of three Asian Englishes, namely Philippine, Taiwanese, and Iranian English by using Mauranen's (1993) categories of metatext – textual in function. Since the fundamental hypothesis of the study is a quantitative one, the analysis is focused on a quantitative comparison; however, the qualitative facet is also pointed out in all parts of the analysis.

The corpuses were examined in three stages. In the initial stage, the texts were read and analyzed in order to identify instances of metatext structures within the texts. The

second phase involved examining the referential characteristics of the elements identified as metatext and the processing of quantitative data for the texts. The third stage covered a parallel comparison of the quantitative findings. Both levels of explicitness, high and low, as identified by Mauranen (1993) were considered, specifically in identifying the review and preview strategies and the action markers. Only metatext structures within the main part of the results-and-discussion section of the texts (not captions, footnotes, direct quotations, and the like) were covered in the analysis. Since the length of the results-and-discussion part of the RAs is varied, the frequencies of the metatext categories occurring in each of the corpus were further analyzed; thus, the relative frequencies expressed as the percentage that the number of occurrences represents in relation to the number of words in each corpus was computed. To calculate the number of words in each corpus, the word-count tool was utilized. In addition, two inter-raters helped in the coding of metatext categories in the genre examined and in the validation of the data gathered.

Results

Table 1 presents the frequency and percentage distributions of the occurrence of previews and reviews for each of the three speech communities in the genre examined, specifically the results-and-discussion section of the research articles.

Data show that there are more previews and reviews in the Philippine English (PE) corpus, with 77 or 41.85%, than in Iranian English (IE) with 54 or 29.35% and Taiwanese English (TE) with 53 or 28.80%. In general, previews (110) are used more than reviews (74).

Since the length of the results-and-discussion part of the

Variety of Asian Englishes	Preview	%	Review	%	Preview + Review	%
Philippine English	48	43.64	29	39.19	77	41.85
Iranian English	32	29.09	22	29.73	54	29.35
Taiwanese English	30	27.27	23	31.08	53	28.80
Total	110	100	74	100	184	100

Table 1. Frequency and percentage distributions of previews and reviews in the corpus

RAs is varied, the frequencies of previews and reviews occurring in each of the corpus are further analyzed. Thus, Table 2 shows the relative frequency of previews and reviews expressed as the percentage that the number of occurrences represents in relation to the number of words in each corpus. To calculate the number of words in each corpus, the word-count tool was utilized.

The data in Table 2 show similar trends to the results in Table 1. The preview and review categories more frequently occur in Philippine English RAs (0.79 percent of the total number of words) than in Iranian English RAs (0.64 percent of the total number of words) and in Taiwanese English RAs (0.51 percent of the total number of words). As a whole, preview strategies occur more frequently than review strategies in each Asian English.

The following sentences are instances of PE, TE, and IE previews and reviews from the corpus.

PE Examples of Preview

- Also, in the second model, one of the eight factors which is the attribution of causation to results was removed because it contributed unconstructively to the goodness of fit measure of the first model as discussed in the succeeding sections.
- The combinations of the comparison are shown in Table 6.
- The cases of nonsmooth switches will be discussed a little later, after each strategy is exemplified one by one below.
- Table 1 presents the summary of the use of vocabulary learning strategies (VLS) across the five disciplines.
- The extract below exemplifies the borrowing of a Tagalog noun in an English sentence.

PE Examples of Review

- It was posed earlier: How frequent do teachers and

Variety of Asian Englishes	Number of words	Preview	Review	Preview + Review
Philippine English	9,747	0.49	0.30	0.79
Iranian English	8,524	0.38	0.26	0.64
Taiwanese English	10,188	0.29	0.22	0.51

Table 2. Relative frequency of previews and reviews as percentage

students in English language classes code-switch?

- Earlier, Bautista (1998a) identified the forms of Tagalog-English code-switching, thereby, answering the question How do Filipinos code-switch?
- The results are supported by Bernardo's (1999) study, wherein bilingual students scored higher in arithmetic problems written in the language that they are more accustomed with (First language).
- As we can see from the two models, the second model has an overall greater goodness of fit.
- From the data, it can be inferred that merging or using these VLS may bring about better English vocabulary acquisition.

TE Examples of Preview

- In this study, both pre- and post-CSEPT scores include mean scores in usage and reading.
- In this section, the results will be discussed from the following aspects, including the impact of cognitive overloading on learners' attention, the tradeoff between attention to form and task involvement, and the implication of lack of communication breakdown.
- The following excerpts collected from each group show the overall trend on the part of the students' active engagement with the text.
- The descriptive statistics are illustrated in Table 9.
- In this section, we summarize how each of the participants taught reading in the past and will teach it in the future, and then compare their past and future teaching.

TE Examples of Review

- Although the three participants have been acquainted with critical literacy as mentioned above, it is reasonable to know their understanding of critical literacy before examining their ideas of introducing critical literacy to EFL teaching.
- As mentioned in the review of literature, speaking tests are a valuable teaching device for language teachers in the EFL classroom: teachers can receive feedback immediately through their students' performances, and they can give feedback to students based on the

descriptor of the rating scales.

- These findings lend support to the previous research by Noyce and Christie (1989), as well as Butler and Turbill (1984), indicating that reading text can be more than a stimulus for writing.
- As discussed earlier, Ortega (1999) and Williams' (2001) focus on form studies suggest the possible efficacy of goals in guiding learners to attend to form.
- As previously mentioned, CSEPT is divided into three parts: listening, usage, and reading.

IE Examples of Preview

- As Table 4 shows, the percentage of metadiscourse markers was 69.9% for the upper-intermediate group: 38.6% belonging to the textual function and 31.3% belonging to the interpersonal function. Figure 1 shows the number of metadiscourse markers in each essay.
- As for the third null hypothesis, a Pearson correlation was run to investigate the correlation between the OPT, language proficiency, and the final essay scores (Table 10).
- The descriptive analysis of the moves and submoves in both groups is shown in Table 2 and Figure 1.
- Tables 3, 6, & 9 show the descriptive data for the three speech features (fluency, accuracy, and complexity) in relation to the independent variables 'task-type' and 'repetition.'
- Table below shows that the correlation coefficients of linguistic intelligence with TOEFL and IELTS listening scores are .19 and .21 ($P < .05$) respectively; however, even such a weak correlation might be very important in educational research.

IE Examples of Review

- As it was already discussed, hypothetically, all the listening activities contain some musical, kinesthetic, spatial, logical-mathematical, linguistic, interpersonal, intrapersonal, and naturalist aspects which might contribute to comprehension; however, the results of the present study suggest that despite the positive contribution of these intelligences, it is only linguistic intelligence that plays a statistically significant role in listening performance.

RESEARCH PAPERS

Types of Connectors	PE Text		IE Text		TE Text		TOTAL	
	F	%	F	%	F	%	F	%
Additive								
and	230	49.68	214	52.07	222	54.41	666	51.95
or	26	5.62	28	6.81	33	8.09	87	6.79
also	32	6.91	21	5.11	17	4.17	70	5.46
in addition	4	0.86	7	1.70	8	1.96	19	1.48
as well as	7	1.51	5	1.22	4	0.98	16	1.25
furthermore	0	0	5	1.22	3	0.74	8	0.62
further	5	1.08	1	0.24	0	0	6	0.47
moreover	1	0.22	0	0	4	0.98	5	0.39
in the same way	3	0.65	0	0	0	0	3	0.23
additionally	0	0	0	0	3	0.74	3	0.23
besides	0	0	0	0	3	0.74	3	0.23
similarly	0	0	1	0.24	1	0.24	2	0.15
in a similar case	1	0.22	0	0	0	0	1	0.08
in a similar vein	1	0.22	0	0	0	0	1	0.08
similar to	0	0	0	0	1	0.24	1	0.08
Total	310	66.95	282	68.61	299	73.28	891	69.50
Causal								
therefore	17	3.67	11	2.68	11	2.70	39	3.04
since	13	2.81	16	3.89	7	1.72	36	2.81
because	12	2.59	7	1.70	5	1.23	24	1.87
in order to	5	1.08	16	3.89	1	0.24	22	1.72
thus	4	0.86	3	0.73	7	1.72	14	1.09
due to	1	0.22	9	2.19	1	0.24	11	0.86
hence	4	0.86	0	0	0	0	4	0.31
so	1	0.22	2	0.49	0	0	3	0.23
so that	0	0	1	0.24	1	0.24	2	0.15
thereby	1	0.22	0	0	0	0	1	0.08
for this reason	1	0.22	0	0	0	0	1	0.08
Total	59	11.45	65	15.82	33	8.09	157	12.25
Adversative								
but	17	3.67	10	2.43	15	3.68	42	3.28
however	11	2.38	13	3.16	18	4.41	42	3.28
although	5	1.08	5	1.22	6	1.47	16	1.25
while	2	0.43	5	1.22	8	1.96	15	1.17
on the other hand	5	1.08	3	0.73	1	0.24	9	0.70
though	4	0.86	0	0	1	0.24	5	0.39
in contrast	0	0	3	0.73	1	0.24	4	0.31
except	1	0.22	0	0	1	0.24	2	0.15
yet	1	0.22	1	0.24	0	0	2	0.15
nevertheless	1	0.22	0	0	1	0.24	2	0.15
whereas	1	0.22	1	0.24	0	0	2	0.15
nonetheless	1	0.22	0	0	0	0	1	0.08
despite	0	0	0	0	1	0.24	1	0.08
even though	0	0	0	0	1	0.24	1	0.08
Total	49	10.58	41	9.98	54	13.24	144	11.23
Temporal								
when	40	8.64	9	2.19	3	0.74	52	4.05
then	3	0.65	3	0.73	7	1.72	13	1.01
after	0	0	3	0.73	6	1.47	9	0.70
while	0	0	3	0.73	0	0.24	3	0.23
finally	0	0	0	0	2	0.49	2	0.15
before	0	0	0	0	2	0.49	2	0.15

Table 3. Types of connectors employed in Philippine English (PE), Taiwanese English (TE), and Iranian English (IE) ctd....

consequently	0	0	2	0.49	0	0	2	0.15
during	0	0	2	0.49	0	0	2	0.15
next	1	0.22	0	0	0	0	1	0.08
last	1	0.22	0	0	0	0	1	0.08
later	0	0	0	0	1	0.24	1	0.08
as	0	0	0	0	1	0.24	1	0.08
since	0	0	1	0.24	0	0	1	0.08
Total	45	9.72	23	5.60	22	5.39	90	7.02
GRAND TOTAL	463	36.12	411	32.06	408	31.82	1,282	100

Table 3. Types of connectors employed in Philippine English (PE), Taiwanese English (TE), and Iranian English (IE)

- As it can be seen in Table 2, the main effect of task repetition is significantly meaningful for complexity measures ($t(119) = 6.426, p = .000$).
- The linguistic comparison of the words and statements used in the examples mentioned above indicates that the linguistic behavior of the two groups is identical.
- In addition, three main VLs were elicited from observations and interviews and the rationale for using these strategies were explained according to some underlying factors (answer to question two).
- Drawing on the mean scores reported in table 6, we can see that there is a marked effect for task type on the accuracy measures.

Table 3 presents the types of connectors commonly employed by the three Asian Englishes in the genre examined (i.e. results-and-discussion section of research articles). It also summarizes the frequency of occurrences of the connectors in the texts.

Results reveal that among the additives, "and" was the most commonly used among the three speech communities, constituting 54.41% of the total number of additive connectors in Taiwanese English (TE), 52.07% in Iranian English (IE), and 49.68% in Philippine English (PE). Other types of connectors were used in one speech community but not in the other two. For example, "additionally" and "besides" were used thrice in the TE, but they did not appear in the PE and IE texts. The connectors "in a similar case" and "in a similar vein" were used once in PE, each accounting for 0.22% of the total, but they were not present in the TE and IE texts.

Among the causal connectors, "therefore" was the most commonly employed, comprising 3.67% of the total number in PE, 2.70% in TE, and 2.68% in IE. The connector

"since" followed with a slight difference, constituting 3.89% in IE, 2.81% in PE, and 1.72% in TE. The other types of causal connectors occurred minimally in one or two speech communities but not in the other. For instance, the connector "due to" was used once in PE and in TE, but it constituted 9 or 2.19% in the IE text. "So that" appeared once both in TE and IE texts, but it did not occur in PE. The connectors "thereby" and "for this reason" were used once in the PE text but not in the other Asian Englishes.

Adversative connectors were also used in the three Asian varieties of English. Among them, the simple connector "but" was the most commonly employed, comprising 3.68% in the TE text, 3.67% in PE, and 2.43% in IE. "Yet" and "whereas" constituted 0.22% and 0.24%, respectively, in PE and IE texts, but they were not found in TE. "Despite" and "even though" appeared once in the TE text, but they were not used in PE and IE texts.

Temporal connectors were minimally used in the three speech communities. The connector "when" was the most commonly used, accounting for 8.64% in the PE text, 2.19% in IE, and 0.74% in TE. "Consequently" and "during" occurred twice in IE but not found in PE and TE texts; "next" and "last" were used once in PE but not in TE and IE texts.

To sum up, in all 15 RAs examined, additive connectors were the most commonly employed, constituting 69.50% of the total connectors identified in the texts. Causal connectors were the next frequently used, comprising 12.25% of the total. Adversative connectors followed, accounting for 11.23% of the total. Temporal connectors were minimally employed, constituting only 7.02% of the total. Moreover, PE got the highest frequency of connectors, making up 36.12% of the total. The second highest frequency was obtained by Iranian English

(32.06%), and the last spot was occupied by Taiwanese English (31.82%).

One way of looking at the use of connectors is in terms of their position in the texts. Structurally, connectors as cohesive devices were used within the sentence connecting words, clauses, and any other elements. Some appeared between sentences and/or paragraphs. In the semantic aspect, connectors were used to establish either structural, that is, as coordinators, or cohesive relations in the texts. As explicated by Halliday and Hasan (1976), there is a difference between structural relations that hold within sentences and cohesive relations that hold between sentences. Thus, the hold within sentences is usually coordination rather than cohesion. For instance, as exemplified in the extracts below, and appears in the medial position of sentences to signal logical relation between the elements in the sentence.

PE Extract

The self-regulation factors correlated significantly with deep approach to learning except for environmental structuring and seeking assistance.

TE Extract

A total of 80 copies of the survey and rating instruments were sent, of which 62 copies were returned.

IE Extract

In these examples, (N) stands for abstracts written by native speakers (mainly native speakers of English), and (NN) stands for abstracts written by non-native writers (Persian speakers).

In addition behaves in a different way to signal logical relation between a preceding idea and another idea, as the following extracts from PE, TE, and IE show:

PE Extract

All of the factors [of] deep approach to learning did not have high correlation with self-regulation. In addition, self-regulation factors were all significantly correlated with each other.

TE Extract

Speech sample 3 received the highest mean ratings among the five speech samples, and speech sample 5

received the lowest mean ratings. In addition, the mean scores of speech sample 1 and 4 were very close, the difference was only 0.03.

IE Extract

For instance, specialized words were reported to be more tangible and concrete (i.e., they are either the name of a process, technique or an instrument in which they can easily visualize), more amenable to word analysis, more conspicuous and fewer than non-specialized ones in a passage. In addition, specialized words often have one consistent meaning in different contexts, are closely related to the subject matter of the passage and are elaborated in different ways such as description, exemplification and illustration.

Therefore, as a causal connector, usually appears in the initial position of sentences as shown in these examples:

PE Extract

These results suggest that only problem-solving tests written in the learners' native language is significantly related with learning strategies. Therefore, students are able to use higher learning strategies when they are given word problems written in Filipino.

TE Extract

A total of 80 copies of the survey and rating instruments were sent, of which 62 copies were returned. Therefore, the overall response rate was 77.5%.

IE Extract

According to the correlation results, it can be concluded that there is a significant correlation between the OPT scores and students' scores on their final essay exam. Therefore, the more proficient learners are in their English language skills, the higher their scores will be on essay writing.

However, an adversative connector, behaves in a similar way to indicate the transition from a preceding idea to one that expresses a contrary idea, as shown in the following extracts.

PE Extract

All classes recorded at least more than one instance of code-switched utterances. However, though the instances

of code switching could be claimed to be significant, one's tendency to code-switch is more of an individual-specific trait.

TE Extract

The majority of the raters ranked "comprehensibility" as their first concern when they assessed student oral language proficiency (51.6%), followed by the "pronunciation/accent" (17.7%. However, there were only five raters who answered that they considered "flow of the speech/fluency" or "vocabulary/word choice" as the most important component of the speaking abilities (8.1%).

IE Extract

The groups differed only at micro-level analysis when the sub-moves were compared. However, the difference was limited to their preference for announcing the present research which is a subcategory of the move occupying a niche.

Since the length of the results-and-discussion part of the RAs is varied, the frequencies of connectors occurring in each of the corpus are further analyzed. Thus, Table 4 shows the relative frequency of connectors expressed as the percentage that the number of occurrences represents in relation to the number of words in each corpus.

The data in Table 4 show that connectors more frequently occur in Iranian English RAs (4.82 percent of the total number of words). PE RAs followed with a slight margin with 4.75 percent of the total number of words, and the last spot was occupied by IE RAs (4.00 percent of the total number of words).

As reflected in Table 5, differences may be seen in the use of action markers across the three varieties of Asian Englishes. Philippine English obtained the highest frequency of action markers accounting for almost half (26

Variety of Asian Englishes	Number of words	Additive	Adversative	Causal	Temporal	Total
Iranian English	8, 524	3.31	0.48	0.76	0.27	4.82
Philippine English	9, 747	3.18	0.50	0.61	0.46	4.75
Taiwanese English	10, 188	2.93	0.53	0.32	0.22	4.00

Table 4. Relative Frequency of Connectors as Percentage

Variety of Asian Englishes	Action Marker	Percentage
Philippine English	26	49.06
Taiwanese English	15	28.30
Iranian English	12	22.64
Total	53	100.00

Table 5. Frequency and percentage distributions of action markers in the corpus

or 49.06%) of the total number in the corpus. Second in rank was Taiwanese English (15 or 28.30%), and the last spot was occupied by Iranian English (12 or 22.64%).

Again, since the length of the results-and-discussion part of the RAs is varied, the frequencies of action markers occurring in each of the corpus are further analyzed. Thus, Table 6 presents the relative frequency expressed as the percentage that the number of occurrences represents in relation to the number of words in each corpus. The word-count tool was used to calculate the number of words in each corpus.

The data in Table 6 show similar trends to the results in Table 5. The action markers more frequently occur in Philippine English RAs (0.27 percent of the total number of words) than in Taiwanese English RAs (0.18 percent of the total number of words) and in Iranian English RAs (0.14 percent of the total number of words).

The following sentences are instances of PE, TE, and IE action markers from the corpus.

PE Examples of Action Marker

- To explore the association between the VLS and the disciplines, Eta was computed.
- This describes the functionality of surface approach to learning especially when contextualized among Asians and writing in a second language.
- To determine whether the Pearson r's obtained for the relationship between problem solving and learning strategies across the four types of math tests were significantly different, the r's were compared.

Variety of Asian Englishes	Number of words	Action Marker
Philippine English	9, 747	0.27
Taiwanese English	10, 188	0.18
Iranian English	8, 524	0.14

Table 6. Relative Frequency of Action markers as Percentage

TE Examples of Action Marker

- Another possible explanation is that such real-time awareness and attention to form needs more practice and has to be cultivated over time.
- In order to find out if raters' background variables influenced their rankings, the researcher divided the raters into groups according to their native language, academic major, teaching and rating experience, and having or not having English-teaching certificates and rating training.
- To evaluate the relationship between rated holistic scores and the rater's academic major, post hoc multiple comparisons were conducted by using the LSD method to determine if any of the pair-level differences were significant.

IE Examples of Action Marker

- In order to investigate the relationship between MI scores and performances of the participants on TOEFL and IELTS listening comprehension tests, the correlation coefficient between the participants' scores on each intelligence, and their TOEFL and IELTS listening scores were calculated.
- To answer this question, a paired t-test was conducted.
- To clarify the point, some examples of the words used to indicate a certain move or sub-moves are brought here.

Discussion

The foregoing results reveal the use of metatext categories in the results-and-discussion section of ESL/EFL research articles written in Philippine English, Taiwanese English, and Iranian English. Likewise, some major findings that are relevant in the context of culture are ascertained in the study.

The contrastive analysis shows that the relative frequency of previews and reviews is highest in Philippine English RAs than in Taiwanese English RAs and Iranian English RAs. This prevalence of the use of preview and review strategies implies that Philippine English, in a way, conforms to the perceived norm of the Inner Circle English perhaps because the Philippines has been greatly influenced by the English-writing culture or rhetoric, having been colonized by

the American forces. Further, the Philippines belong to the Outer Circle where English is used as a second (ESL) or additional language; on the other hand, Taiwan and Iran belong to the Expanding Circle where English is used as a foreign language (EFL) (B. Kachru, 1985 as cited in Dayag, 2009). Further, since Filipinos have developed a rhetoric that draws bases from the native speakers' model, Philippine English, as influenced by the US English, can be considered a writer-responsible language. To be precise, Hinds (1987), explains that "English has been called a writer-responsible language, meaning that the writer makes explicit the connections between propositions and ideas in the text so that readers do not need to infer these connections on their own" (p. 145). Thus, compared to Philippine English, Taiwanese and Iranian English are less writer-responsible languages.

In the three Asian Englishes, the number of previews is larger than the number of reviews. As Peterlin (2005) (as cited in Rashidi & Souzandehfar, 2010) clarifies:

This opens the question why the authors consider advance labeling more useful for the intelligibility and clarity of a text. They may feel their readers will retain much of what they have read (the texts are fairly short) and find explicit reference to what has been said redundant. Advance labeling seems less redundant since readers cannot predict on their own what is to follow (p. 315).

With regard to the use of connectors, all three Asian Englishes are built on the additive cohesive relation. This frequency of additive connectors is apparent since research articles primarily concerns clarification of results, ideas, or theories, providing a clearer view of the proposition of the texts. According to Halliday and Hasan (1976), an additive relation is an interpropositional relation in which the propositions are judged either to be closely related or built on one another. Moreover, the higher frequencies of the use of connectors in Iranian English and Philippine English may suggest that Taiwanese English is a less-responsible language.

It is also interesting to note that all the three Asian Englishes manifest the use of both simple connectors, such as and, but, though, and yet and their complex alternatives, such as furthermore, on the other hand, in a similar vein, and in a

similar case. This suggests that Outer Circle and Expanding Circle Englishes prefer a more elaborate and a change-oriented (Mohamed & Omer, 2000) rhetorical pattern. For instance, in the Philippines, the use of such elaborate rhetorical codes may be attributed to the influence of the Spanish colonizers (Genuino, 2002).

Another metatext category examined in this study is the use of action markers. The findings reveal that Philippine English has the most number of action markers in the genre analyzed. This affirms the Philippine English's tendency to be more writer-responsible as compared with the Taiwanese English and Iranian English.

Conclusion

Based on the foregoing findings, it can be deduced that the interplay between language and culture is manifested in the rhetorical pattern of a certain language community. The metatext categories used by writers may reveal sociocultural underpinnings. Also, the study confirms the CR hypothesis: different cultures have different rhetorical patterns. However, certain similarities were also identified in the three Asian Englishes.

Given the framework of analysis employed in the study, the learner of English as a second language (ESL) or a foreign language (EFL) will be guided in his reading and writing of acceptable, interpretable, and intelligible research articles. Furthermore, studies analyzing discourse and any other features of academic writing like research articles can help course designers to come up with a meaningful framework in creating courses that target the professional-writing skills of students.

Although most of the results of this study seem to be valid and confirm previous investigations, further exploration with larger samples of texts can be carried out to generalize results. Future researches can cover other metatext categories, such as defining scope, pointing to data, emphasizing, and summarizing. In addition, future research endeavors should examine metatext categories in RAs in more than one field of study, thus, providing a more representative sample of the RAs written in varied Asian Englishes.

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Appendix A

Corpus

ESL Research Articles (Ras)

Phillippine English

[1]. Bernardo, A. S. & Gonzales, H. T. (2009). Vocabulary learning strategies of Filipino college students across five disciplines. *TESOL Journal* 1, 17-27.

[2]. Borlongan, A. M. (2009). Tagalog-English code-switching in English language classes: Frequency and forms. *TESOL Journal*, (1), 28-42.

[3]. Kanlapan, M. T. C. & Velasco, J. C. (2009). Constructing a self-regulation scale contextualized in writing. *TESOL Journal* 1, 79-90.

[4]. Magno, C. (2009). Self-regulation and approaches to learning in English composition writing. *TESOL Journal*, (1),

1-13.

[5]. Ong, P., Liao V., & Alimon, R. (2009). Moderating language and number of mathematical operations in the relationship between problem-solving scores and learning strategies. *TESOL Journal*, 1, 58-78.

EFL Research Articles (Ras)

Taiwanese English

[1]. Chuang, Y. (2009). Foreign language speaking assessment: Taiwanese college English teachers' scoring performance in the holistic and analytic rating methods. *Asian EFL Journal* 11(1), 150-173.

[2]. Huang, S. (2009). The efficacy of setting process goals in orienting EFL learners to attend formal aspects of oral production. *Asian EFL Journal* 11(1), 74-86.

[3]. Ko, M. (2009). Introducing critical literacy to EFL teaching: Three Taiwanese college teachers' conceptualization. *Asian EFL Journal* 11(1), 174-191.

[4]. Shen, M. (2009). Reading-writing connection for EFL college learners' literacy. *Asian EFL Journal* 11(1), 87-106.

[5]. Yen, S. & Chou, T. (2009). The effect of MTI on L2 proficiency and learning strategies. *Asian EFL Journal* 11(3), 9-26.

Iranian English

[1]. Akbari, Z. & Tahririan, M. H. (2009). Vocabulary learning strategies in an ESP context: The case of para/medical English in Iran. *Asian EFL Journal* 11(1), 39-61.

[2]. Ansarin, A. A. & Rashidi, F. (2009). Discourse community or cultural conventions: Rhetorical analysis of research abstracts. *Asian EFL Journal* 11(3), 52-69.

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