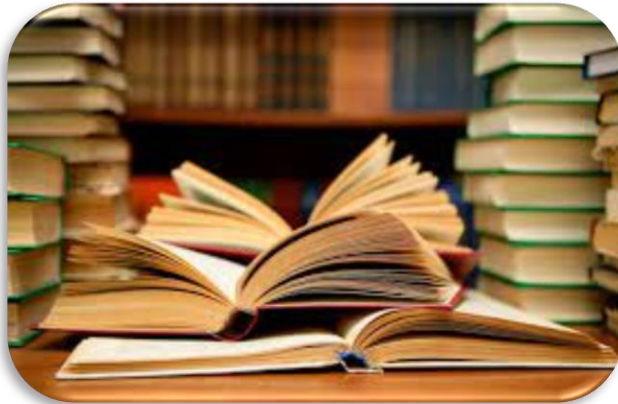**Research Paper**

Textual Analysis of Discussion Sections of English Language Journals in Sport Management by English Native and Iranian Authors: A Focus on the Hyland`s Metadiscourse Model

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ABSTRACT

In general, the development of written academic discourse and the acquisition of English, especially for academic purposes, has increased the study of language and communication styles that researchers and students must master in order to adequately socialize in a research environment. This study investigated the use of meta-discourse elements by Native and Iranian writers using 20 sports management research papers (10 English speakers and 10 Iranian authors). We sought to check if the use of meta-discourse elements is different. To this end, Hyland's (2005) model of metadiscourse is used as an analytical framework for identifying the properties of metadiscourse elements. The results of the independent t-test showed that there are no significant differences in the overall use of metadiscourses between English and Iranian writers. The results of the research can lay a solid foundation for the development of teaching materials.

Keywords: Discourse, Metadiscourse, Academic Writing, Research Article

توسعه گفتمان آکادمیک مکتوب و فراگیری زبان انگلیسی، به ویژه برای اهداف آکادمیک، مطالعه زبان و سبک های ارتباطی

به طور کلی، توسعه گفتمان آکادمیک مکتوب و فراگیری زبان انگلیسی، به ویژه برای اهداف آکادمیک، مطالعه زبان و سبک های ارتباطی را افزایش داده است که محققان و دانشجویان باید به منظور اجتماعی شدن کافی در یک محیط تحقیقاتی تسلط داشته باشند. این پژوهش با استفاده از 20 مقاله پژوهشی مدیریت ورزشی (10 انگلیسی زبان و 10 نویسنده ایرانی) به بررسی استفاده از عناصر فراگفتمانی توسط نویسندگان بومی و ایرانی پرداخته است. ما به دنبال بررسی این بودیم که آیا استفاده از عناصر فراگفتمانی متفاوت است یا خیر. برای این منظور، مدل هایلند (2005) از فراگفتمان به عنوان چارچوبی تحلیلی برای شناسایی ویژگی‌های عناصر فراگفتمانی استفاده می‌شود. نتایج آزمون t مستقل نشان داد که تفاوت معناداری در استفاده کلی از فراگفتمان ها بین نویسندگان انگلیسی و ایرانی وجود ندارد. نتایج تحقیق می تواند پایه محکمی برای توسعه مواد آموزشی ایجاد کند.

**واژگان کلیدی:** گفتمان، فراگفتمان، نگارش آکادمیک، مقاله پژوهشی

INTRODUCTION

Traditional academic writing requires researchers to adopt an objective and personal style when reporting research. This idea largely reflects general preferences and trends in academic writing. This view of the dominance of academic writing has been criticized by many scholars (e.g., Vassileva, 2001; Harwood, 2005). Researchers (Thetela, 1997; Hoey, 2001) have argued that written text interaction can be achieved in the same way as spoken text, but that exposure to different media produces different effects. This approach reflects the growing acceptance of associativity in academic writing in terms of the interaction between writers and readers.

Science and scientific contribution, or how researchers share their findings with their research community, is influenced by the culture of the field they encounter during their research. Furthermore, according to Farrohi and Ashrafi (2009), journal articles play a central role in connecting members of diverse discourse communities around the world as a true brand of academic writing and a rich means of communication. It goes without saying that text, organization, and discourse functions play a decisive role in a reviewer's assessment of an article, whether it is approved or rejected. A number of recent studies (e.g., Dahl, 2004; Hempel & Degand, 2008) show a tendency to interact between research articles from different disciplines generated by Textual Metadiscourse Resources (TMR). The concept of meta-discourse is informal dialogue (Shifrin, 1980), the scientific community (Crismore & Farnsworth, 1990), elementary school textbooks (Hyland, 2000), and the third grade thesis (Bunton, 1998).), manuals (Crismore, 1989) and company annual reports (Hyland, 1998). It has also been documented in early English medical literature (Taavitsainen, 1999), early good education and writing among native speakers (Cheng & Steffensen, 1996), and persuasive and argumentative speech (Crismore & Farnsworth, 1990). Metadiscourse plays an important role in organizing discourse and engaging audiences in extending meaning from concepts to individual and textual activities. As interactive and rhetoric on education, social and communication between the editor and the reader, who is focused on "Hyland, 1998) on the teacher's speech or attitude or content of the teacher or reader, in other words, authors, writing text education for to express the form of external reality and to express its views on external reality and its addresses.

Adel (2010) argues that contexts are not integrated into metadiscourse. Instead, as Mauranen (1993) and Adel (2006) point out, two separate branches can be distinguished.)." specified). in the reflexive model of metadiscourse, the reflexivity of language is emphasized and it is considered the starting point of the genre. In the interactive model, on the other hand, reflexivity is used to describe the interaction between author and audience (usually written texts) in a broader sense than a criterion. Thus, metadiscourse is an internal style map in which external reality or information is generated and communicated. Because the demonstration of metadiscourse is an important aspect of successful and persuasive written discourse, most work on metadiscourse deals with the use of metadiscourse tools by writers of different nationalities. (Dfuss-Milne, 2008). Used by the author. (Gillerts & Vande Velde, 2010).

Based on Hyland's (2005) Metadiscourse patterns, the purpose of this study is to investigate whether there are differences in the use of metadiscourse elements in sport management research articles by regional and Iranian authors. The model recognizes the contextual specificity of metadiscourse and takes into account the social factors that surround and influence how writers use language. Hyland (2005)
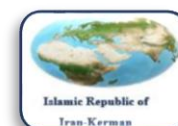
replaced textual and interpersonal sources with Thompson's (2001) terms 'interaction' and 'interaction' and proposed a taxonomy model of meta-discourse. This model includes two interactive and interactional resources, each of which has five subcategories. Three sources per category:

I. Interactive resources: These devices allow the authors to control the flow of information and provide necessary clarifications. According to Hyland (2005), these sources are:

1. Code Glosses: These tools provide more information by repeating, clarifying, or correcting what has been said so that the reader can understand the author's intent.

2. Frame markers: These devices represent text boundaries or text structure elements (eg here are my goals, results, etc.).

3. Evidentials: These are verbal devices that authors use to support their claims and build credibility by directly or indirectly referencing or referring to the work of others.

II. Interactional resources: These features involve the reader and allow the reader to contribute to the discourse by focusing on both the information suggested by the author and the reader's point of view. According to Hyland, these sources include:

1. Hedges: These devices can recognize alternative voices and perspectives and indicate the author's decision to participate fully.

2. Boosters: They are "known", "apparent", "apparent", "decided", "evidence", etc. Such a design allows authors to think differently, avoid differences of opinion and express their confidence.

3. Self-mention: Pronouns and adverbs of the first person (me, me, me, and us) indicate the clear presence of the author in the text, which is measured by frequency. (Gilland, 2005).

To test whether there is a difference in the use of these metadiscourse elements between foreign and Iranian teachers, this study examines three research questions and null hypotheses.

RQ1. Is there and difference in the frequent application of meta-discourse design used by natives and Iranian writers in sports management research?

RQ2. Is there any significant difference in the frequent application of meta-discourse interactive devices used by local and Iranian authors in sports management studies?

RQ3. Is there any significant difference in frequent application of interactive metadiscourses used by local and Iranian authors in sports management studies.

H01. There is no significant difference in the frequent application of meta-discourse design used by natives and Iranian writers in sports management research.

H02. There is no significant difference in the frequent application of meta-discourse interactive devices used by local and Iranian authors in sports management studies.

H03. There is no significant difference in frequent application of interactive metadiscourses used by local and Iranian authors in sports management studies.

LITRATURE REVIEW

Khany and Tazik (2010) carried out a comparative study of introduction and discussion sections of sub-disciplines of applied linguistics research articles. Some doubt viable comparison between "big" English-

language journals (to use Swales' 2004 words) or international journals (IJs) and "small" ones published in other local languages, there is still a good many reasons to hope for the development of a typology of factors that cause these discrepancies. Findings showed no significant differences regarding the obligatory Moves of Introduction section across the two corpora; however, significant differences in the Discussion section were revealed.

Nodoushan and Khakbaz (2011) analyzed the possible differences between the move structure of Iranian MA thesis discussion subgenres and those of their non-Iranian counterparts. They also identified the moves that are considered obligatory, conventional, or optional by MA graduates. Findings showed a significant difference in the move frequency of the discussion sub-genre of MA theses written by Iranian versus non-Iranian EFL students. There was also a significant difference in the move frequency of the discussion sub-genre of MA theses written by Iranian EFL students and the discussion sub-genre of journal papers published in internationally recognized applied-linguistic journals. Obligatory, conventional, and optional moves were also identified.

Jalilifar, Hayati, Namdari (2012) analyzed the generic structure of the discussion sections of applied linguistics research articles published in a representative sample of Iranian and international journals. The main purpose of this analysis was to identify the move structure of RA discussions and to see if non-native English researchers publishing in local journals produce texts that are rhetorically different from texts produced by researchers publishing in international journals. Results indicated no major quantitative differences between the moves utilized in the two groups. The lower frequency of references in local RA discussions revealed that the writers of these RAs may not consider the significance of relating their findings to those reported in the previous research. Eventually, a revised version of Dudley-Evans' (1994) model is introduced.

Khalili Sabet and Kazempouri (2015) analyzed generic structure of discussion sections in ESP research articles across international and Iranian journals. Applying Kanoksilapatham's (2007) model to the compiled corpus, it was found that contextualizing the study (Move 1) and consolidating results (Move 2) were the obligatory moves in Discussion section of ESP RAs across international and Iranian journals. Evaluation of the findings was a new step found in international Discussion sections but absent in Iranian ones.

METHODOLOGY

Twenty research papers (10 native authors, 10 Iranian authors) made up the corpus of this study. The articles were selected from major Iranian-English sports management journals and international English-language journals such as Sports Management Journal, Sports Management Research Journal, Sports Management Applied Research, Sports Management Research, Sports Management Journal, Sports Management Review Journal, New Research in Sport Management, International Journal of Sport Management and Marketing, Journal of Global Sport Management and Review of Sport Management. It was decided to extend the publication year by 10 years from 2012 to 2022 due to difficulties in finding papers.

It should be noted that all articles represent the field of sports management. All the journals especially the articles are well known all over the world when it comes to reputation. All papers were archived electronically and metadiscourse records are searched to avoid the risk of missing some records. In addition to the electronic search, a manual analysis was performed to determine the type and frequency
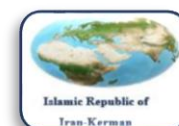
of metadiscourse entries and confirm their use. A lot of attention was also paid to conducting a situational analysis. Due to the highly diverse and multifunctional nature and the emergence of metadiscourse categories, it was necessary to conduct a context-dependent analysis of each marker before the final enumeration. Sports management was chosen, since it primarily deals with social behavior. All citations, language samples, footnotes, references, tables and figures, and all article titles have been removed. We looked for meta-discourse items in the discussion section here. Therefore, all articles have been carefully checked to ensure that all of the above rhetoric is included.

As mentioned above, the purpose of this study is to investigate whether there are differences in how English and Iranian writers use metadiscourse elements. In other words, the researchers sought to explore the similarities and differences in the use of metadiscourse elements used by native and Iranian writers through quantitative and qualitative methods. To achieve the aforementioned goals, researchers needed a robust metadiscourse model that would encompass all the requirements of academic technical discourse. We therefore used Hyland's (2005) state-of-the-art metadiscourse model to investigate the metadiscourse elements frequency and nature.

RESULTS AND DISCUSSION

General distribution of components of native and Iranian writers

Researchers have calculated the frequency of this type every 1000 words to find out if there is a difference in the use of common metadiscourse categories in the study of sports management of local and Iranian writers. Table 1 of the independent model compares the distribution of types of metadiscourse categories in articles by native and Iranian writers.

Table 1

Independent Sample t-test to Compare General Distribution of Metadiscourse Categories

Articles	Metadiscoursal Categories per 1000	Mean	Sig (p-value)
Iranians	63.291	6.329	
			Iranians/natives=
Natives	**79.376**	**7.938**	**0.21**

From Table 1, it can be seen that the frequency of each 1000-character speech category for Iranian and native authors' articles is 63.29 and 79.376, respectively. The results of the independent samples t-test showed no significant difference (p value>0.05) in the use of metadiscourse types between native and Iranian writers. As a result, the null hypothesis that there is no significant difference in the frequency of use of metadiscourse types between the authors of native and Iranian articles in the field of sports management is rejected. In other words, native and Iranian writers used almost the same number of metadiscourse elements in their academic works in English.

One possible explanation for this is that meta-discourse elements are used much more in fields that deal primarily with social behavior, such as sports management, than in other fields of study (Duzak, 1997).

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Distribution of Interactive Metadiscourse Devices between Native and Iranian Authors

Table 2 shows the results of an independent sample t-test comparing the prevalence of interactive metadiscourse units between English and Iranian writers. Iranian writers used 35,638 interactive metadiscourse devices per 1000 words, whereas natives used 44,128 interactive metadiscourse units. As can be seen in Table 2, there was no statistically significant difference in the mean distribution of these categories between native authors and Iranian authors (p value = 0.76 > 0.05).

Table 2

Independent Samples t-test Comparing Distribution of Metadiscourses in Two Groups of Articles

Articles	Metadiscoursal Categories per 1000	Mean	Sig (p-value)
Iranians	35.638	3.564	**Iranians/natives=**
Natives	**44.128**	**4.413**	**0.764**

The second null hypothesis, namely that there is no significant difference in the frequency of interactive metadiscourse opportunities between local and Iranian authors in sports management research papers, was also rejected. Native and Iranian authors used nearly as many interactive metadiscourse functions in their studies. This means that almost the same interactive meta-discourse was introduced into the text whether the author was from Iran or not. In other words, authors do the same by setting the boundaries of the text, trying to support their arguments, and providing additional information to help readers understand the author's intent (Thus, the functions of interactive elements considered in this study are frame markers, evidence, or code gloss).

Regarding "code gloss", Iranian authors used 10,828 per 1,000 words, and national authors used 23,391 instances of this subcategory (see Table 3). Independent samples t-test results determined that the category frequency was significantly different (p-value < 0.05). As mentioned above, these factors help the reader to understand the author's intention, providing additional information and avoiding editorial problems that the reader may encounter during the work. The following example corpus illustrates this. For example, the content-based hedges have two main functions.1) Indicates the accuracy of a statement (e.g., adverbs such as generally, roughly, partially, etc.) or 2) limits the author's association with the statement (Biber, 2006).

Table 3

Independent Samples t-test Comparing Distribution of Interactive Subcategories Across Two Sets of Articles of 1000 Words Each

Iranian	Native	Iranian	Native	Iranian/Native
Code 10.828	23.391	1.083	2.339	0.008
Evidential 13.605	8.325	1.360	0.832	0.023
Frame markers 6.478	5.0943	0.648	0.509	0.812

Native language writers feel that their readers struggle with unfamiliar words or lack the reading skills to understand what the writer is trying to say. On the other hand, rudeness seems to take precedence. A possible explanation is that the local author used "code gloss" to show the readability of the text. In other words, native-speaker writers have become readers' "friends," helping them when they need help. This is because native and Iranian writers showed different rhetorical usage patterns for this subcategory, other things being equal.

"Evidentials" was mainly used by Iranian writers, unlike "Code Gloss", which is often used by native writers. Thus, most of the "evidence" per 1000 words comes from an Iranian writer who used 13,605, but from a native author who used 8,325 copies (see Table 3). Independent sample t-test results also found significant differences in frequencies in this category (p-value <0.05). As noted above, an essential part of scientific discourse is citing or referring directly or indirectly to the work of others to support one's opinion and establish its credibility. In this way, authors convince the public of their views, avoid public opposition, and refer to the work of others in the relevant field in the corpus, as in the following example, allowing authors to refer to their current state of knowledge.

(3) According to Levinson (1983), The most obvious connection between language and context is through indicating and pointing. (Hinkel, 2002).

(4) Horowitz (1988): typical student writing assignments include collecting and responding to measurements, reporting observations, and explaining data using theory. (Harwood, 2005).

Evidentials such as the use of a "common code" is a great rhetorical aid for country elections. A possible reason why Iranian writers often use this sub-category is that it provides practical evidence to believe in accuracy and what society considers unreasonable. The results of this study show that by using more "evidence", Iranian writers avoid the risk of questioning certain claims.

Unlike the subcategories Code Glosses and Evidentilas, the effect of the subcategory "Frame Markers" was neutral in both groups of articles by native and Iranian authors. Since frame markers are the least common interactive metadiscourse feature, Iranian authors used 0.648 instances per thousand words, and local authors use 0.509 instances (see Table 3). An independent samples t-test confirmed that the frequency of use of this category did not differ significantly (p-value > 0.05). As mentioned above, the subcategory "'Frame markers" is used to organize the phonetic elements. This is because it helps to "construct, mark, predict, move and enable readers and listeners to understand the discourse" (Hyland, 2005). For example.

5) In short, as the group progresses as a whole, each member of the group follows a slightly different path, at least depending on the target language, and the progression becomes smoother, more precise and more complex. (Larsen Freeman, 2006).

An explanation of the almost identical usage is that the structure of speech and the arrangement of textual fragments, or the internal arrangement of arguments, seem to be an important part of written discourse.

An interactional meta-discourse distribution between native and Iranian writers

As shown in Table 4, the number of English works by Iranian authors is 25.6543/1000 words, and the number of English works by natives is 34.877/1000 words. The independent samples t-test results

showed that the frequencies of these categories were significantly different (p-value < 0.05). This means that native writers used a more interactive meta discourse than Iranian authors.

Table 4

Independent-Samples T-Test Comparing Distribution of Interactional Meta-Discourse in Two Article Groups

Articles	Metadiscoursal Categories per 1000	Mean	Sig (p-value)
Iranians	25.6543	2.565	
Natives	**34.877**	**3.488**	**Iranians/natives= 0.764**

Thus, the third null hypothesis that there is no significant difference in the frequency of interactional metadiscourse of foreign and Iranian authors of sports management is rejected.

English-speaking writers are more concerned than Iranian writers about how to present themselves in their writings, critique the validity and credibility of their claims, and communicate their claims and opinions to readers. If native writers used more "interactive sources", this could be expressed as "a completely different way of thinking". It welcomes, challenges and expects more readers" (Tse & Hyland, 2008).

Different results were obtained for the subcategories of interactive metadiscourses: "hedgers", "boosters" and "self-reference". "Hedge" was the most frequently interacted metadiscourse, "Booster" and "Self-reference" were second and third respectively. From the results in Table 5, it can be seen that Iranian and native authors used 19,093 and 19,858 live expressions of each 1000 words respectively in their research. An independent t-test confirmed that the frequency of this category was not significantly different (p-value > 0.05). This just means that both groups of authors included about the same number of hedges in their papers.

Table 5

Independent samples t-test Comparing Distribution of Interactional Subcategories Across Two Sets of Articles of 1000 Words Each

	Iranian	Native	Iranian	Native	Iranian/Native
Hedges	19.858	1.909	1.986	0.812	
Boosters	11.554	0.858	1.115	0.041	
Self-reference	8.616	0.423	0.862	0.018	

The frequency of "booster" use in this study was significantly different compared to "hedge" use, which was not significantly different between groups. Most "boosters" per 1,000 words belonged to natives, who used 11,554 words, compared to 85,810 words used by Iranians (see Table 5). Independent sample t-test results showed a significant difference in the use and frequency of this category (p-value <0.05). English writers rely more on "boosters" than their Iranian counterparts. This means that national authors are more confident in their claims than Iranian authors (see Figure 5). As mentioned above, these

tools are used to avoid differing opinions from the audience and to emphasize the mutual experience necessary to reach the same conclusions as the author. With this in mind, two groups of writers use such situations to prove their credibility and trust and to build a relationship with readers.

Two possible explanations could be offered for the frequent "boosters" of native writers. Some might argue that native English speakers have more experience in the field and can speak with more confidence (this bias suggests that research findings should not be generalized but investigated further). Others may explain this by the native population's tendency to speak "absolute language".

The results of Table 5 clearly show that the frequency of the self-reference subcategory for articles written by native and Iranian authors is 8,616 and 4,225 per 1,000 words, respectively. As one can see, native authors mention this subcategory twice as often as Iranian authors. The results of the t-test of independent samples confirmed a significant difference in the frequency of this subgroup between the studied groups ($p < 0.05$). Hyland (2001) closely links authors' use of self-reference to analyzing or mediating the relationship between discourse and discourse community. Likewise, as noted above, the expression of students and authority figures in written discourse is outlined as "the influence of character, self-confidence, experience, and ideologic preferences, all of that mix to supply a rhetorical effect." (Gilland, 2008).

However, as shown, native academics trust a lot of on these units than Iranian writers. These English teachers seal, adding "their direction" to their books, not Iranian writers. One clarification is that the author's existence during a written intellectual lecture provides the author and authority of the author among different teachers and community members

CONCLUSION AND IMPLICATIONS

In conclusion, additionally to the foremost frequent similarities between the two teams of authors, several alternative variations were noted in addition to the utilization of all meta-discourse elements. First, there was a big distinction within the interaction frequency of meta-discourse things in general, however there are no significant differences in the frequency of metadiscourse interactions between natives and Iranians. This is often as a result of English writers are additional possible than Iranian writers to project themselves in their writing, to treat the validity and believability of their claims, and to communicate their statements and attitudes to readers. Also, no significant difference was observed in the overall frequency of occurrences of metadiscourse between English and Iranian teachers. Therefore, regardless of whether the essayist is English or Iranian, the use of metadiscourse elements in effective writing was inevitable. Effective writing is successful communication between reader and writer. For example, Nystarand (1986) considers oral and written communication between two participants to be key aspects of communication. For educators to successfully engage readers and teachers, they must appropriately use elements of the metadiscourse process in their writing. One of the main challenges facing second and foreign language writers is acquiring the skills to write more effectively.

As mentioned above, one amongst the ways in which to attain this goal is the competent use of metadiscourse parts. Thus, for future English-speaking and non-English-speaking authors who would like to publish their English-language articles in tutorial journals, the most implication of this study is that whether or not they are native speakers or not, they ought to embrace these elements in their articles.

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It must be used effectively. In other words, the variants of these metadiscourses (interactive and interactional) need to be studied to gain a clear understanding of how metadiscourse elements are used effectively, and the results of this study suggest that linguistic communicators use additional interactive metadiscourses.

The study includes twenty articles within the field of sports management. However, several articles are often enclosed in an exceedingly body of analysis to draw general conclusions. Finally, researchers may also study areas nevertheless sports management. The results of the present study can provide researchers with better analytical tools for use in academic writing. Findings also can help both experienced and novice researchers in order to report their research findings.

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