The Genre Construction of Chinese Scholar's Research Articles Published in Local and International Journals during the Pandemic Period

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ABSTRACT

Critical genre analysis have been recognized as an insightful and instrumental framework in demystifying the internal generic structure and external impacting factors of academic writing. However, scant research has been done to analyze the genre integrity and innovation of research articles. Based on an analysis of twenty research articles published by Chinese scholars in local Chinese context and international English context during the pandemic, this paper critically analyzed the data by exploring the manifestations of generic integrity and innovation. The results show the similar features of generic integrity in both contexts, namely, the textual, contextual, intertextual and ethnographic aspects, and also indicate the generic innovation by genre mixing and other interdiscursive performances. Meanwhile, the different manifestations of generic integrity and innovation in local and international contexts are argued to be ascribed to social and political context, cultural virtues, disciplinary norms, institutional regulations and social change. It is hoped that these findings would help writers gain a better understanding of critical genre analysis and contribute to the further in-depth analysis of research articles.

Keywords: *Genre integrity and innovation, research articles, Multi-dimensional analysis*

1. INTRODUCTION

A myriad of studies have been conducted in an attempt to investigate the academic writing in recent years. And the notion that academic writing is not pure objective but more subjective so as to be interpersonal activity is widely acknowledged by many scholars nowadays [1-5]. Further, as one of the most important genre of knowledge production in academic writing, research articles (hereafter RAs) genre has been the focus of analysis by several researchers [6-8]. As noted by Chen, academic writing, including RAs writing, is no longer seen as merely a transaction of information [9]. Rather it is also a site in which writers construct their identity and express their stance [3]. Therefore, numerous scholars have devoted their attention to the identity construction [1-2][9-11], voice construction [12-14] and stance taking [3][15-16] in RAs writing and publishing for the role of being successful writing to circulate new knowledge whilst negotiate their personal intentions among the academic community. In such respect, the needs for scholars, especially for novice and writers, to engage in the academic community and to disseminate knowledge

or opinions through RAs has been undoubtedly turned to genre analysis [17-19] due to the nature of genre of combining socially constructed communicative purposes with private intentions [18] .

Bhatia points out that one of the most important features of genre is "generic integrity", which is the prerequisite of analyzing different genres in question [18]. To achieve this end, one needs to investigate specific genre, such as RAs, more critically to discover how genre integrity is negotiated and exploited to serve communicative purposes or private intentions, for which the generic structure of RAs is voluminously explored and identified by previous scholars [8][17]. However, as yet, it is highlighted in Deng, Laghari and Gao's study that "it is very hard to keep the boundaries of an individual genre intact"(p.30) [20] for generic integrity is not given or static instead dynamic and complex in the real world [18]. This, in return, leads to the "invasion of territorial integrity of genres and appropriation of generic resources" (p.58) [18], which intensify "the tension between 'generic integrity', 'generic appropriation' and 'generic creativity'" (p. xi) [18], the latter two of which can be seen as generic innovation, so that "hybridized

forms of a genre is created to better promote a kind of product, service, or idea" (p.30) [20] or to realize a self-promotional tenor in RAs writing [9][14].

Certainly, "genre analysis has considerably increased our understanding of the complexity of genres and their linguistic and social realization" (p.542) [21]. To gain a better understanding of how RAs genre is constructed in the real word, the present paper sought to provide some detailed genre features of RAs genre published by Chinese scholars in local Chinese context and international English context during the pandemic period by examining its generic integrity and generic innovation performance from a critical genre perspective.

2. LITERATURE REVIEW

2.1 Critical Genre Analysis on RAs

Genre analysis is one of the most well-established frameworks for studying discourse in professional, academic and a variety of other institutional contexts [18][22-23]. RAs genre, is particularly valuable for investigating the "writing conventions, social practices and values of a discipline and research community" (p.134) [24] since it has been encountered a strenuous and strict review process making them "valorized and ratified by the very fact of being published" (p. 13) [25]. Many researchers have drawn on the genre-based approach developed by Swales to investigate the underlying schematic structure of RAs [8]. To date, a multitude of genre-based studies have been conducted on the RAs genre and have provided valuable insight into the rhetorical structure of the RA genre. Some scholars identified the overall structure of RAs [26-27], while others put emphasis on the specific sections of RAs, including Abstract [28-29], Introduction [30-31], Literature Review [32], Methodology [33], Results [34], Discussion [24-25][35] and Conclusion [36] from the

cross-cultural and cross-disciplinary perspective.

Furthermore, although intertextuality and interdiscursivity were often analyzed in professional settings [20][37], these two features are also analyzed in RAs genre. Liardét and Black discussed the reporting verbs to indicate intertextuality [16]. Further, Bazerman summed up six techniques of intertextual representation [38]. However, some scholars [20][22] categorized the last two into interdiscursivity.

2.2 Genre Integrity and Genre Innovation

As noted by Molle and Prior, genres are "not as autonomous domains of discourse but as deeply and intricately interwoven in the whole fabric of cultural-historical activity" (p.562) [21]. This highlights the importance of understanding genre as a holistic and organized unity by emphasizing its integrity. Generic integrity may be understood in terms of "a socially constructed typical constellation of form-function correlations representing a specific professional, academic or institutional communicative construct realizing a specific communicative purpose of the genre in question" (p.123) [18]. Each genre should possess a recognizable generic integrity. Undoubtedly, RAs genre has its own integrity. For example, elements like the distinct communicative purposes, the content and knowledge disseminated, situation-type of regulations, the general IMRD rhetorical structure, multiple participants and also the medium, are indispensable and indicative in the construction of RAs genre integrity. As proposed by Bhatia, generic integrity includes the textual, contextual, intertextual, ethnographic, socio-cognitive and socio-critical perspectives [18]. In order to better fit for the current COVID-focused RAs study, a modified analytical framework of generic integrity is presented in Figure 1.

Figure 1 Modified Analytical Framework of Generic Integrity

On the other hand, for the dynamic nature of generic integrity, generic resources can be exploited to respond to novel rhetorical contexts, and thus have propensity for innovation [30]. Such kind of exploitation by the expert members undoubtedly creates hybrid genres, such as genre mixing in academic introduction [30], genre embedding and also promotional aspect in RAs [18]. The performances and analytical framework of generic innovation for this study is exhibited in Figure 2.
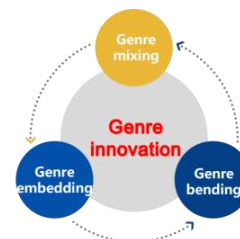

Figure 2 Perspectives on Generic Innovation

These two concepts are often seen as the major concepts in analyzing the academic and promotional discourses. Generic integrity and generic innovation are viewed to represent two different aspects in a certain genre with text as the representative of a genre on the one hand, and text as the representative of academic discursive practices and disciplinary culture on the other.

2.3 Research Questions

As mentioned above, although considerable research attention has been dedicated to the idiosyncrasy of RAs, scarce studies have been designed to examine the feature of generic integrity and generic innovation in RAs. Additionally, little is known about the organization of RAs by Chinese scholars published in local Chinese context and international English context.

Therefore, the present study aims to answer the following research questions:

1. What are the manifestations of the generic integrity and generic innovation in COVID-19 focused RAs?

2. Are there any difference in construction of the generic integrity and generic innovation between the RAs published in local Chinese context and international English context? If so, what are the contributing reasons?

3. METHODOLOGY

3.1 Data Collection

To address the research questions, RAs in linguistics and education, concerning the Covid-19, written by Chinese scholars published in international English context and local Chinese context were selected to compile a corpus in each context. These two specific disciplines were selected simply due to the significant implication of language and education during the the pandemic period. Out of the needs to build a global community of shared future, the exigencies of emergency language services and language education were remarkably underscored by the world. Thus, in order to investigate how language and education played a pillar part in the pandemic period, 10 COVID-focused RAs concerning the language use and language education in each context were selected respectively. Ten RAs published in international context were select from the SSCI journal, Multilingua, in a special issue, *Linguistic diversity in a time of crisis: language challenges of the COVID-19 pandemic*. Ten RAs published in local Chinese context were select from CSSCI and other high impact journals. The choice of the English journal is for the special issue related with COVID-19 pandemic. However, there is no formulated pandemic related special issue in a single CSSCI journal. Thus, RAs from different journals were selected. The word frequency of *COVID-19* or *pandemic* and 新冠疫情 (xinguanyiqing) is

presented in Table 1. As shown in Table 1, the mean density of the pandemic related words is 32.9 in one article, which meets the requirement of the COVID-focused RAs. Finally, two small corpus were comprised: 1) the English RAs corpus(i.e., Chinese-authored RAs published in international English context) with 38632 words, and 2) Chinese RAs corpus(i.e., Chinese-authored RAs published in local Chinese context) with 90925 characters.

Table 1 The Descriptive Information of the Two Corpora

	COVID	Density	Words	Mean	SD
E- RAs	222	22.2	38632	3863.2	471.17
C- RAs	436	43.6	90925	9092.5	4533.39
Total	658	32.9	129557	6477.85	4127.51

3.2 Analytical Framework of CGA

Based on the move and step analysis of genres, Bhatia puts up with the critical genre analysis(CGA) framework [18-19]. Discourse is treated as text, genre, professional practice and professional culture in CGA (see Figure 3). Thus, CGA extends the textual and discursive (text-internal) features to the broad contextual, interdiscursive and professional cultures (text-external), which can be well-fit for the comparative study of academic writings by writers from different cultural background. CGA stresses the multi-perspective genre analysis in interdiscursive space, the contextualization and interdiscursivity by analytical rigor, and regards discourse not only as social practice but professional practice in socio-pragmatic space [19]. Moreover, distinct from CDA, CGA not only accentuates the importance of social community's communicative purposes but also the writers' private intentions, which may account for why writers take stance, construct identity and how to better engage different participants in RAs. Accordingly, it is conducive for writers, especially novice and non-native English writers, and outsiders to have a nuanced understanding of how discourse is organized so as to garner the awareness of genres and get the needed information and knowledge.
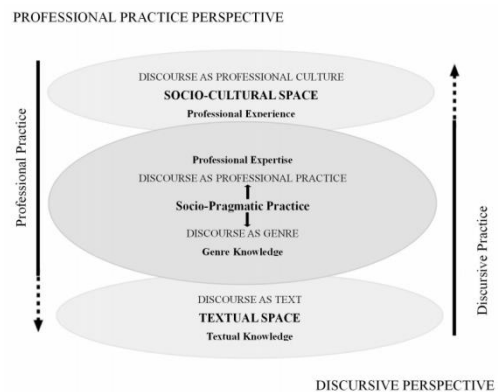
Figure 3 Model of Critical Genre Analysis

4. RESULTS AND DISCUSSION

In order answer the RQ1 and RQ2, the subsection 4.1 and 4.2 will present the results of the performances and difference between the RAs published in Chines and English context. Subsection 4.3 was designed to answer RQ2 to know why these similarities and differences occurred in these two corpora.

4.1 Genre Integrity in the Local and International Corpus

4.1.1 Textual Manifestations

Genre analysis, a popular approach to text level analysis which refers to "the study of situated linguistic behavior in institutionalized academic or professional settings" (p. 181) [30]. These kind of linguistic behaviors were analyzed by the use of nouns and nominalization patterns, tense, passive voice, inaminate subject and the rhetorical move structure.

The use of the nouns and nominalization, which is regarded as the designing feature of RAs [8]. This can be seen from example (1) and example (2), two RAs abstracts. The dense use of nouns and nominalization patterns reflects the nature of RAs that tried to construe the complex and complicated notions while disseminating the new knowledge. For example, in example (1), the use of *international students*, *crisis communication* and *a diverse context* showed the topic of this article was the practices of English of international students for crisis communication in a diverse context. Also, in example (2), the occurrence of 高校教师在线教学, "线上+线下"混合式教学, 疫情后的在线教学 aimed to discuss the online teaching of higher education during the pandemic era. The strategic use of linguistic items in academic writing not only increases the chances of knowledge claims being accepted, but also indexes a writer's competence as a participant in the discourse community involved [3][5]. Thus, this kind of nominalization illustrated the construction of generic integrity by linguistic choices, which is the constituent of the constructive competence.

(1) *While <u>an increasing literature</u> on <u>multilingualism</u> addresses <u>the key role of language</u> in access to <u>social resources, including crisis communication,</u>* [INTRODUCTION] *<u>little attention</u> has been paid to <u>practices of English-mediated multilingualism</u>* [PURPOSE]. *Based on <u>semi-structured interviews</u> with <u>10 international students</u> from South Asia and Southeast Asia receiving <u>their higher education</u> in China,* [METHOD] *<u>the study</u> reveals ... in <u>South-South cooperation</u>.* [FINGING] *<u>The study</u> suggests that .... <u>The study</u> also calls attention to <u>the shifting paradigm of multilingual studies</u> and <u>the necessity of</u> addressing <u>the real world problems</u> of*

health communication in <u>a diverse context</u>. [CONCLUSION] (E2)

(2) *<u>本研究采用了......调查和统计数据，分析了......，</u>* [METHOD] *<u>结果发现：超过 3/4 的高校教师</u>乐于接受采用"线上+线下"混合式教学,......。教师应该更加明确作为<u>学生学习引导者的责任</u>。* [FINDING] *基于此，我们从<u>高校制度、技术支持及教师个人</u>等方面提出了<u>后疫情时代</u>促使更多教师认可并开展<u>线上教学的建议</u>。* [CONCLUSION](C1)

The second aspect is the tense. Different uses of tense have different purposes. The claim tended to be presented in the simple present and the present perfect tense in the abstract and introduction [29][39], such as the use of *addresses, reveals, suggests* and *calls attentions to* in example (1), and 采用了, 分析了 in example (2). The purpose of using present tense could be regarded "as a rhetorical strategy to draw the reader into the knowledge-making process" (p.386) [39]. In introduction section, tense shifts marks how the sources were being represented, with past, present perfect, and present tenses marking different degrees of acceptance and relevance to the present argument [8], as shown in example (3).

(3) *Social media <u>has become</u> .... Much <u>has been written</u> about ..., and sociolinguistic practices <u>are formed</u> on major international social media platforms such as Twitter, Facebook, or Instagram.* (E4)

Also, in different sections, different tenses were used for different communicative purposes to construct the generic integrity and show the constructive competence of grammatical expression.

The third aspect is the use of passive voice and inanimate subject to show the prudence and objectivity of the RAs. For example, *little attention has been paid to* in example (1) and *practices are formed* in example (3) were employed in RAs to show the writer's awareness of generic integrity and the constructive competence of grammatical expression.

The fourth aspect is the about the move structure. Most of the RAs followed the IMRD move structure to construct the generic integrity, with some exceptions of absence of method section for there being no data collection procedure in these RAs. For the specific sections, taking the abstract for example, there were five moves in RAs abstract, namely, introduction, aim/purpose, method, finding and conclusion [28]. As present in example 1, all the five moves occurred in English article abstract, while only three moves existed in Chinese article abstract. The formulated move structure indicated that RAs has its own generic integrity in the textual organization.

4.1.2 Contextual Features

As highlighted by previous scholars [12][19], context

is a crucial factor for successful academic writing. This paper analyzed the context from the field, tenor and mode.

In terms of the filed, the RAs investigated the language use in the pandemic era concerning language policy and planning, language online education, emergency language and other topics in the pandemic era. This is due to the focus of these articles pertaining to pandemic-related language issues.

For the tenor, it connects the writers with the readers. The writers are all Chinese scholars and majorities of these scholars are established scholars in China. The readers for Chinese RAs are students, teachers, scholars, policy makers, academic members, while global heterogeneous readership is possessed by the English RAs.

As regards the mode, online e-journal and printed papers are the two channels to disseminate the knowledge in a written and formal way.

These contextual features reflected how the writers organize their RAs by constructive competence of

Figure 4 (Extracted from C1)

Repetition is another kind of intertextuality. The RA's title or the journal's name and the corpus name were repeated in odd and even pages. The repetition of the information was for the purpose of reader-friendly layout and reminder of the crucial information in this RA.

References or evidentials are the strategies that texts explicitly refer to in the text or refer to source of

Figure 6 (Extracted from C1)

Links and website occurred in RAs is to help readers track the sources. The resources may contain the

Figure 8 (Extracted from C1, E1)

Also , text within a text was one kind of intertextuality. The similar patterns occurred in abstract, introduction and

recontextualization in what the context (local or international) was, what the postulated readers were and how RAs could be presented, so as to make the RAs integrate.

4.1.3 Intertextuality

Intertextuality is conducive to the understanding of the specific discourse [22]. Altogether, nine categories were found, attribution, repetition, references/evidentials, endophoric markers, links/website, text within a text, quotation, translation, text in response to a provided context. These types showed how text refer to text. In general, all nine types occurred in both Chinese and English RAs, while there was difference in the frequencies in the use of intertextuality strategies.

Attribution is to show the source or further explanation [13]. As shown in Figure 4 and Figure 5, the asterisk was used to refer to the fund project or to refer to the author and the lower case numbers 1, 2 were employed to refer to the information of the writers.

Figure 5 (Extracted from E1)

information from other texts [18][40]. Reference or evidential is one designing feature of RAs.

Endophoric makers are those referring to information in other parts of the text [40]. The mention of the tables, diagrams and figures and the further explanation of the markers in these semiotic resources. For example:

Figure 7 (Extracted from E1)

information about the article, the journal, the funding, the extracted content and the author. For example:

conclusion aimed to highlight the important claims in both Chinese and English RAs. Also, the subsection of

one section (Results & Discussion) was for the optimal organization and better communication with the readers.

Another one is quotation, the direct citation of the words or expression of another text. This is the text mixed with the text. For example, the direct quotation of other person's words with quotation marks and the presentation of the interviewee's answers.

Additionally, translation was one strategy to refer other text. The English translation of the Chinese text in the English RAs was the reference to another text.

Finally, text in response to a provided context was also one kind of intertextual performance. For example, the writer wrote the acknowledgement in response to the originality of this special issue in this journal in E7.

In short, intertextuality is an important feature of the generic integrity. The intertextuality is not simply a citation web, but more as a crucial strategic weapon used to control communal (disciplinary) memory and knowledge [42]. And this kind of discursive practice could reflect the constructive competence of the writer so as to determine the final product of the writing.

4.1.4 Ethnographic Aspects

Academic writing is widely seen as an interactive practice between readers and writers, in which writers project their authority onto a given topic and engage in a dialogue with their readers [5].

First, the writers need to pay attention to the critical sites of engagement in different writing stages. For example, when drafting, the introduction, discussion and conclusion section were important for establishing the niche, voicing the novelty and contribution to this territory, which were the prerequisites for publishing. All these twenty articles were published, showing the writers competence of recontextualization in the writing process.

Second, one need to bear the participants or literacy brokers [43] in mind when writing. Writers are the initiator and innovator of the writing, who had the major responsibility for the RAs' writing and made the decision about how a specific RA constructed to achieve the communicative purpose in a given context. Editors could help the writers to polish the RAs. Authorities could determine the publication or the general rules such IMRD structure in disciplines. Readers were the recipient and audience who would show agreement or against to the writer's ideas. This requires the writer's conscious of the awareness of participants.

Thus, genre is a social action [19][40], which embraces the interaction between the writer, reader and text in a given context. Thus, the strategies are constantly adjusted in interaction with the construed readership in academic writing. For example, the Chinese RAs only mention the language strategy in Chinese context.

However, even written by the same writer and on the same topic, the English article would express like "both in China and internationally"(Extracted from E10). This substantiated that the writer had to master the constructive competence of recontextualization so as to meet the needs in different context to keep the balance between the generic integrity and innovation.

Finally, the different available modes could serve different purposes. The online E-journal could be read by any accessible electronic devices. Thus, it is convenient for the readers to get the information and knowledge. The printed form could help spread the new information in a traditional and accepted way.

To sum up, the different performances of generic integrity was identified. It showed that both Chinese and English RAs had a good generic integrity. However, there were distinctions in the use of intertextuality strategies across the two corpora. This provided tentative evidence to the writer's conscious, cognitive and constructive competence in writing process.

4.2 Genre Innovations in the Local and International RAs

4.2.1 Genre Mixing Patterns

The first kind of mixing is the RAs genre mixed with promotional genre. The mixed genres are invaded in terms of their original boundaries simply because the members of the specific discourse community try to fulfill their private intentions by exploiting the conventions or boundaries of socially recognized genres [20]. In nature, the generic values or purpose of RAs should be informative, objective, impersonal as pointed out by previous scholars [8][42]. However, in the actual practice, the informative purposes often mixed with promotional purpose in RAs, as shown in the two corpora. The RAs genre, the essential genre of publication for the academic seeking to start, maintain or advance a career, presents a more difficult challenge for non-native English scholars than for native English speakers [43] who nevertheless have to compete for academic recognition via publishing in this genre and in a second language [12][35].

Thus, the writer had to promote themselves by self-mention or constructing their identity, stance and voice. Hyland emphasized that academic writing entails communication of information and representation of the writer's self [12]. RAs genre could develop writer's identity through the social interactions between surrounding genres and involved individuals [41]. The prominent promotional strategy is the use of first person pronouns [11] or authorial presence [1]. As can be seen from Table 2, the total number of authorial presence in Chinese RAs and English RAs was quite close. Both Chinese and English RAs employed inclusive and

exclusive *we*, with the similar frequency. The plural form *we* was exerted to involve the readers and show proximity to disciplinary community. However, there is big difference in the use of *I* and *the author(笔者)* in the two corpora. There was no occurrence of *I* and 11 occurrence of *the author* in Chinese RAs, while *I* appeared 32 times in English RAs with no occurrence of *the author*. This demonstrated that Chinese scholars tend to show their personal identity more directly with confidence in international English context so as to be accepted by international readers. Meanwhile, they tried to be modest and indirect in local Chinese context so as to construct community solidarity by using of *the author* instead of *I*.

Table 2 The Authorial Presence in the Two Corpora

	We	I	The author	Total
Chinese RAs	179	0	11	190
English RAs	150	32	0	182

Another kind of mixing is the RAs genre mixed with conference speech genre, especially in Chinese RAs (C7, C9 and C10). For example, although there was abstract, main body and conclusion in RAs, the RAs began with the "the host's word" (主持人说). This was not universal in RAs genre. In the main body, the article were composed of several parts of different scholars' views, opinions, experiences and suggestion to the language issue in the period of pandemic and post pandemic era. In the conclusion part, there is a kind of calling with exclamation mark to appeal for the stakeholders to work together to construct a better academic community and facilitate the language teaching. For instance ,"为汉教，为学术，为明天，《语言教学与研究》与您一路前行！"(C10), the use of calling was a kind of speech conference genre but occurred in RAs genre to create the mixed genre.

4.2.2 Manifestations of generic innovation

The main characteristic of genre innovation is interdiscursivity. Interdiscursivity relates to the interrelationship between and across discourses and genres [37] and the interdiscursive performance in a given discourse is represented as a text-external characteristic of the genre in CGA framework [19]. The different manifestations of interdicursivity, such as the layout the RAs, repetition of the information, authority endorsement, the calling for papers and the QR code and the use of self-mention markers and the internal link, were analyzed for the promotional purposes. Also, Genre embedding, another kind of interdiscursivity, would be mentioned in this part.

The promotional aspect of the institutions could be present by the initial layout of the RAs. The journal's name, issue or volume, the published year, sub-category of the topic, article's information, DOI and sometimes the citation information were presented in the first page of the article. This is direct mention of the journal so as to impress the readers. There is information about the total volume and the subcategory, which intends to suggest more RAs in this journal that can be found. The link or DOI could help the readers track the source and attract the readers to know more about the journal and other articles published in this journal, in this volume.

Second, the repetition of the journal's and articles' name in odd end even page and the repetition of the corpus that the articles were downloaded from in each page was undoubtedly the purposeful design to get the readers impressed by multiple repetition. This was the promotion of institutions.

Another promotional strategy was the authority endorsement as the celebrity endorsement in advertisement, for example, the special host (特约主持人) in Chinese RA and the words and expressions by well-established expert in that domain at the beginning of the article in Chinese RAs and at the initial of this issue in English RAs. Also, the reference to the national fund was regarded as the authority endorsement. As it was widely acknowledged that national fund program represented the prestigious and particular role in the academic research.

Further, more direct for the promotional action was the calling for papers in the final page of the article C9. The kind of propagation was similar to the sale promotion in advertisement.

Finally, the use of the QR code in article C6 was more convenient and easy for readers to get more detailed information about the journal. This kind of hypertextuality was designed for the convenience and access with the development and popularity of the mobile phones and ipad. Thus, the reader could have the access to the journal at anytime and anywhere.

The promotional aspect of the writer would be the appended information and the e-mail and the use of self-mention markers as discussed in the former part. The use of self-mention explicitly expressed the writer's authorial persona. *We* and *I* were both exposed in English corpus and Chinese corpus to show writers' authorial stance, although Chinese writers deployed more *inclusive we* to show the belonging of a community by hiding the individual and to show their modest. The first person

singular in English was found quite common to show writer's responsibility, confidence and personal commitment, by crafting an argument seems to be objective but actually with emphasis [16].

In sum, this sub section investigated the manifestations of generic innovation in RAs by identifying the interdiscursivity. Similarities and differences existed in the two corpora. This shows the constructive competence of discursive practice and recontextualization to make innovations while maintaining the integrity.

4.3 Multi-factors in Shaping the RAs Genre

4.3.1 Social and Political Context

Genre is dynamic and strongly situated in particular contexts [19][21]. It is about interaction between discourse and social changes. And genre innovation is a key response for negotiating rapidly changing social and political relations [22]. The first is to be suit for the social context. For example, the writer would employ more intertextuality strategies and more first single pronouns in the international English context so as to reply to the larger audiences.

The second is the about the topic of these 20 RAs. They were all related with the pandemic. This was intended to reflect the social and political context, such as the building a global community of health for all, Chinese Language Security Planning and national emergency language capabilities. These are the hot topics during the period of the pandemic and the post pandemic era to meet the needs of social services and improving the discourse power in international political context.

4.3.2 Cultural Virtues

The fact that discourse feature of academic writing is culture-specific has been widely accepted by many scholars [31][44]. These findings reveal much about how cultural values shape the RAs genre and influence the development of writing competence in academic writing. For example, Chinese corpus scholars are inclined to show respect to authorities and also show humility and modesty [3] by reference to established expert. As regards self-mention, writers deployed more use of first person singular *I* to exhibit their responsibility, authority and personal commitment [10]. However, Chinese corpus writers use more both inclusive *we* to show modesty and collective identity and to hide the individual in the collective community, which shows the key notion of Chinese culture [9].

4.3.3 Disciplinary Norms

As Dahl proposed that "academic writing reflects national as well as disciplinary culture" (p.1807) [6].

Understanding the target discipline's practices in taking a stance toward external viewpoints is a key to successful academic writing [2]. Each discipline has its distinctive feature. Soft science tends to be subjective, interpersonal, interpretative and explanatory while hard science is assumed to be objective, impersonal, informative and routinized [2-4][13][15]. For instance, the interpretative and explanatory patterns were employed to explain the results and provide background information and suggestions in this study. Also, the use of first person pronouns shows more subjective in soft science, for example, linguistics and education in this study.

4.3.4 Institutional Regulations

Institutional regulations play a big part in the construction of writing [13][18]. This is because it determines the use of accessible date, the number of words and characters, the layout of the RAs, the organization of the text, the form of citation and most importantly, the publication of the RAs. For example, the writer's department can determine whether the writer can use this sort of data or publish in public or not as can be found in article C1. Also, the fund can provide support for research. Thus, it is inevitable to acknowledge the debts to institutions in RAs.

4.3.5 Social Change

Finally, academic writing is a dynamic form of social interaction where writers make knowledge claims and express stance and voice, building solidarity with readers [13]. The textual realizations of RAs, though typified, are not static entities, which illustrates how texts evolve in relation to changes in social context [41]. For example, although all these RAs were written by Chinese scholars, the articles published in international context were more similar with the native writers in terms of the use of intertextuality strategies, construction of stance, identity and voice by the self-mention markers. These similarities probably reflect the influence of English as an international language and English as an academic lingua franca on Chinese academic writing [45]. Also, Chen and Zhang underlined the impact of English language rules on Chinese academic writing in order to achieve the goal of intercultural communication [45].

Apart from the dynamic change of genres and language, the change of RAs informal and subjective nature is also prominent. EAP writing is more subjective, interpersonal and persuasive [1-3][5]. Admittedly, we would like to contend that academic English discourse norms or conventions are not static but dynamic and changing [7]. Thus, more self-promotional aspects occurs in RAs nowadays [14].

The third respect of the change is the development of new media. According to Yakhontova, the hypertextual structure of the new media provides unlimited

possibilities of digression and of jumping from link to link, it is quite opposite to the linear structure typical of English expository writing [44]. Thus, "English academic publications in the virtual space might develop a stylistic feature of digressiveness" (p.164) [44]. Further, this kind of hypertextuality and multimodality in new media [22] would be the contributing factors to the change of RAs.

To sum up, many factors, including social and political context, cultural virtues, disciplinary norms, institutional regulations and social changes would shape the construction of the RAs genre, which requires the writers to master the conscious competence in the writing.

5. CONCLUSION

The present research aims at investigating such a regulated RAs within the framework of critical genre analysis. The author has conducted a genre-based analysis by exploring the generic integrity and generic innovation of RAs written by Chinese scholars but published in a local and international context with the framework proposed by Bhatia [18-19].

In terms of the generic integrity, both the Chinese RAs and English RAs paid attention to the generic integrity from the perspectives of textual, contextual, intertextual and ethnographic aspect. However, difference existed in the different frequency of intertextuality strategies. Chinese scholars would choose to employ intertextuality

strategies more frequent in the international English context so as to make the article more reader-friendly, the statements more accurate and concise and gain credibility and acceptance from the heterogensis readers.

As for the generic innovation, the interdiscursivity manifestations of genre mixing and genre embedding were analyzed. Writers tended to appropriate generic resources from advertisement and conference speech genres. This could be the explanation for the fact that RAs seem to be objective and informative in nature but are promoted like advertisements so as to achieve their private intentions within the socially recognized communicative purposes. The frequent employment of authorial presence *I* and *we* explicitly exhibit the writers persona and identity in RAs.

Besides, different factors may shape the construction and organization of RAs genre. Disciplinary norms and institutional regulations would contribute the generic integrity, while cultural virtue, social and political context and and social changes mainly appeal for generic innovation to meet different communicative purposes.

Finally, based on the findings, this study also attempts to propose a analytical framework of the writer's three competence to construct the RAs in a way of keeping the balance between the generic integrity and generic innovation. This could be seen from Figure 9.
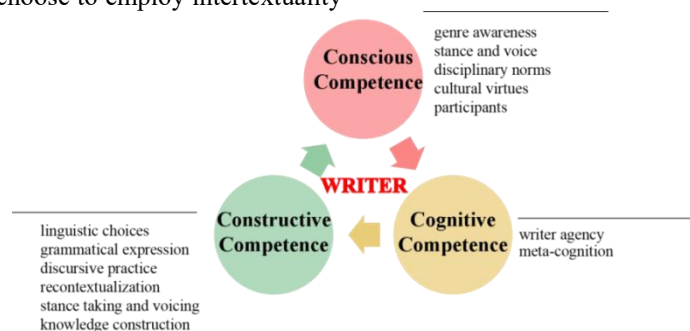

Figure 9 Analytical framework of three writing competence model

The major findings of this study may provide helpful theoretical analysis concerning the generic integrity and generic innovation and contribute to the further research on RAs genre. Also, this study offers practical guidance for non-native and novice scholars to understand how expert and advanced writers appropriate generic resources to make the writing successful. Furthermore, the three writing competences model has pedagogical implications for ESP teachers. The novice writers should be conscious about the writing when constructing the writing under the drive and guidance of cognition.

However, there are still some limitations. Initially, 20 RAs mainly from two disciplines and only one English journal were selected. More distinctive types of journals and large data regarding different fields need to be taken

as the sample data for future studies. Moreover, the three writing competences model is just concluded from the analysis, there is no triangulation. Future research can interview the writers or get evidence from immediate retrospection so as to safeguard the reliability.

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