

Transvocal stance in academic translation: A rhetorical analysis of grammatical stance in translated applied linguistics English research article abstracts

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ABSTRACT

Translators of academic texts mediate source-language constraints and English as a Lingua Franca (ELF) academic norms, often leading to varied representations of authorial stance. However, this “third code” of translational academic language, distinct from both source and target languages, remains underexplored. This research addresses this gap by examining the *transvocal* presence of authorial and translatorial stances in Chinese-to-English applied linguistics research article abstracts (RAAs). It explores the addition, cross-type transfer, and direct transfer of four types of stance-taking grammatical devices into translated English RAAs and their rhetorical roles across five moves, supported by statistical analysis. The study finds that translators prefer the use of modal and epistemic devices, followed by communicative and attitudinal resources, and they engage asymmetrically with both stance-rich (i.e., findings, discussions) and less stance-rich moves. There is a balanced distribution of translatorial and authorial stances across moves in attitudinal, communicative, and modal devices. However, authorial epistemic stance is largely preserved in presenting findings. These findings highlight a complex interlingual mechanism in academic translation, where micro-level changes in lexico-grammatical features impact the macro-level discursive landscape. It showcases translators’ professional agency in selectively deploying translatorial and authorial stances across moves of RAAs.

1. Introduction

English as a lingua franca (ELF) of international scholarly communication (Hyland, 2009, 2016) presents both linguistic and epistemic challenges for academics in non-anglophone settings, including those in China, as they engage with the predominantly English-speaking community (Bennett, 2013; Zheng & Gao, 2016). The role of translators as text mediators has become increasingly important in this context, facilitating the dissemination of local research among global readership (Luo & Hyland, 2019; Olohan, 2015; Pisanski Peterlin, 2014).

Translated research article abstracts (RAAs) are critical in this process. Indexed by international bibliography databases, such as

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MLA International Bibliography¹ and Translation Studies Bibliography,² translated abstracts offer a snapshot of the research, prompting the translation of source articles (Morley & Ellen Kerans, 2013; Sathachai & Kenny, 2024). They serve a similar function as the original RAAs to inform, captivate, and persuade readers about the significance of their source pieces (Huang & Li, 2023; Morley & Ellen Kerans, 2013).

Whether in original or translated RAAs, stance-marking grammatical devices are essential for authors to engage with their audience by expressing personal feelings and evaluations (Biber, 1999, 2006b; Huang & Li, 2023). However, mediating linguistic constraints rooted in Chinese culture with ELF academic discursive norms can lead to changes in original authorial stance due to lexical, syntactic, and textual differences across languages (Huang & Li, 2023; Martikainen, 2018).

Translators thus imprint their textual influence by intervening in stance expressions, producing a blended *transvocal* stance that interweaves authorial and translatorial voices in translated discourse. This often leads to a more assertive and factual tone in translated academic discourse, diverging from the more interactive and less forceful claims typical of ELF academic conventions (Hu & Cao, 2011; Liu, Yin, & Cheung, 2024). Misunderstandings may stem from this process, with authors sometimes attributing manuscript rejections to inaccurate translations (Luo & Hyland, 2016, 2019).

Despite growing scholarly interest in academic translation (e.g., Li, 2020; Liu et al., 2024), the “third code” of translational discourse, distinct from both the source and target languages (Frawley, 1984, p. 168), remains underexplored in the academic domain. This is particularly the case regarding the blended *transvocal* stance and the rhetorical functions this *transvocality* may fulfil in the target texts (TT). Therefore, this study aims to unravel the interplay of authorial and translatorial stances and their discursive functions in translated RAAs of the applied linguistics discipline. By doing so, it seeks to provide a more informed understanding of the textual dynamics mediated by translators in global academic communication across linguistic boundaries.

2. Literature review

2.1. Transvocal messages in translated RAAs

Bridging yet constrained by linguistic and socio-cultural boundaries, translation involves a mediation process by translators, introducing changes in lexico-grammatical, textual, and stylistic nuances in their interlingual renditions (Munday, Pinto, & Blakesley, 2022). In this sense, translated text delivers dual voices: one voice represents the author’s original intentions, albeit filtered and reshaped by the translator, while the other voice encapsulates the translator’s own interpretative perspectives (Schiavi, 1996). Readers perceive this intermingling of voices, which Hermans refers to as a translator’s “discursive presence” (Hermans, 1996, p. 23). This presence manifests through the linguistic choices evident in translated texts, highlighting the complexity of translation process as an interpretative yet norm-governed production.

Moving beyond a view of translation as a norm-governed activity (Tourey, 2012), Koskinen (2010) argues that it is the translators’ proactive engagement with these norms that truly shape translation practices. Translators act as agents whose decisions are shaped by, but not strictly bound to, social, political, or cultural norms (Hermans, 1999, 2019). Translators’ agency, as Bandura (2006) describes, is characterised by proactivity, self-regulation, and self-reflection, allowing translators to exert influence over their work, moulding rather than being moulded by their socio-cultural norms. Such professional agency is evident in the agentic decisions translators make, including linguistic and rhetorical changes in translated academic discourse (Huang & Li, 2023; Li, 2024; Tcaciuc & Mackevic, 2017). Approaching them as direct communication from original authors may overshadow the translator’s role in moulding the final messages (Munday et al., 2022).

In academic discourse, authors craft their scholarly identities by synthesising evidence from diverse epistemic domains to form a cohesive dialectical stance (Creamer, 2011; Hertz, 1997). This practice, known as polyvocalism, involves a textual representation of multiple viewpoints and voices understood by one person and engages different viewpoints for a collaboratively produced text (Creamer, 2011). In the context of academic translation, translators also engage with the representation of authorial voice by preserving or changing the original evaluative intentions, thereby leaving their textual imprints to the final products (Huang & Li, 2023; Kelso, Lounds, Sotejeff-Wilson, & Truax-Gischler, 2024; Kranich, 2009; Vandepitte, Vandenbussche, & Algoet, 2011). This engagement with polyphony, or the presence of multiple voices, resonates with our understanding of dual voices in translated academic discourse.

Accordingly, this study derives its theoretical insights from polyvocality to propose the concept of *transvocal* messages in translated academic discourse. These *transvocal* messages or *transvocality* in stance expressions represent the amalgamation of the *authorial* and *translatorial* voices, reflecting an interplay of dual voices from translators and authors, albeit all mediated by translators, in translated discourse.

2.2. Grammatical stance in translated RAAs: a transvocal perspective

In academic writing, stance resources are crucial for articulating writers’ voices to guide claims, shape arguments, and interact with the academic community (Hyland, 2009). Biber (1999) defines stance as a multidimensional construct that encompasses a range of lexico-grammatical devices used by authors to communicate their personal attitudes, assessments, and degrees of commitment to their propositions. These linguistic devices are instrumental for writers to establish their presence, establish credibility, and engage with

¹ <https://www.ebsco.com/products/research-databases/mla-international-bibliography>.

² <https://benjamins.com/online/tsb>.

their readers, acting as a lens through which readers receive and engage with the intended meanings.

A wealth of studies has been dedicated to exploring stance constructs in academic writing. These include Hyland's (2005) meta-discursive stance constructs and Biber's (1999, 2006a, 2006b) lexico-grammatical categories of stance. In Biber's (1999, 2006a) taxonomy, grammatical stance primarily includes three lexico-grammatical devices: modals, stance adverbials, and stance complement clauses led by verbs, nouns or adjectives. Modals are used to express possibility, permission and ability (e.g., *can*, *could*), necessity and obligation (e.g., *must*, *should*), and prediction and volition (e.g., *will*, *would*); stance adverbials, alongside *that*-clauses, may denote certainty or likelihood (e.g., *absolutely*, *possibly*; *confirm*, *believe*), attitude (e.g., *amazingly*; *prefer*), and style of communication (e.g., *accordingly*, *generally*; *argue*) (Biber, 1999).

Following the lexico-grammatical form-driven approach, Pho (2008, 2013) investigated the linguistic realisation of authorial stance in different moves of abstracts in applied linguistics, revealing lexico-grammatical patterns and their functions across different discursive sections. Prediction modals were absent in presenting the research, while possibility modals were used sparingly, yet with some significance, to introduce findings (Pho, 2008, 2013). *That*-complement clauses were used frequently to summarise and discuss research findings as they are effective in introducing writers' claims and arguments (Hyland & Tse, 2005; Pho, 2008, 2013). These studies suggest that authors strategically left their lexico-grammatical stance imprints in different discursive sections of abstracts.

When academic texts are translated, translators often recalibrate the original grammatical stance to align with the target ELF academic conventions. This recalibration, however, may deviate from both the original author's intentions and the established ELF academic norms. Huang and Li (2023) find that translators often omit the original modal stance devices in translating RAAs from Chinese to English, producing an objectivised authorial stance in translated text. This finding was corroborated by a similar result of a more assertive stance in translated RAAs compared to non-translated English counterparts (e.g., see Hu & Cao, 2011; Liu et al., 2024). These studies highlight the intricacies of translating authorial stance from Chinese to English, where stance expressions may be preserved, changed, or added in translation (Yu & Wang, 2023). These *transvocal* messages, i.e., added, changed and directly transferred stance, are investigated in this study.

As translators navigate the nuances of meanings and functions of stance devices across linguistic and cultural boundaries, the recalibration of original grammatical stance devices can induce changes in how personal judgments and evidentiality are communicated in the translated discourse, ultimately reshaping the final discursive profile. The translation of grammatical stance may result in a *transvocal* message that blends the voices of both the translators and the original authors in the translated RAAs.

Following a similar lexico-grammatical approach as in Pho (2008, 2013), this study adopts Biber's (1999) lexico-grammatical framework. This framework, which is built on the lexico-grammatical forms of stance and explores the functions of these stance resources, aligns with Pho's form-driven approach. By using Biber's framework, this study aims to examine how different functional domains of translated lexico-grammatical stance devices, i.e., the *transvocal* stance messages, are realised across discursive moves of translated RAAs in the applied linguistics discipline. This alignment provides a basis for cross-examination with Pho's findings and offers the potential to yield additional insights for further exploration.

In Biber's (1999) classification, these stance devices can be categorised into three types of functional domains: epistemic (certainty of knowledge), attitudinal (personal attitudes and feelings), and style of speaking (commentary on the communication itself) (Biber, 1999, 2006a; 2006b). Modal stance, potentially intersecting all domains, can be deemed as a distinct type. Consequently, this study investigates the *transvocal* stance messages realised in four types of grammatical stance: attitudinal, communicative, epistemic, and modal stance, each marked by specific lexico-grammatical devices.

2.3. Grammatical stance with rhetorical functions in translated RAAs: a *transvocal* perspective

The association between grammatical stance and rhetorical moves in RAAs is a symbiotic one. Swales (1990) defines rhetorical moves as the functional units of a text that contribute to the overall communicative purpose. In the context of RAAs, grammatical stance resources are move-dependant to fulfil diverse rhetorical functions and introduce evaluative tone to establish a research context, outline the purpose of a study, and/or present findings (Pho, 2008, 2012, 2013; Salager-Meyer, 1992). Pho (2013), for instance, observes that *that*-complement clauses controlled by adjectives and verbs are commonly used to present findings, while modals are insignificant recourses across all moves of applied linguistic abstracts. These studies suggest a strategic deployment of lexico-grammatical stance resources to fulfil specific discursive functions in RAAs.

Santos (1996) identifies five key moves in applied linguistics RAAs: move 1 is to situate the research, which addresses what is known about the topic; move 2 is a presentation of the study, describing the topic or questions of inquiry; move 3 is related to its methodology, detailing how the research was conducted; move 4 is the summaries of findings; and move 5 is discussing the research, and/or interpreting the significance of the findings. This discursive framework has been commonly applied in genre analysis of RAAs to explore the associations of linguistic recourses and rhetorical moves in RAAs across disciplines, revealing diverse linguistic patterns realised in different rhetorical moves and uncovering the rise of promotional functions in RAAs (e.g. Martín & León Pérez, 2023; Omidian, Shahriari, & Siyanova-Chanturia, 2018; Pho, 2008, 2013; Çapkin, 2022).

Navigating linguistic and cultural boundaries, academic translators face challenges arising from differing linguistic and rhetorical conventions. At the discursive level, the primary strategy for translating Chinese RAAs into ELF is literal translation, which prioritises source-language rhetorical conventions over those of the target ELF (Li, 2020). This approach, however, contrasts with findings from interviews with academic translators working with other peripheral languages into ELF, where anglophone rhetorical patterns were preferred in the humanities and social sciences (Bennett, 2024; Cussel, Bielsa, & Bestué, 2024; Cussel, Raigal Aran, & Barranco, 2024). These observations highlight the complex dynamics involved in translating academic texts, where there is often a discrepancy between expected and actual practices, and where translation strategies may vary across different languages.

Furthermore, studies on the translation of factual-centric genres, including academic discourse, reveal a different approach to dealing with the lexico-grammatical level of transfer. These studies have noted that translators proactively intervene in the rendition of lexico-grammatical stance devices by adding, changing, and transferring authorial stance devices into English (e.g., see Huang & Li, 2023; Liu et al., 2024; Martikainen, 2018; Pisanski Peterlin, 2008; Yu & Wang, 2023). This suggests a more flexible translation approach at the linguistic level, hinting at a possible contradiction to the literal approach at the discursive level.

A recent survey by Li (2024) on academic translators between Chinese and English corroborates this inference, reporting a two-dimensional translation strategy in academic discourse of humanities and social sciences. Liberal translation is often adopted at the micro-linguistic level, where translators have greater agentic freedom to intervene in rendering linguistic features towards target-language conventions, such as discourse markers and syntactic structures; in contrast, literal translation towards source-language rhetorical conventions is preferred at the macro level of discourse (Li, 2024).

Although influenced by extra-textual socio-cultural factors, translation is primarily a purpose-driven activity that addresses intra-textual linguistic problems at the initial stage (Nord, 1997, 2018). Given the symbiotic relationship between grammatical stance and rhetorical moves, translators' interventions in lexico-grammatical stance devices can be informed by the functional affordances these devices offer in their discursive contexts. We thus assume that translators' interventions in the textual production of lexico-grammatical stance could lead to a mixed *transvocal* stance profile in the rhetorical landscape of translated RAs.

However, the interplay between translated grammatical stance and discursive moves has yet to be explored, and the potential contradictions between expectations and practices necessitate further studies into the micro- to macro-level landscape of translated academic discourse. Examining this interplay may enhance our understanding of the decision-making process in academic translation and how *transvocal* messages at the lexico-grammatical level impact the rhetorical profile of translated academic RAAs. Insights from the study can inform translators and translation trainers about academic translation strategies at different linguistic levels and their impact on the final text, thereby contributing to a more informed understanding of cross-cultural academic communication for the global audience.

2.4. Research questions

This study intends to illuminate the often-invisible role of translators in shaping the narratives of translated English research article abstracts (RAAs). It examines: 1) the transvocal interplay of translatorial stance (i.e., added and cross-type transferred stance) and authorial stance (i.e., directly transferred stance) messages, as expressed through four types of grammatical stance devices (i.e., attitude, communication, epistemic and modals), and 2) the intrageneric functional affordance of this transvocality in the discourse of translated RAAs. The term *functional affordance* here refers to the strategic use of these transvocal messages to serve certain rhetorical functions in the translated RAAs discourse, such as contextualising a study or presenting findings. The study seeks to answer the following research questions.

RQ1: What are the distributional patterns of the transvocal stance messages, realised through four types of grammatical stance devices, in translated English RAAs of the applied linguistics discipline?

RQ2: What are the distributional patterns of transvocal stance messages, realised through four types of grammatical stance devices, across the rhetorical moves of translated English RAAs of the applied linguistics discipline?

RQ3: What are the associations between these transvocal grammatical stance messages and rhetorical moves of translated English RAAs of the applied linguistics discipline?

3. Research design

3.1. Corpus compilation

The corpus for this study was derived from a larger parallel corpus compiled by Huang and Li (2023), covering a three-year period (2019–2022) of 13 journals listed in the Chinese Social Sciences Citation Index (CSSCI) for applied linguistics. This discipline was selected because of its well-established position in the humanities and social sciences, providing a rich source of stance in RAAs (Pho, 2008, 2012, 2013) with significant cross-ideological and cross-cultural challenges (Bennett, 2013).

The bilingual versions of RAAs were manually collected through the CNKI database, a widely used resource for accessing Chinese academic literature indexed by bilingual titles, abstracts, and keywords. We collected only abstracts of research articles (RAs), excluding those in non-research essays, with parallel Chinese and English versions authored by at least one Chinese scholar. This resulted in a total of 1840 RAAs (Huang & Li, 2023).

All journals, except for one (i.e., *Foreign Language Learning and Practice*), explicitly required authors to submit parallel bilingual versions of titles, abstracts and keywords. These journals did not provide explicit guidelines on rhetorical structures of RAAs, and most only specified a word limit. We thus infer that the English versions of these Chinese RAAs are author-endorsed translations, and the bilingual abstracts are produced based on authors' "cultural-based rhetorical conventions" (Hu & Cao, 2011, p. 2804). This forms the basis for our further analysis. For more details on the journal selection and abstract collection process, readers may refer to Huang and Li (2023).

Under the purposes of this study, two journals — *Contemporary Rhetoric* and *Linguistic Sciences* — were omitted from the 13 journals in the previous parallel corpus due to their singular disciplinary focus. The remaining journals include a range of linguistics and applied linguistics topics, such as teaching and learning Chinese or English as a foreign language, critical discourse analysis, and

translation studies. The list of journals is available in the appendix. We then randomly collected two RAAs from each issue over the three-year period using a randomiser.³ This leads to a total of 360 RAAs examined in this study. Descriptive statistics are provided in Table 1.

3.2. Transvocal grammatical stance

In this study, four functional types of grammatical stance devices are examined, including attitude, communication, epistemic and modal stance, which are grammatically marked by modal verbs, stance adverbials, *to-* or *that-*complement clauses controlled by verbs, adjectives and nouns. A 10% subset of the dataset of translated RAAs first underwent analysis using two automatic taggers: the Multi-Feature Tagger of English V3.0 (MFTE) and the Multidimensional Analysis Tagger (MAT). The MAT developed by Nini (2019), replicating Biber's (1988) methodology for functional text analysis, serves as a partial basis for the MFTE, which includes additional Hallidayan lexico-grammatical features (Le Foll, 2021).

Upon comparison, the MFTE's tagged results aligned with the MAT's results in the 10% subset sample, confirming its accurate identification of stance-related linguistic features. Given the MFTE's capability to identify both *to-* and *that-*complement clauses, including extraposed clauses, the application of MAT was deemed unnecessary. Consequently, the MFTE was employed to identify stance adverbials, *to-/that-*complement clauses, and modal verbs in the translated RAAs. We then categorised the identified stance devices into four stance types. Two coders were involved in the subsequent grammatical stance and rhetorical move analysis, i.e., the primary coder (the first author of the study) and the co-coder (the second author of the study). This classification was contextualised and aligned with the typology established by Biber (1999, 2006b), which is outlined in Table 2.

The stance tags assigned by MFTE were searched in the compiled parallel corpus using ParaConc, a multilingual concordancer, to retrieve parallel concordance lines with grammatical stance devices in translated English RAAs. The co-coder, who has extensive academic training in applied linguistics writing and translation studies, first participated in the examination of these concordance lines. Subsequent manual examination by both coders, followed by discussions to reach a consensus, confirmed the identification of stance features and the classification of stance types in these lines. Some emphatics with no stance function, such as "only" in the construction "not only ..., but also ..." were removed. This process led to a total of 900 parallel concordance lines, which constitutes the data size of this study.

Next, the primary coder annotated the parallel lines by classifying the English stance markers into three categories of *transvocal* messages, i.e., added, cross-type transferred, and directly transferred stance. The annotation was informed by their closest semantic equivalents in Chinese stance markers in the parallel contextual units. These units, composed of lexical elements expressing a coherent thought, form the basis for translation in an interlingual process (Vinay & Darbelnet, 1958). The annotation focused on the stance type in the TT, with the original stance type in the ST as a reference for functional and semantic departure (Examples 1 and 2). The differentiation in the transfer of grammatical stance is predicated upon the presence or absence of changes in stance types from ST to TT. Instances where no equivalent existed were classified as added stance types (Example 3). Readers may review supplementary material 1 for the details of annotation.

Example 1. Cross-type transferred stance (ST to TT: epistemic to communicative stance⁴)

ST: 本研究发现认知负荷大小是考察语速的一个重要因素。

TT: The results from the study suggest that the cognitive load may be a factor to consider.

Example 2. Directly transferred epistemic stance

ST: 研究结果表明评估者的语言经验对评估影响显著。

TT: The results show that assessors' linguistic experience has a significant impact on assessment.

Example 3. Added attitudinal stance

ST: 本研究建立校本考试与《中国英语能力等级量表》的对接关系。

TT: The present study attempts to align an in-house English proficiency test to China's Standards of English Language Ability (CSE).

The addition or cross-type transfer is perceived as an explicit textual imprint of translatorial interventions, in contrast to direct transfer, which is indicative of preservation of authorial voices. These are respectively termed translatorial and authorial *stance*, each contributing to the ultimate linguistic stance profile in translated RAAs (RQ1).

3.3. Rhetorical moves

Informed by the specialised focus of the study, the coding scheme of rhetorical moves was developed based on the move framework by Santos (1996), Pho (2008), and Martín and León Pérez (2023), resulting in a scheme for examining translated English RAAs (see Table 3). Move annotation was made using the UAM corpus tool.

To validate the coding process, the co-coder assessed 20% sample of the dataset ($n=80$). Initially, the primary coder formulated a tentative coding scheme based on a 10% subset of the sample. This scheme underwent a pilot coding session with the co-coder, who

³ <https://www.randomizer.org>.

⁴ It was coded as communicative stance in the dataset.

Table 1
A description of corpus data.

journal list	issue per year × 3	no. of RAAs	%	tokens	mean token length
1	6	36	10%	4039	112.2
2	4	24	7%	3445	143.5
3	6	36	10%	5697	158.3
4	6	36	10%	4943	137.3
5	4	24	7%	3059	127.5
6	6	36	10%	5104	141.8
7	6	36	10%	4502	125.1
8	6	36	10%	5846	162.4
9	6	36	10%	4944	137.3
10	6	36	10%	5148	143.0
11	4	24	7%	2914	121.4
<i>total</i>	60	360	100%	49,641	137.3

Table 2
The types of grammatical stance examined in this study.

stance type	construction type	example (eng.)	example (chi.)
attitude	attitude adverb	<i>very (important), importantly, far better, greatly, strongly</i>	倾向, 趋势, 希望, 偏好,
	desire/intention/decision verb/noun	<i>choose/incline/intend/prone to, hope to/that, like to, prefer to, tend/tendency</i>	尝试, 试图
	to-/that-clause	<i>to</i>	
	effort verb/noun to-clause	<i>try/seek/attempt/tend/intend to, help to, fail/failure to</i>	
communication	ease/difficulty/evaluation adjective	<i>difficult to, easy to</i>	
	to-clause		
	style adverb	<i>especially, mainly, merely, primarily, particularly, typically</i>	主要, 说明, 推知, 提出,
	speech act/communication verb +	<i>advocate, suggest, propose, argue, hold, imply, claim, declare, report, state,</i>	建议
epistemic	that/to-clause	<i>confirm, reveal, infer</i>	
	evaluation adjectives that/to-	<i>necessary to, essential to</i>	
	complement clause		
	certainty adverb	<i>actually, absolutely, apparently, completely, truly, obviously</i>	显示, 发现, 结论
modal	certainty verb/noun/adjective to/	<i>conclude, confirm, demonstrate, discover, evident (n.), fact (n.), find (out),</i>	
	that-clause	<i>make clear, mean, observe, prove, show, verify</i>	
	likelihood verb/noun/adjective to/	<i>appear/seem to, assume that, believe that, hypothesize that, indicate that, likely</i>	认为, 在大多数情况下
	that-clause	<i>to</i>	
modal	likelihood adverb	<i>hardly, partially, presumably, probably, partially, in most cases, scarcely,</i>	
	necessity/obligation	<i>possibly</i>	
	prediction/volition	<i>must, should, have/has to</i>	必须, 应(该)
	permission/possibility/ability	<i>will('ll), would</i>	将, 要
		<i>can(not), could, may, might</i>	可以, 能够

Table 3
Rhetorical moves in translated RAAs.

Moves	Description	Questions asked*
m1: situating the research	<i>setting the scene for this research, such as background, importance, research gap</i>	<i>What has been known about the field/topic of research?</i>
m2: presenting the research	<i>presenting the research topic, questions, purposes and/or hypotheses</i>	<i>What is the study about?</i>
m3: describing the methodology	<i>describing analytical procedures or theoretical perspectives</i>	<i>How was the research done?</i>
m4: summarising the findings	<i>reporting the findings</i>	<i>What did the researcher find?</i>
m5: discussing the research	<i>interpreting or making conclusions based on the findings, giving suggestions, implications and contributions of the study</i>	<i>What do the results suggest? So what?</i>

*Adapted from [Martín and León Pérez \(2023\)](#); [Pho \(2008\)](#); [Santos \(1996\)](#).

raised no issues regarding its applicability. Post-pilot, the two coders applied the scheme to the remaining sample with no further discussions. The primary coder's initial setting of move boundaries also received confirmation from the co-coder. The inter-coder reliability was tested by Cohen's kappa, suggesting a satisfactory level of agreement ($\kappa=.804$). Readers may refer to [supplementary material 2](#) for the scheme. To ensure consistency, the primary coder executed the coding for the remaining dataset using the finalised scheme.

3.4. Interplay of transvocal grammatical stance and rhetorical moves

In the final stage, the grammatically annotated lines were aligned with their corresponding rhetorical moves. This alignment was achieved by a customised Python script written by the primary coder, followed by manual examinations to ensure accuracy and reliability.

We first conducted a descriptive analysis of the distributional patterns of transvocal stance messages, realised through four types of grammatical stance devices (RQ1), across the rhetorical moves of translated RAAs (RQ2). Furthermore, to verify their associations, we employed the Chi-square and Fisher's exact tests. Contrary to common software reports for 2×2 tables, the chi-square test is not confined to such cases and can be applied to variables larger than two (Howell, 2011). Subsequently, a correspondence analysis was run using the "FactoMineR" R package to provide both a visual and statistical depiction of the associations between these stances and rhetorical moves (RQ3).

4. Results and discussion

This section will present the distribution of transvocal grammatical stances and their associations with rhetorical moves in translated RAAs, after which their association will be illustrated through statistical tests and correspondence analysis.

4.1. Linguistic landscape of transvocal stance in translated RAAs

The distribution of grammatical stance devices is presented in Table 4, differentiating three transvocal stance messages and their frequency percentage among the examined parallel concordance lines in translated RAAs.

As illustrated by Table 4, in translated RAAs, modal (34.9%) and epistemic devices (32.4%) are most frequently employed, followed by communication (22.4%) and attitudinal stance resources (10.2%). When translating Chinese RAAs into English, translators actively incorporate additional stance markers or change existing ones into different types. These added or cross-type transferred translatorial interventions account for nearly half of all grammatical stances in translated RAAs ($n = 379$, 42.1%), with 33.0% representing additions ($n = 297$) and 9.1% cross-type transfers ($n = 82$). The interventions mostly focus on modal ($n = 139$, 15.5%) and communication stance resources ($n = 110$, 12.2%), followed by epistemic ($n = 85$, 9.4%) and attitudinal ($n = 45$, 5.0%) resources. Conversely, the remaining 57.9% involve same-type transfers, reflecting translators' respect for the authorial stance intentions.

To examine how translators engage with each stance type, we present Fig. 1 to illustrate the distribution of these translatorial interventions in each type of grammatical stance. The percentages are calculated based on the occurrences of each grammatical stance type.

We observe an asymmetrical transvocal strategy in mediating translatorial and authorial stances within specific stance types. Translators display a visible freedom in adding attitudinal (44.6%) and modal resources (42.4%). They also transform other stance types into communicative devices (28.2%) and add new communicative devices (26.2%) in translated RAAs. In contrast, despite a considerable number of added occurrences ($n = 70$), when dealing with epistemic stance, translators show a stronger commitment to transferring authorial stance (70.9%), thereby preserving the authorial evaluative potency in translated discourse.

A further examination of each subtype of stance offers a more detailed profile of translators' mediation in translated RAAs, as illustrated in Table 5.

Attitudinal stance devices exhibit a relatively balanced pattern of additions and transfers, evident in both clausal and adverbial forms. Although less prevalent than other stance types, these attitudinal elements express the researchers' endeavours, aspirations, and intentions. The translatorial addition invites readers to a glimpse into the original authors' aspirations and the challenges they face, thus deepening engagement with the academic narrative (see Example 4).

Example 4. translatorial additions of attitudinal stance

TT: This paper ... **tries to explain** why The Three-Body Problem is well-received in the U.S.

ST: 本文 ... 诠释《三体》英译本在美国被积极接受的主要原因。

The ST of example 4 presents the study in a factual manner. However, the TT elaborates on this by indicating a continuous effort, implying an active, not yet finalised, pursuit. This addition reflects a translatorial commitment to invite readers to appreciate the complexities involved in the process.

Similar to attitudinal resources, the three types of modal verbs, i.e., possibility, prediction, and necessity, display a balanced pattern

Table 4
Transvocal stance distribution among grammatical stance types in translated RAAs.

transvocal stance ^a	attitude	communication	epistemic	modal	total
	f (% of all)	f (% of all)	f (% of all)	f (% of all)	f (% of all)
addition	41 (4.6%)	53 (5.9%)	70 (7.8%)	133 (14.8%)	297 (33.0%)
cross-type transfer	4 (0.4%)	57 (6.3%)	15 (1.7%)	6 (0.7%)	82 (9.1%)
direct transfer	47 (5.2%)	92 (10.2%)	207 (23.0%)	175 (19.4%)	521 (57.9%)
total	92 (10.2%)	202 (22.4%)	292 (32.4%)	314 (34.9%)	900 (100%)

^a Translatorial stance: addition and cross-type transfer; authorial stance: direct transfer.

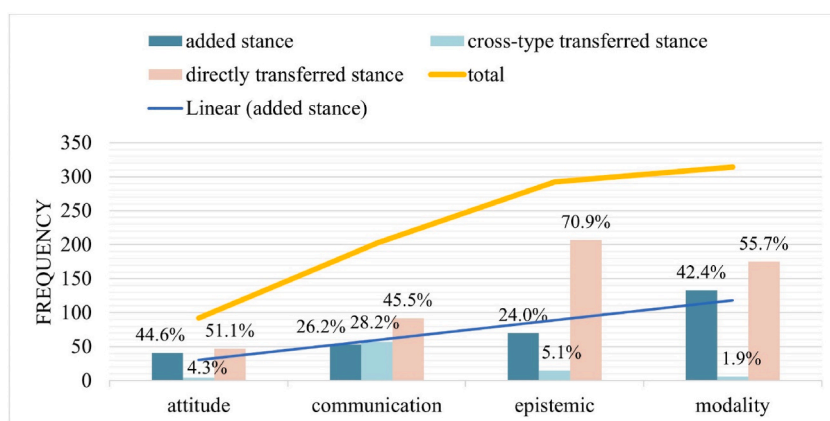


Fig. 1. Transvocal stance distribution in each stance type in translated RAAs.

Table 5

A linguistic landscape of transvocal stance type constructions.

stance	subtypes	addition	cross-type transfer	direct transfer	total
		f (% of all)	f (% of all)	f (% of all)	f (% of all)
attitude	to/that clause#	27 (3.0%)	3 (0.3%)	37 (4.1%)	67 (7.4%)
	adv	14 (1.6%)	1 (0.1%)	10 (1.1%)	25 (2.8%)
communication	to/that clause	29 (3.2%)	55 (6.1%)	24 (2.7%)	108 (12.0%)
	adv	24 (2.7%)	2 (0.2%)	68 (7.6%)	94 (10.4%)
epistemic	certainty clause	46 (5.1%)	5 (0.6%)	163 (18.1%)	214 (23.8%)
	certainty adv	9 (1.0%)	0 (0.0%)	8 (0.9%)	17 (1.9%)
	likelihood clause	10 (1.1%)	8 (0.9%)	29 (3.2%)	47 (5.2%)
	likelihood adv	5 (0.6%)	2 (0.2%)	7 (0.8%)	14 (1.6%)
modal	necessity	27 (3.0%)	2 (0.2%)	41 (4.6%)	70 (7.8%)
	prediction	11 (1.2%)	0 (0.0%)	15 (1.7%)	26 (2.9%)
	possibility	95 (10.6%)	4 (0.4%)	119 (13.2%)	218 (24.2%)
	total	297 (33.0%)	82 (9.1%)	521 (57.9%)	900 (100%)

#Clauses led by effort/desire/intention/decision verbs, adjectives and/or nouns.

of additions and direct transfers. Specifically, possibility modals are most frequently employed ($n = 218$), followed by necessity ($n = 70$), and prediction ($n = 26$).

A slightly different transvocal approach is observed in communicative stance expressions in the two lexico-grammatical forms. Most communicative adverbials, such as “*especially*”, “*mainly*”, “*primarily*”, are transferred directly ($n = 68$, 7.6%), implying a visible source-language influence on the translated academic discourse. Conversely, compared to direct transfers in clausal constructions ($n = 24$, 2.7%), additions ($n = 29$, 3.2%) and cross-type transfers ($n = 55$, 6.1%) are employed more frequently, with cross-type transfers largely deriving from *that*-clauses controlled by Chinese epistemic words ($n = 52$). These changes into communicative stance, or additions thereof, signal a functional amplification of an interpersonal reach in Chinese-to-English translated RAAs. This amplification serves to engage readers more deeply in a dialogic relationship with the research (Zhao & Zhang, 2024), as seen in Example 5 and 6.

Example 5. Added communicative stance device: it is proposed that...

TT: **It is proposed that** the unmarked basic word order serves as case markers to exhibit a certain case-alignment pattern.

ST: 无标记的基础语序 ... 具有标示格的句法功能。

Example 6. Cross-type transfer from ST epistemic into TT communicative stance

TT: **It is argued that** there are three contradictions in current assessments

ST: 本文认为目前评估方法存在 ... 三对矛盾。

Within the subtypes of epistemic stance, a substantial portion of clausal constructions indicating certainty ($n = 163$, 76.2%) and likelihood ($n = 29$, 61.7%) are preserved as the same type in translated RAAs. This consistency underscores the importance of these stances, which are retained to uphold the authorial evidentiality, with certainty being the dominant authorial intention.

The examination of these translators' mediations between authorial and translatorial grammatical stances reveals that their role goes beyond mere information transference. Instead, translators actively shape the stance profile of translated RAAs, mostly through communicative and modal stance devices. Furthermore, they demonstrate a stronger commitment to preserving authorial epistemic stance, contrasting with a balanced translatorial and authorial voice in the other three stance types. Their strategic deployment of transvocal stance can also be observed in their use of different lexico-grammatical stance devices.

This strategic intervention of stance resources contributes to similar interventions observed in a few translation studies of scientific

texts between English and other languages, such as German, French, and Slovenian (e.g., [Kranich, 2011](#); [Pisanski Peterlin, 2008, 2016, 2019](#); [Vandepitte et al., 2011](#)). It thus substantiates a reconsideration of our expectations of academic translation practice. In an ethical vein, translating academic texts, an informative-centric genre, is expected to convey the truths and facts of the original; however, translators of academic discourse have been conventionally expected to cater to the target ELF academic discursive norms in an assimilatory practice ([Bennett, 2013](#); [Cussel, Bielsa, & Bestué, 2024](#)). Despite this dual expectation, these findings reveal that translators are making strategic agentic choices among the micro-level lexico-grammatical stance resources to express asymmetrical authorial and translatorial stances in translated academic discourse.

4.2. Rhetorical landscape of transvocal stance in translated RAAs

Fig. 2 illustrates an overview of how three transvocal messages of stance are distributed among and within different rhetorical moves in the translated RAAs. The percentages are calculated based on the occurrences of transvocal stance messages in each rhetorical move.

All three transvocal messages are prevalent across the moves of translated RAAs, though they are unevenly distributed across different rhetorical units. In general, the units for presenting findings (m4) (% of all = 55.1%) and discussing the research (m5) (% of all = 29.4%) are the most stance-rich ones, while the methodological unit (m3) (% of all = 1.0%) contains the fewest stance expressions among the five rhetorical moves.

Translational textual imprints, evident through added and cross-type transferred stance devices, are present in both stance-rich and less stance-rich moves. However, a closer examination of the three transvocal messages reveals an asymmetrical translatorial influence within different moves compared to authorial stance imprints, indicated by directly transferred stance devices. Translators exert roughly a balanced translatorial imprint compared with authorial stance imprint in each move, except for move 4 (presenting findings), where authorial imprints are more frequent (% in m4 = 62.9%).

A subsequent analysis of these stance types provides a deeper understanding of the interplay between translatorial and authorial stances in the discourse of translated RAAs (see [Table 6](#)).

In translated RAAs, modal verbs have surfaced as the most frequent devices ($n = 314$, 34.9%), despite earlier research suggesting a lack of hedging elements like modal verbs in applied linguistics abstracts (e.g., [Pho, 2013](#)). These resources are especially pronounced in finding (m4) and discussion (m5) sections, where they mostly express possibility, followed by prediction and necessity (see [Table 5](#) in 4.1). While modal expressions generally articulate translatorial and authorial stance evenly across the first three moves, they are slightly faithful to authorial stance from ST in move 4 and 5.

Epistemic stance devices rank closely to modals as the second among all stance types. They are predominantly used to detail findings. The other four moves contain fewer epistemic stance devices. This stance type is mostly realised through *that/to*-complement clauses controlled by certainty stance verbs (see [Table 5](#) in 4.1), indicative of a strong assertion in finding presentation in translated RAAs. Translators tend to preserve the authorial epistemic stance in this move, as indicated by a significant proportion of directly transferred stance expressions.

Communication stance devices, which focus on the manner of expressing statements or sharing information, are also frequently employed in moves 4 and 5. These devices are adapted from other stance types in m4 (% of all = 3.8%) and m5 (% of all = 2.1%) or

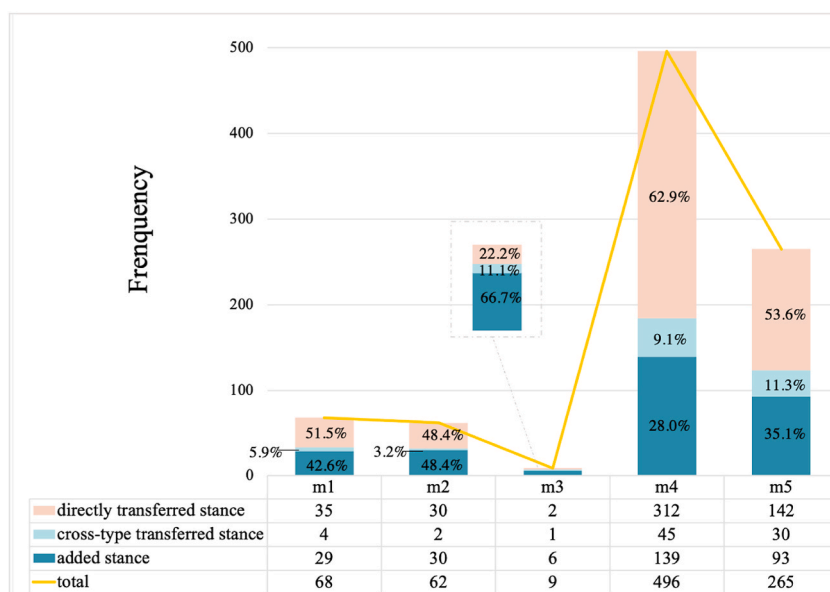


Fig. 2. Transvocal stance distribution across and within moves in translated RAAs.

Table 6
Rhetorical landscape of transvocal stance types in translated RAAs.

move	transvocality	attitude	communication	epistemic	modal	total
		f (% of all)	f (% of all)	f (% of all)	f (% of all)	f (% of all)
m1	addition	6 (0.7%)	6 (0.7%)	2 (0.2%)	15 (1.7%)	29 (3.2%)
	cross-type	2 (0.2%)	2 (0.2%)	0 (0.0%)	0 (0.0%)	4 (0.4%)
	direct transfer	4 (0.4%)	11 (1.2%)	5 (0.6%)	15 (1.7%)	35 (3.9%)
m2	addition	15 (1.7%)	5 (0.6%)	0 (0.0%)	10 (1.1%)	30 (3.3%)
	cross-type	0 (0.0%)	1 (0.1%)	1 (0.1%)	0 (0.0%)	2 (0.2%)
	direct transfer	12 (1.3%)	4 (0.4%)	1 (0.1%)	13 (1.4%)	30 (3.3%)
m3	addition	1 (0.1%)	1 (0.1%)	1 (0.1%)	3 (0.3%)	6 (0.7%)
	cross-type	0 (0.0%)	1 (0.1%)	0 (0.0%)	0 (0.0%)	1 (0.1%)
	direct transfer	1 (0.1%)	1 (0.1%)	0 (0.0%)	0 (0.0%)	2 (0.2%)
m4	addition	10 (1.1%)	25 (2.8%)	54 (6.0%)	50 (5.6%)	139 (15.4%)
	cross-type	1 (0.1%)	34 (3.8%)	6 (0.7%)	4 (0.4%)	45 (5.0%)
	direct transfer	16 (1.8%)	55 (6.1%)	169 (18.8%)	72 (8.0%)	312 (34.7%)
m5	addition	9 (1.0%)	16 (1.8%)	13 (1.4%)	55 (6.1%)	93 (10.3%)
	cross-type	1 (0.1%)	19 (2.1%)	8 (0.9%)	2 (0.2%)	30 (3.3%)
	direct transfer	14 (1.6%)	21 (2.3%)	32 (3.6%)	75 (8.3%)	142 (15.8%)
	total	92 (10.2%)	202 (22.4%)	292 (32.4%)	314 (34.9%)	900 (100%)

added in m4 (% of all = 2.8%) and m5 (% of all = 1.8%). The added and cross-type transferred communication stance exhibits a balanced pattern with the proportion of directly transferred authorial stance from ST in these two moves. Translational interventions thus exert impacts on how communication is structured, producing a blend of translatorial and authorial communication in these moves.

Attitudinal stance is the least frequently used grammatical stance type compared with the other three stance types. In general, it evenly conveys translatorial and authorial voices across five moves, although the textual attitudinal imprints from translators, marked by the addition of or change into attitudinal devices, are slightly more pronounced in the initial context setting (*m1* % of all = 0.9% > 0.4%) and study introduction (*m2* % of all = 1.7 > 1.3%).

Additionally, previous research suggests that moves 4 and 5 in applied linguistics RAAs feature a significant linguistic feature: the frequent use of *that*-complement clauses, attributable to their brevity and adaptability given the space constraints of abstracts (Pho, 2013). This pattern extends to translated RAAs, where *to/that*-clauses account for 48.4% of all stance constructions ($n = 436$). These clauses primarily convey epistemic ($n = 261$), communicative ($n = 108$), and attitudinal stance ($n = 67$), as illustrated in Fig. 3. An asymmetrical transvocal influence is likewise noted in this linguistic feature: authorial epistemic *to/that*-clauses are largely preserved, especially those concerning findings, compared to a balanced pattern of translatorial and authorial imprints among the remaining two types of stance clauses across all moves.

These translatorial interventions suggest a flexible and dynamic approach to moulding stance profile across different discursive units in Chinese-to-English RAAs translation. These interventions may arise from translators' mediation between source and target language conventions. For example, translators largely preserve authorial assertions in summarising findings by using *to/that*-clauses

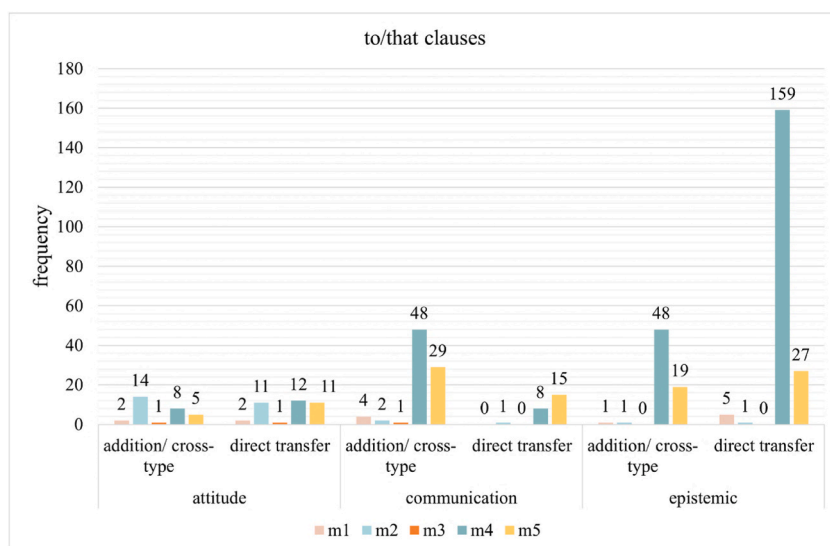


Fig. 3. Clausal constructions of transvocal stance types across moves in translated RAAs.

led by certainty verbs, which aligns with previous findings that Chinese-to-English translated RAAs are more assertive than non-translated English counterparts (e.g., see Hu & Cao, 2011; Liu et al., 2024). However, the use of a roughly similar number of possibility modals in the findings and discussion moves may counterbalance the stronger tone expressed through clausal forms of certainty statements. Additionally, frequent use of *that*-clauses to express communication and epistemic stance conforms to ELF discursive conventions (e.g., see Pho, 2012, 2013). However, significant use of modals may suggest a heightened source-language influence on the translated discourse (also see Huang & Li, 2023).

Overall, we observe a context-dependent, selective and asymmetrical approach to preserving the authorial epistemic stance in presenting findings while articulating a blend of translatorial and authorial stance in the other four moves of translated RAAs. This approach is evident in the way distinct types of stance devices are employed to modify or add translatorial rhetorical functions, or preserve authorial rhetorical intentions, as fine-tuned by subsequent statistical analysis.

4.3. Interplay of linguistic and rhetorical landscape of transvocal stance

To assess the statistical association between three transvocal stance messages, i.e., added, cross-type transferred, and direct-transferred stance, and the five rhetorical moves in translated RAAs, we conducted Chi-square and Fisher's exact tests. This was followed by correspondence analysis to elucidate these associations.

The Chi-square test revealed a moderate significant association between the examined variables ($\chi^2 = 24.56$, $df = 8$, *Cramér's V* = 0.12, $p < 0.01$). The interpretation of this effect size (= 0.12) as moderate is based on a high degree of freedom and the data size (= 900), which statistically tends to result in a lower effect size (Cohen, 1988). Furthermore, due to low expected frequencies in two cells (i.e., added and transferred stances in m3), Fisher's exact test was employed to address computational limitations, confirming the significant association ($p < 0.001$).

The correspondence analysis (CA) substantiated and visualised this association, as illustrated in Fig. 4. Proximity in the feature space signifies a positive association.

The CA result indicates that Dimension 1 accounts for 82.2% of the variance, serving as the primary interpretive axis, while Dimension 2 provides additional insights. The analysis shows a strong link between added stances and move 1, with a lesser association with move 2. Stance types directly carried over from the ST are closely tied to the move of findings (m4) in both dimensions. Cross-type transferred stances are somewhat associated with move 4 along Dimension 1 and with discussions (m5) along Dimension 2, albeit with certain distinctions. The methodological move (m3) is markedly distinct and positioned far along both dimensions in relation to the transvocal messages.

A subsequent closer correspondence analysis was applied to include four types of grammatical stances, examining their interplay with the rhetorical moves (see Fig. 5).

The primary Dimension 1 accounts for 68.9% of the variance, while Dimension 2 offers a secondary level of differentiation. Integrating the CA results with the distribution patterns (see Table 6) reveals a general picture of how certain rhetorical moves align with different stance types.

The moves richest in stance expressions are those related to findings (m4) and discussions (m5), each featuring various stance contributors. The three transvocal messages of communicative stance are all associated with the two moves, implying a balanced authorial and translatorial communicative intention. Additionally, move 4 is linked with epistemic stance devices. However, the stance profile of move 5 is mainly tied to both added and transferred modal expressions, with a presence of cross-type epistemic stance devices. The remaining three moves are less stance-rich, though certain transvocal stance devices are associated with them. For

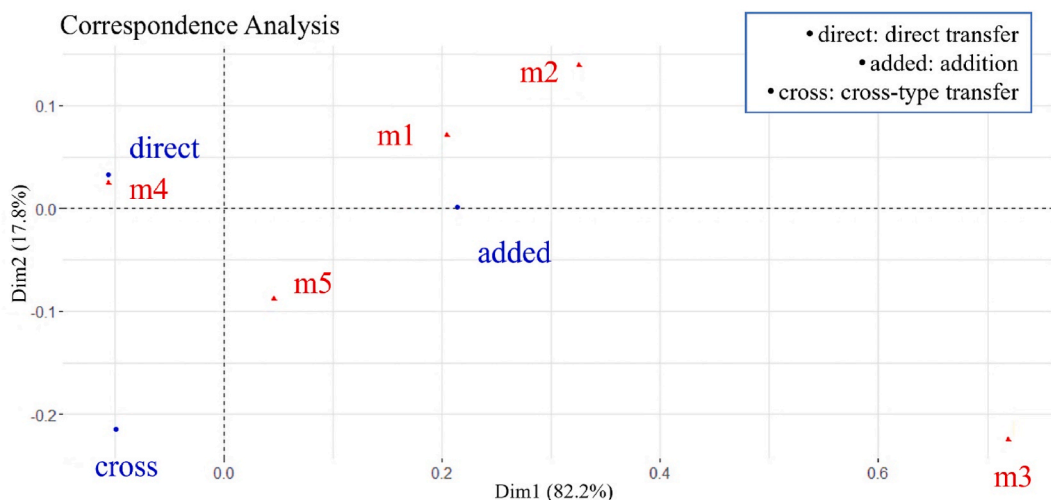


Fig. 4. CA of transvocal stances and rhetorical moves in translated RAAs.

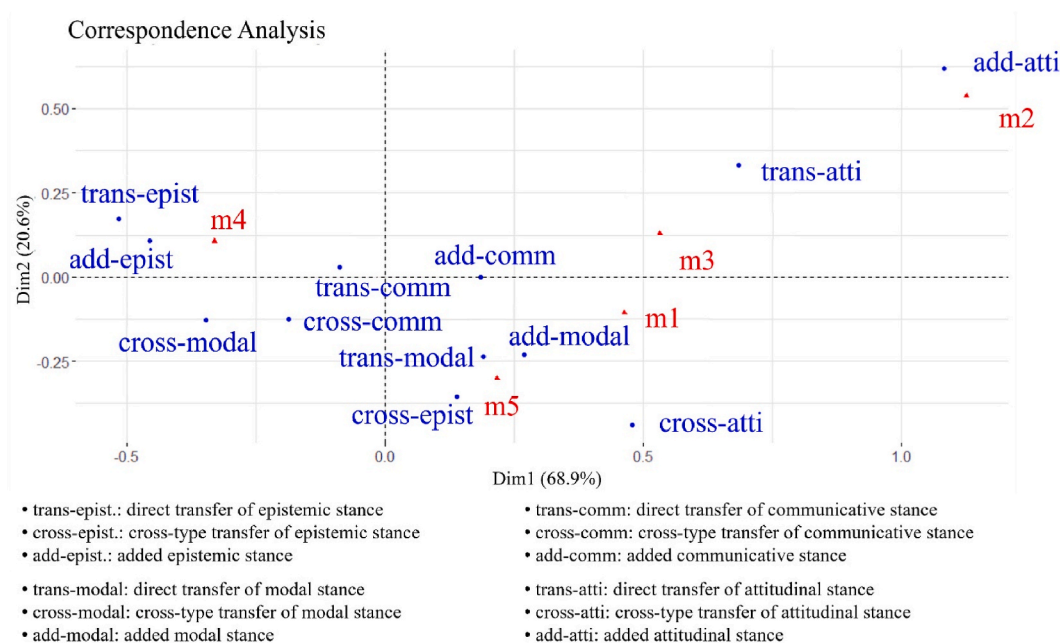


Fig. 5. CA of transvocal stance types and rhetorical moves in translated RAAs.

example, move 1 is mainly associated with addition and direct transfer of modal resources, while move 2 mostly features added attitudinal stance devices.

These results confirm and fine-tune our previous observation on the distributional association between transvocal stance types and rhetorical moves in section 4.2. Altogether, the findings highlight a strategic translation practice in stance mechanisms across different rhetorical moves of translated RAAs. This strategic practice in deploying stance resources permeates the rhetorical landscape and stylistic representation of translated RAAs, challenging our understanding of Chinese-to-English academic translations as discursive replicas of their source Chinese RAAs (Li, 2020).

5. Conclusions

5.1. Main findings

This study explores the transvocal interplay between translatorial and authorial stances in the rhetorical discourse of translated RAAs through both descriptive and statistical analysis. Our findings indicate that academic translators significantly shape the linguistic and discursive profile of translated RAAs from Chinese to English. The preferred grammatical stance types in translated RAAs are modal and epistemic resources, followed by communicative and attitudinal stance devices. Translatorial voices constitute nearly half of all stance devices, except for epistemic stance, and the remaining stance profile involves direct transfers of authorial stance expressions.

Translators leave their textual imprints by introducing or changing modal, communicative, and attitudinal stance resources, but they also strive to preserve authorial epistemic stance in translated RAAs. This strategic transvocal deployment of stance resources reflects translatorial agentic efforts to enrich authorial epistemic presence with translatorial voices of additional emotional nuances, (un)certainly, or future expectations and extending the interpersonal reach of translated RAAs.

Furthermore, translators engage with translated discourse across stance-rich moves, i.e., findings (m4) and discussion (m5), and less stance-rich moves. Modal resources have emerged as a significant lexico-grammatical stance type in translated RAAs. These modal resources balance translatorial and authorial stances in move 1 and 2 but align more closely with authorial stance in m4 and m5.

Other major stance contributors to m4 and 5 are epistemic and communicative devices. Authorial epistemic stance is largely preserved in m4, maintaining the integrity of authorial evidentiality. Translators adopt a slightly different approach in expressing communicative stance, often by adding or changing other stance types into communicative devices to better resonate with target readers, particularly in m5, thereby enhancing their interpersonal reach.

Statistical tests and the subsequent correspondence analysis confirm and refine our observations, revealing a moderate significant association between the examined transvocal grammatical stance and rhetorical moves in translated RAAs. These strategic choices highlight a dynamic and adaptive process of academic translation, where translators balance epistemic fidelity to the original text with the need to make it accessible and engaging for the target audience, thus shaping the overall rhetorical landscape of translated RAAs.

5.2. Implications of the findings

The findings of this study suggest that translators are balancing epistemic fidelity to original authors with a communicative and attitudinal touch to build a more engaged interpersonal relationship with the ELF academic discursive community. This balance is achieved through their strategic, asymmetrical transvocal choices in deploying different types of lexico-grammatical stances across rhetorical units, thereby shaping the final macro-level rhetorical landscape in translated discourse.

In this sense, translators of academic text are exercising their professional agency to manage and manipulate different stance types across various discursive units. Given that micro-level lexical choices are crucial to macro-level discursive presentations in academic writing (e.g. see Jiang & Hyland, 2017; Ngai, Singh, & Koon, 2018; Omidian et al., 2018; Pho, 2013), translatorial interventions in the *revoicing* of lexico-grammatical stance devices can shape the discursive landscape of translated RAAs. In this context, the findings align with yet expand upon the two-dimensional academic translation strategies, in which liberal translation was preferred at the micro-level, such as voices and discourse markers, and literal translation at the macro-level (Li, 2024). The distinction between micro-level and macro-level translation strategies may not be as clear-cut as previously imagined.

The interplay between micro-level and macro-level strategies highlights a dynamic, interpretive, and adaptive process in academic translation. Translators are not merely performing straightforward, word-for-word translations. Instead, they actively shape the evaluative and interpersonal resources of translated RAAs. This engagement allows translators to balance fidelity to the original authorial voice with the need to make the text accessible and engaging for the target readers, thereby enhancing the effective communication of the translated work in the global scholarly community.

In addressing Bennetts' (2013, 2024) concerns about epistemicide resulting from the dominant assimilatory translation strategy of peripheral languages into English to conform to ELF conventions (e.g., Cussel, Bielsa, & Bestué, 2024; Cussel, Raigal Aran, & Barranco, 2024), this study observed a notable presence of lexico-grammatical stance features mapped from the SL in translated RAAs. This phenomenon is evidenced by a mirrored pattern of authorial and translatorial stance, particularly in the use of modal, attitudinal, and communicative stance devices, evenly distributed across five moves in RAAs. The use of modal verbs, for example, particularly exemplifies this effect, emerging as a significant linguistic feature in translated RAAs, contradicting earlier research that suggested an infrequent use of modal verbs in ELF applied linguistics abstracts (Pho, 2013). These modal verbs exhibit a balanced pattern in blending authorial and translatorial stances across all moves in translated RAAs. This may imply a cross-linguistic "lexical co-activation" of SL features into the discourse (Jacob, Schaeffer, Oster, & Hansen-Schirra, 2024, p. 20), as translators model the rhetorical or pragmatic functions of the SL lexico-grammatical stance items into translated discourse.

These source-language lexical and discursive influences permeate translated RAAs discourse, hinting that academic English may absorb influences from other languages, i.e., the source language, evolving into a shared, scholarly lingua franca distinct from informal native-speaker varieties and not native to any one group, as predicted by Bennet (2024). Recent studies (e.g. Xie, Xie, & Bui, 2024; Yang, 2013) partially support this prediction by noting that Chinese writers of English as a second language prefer using modal verbs as hedges in their English academic writing, a trend less visible in English-medium research articles, suggesting a culture-based or language-based influence in ELF academic writing (Martinez, 2018). If this "non-nativelike" trend of language use persists (Yilmaz & Römer, 2020, p. 61), academic translators working into English may no longer need to radically domesticate foreign texts, as was previously necessary (Bennett, 2024).

In this context, academic translators can introduce additional attitudinal and communicative tones, perhaps more proactively, to translated RAAs to enhance communication with target readerships, fulfilling the promotional functions of RAAs. The practice of asymmetrical transvocal choice by translators can be activated in this sense, as it navigates the moral dilemma of preserving authorial voices while complying with prevailing expectations of ELF academic discourse (e.g. Kelso et al., 2024). Thus, translators can serve a dual purpose: preserving the epistemic authorial voice while engaging in attitudinal and communicative stance expressions to inform, engage, and promote the source RAAs.

Therefore, this study contributes to our understanding of epistemic changes in academic translation, challenging an uni-directional perspective that academic translations either preserve the source text's meaning and intentions or cater to target ELF norms. Instead, it highlights a multifaceted mechanism intertwining translators' professional agency and socio-cultural communicative norms (Huang & Li, 2023), with selective changes across varying linguistic and rhetorical dimensions.

5.3. Limitations

This study has limitations, as it focuses on a specific set of translated RAAs in applied linguistic discipline, which may not fully represent the broader spectrum of academic translations across disciplinary conventions. Additionally, the analysis was limited to certain stance types, potentially overlooking other linguistic features. Future research could benefit from a larger, more diverse corpus and the inclusion of other qualitative methods to validate and expand upon these findings.

CRediT authorship contribution statement

Yueyue Huang: Writing – review & editing, Writing – original draft, Visualization, Methodology, Investigation, Formal analysis, Data curation, Conceptualization. **Hui Jia:** Writing – review & editing, Validation, Investigation, Formal analysis. **Dechao Li:** Writing – review & editing, Supervision, Project administration, Conceptualization.

Funding

none.

Declaration of competing interest

none.

[Appendix] Collected Journals

	Collected Journals
1	汉语学习 (Chinese language learning)
2	世界汉语教学 (Chinese Teaching in the World)
3	外国语 (Journal of Foreign Languages)
4	外语教学 (Foreign Language Education)
5	外语教学理论与实践 (Foreign Language Learning and Practice)
6	外语教学与研究 (Foreign Language Teaching and Research)
7	外语界 (Foreign Language World)
8	外语与外语教学 (Foreign Languages and Their Teaching)
9	现代外语 (Modern Foreign Languages)
10	语言教学与研究 (Language Teaching and Linguistics Studies)
11	语言文字应用 (Applied Linguistics)

Appendix A. Supplementary data

Supplementary data to this article can be found online at <https://doi.org/10.1016/j.jeap.2025.101472>.

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