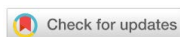


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Влияние интеллектуального стиля



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## Shaping Academic Voice: Intellectual Style and Metadiscourse in Research Writing

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**Abstract:** This study explores the impact of an intellectual style on metadiscourse choices made by Russian academic writers. The article aims to investigate the influence of the Teutonic intellectual style on metadiscourse patterns in theoretical and applied linguistic research article introductions written by Russian linguists. The analysis, based on J. Galtung's model of intellectual styles, examines 120 academic texts. The results of the study showed that Russian academic prose, often associated with Teutonic influence, is characterized by a high frequency of intensifiers and a significant presence of hedging and relational markers. However, self-reference markers are rare and appear mostly in the form of the first-person plural pronouns, regardless of whether the author is single or multiple. No involvement markers were found in the corpus. The conclusion is that although the Teutonic intellectual style plays a certain role, it is not decisive for the rhetorical choices of Russian academic writers. The influence of international academic writing traditions, particularly those based on the Saxon intellectual style, seems evident in the use of hedge markers and relational markers that promote closer interaction with the reader. The study suggests that the categorization of the Russian academic discourse as exclusively that of Teutonic intellectual style requires further research with a larger corpus. Further research prospects may include the analysis of metadiscourse patterns in other disciplines, diachronic variations in the metadiscourse of different authors, and other categories of metadiscourse features in academic prose.

**Keywords:** intellectual style, metadiscourse, research article introduction, academic discourse, hedge, booster, self-reference marker, relational marker

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оригинальная статья

## Влияние интеллектуального стиля на метадискурсивный выбор авторов научных статей

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**Аннотация:** Задача выявления и описания культурно детерминированных особенностей академического дискурса является актуальной в современном дискурс-анализе, стилистике научного текста и прикладной лингвистике. Цель статьи – изучить влияние тевтонического интеллектуального стиля на метадискурсивную

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организацию введений научных статей, написанных российскими авторами. 120 статей в области теоретической и прикладной лингвистики были исследованы с опорой на теорию интеллектуальных стилей Дж. Гальтунга. Для достижения поставленной цели в ходе исследования были использованы методы количественного и интерпретативного анализа. Было выявлено, что в русскоязычных научных текстах преобладают бустеры. Кроме того, регулярно встречаются хеджи и маркеры оценки. С целью самореференции авторами использовались только местоимения первого лица множественного числа как в статьях с одним, так и с несколькими авторами. При этом маркеры самореференции оказались самой малочисленной группой метадискурсивных средств. Как показало исследование, тевтонский интеллектуальный стиль, который, согласно теории Дж. Гальтунга, доминирует в российской академической культуре, не является единственной детерминантой риторического поведения авторов. Международные конвенции академического письма, основывающиеся на саксонском интеллектуальном стиле, также оказывают влияние. Гипотеза о доминирующем влиянии тевтонского интеллектуального стиля на современный русскоязычный научный дискурс не объясняет в полной мере особенностей русскоязычного академического письма. В качестве перспективы исследования можно указать на необходимость изучения данного аспекта научного текста на материале статей, написанных представителями естественно-научных дисциплин. Диахронические вариации в использовании метадискурсивных паттернов в жанре научной статьи также могут представлять интерес для исследователей.

**Ключевые слова:** интеллектуальный стиль, метадискурс, введение к научной статье, академический дискурс, хедж, бустер, маркер самореференции, маркер оценки

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## Introduction

The research of large collections of academic texts shows that metadiscourse depending on the text language, varies across cultures. It is known that English research articles (RAs) tend to employ more hedges (a linguistic feature used to express hesitation or uncertainty) than Chinese RAs [Hu, Cao 2011; Ma, Jiang 2025], while Persian RAs, compared to English RAs, use fewer interactive features, such as transition, frame, endophoric, or evidential markers, and code glosses [Khajavy, Asadpour 2021]. Spanish RAs contain more interactional metadiscourse features, including hedges, boosters, attitude markers, self-reference, and involvement-markers, than English RAs [Alonso-Almeida 2015]. Slavic writers research indicates the tendency to "disguise themselves" [Belyakova 2017], while Russian scholars tend to underuse self-reference and overuse passive constructions [Pyankova 1994]. Czech linguist writing has been shown to prefer indirect declarations of research purpose [Čmejrková 2007; Kozubíková Šandová 2021], while the difference in hedges and boosters was attributed to different rhetorical traditions in English and Bulgarian linguistics [Vassileva 2001]. Slovenian academic

writing shows a more limited use of metadiscourse features compared to English [Pisanski Peterlin 2005], and Polish scholars use less self-reference markers, avoiding responsibility for statements [Hryniuk 2018]. Slovak academic culture, as reflected in research papers, exhibits a lack of engagement markers and a tendency for a single author to use the first-person plural pronoun as a form of self-reference [Walková 2018]. In short, the ways in which academic writers engage their readers, express confidence, and present themselves differently depending on the linguistic and cultural context.

The above studies offered interesting insights into culturally specific features of academic writing. However, as the prior research shows, no attention was paid to explaining culture-specific metadiscourse patterns in terms of the intellectual style. It is therefore worthwhile to further explore the use of metadiscourse in academic writing and to explain the author's choice of an intellectual style.

This study fills that gap by looking into the usage of metadiscourse in linguistics RAs and how intellectual styles may influence these patterns. Given the Teutonic

influence on Eastern European academic traditions, this study is important for understanding how Russian authors navigate the rhetorical demands of RAs. By looking at metadiscourse markers through the lens of an intellectual style, the study can provide a deeper understanding of the factors that influence academic writing practices, as well as identify potential challenges or opportunities for improving communication effectiveness in theoretical and applied linguistics. Finally, this study contributes to a better understanding of the cultural features of academic discourse, and suggests instructional approaches to promoting an effective and culturally sensitive communication in a global research context.

J. Galtung's model of intellectual styles assumes that different cultures have distinct approaches to knowledge acquisition and communication. Intellectual styles are influenced by cultural conventions, shaping the ways writers express ideas and interact with readers [Galtung 1981]. These standards can influence the selection of metadiscourse features, such as the level of certainty (e.g., hedges vs. boosters), the level of personal participation, and the type of rhetorical style itself. J. Galtung's model includes four intellectual styles – Gallic, Teutonic, Saxon, and Nipponic. Eastern Europe, including Russia, is in the sphere of the Teutonic intellectual style due to the general cultural effects and Karl Marx's influence, who represented this style of thinking. J. Galtung indicated significant differences between these styles of writing. For example, while the Saxon style encourages the debate and diversity of opinions, the people of Nipponic culture are not keen at debating. While Saxons prefer evidence and factual accuracy, the Teutonic and Gallic cultures use facts only to illustrate what is said rather than to demonstrate it. While the Teutonic culture favors rigor, the Gallic culture prefers elegance. In the Nipponic culture, vague rather than categorical statements are favored. With its emphasis on vagueness, respect for authority, and collectivism, the Nipponic style would most likely prefer hedges (e.g., *might*, *may*, *possibly*, *seems*, *could*, *think*), which can soften claims, avoid direct confrontation, and maintain harmony with established authorities. Boosters are unusual in the Nipponic style. The Gallic style, which emphasizes elegance, may use attitude markers more than the other styles. These markers can add stylistic flair and communicate the writer's personal opinion, improving the overall elegance of the presentation. Since the Saxon style encourages debate and values factual accuracy, it would

likely prefer hedges, which allow for nuanced claims that acknowledge potential counterarguments.

The corpus-based analysis presented here aims to shed the light on how Russian academic writers presumably exposed to the Teutonic intellectual style interact with readers and make their claims persuasive or tentative.

Based on the prior research on academic writing and intellectual styles [Belyakova 2017; Boginskaya 2022; 2023; Dontcheva-Navratilova 2013; Gessesse 2016; Pisanski Peterlin 2005; Pyankova 1994; Stotesbury 2003; Vassileva 2001], this study proposes the following hypothesis:

1) given the preference of the Teutonic style for rigor over elegance and the tendency to use data for illustration rather than demonstration, Russian academic texts influenced by the Teutonic intellectual style will exhibit a high frequency of certainty markers and a corresponding rarity of hedges or other mitigating features;

2) Russian authors will primarily mark their authorial presence through the use of the inclusive *we*, while other personal pronouns are less likely;

3) they can use attitude markers to signal the importance of their illustrative data. Metadiscourse analysis is a useful tool for testing these possibilities, offering a comprehensive framework for understanding how intellectual style influences the writers' relationship with the readers, the formation of the authorial presence, and the negotiation of knowledge claims.

Thus, in order to investigate the relationship between intellectual style and interactional metadiscourse in Russian academic writing, the study aims at determining:

- the preferred categories of metadiscourse used by Russian academic writers;
- the frequency of these metadiscourse features;
- whether these features are primarily influenced by intellectual style or by other factors.

The novelty of the study lies in the fact that it adds a new ground by directly connecting existing J. Galtung's model of intellectual styles to the unique language manifestations of metadiscourse in Russian academic writing. While cultural and national factors have been acknowledged to influence a scholarly style, this study is unique in that it combines a macro-level theoretical framework (intellectual styles) with a micro-level analysis of metadiscourse choices within a defined corpus of Russian linguistic research article introductions. This research goes beyond simply

identifying the common metadiscourse markers; it seeks to understand how those markers are strategically employed to reflect, negotiate, or even challenge the dominant intellectual style in the Russian academic community.

## Methods and material

This study analyzes the corpus of research article introductions extracted from six Russian linguistic journals (tab. 1). Russian linguistics was selected as the focus of research assuming that specific features of intellectual style are more pronounced in humanitarian texts than in the texts of natural sciences. This is based on the concept that disciplines with deep primary culture roots are more likely to exhibit culture specific discourse patterns when communicating scientific material. RA introductions were chosen for the investigation because they present a highly structured, standardized type of academic writing. This makes them suitable for analysis because they have common characteristics making it easier to compare and identify patterns in a metadiscourse. Furthermore, to analyze complete research publications is a considerably more complicated task. By focusing on introductions, the authors can find a compromise between capturing the essence of academic writing style and leaving enough space for in-depth analysis of metadiscourse features.

To ensure a representative sample, 120 RA introductions were randomly selected from the target journals. To minimize the impact of time, only the most recent introduction issues (published between 2021 and 2024) were included, reflecting current trends in academic writing. Table 1 provides the summary of the corpus.

The RA introductions downloaded from journal websites were converted to Microsoft Word documents and analyzed to determine the frequency of the metadiscourse markers using WordSmith Tools 5.

A careful analysis of the context was conducted to classify metadiscourse markers by their categories and to interpret the revealed differences. To thoroughly investigate the use of metadiscourse, examples from the corpus were selected and analyzed, providing explanations of the rhetorical functions of the identified markers.

The K. Hyland's taxonomy of metadiscourse [Hyland 2005] was adopted as a methodological basis for the present study. Table 2 presents a simplified overview of K. Hyland's metadiscourse model [Hyland 2005;

**Tab. 1. The structure of the corpus**

**Табл. 1. Структура корпуса**

Academic journals	Number of RA	Number of words
Russian Language Studies	20	101,553
Journal of Tomsk State University. Philology	20	82,201
Zhanri rechi	20	71,675
Journal of Novosibirsk State University. Linguistics and Intercultural communication	20	75,785
Terra Linguistica	20	91,234
Language and Culture	20	63,121
Total	120	485,569

**Tab. 2. K. Hyland's model of metadiscourse**

**Табл. 2. Модель метадискурса К. Хайленда**

Metadiscourse type	Function
Hedges	Creates tentativeness, acknowledges other perspectives
Boosters	Conveys confidence, dismisses opposing views
Attitude markers	Reveals author's judgment, expresses evaluation
Self-reference	Makes the author's presence known
Engagement markers	Fosters a dialogue relationship between an author and reader

Hyland, Jiang 2022] as a common framework analyzing how writers communicate with their readers within a text. The table is adopted as the methodological study basis. The model includes five types of interactional metadiscourse – hedges, boosters, attitude markers, self-reference, and engagement markers.

K. Hyland and H. Zou's typology of boosting markers and hedges [Hyland, Zou 2021] was adopted for identifying boosters and hedges. Table 3 presents the framework identifying and categorizing hedging and boosting markers within the research proposals. Based on K. Hyland and H. Zou's typology, this table outlines the categories of hedging and boosting employed in academic writing along with their respective functions. Hedges, which include plausibility markers, downtoners, and rounders, are used to express

Tab. 3. Types of hedging and boosting

Табл. 3. Типы хеджей и бустеров

Hedging / Boosting category	Type	Function
Hedges	Plausibility	Suggest possibility based on assumptions
	Downtoners	Reduce the strength of a statement
	Rounders	Indicate approximation
Boosters	Certainty	Signal the writer's strong belief
	Extremity	Emphasize the high end of a scale
	Intensity	Amplify the emotional impact of a statement

uncertainty, reduce the force of claims, and indicate approximation. Conversely, boosters, encompassing markers of certainty, extremity, and intensity, serve to signal the writer's strong conviction, emphasize the significance of findings, and amplify the emotional impact of statements.

P. M. Dueñas's model [Dueñas 2010] was used to analyze the attitudinal stance. Table 4 presents the framework analyzing the attitudinal stance in the study, drawing upon P. M. Dueñas's model [Ibid.]. This model categorizes attitudinal stance into three key types of markers, each serving a distinct function in conveying the writer's perspective and shaping the reader's understanding: assessment markers, significance markers, and emotion markers.

Types of self-reference markers are presented in table 5. Table 5 presents a comprehensive summary of self-reference signals and their role in academic writing. Self-reference, or explicit reference to the author(s) inside a work, has a specific rhetorical

Tab. 5. Types of self-reference markers

Табл. 5. Типы маркеров самореференции

Self-reference markers	Function
First-person singular	Indicate personal responsibility, express subjectivity and assertiveness
First-person plural	Signal collective effort, indicate community membership, avoid personal responsibility

purpose. First-person singular pronouns are commonly employed to emphasize individual contributions, express subjective perspectives, and assert the author's position. In contrast, first-person plural pronouns frequently indicate a joint effort, stress membership in a certain academic group, or purposefully reduce a direct personal liability for potentially problematic claims.

## Results

The results of the quantitative analysis show the frequency of the use of metadiscourse features by Russian writers. The details are shown in figure. In total, we found 7,264 metadiscourse markers in the corpus. Boosters were the most frequent metadiscourse resources in the RA introductions. Hedges ranked second with 32%. The share of attitude markers was slightly lower. Self-reference markers ranked in last with 3% of the total number of metadiscourse features found in the corpus. The analysis revealed no engagement markers in the corpus involving readers into a dialogue.

Further on, the functions of interactional metadiscourse features in the analyzed texts will be illustrated with the examples taken from the corpus.

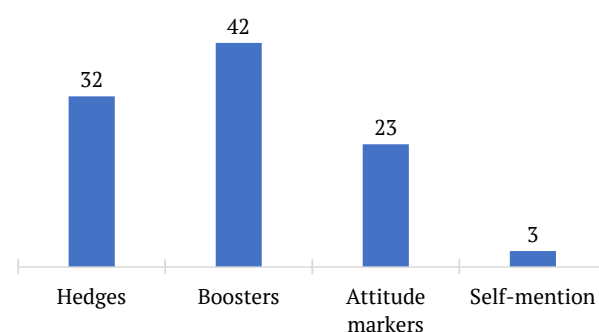


Fig. Frequency of occurrence of metadiscourse features, in % of the total number

Рис. Частотность метадискурсивных маркеров, % от общего числа

Tab. 4. Types of attitudinal stance

Табл. 4. Типы маркеров отношения

Attitude markers	Function
Assessment markers	Indicate the writer's evaluation (novelty, usefulness, validity)
Significance markers	Signal the relevance or importance of the study
Emotion markers	Convey the writer's feelings and evoke similar feelings in readers



(1) **Hedges** are metadiscourse features serving multiple functions: mitigate commitment to claims, acknowledge alternative perspectives, and subtly guide the readers toward the writer's conclusions. The analysis revealed that Russian writers employed all three types of hedges outlined in Table 3. Notably, plausibility hedges, used to minimize personal responsibility for claims, were the most common, indicating the awareness of the inherent limitations in their assertions:

- *Поэма «Сон Мелампа» (1907) – одно из ключевых произведений поэта-символиста Вячеслава Иванова (1866–1949), **возможно**, не оцененное еще должным образом*<sup>1</sup> – The poem "The Dream of Melampus" (1907) is one of the key works of the symbolist poet Vyacheslav Ivanov (1866–1949), perhaps not yet properly appreciated.
- *Состязательность **может** быть обусловлена поиском научной истины, выработкой нового знания*<sup>2</sup> – Competitiveness can be caused by the search for scientific truth, the development of new knowledge.

Here, the plausibility hedges express the author's uncertainty by presenting statements as assumptions, rather than verified facts.

The second most commonly used hedge type, downtoners, function to save the writers against the possible inaccuracies in their research:

- *Данное прецедентное имя **обычно** не вызывает трудностей, ведь учащиеся могут интуитивно понять характеристику по самому имени*<sup>3</sup> – This precedent name usually does not

cause difficulties, because students can intuitively understand the characteristic from the name itself.

- *В специализированных словарях, описывающих современное состояние лингвистической терминосистемы, **как правило**, приводится краткая дефиниция термина*<sup>4</sup> – In specialized dictionaries describing the current state of the linguistic terminology system, as a rule, a brief definition of the term is given.

The corpus showed a notable rarity of rounders indicating approximation:

- *Материалом послужил авторский архив дискурсивных записей спонтанной речи информанта (в расшифровке – **около** 10 000 печатных страниц)*<sup>5</sup> – The material was the author's archive of discursive recordings of the informant's spontaneous speech (in transcription – about 10,000 printed pages).
- *В Соединенном Королевстве насчитывается **около** 50 тысяч подобных заведений*<sup>6</sup> – There are about 50,000 similar establishments in the United Kingdom.

Adverbial rounders create approximation by softening numerical values to temper the strength of the claim.

(2) **Boosters** are metadiscourse features used to present claims with conviction, while also creating a sense of involvement, solidarity, and interaction with the audience [Hyland 2005]. It was found that they were the most frequent metadiscourse markers in the corpus, which might indicate that Russian linguists

<sup>1</sup> Каяниди Л. Г. Мифологический субстрат поэмы Вячеслава Иванова «Сон Мелампа». *Вестник Томского государственного университета. Филология*. 2023. № 85. С. 161–184. [Kaianidi L. G. The mythological substratum of Vyatcheslav Ivanov's poem Melampus' Dream. *Vestnik Tomskogo Gosudarstvennogo Universiteta, Filologiya*, 2023, (85): 161–184. (In Russ.)] <https://elibrary.ru/tteoix>

<sup>2</sup> Ключкова Е. С. Коммуникативные стратегии в виртуальной научной дискуссии в условиях речевого конфликта. *Terra Linguistica*. 2024. Т. 15. № 2. С. 78–84. [Klochkova Ye. S. Communicative strategies in virtual scholarly conflict discussion. *Terra Linguistica*, 2024, 15(2): 78–84. (In Russ.)] <https://doi.org/10.18721/JHSS.15207>

<sup>3</sup> Сарычева М. Р., Дерябина С. А. Восприятие прецедентного имени в русскоязычном дискурсе иностранными студентами гуманитарных специальностей. *Русистика*. 2023. Т. 21. № 3. С. 356–369. [Sarycheva M. R., Derybina S. A. Oreign humanitarian students' perception of a precedent name in the Russian discourse. *Russian Language Studies*, 2023, 21(3): 356–369. (In Russ.)] <https://doi.org/10.22363/2618-8163-2023-21-3-356-369>

<sup>4</sup> Иванов А. В. Многоликий дефис. *Язык и культура*. 2023. № 62. С. 26–53. [Ivanov A. V. The many-faced hyphen. *Yazyk i kultura*, 2023, (62): 26–53. (In Russ.)] <https://elibrary.ru/xwfjen>

<sup>5</sup> Иванцова Е. В. Этикетные формулы в речи диалектной языковой личности сибирского старожила. *Вестник Томского государственного университета. Филология*. 2023. № 85. С. 20–42. [Ivantsova E. V. Etiquette formulas in the speech of a dialect language personality of a Siberian old-resident. *Vestnik Tomskogo Gosudarstvennogo Universiteta, Filologiya*, 2023, (85): 20–42. (In Russ.)] <https://elibrary.ru/fsyzsd>

<sup>6</sup> Туарменская А. В., Туарменский В. В., Туарменский А. В. Пропозиционные когнитивные модели в названиях британских пабов. *Язык и культура*. 2023. № 62. С. 109–123. [Tuarmenskaya A. V., Tuarmenskij V. V. Tuarmenskij A. V. Propositional cognitive models in British pub names. *Yazyk i kultura*, 2023, (62): 109–123. (In Russ.)] <https://elibrary.ru/uibxub>

proactively assert their viewpoints and underscore the value of their contributions, demonstrating a definite author's presence:

- **Очевидно**, что жанры блогов создают в массовом сознании «театрализованное фарсовое» представление<sup>7</sup> – It is obvious that blog genres create a "theatrical farce" in the mass consciousness.

The booster in the above example helps remove any doubts about the claim deleting a potential opposition.

Certainty boosters were used less frequently than intensifiers. Extremity boosters were rarely employed by the authors. Certainty boosters were used to state the writer's beliefs and the accuracy of the research, and it also discounts any other viewpoint:

- **Предпринятое на материале двух разноструктурных языков исследование позволило выявить** общие закономерности речевого поведения в зале суда<sup>8</sup> – A study conducted in two languages with different structures revealed common patterns of speech behavior in the courtroom.

While acknowledging potential reader's responses, the author actively chooses to foreclose them. The use of boosting verbs such as *выявить* (reveal), *демонстрировать* (demonstrate), *показывать* (show) underscores the author's unwavering conviction in the validity of their research findings.

Intensifiers function by amplifying the emotive strength of a statement. Instead of providing epistemic assurance, these elements serve to inject affective color into the claims, contrasting with the function of certainty boosters [Hyland, Zou 2021]:

- **Попытки произвести комплексный анализ средств футуральной семантики на материале английского языка до сих пор предпринимались крайне редко** и недостаточно последовательно<sup>9</sup> – Attempts to conduct a comprehensive analysis of the means of future semantics in the English language material have so far been undertaken extremely rarely and inconsistently.

The adverb *крайне* (extremely) enhances the persuasion in the involved attitude.

The effect of extremity boosters is to emphasize the upper limits of a given continuum, as in the following:

- **Наибольший интерес представляет исследование Дэвида Кристалла «English as a Global Language»**<sup>10</sup> – Of greatest interest is David Crystal's study "English as the Global Language".

By strengthening the proposition, the writers emphasize the role of the presented tactics creating the image and the force of the researchers' interest without elaboration.

**(3) Attitude markers** are metadiscourse features that convey the writer's perspective and influence the presentation of the information [Perales Escudero, Swales 2011]. In this corpus, assessment markers were found to be more frequent than significance markers.

Assessment markers emphasize interesting, crucial or debatable findings, signaling the writer's evaluation of the study significance. This feature helps promote and evaluate research:

- **С лингвистической точки зрения представляется наиболее интересным то, как в рамках предвыборных агитационных речей видных**

<sup>7</sup> Комуцци Л. В. Многоликий жанр в концепции филолога В. С. Вахрушева. *Жанры речи*. 2023. Т. 18. № 4. С. 406–412. [Komutstsi L. V. The genre with a thousand faces: the perspective of the philologist Vladimir S. Vakhrushev. *Zanry Recy*, 2023, 18(4): 406–412. (In Russ.)] <https://doi.org/10.18500/2311-0740-2023-18-4-40-406-412>

<sup>8</sup> Богинская О. А. Состязание – игра – ритуал: о трех аспектах коммуникативного взаимодействия в зале суда. *Вестник Томского государственного университета. Филология*. 2022. № 76. С. 5–27. [Boginskaya O. A. Competition – game – ritual: Three aspects of communicative interactions in the courtroom. *Vestnik Tomskogo Gosudarstvennogo Universiteta, Filologiya*, 2022, (76): 5–27. (In Russ.)] <https://doi.org/10.17223/19986645/76/1>

<sup>9</sup> Боднарук Е. В. Актуализация семантики будущего времени в англоязычном художественном дискурсе. *Вестник НГУ. Серия: Лингвистика и межкультурная коммуникация*. 2023. Т. 21. № 3. С. 17–30. [Bodnaruk E. V. Actualization of the future meaning in English literary discourse. *Vestnik NSU. Series: Linguistics and Intercultural Communication*, 2023, 21(3): 17–30. (In Russ.)] <https://doi.org/10.25205/1818-7935-2023-21-3-17-30>

<sup>10</sup> Смокотин В. М., Гураль С. К. Понятие языка всемирного общения и его место среди вариантов английского языка и в глобальной системе языков. *Язык и культура*. 2023. № 62. С. 73–89. [Smokotin V. M., Gural S. K. The concept of the language of global communication and its place among the varieties of the English language in the global system of languages. *Yazyk i kultura*, 2023, (62): 73–89. (In Russ.)] <https://elibrary.ru/ibkmmx>

политических деятелей США реализуются различные языковые средства выражения интенциональной направленности<sup>11</sup> – From a linguistic point of view, the most interesting aspect is how various linguistic means of expressing intentional orientation are implemented within the framework of election campaign speeches of prominent US political figures.

Significance markers serve to emphasize the importance of the research findings or to underscore the interest in the topic under consideration:

- В последние десятилетия у исследователей **значительно** вырос интерес к изучению производных предлогов<sup>12</sup> – In recent decades, researchers have shown a significantly increasing interest in the study of derived prepositions.
- Кроме того, по-прежнему **важным** остается вопрос о способах представления грамматической информации при заголовочном термине и ее объеме в процессе лексикографирования<sup>13</sup> – In addition, the question of the methods of presenting grammatical information in the heading term and its volume in the process of lexicography remains important.

The sentence uses the adverb *значительно* (significantly) as a significance marker to highlight the increasing importance of the study of derived prepositions, aiming to engage the reader and justify the research within the context of current scholarly trends.

(4) **Self-reference** markers are metadiscursive features that help to show the author's voice, providing

the readers with a basis for interpreting the subsequent statements:

- Сложносокращенные аппеллятивы рассматриваются **нами** на синхронном срезе языка<sup>14</sup> – We consider complex abbreviated appellatives on the synchronous level of the language.
- Уточним, что под композитом **мы** понимаем единицу номинации, включающую два и более корня<sup>15</sup> – Let us clarify that by a composite we mean a unit of nomination that includes two or more roots.

The pronouns *нами* (us) and *мы* (we) help the authors outline the approach adopted in the study. The pronouns seem to be exclusive rather than inclusive, i.e. the authors speak on behalf of themselves. It is worth noting that these examples were taken from the single-author RAs.

## Discussion

Motivated by a desire to enhance understanding of the Russian academic writing style, this study centers on how the intellectual style framework impacts the use of metadiscourse markers in research articles by Russian linguists. The study intends to fill in the gaps by applying metadiscourse theory to academic writing with the idea that it is impacted by the intellectual styles and norms set by academic culture.

The Russian rhetorical tradition is considered to be influenced by the Teutonic intellectual style, and it developed in contact with the German thought. Following the Teutonic style, the academic writing

<sup>11</sup> Ковалев П. А. Интенциональность и ее репрезентация в агитационных речах монологического характера в рамках предвыборного дискурса США 2020 года. *Вестник НГУ. Серия: Лингвистика и межкультурная коммуникация*. 2023. Т. 21. № 3. С. 95–105. [Kovalev P. A. Intentionality and its representation in monologue campaign speeches within the framework of the us 2020 election discourse. *Vestnik NSU. Series: Linguistics and Intercultural Communication*, 2023, 21(3): 95–105. (In Russ.)] <https://doi.org/10.25205/1818-7935-2023-21-3-95-105>

<sup>12</sup> Аксарина Н. А., Басова Л. В. Семантизация отыменного предлога *в обход* в речевой практике XIX–XXI вв. *Вестник Томского государственного университета. Филология*. 2023. № 85. С. 5–19. [Aksarina N. A., Basova L. V. The semantization of the denominal preposition "v obkhod" in the Russian speech of the 19th–21st centuries. *Vestnik Tomskogo Gosudarstvennogo Universiteta, Filologiya*, 2023, (85): 5–19. (In Russ.)] <https://elibrary.ru/ilxoje>

<sup>13</sup> Маринова Е. В. Русская терминология цифрового общества: грамматические особенности в фокусе неологии и неографии. *Русистика*. 2024. Т. 22. № 2. С. 225–241. [Marinova E. V. Russian terminology of the digital society: Grammatical features in the focus of neology and neography. *Russian Language Studies*, 2024, 22(2): 225–241. (In Russ.)] <https://elibrary.ru/seskap>

<sup>14</sup> Теркулов В. И. Парадигматика сложносокращенного слова как средство прогнозирования эквивалентностных отношений. *Русистика*. 2023. Т. 21. № 1. С. 79–96. [Terkulov V. I. The paradigmatics of a compound abbreviation as a means of predicting equivalence relations. *Russian Language Studies*, 2023, 21(1): 79–96. (In Russ.)] <https://elibrary.ru/znquse>

<sup>15</sup> Буторина Е. П. Значение категории одушевленности для некоторых композитов в деловом медиадискурсе. *Terra Linguistica*. 2024. Т. 15. № 3. С. 15–27. [Butorina E. P. Grammatical feature of animacy in some Russian compounds in media. *Terra Linguistica*, 2024, 15(3): 15–27. (In Russ.)] <https://doi.org/10.18721/JHSS.15302>



practice advises writers to state their claims clearly without any possible contradictory ideas, which means that the degree of commitment to the authors' argumentation should be high, the vagueness is not favored. In addition, the academic discourse affected by the Teutonic intellectual style is regarded as reader-friendly: it is the reader who is to make an effort to understand the content, and texts are influenced by the idea that the meaning should not be explicitly formulated. Teutonic writing is therefore characterized as primarily reproductive, prioritizing content delivery through the reader's interaction. According to T. Yakhontova, Slavic academic discourse emphasizes *telling* over *selling*, implying a higher expectation for the readers to invest an effort in understanding the author's line of argument [Yakhontova 1997]. Below, table 6 shows the correlation of Teutonic intellectual style features with K. Hyland's metadiscourse categories.

Contrary to expectations associated with Teutonic intellectual style, this corpus based study reveals that Russian scholars frequently left traces of themselves and explicitly expressed their positions [Walková 2018]. This feature may be explained by the role of the Saxonian standards of academic writing adopted by Russian scholars under the influence of the globalization process. For example, hedges favored in the English academic writing, frequently appeared in the corpus, which is not in compliance with the Teutonic intellectual style marked by a high degree of commitment to authors' claims. The Russian writers adopted a tentative approach, being careful in qualifying their claims and findings. Attitude markers were also rather numerous in the corpus, which is not in compliance with a reader responsible Teutonic discourse. However, the lack of engagement markers still indicates

the impact of the Teutonic style: the Russian scholars did not make attempts to draw readers into discourse, direct them to some thought, or focus their attention.

Self-reference markers were rarely used in the corpus, which is in compliance with the Teutonic intellectual style. The analysis showed that the Russian writers were slightly aware of the significant role of authorial visibility in emphasizing the writer's contribution. The analysis found only 172 self-reference markers in 120 RAs. In both multi- and single-authored articles, self-reference was presented by *we* pronouns. It should be noted that the use of *we* pronouns to refer to a single author is more typical of the Nipponic style marked by the respect for authorship, the sense of collectivism and organic solidarity. However, this feature is also observed in Slavic academic discourse. As the researchers of Slavic academic discourse claim, the use of *we* pronoun even in single-authored articles is considered to be a sign of the author's membership in a science community, a manifestation of collectivism or authorial modesty [Boginskaya 2022; 2023; Čmejrková 2007; Dontcheva-Navratilova 2013; Khoutyz 2015; Lenardič, Fišer 2021; Vassileva 2001; Walková 2018; Zhou, Larina 2024]. M. Walková, for example, found that Slovak single authors often use authorial *we* due to the collectivist nature of Slovak academic culture, which is a remnant of the communist past of the Slavic countries [Walková 2018]. Similarly, I. Khoutyz claims that due to the influence of the communist regime that deprived scholars of any incentive to express a personal involvement, Russian academic discourse abounds with authorial *we* that creates an authorial presence in the text [Khoutyz 2015].

Thus, the findings of the present study challenge the simplistic notions of a monolithic Russian academic writing style and underscore the dynamic

**Tab. 6. Correlation of Teutonic intellectual style features with metadiscourse categories**

**Табл. 6. Корреляция характеристик тевтонского интеллектуального стиля и категорий метадискурса**

Teutonic style feature	Metadiscourse use	Explanation
Objectivity and detachment	limited attitude markers, hedges, and self-reference	Minimizing personal opinions and subjective judgments. Fewer instances of expressions of surprise, importance. Restrained use of hedging and self-reference to maintain a neutral tone
Precision and clarity	limited hedges	Avoiding hedges where certainty is desired
Formality and rigor	limited engagement markers	Avoiding engagement markers that create a conversational tone
Assertiveness	high frequency of boosters and limited hedges	A more assertive style might use boosters more frequently to emphasize the validity of claims, with few hedges to soften the presentation

interplay between Teutonic rhetorical traditions and the increasingly dominant Saxonian style. Globalization plays a definite role in the adoption of English writing conventions. Cultural factors, specifically the influence of Nipponic and Slavic writing traditions, explain certain deviations from the Teutonic norm (particularly the use of *we* pronouns). The observed adoption of hedges, typically favored in Saxonian academic culture, suggests that Russian linguists are consciously navigating the expectations of international audiences, perhaps to increase the persuasiveness of their work. This strategic adaptation, however, does not represent a complete abandonment of the Teutonic tradition. The relatively low frequency of engagement markers indicates a continued emphasis on content delivery over an explicit reader's interaction, reflecting T. Yakhontova's observation that Slavic academic discourse prioritizes *telling* over *selling*.

The pedagogical implications of these findings are significant. Academic writing instruction for students navigating cross-cultural academic contexts, should move beyond simplistic prescriptions. It is crucial to explicitly address the role of metadiscourse, raise awareness of cultural differences in rhetorical traditions, and encourage students to develop a strategic and critical understanding how to adapt their writing style to different purposes. Specifically, teachers should provide an explicit instruction on the different types of metadiscourse markers and their functions, facilitate discussions about the influence of intellectual styles and cultural norms in academic writing, encourage students to analyze authentic texts from different cultural contexts to identify and evaluate the use of metadiscourse, design writing assignments that require students to experiment with different metadiscourse features and reflect on their effectiveness.

## Conclusion

The analysis of the RA introductions by Russian linguists showed that they use metadiscourse features not always in compliance with the conventions of the Teutonic intellectual style. In general, the intellectual style appeared not to be the only determinant of academic writers' rhetorical behavior affecting the ways they express the commitment to their claims and interact with the reader. Due to the influence of the international academic writing traditions based on the Saxonian intellectual style, Russian authors seem

to be involved in the discussion forming a relationship with readers through the use of hedges, attitude markers, and self-reference.

Thus, the observed patterns in a metadiscourse usage reflect a complex and often intertwined set of influences, extending beyond the individual intellectual style. Science norms, influenced by the established rhetorical traditions and expectations within specific fields, have a significant impact on the strategic use of metadiscourse features. Furthermore, the growing use of international academic writing conventions, driven by the globalization of research and the need to effectively connect with a wide scholarly audience, complicates the picture. Personal writing preferences, developed over time and formed by particular communicative aims, also influence metadiscourse choices. While admitting the possible importance of intellectual style, identifying its precise contribution among these multiple variables presents a considerable analytical problem. Furthermore, the dynamic nature of academic writing, which is constantly evolving in response to globalization and the increasingly interconnected nature of knowledge production, results in the adaptation of features from various intellectual styles, blurring the lines between traditionally distinct rhetorical approaches. This ongoing evolution highlights the importance of a detailed research that takes into consideration the intricate interplay of various factors when examining metadiscourse in a current academic writing.

The conclusion drawn in this study is based on a small sample of 120 texts. As a result, an additional research with a bigger and more diverse dataset is required to guarantee the objectiveness of these findings regarding the impact of intellectual types on metadiscourse preferences.

This work provides various areas for a future research. The intricate interplay of intellectual approaches, cultural influences, disciplinary norms, and individual writer preferences in influencing metadiscourse use remain an important field of study. Expanding this research to include additional disciplines or taking a diachronic approach could provide useful insights. Furthermore, investigating how skilled academic authors from various cultural backgrounds strategically deploy metadiscourse and how these traits influence journal editors and reviewers can be very interesting. While this study focuses on certain metadiscourse features, a future empirical research could analyze other types of metadiscourse in academic prose.

Despite its limitations, this study lays a solid platform for the future metadiscourse investigation in academic writing through the perspective of intellectual styles.

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