

## Appendix 4. Full examples of the rhetorical purposes of segments in *Limitation* sequences in English and Spanish



This appendix offers the complete segments illustrating the categories in Moreno's (2022) study. These represent the rhetorical purposes identified in *Limitation sequences* within social science (SSC) Discussion (and/or other closing) (DC) sections of exemplary empirical research articles (RAs) in English and Spanish from the EXEMPRAES Corpus (Author, 2013).

### The rhetorical purposes of the segments in *Limitation sequences*

Given Author's (2022) conceptualization of *Limitation* statements as the “bad news” about an empirical study without detracting from its value, the following subsections present the rhetorical purposes around *Limitations* through the lens of the “bad news” message. Thus, each subsection corresponds to a move in this type of rhetorical sequence around a *Limitation*: preparing the reader, giving the bad news, mitigating the bad news, explaining the bad news, and reassuring the reader. The codes after each segment, presented in brackets, indicate the source RAs from which they were drawn (see their bibliographical details in Appendix 1). The subscript number after each segment indicates the position of the segment in the corresponding DC section. The signals of each focal purpose are highlighted in italics.

### *Preparing the reader for the Limitation (PRE)*

*Limitation(s)* were introduced in the DC section in the following ways, where the signals of the announcement are highlighted in italics:

- 1) A subheading

(E1) [*<p> Strengths and *Limitations* </p>*]<sub>32</sub> (PRE) [...]<sub>33-51</sub> [Unfortunately, the sample size in a project such as this is limited by...]<sub>52</sub> (LIM) (SSC06ENG)

(S1) Note: No example of just a subheading was found in the Spanish sub-sample.

- 2) A text stage announcing sentence

(E2) [*<p> *There are several limitations of this research...**]<sub>43</sub> (PRE) (SSC07ENG)

(S2) [*El estudio tiene, sin embargo, algunas limitaciones.*]<sub>38</sub> (PRE) (SSC03SP)

[Trans.: The study, however, has some limitations.]

3) A text stage announcing phrase

(E3) Note: No example found in the English sub-sample.

(S3) [<p> *Con respecto a las limitaciones del trabajo, cabe notar que*]<sub>41</sub> (PRE) [las ventajas estratégicas de las pyme se han analizado de manera independiente,...]<sub>42</sub> (LIM) (SSC09SP)

[Trans.: As far as the paper limitations are concerned, it should be noted that...]

4) A segment announcing phrase

(E4) [<p> *Another limitation of this paper is that we focus on only one period.*]<sub>55</sub> (PRE-LIM) (SSC08ENG)

(S4) [<p> *Otra limitación es que la muestra puede haber sido heterogénea...*]<sub>67</sub> (PRE-LIM) (SSC07SP) [Trans.: Another limitation is that...]

5) A combination of the previous types (e.g., a subheading and an announcing sentence)

(E5) [<p> *Research limitations and future research* </p>]<sub>42</sub> (PRE)

<p> *There are several limitations of this research....*]<sub>43</sub> (PRE) (SSC07ENG)

(S5) [<p> *5.2. Limitaciones y líneas futuras de investigación* </p>]<sub>52</sub> (PRE)

<p> *Finalmente, se enumeran las limitaciones del estudio,*]<sub>53</sub> (PRE) [así como nuevas líneas de investigación de interés futuro.]<sub>54</sub> (SSC07SP)

### ***Giving the bad news (LIM)***

To give the bad news about their study, authors pointed out its limitation(s) in terms of two possible types of lack of validity (e.g., Cohen, Manion, & Morrison, 2007): 1) external (i.e., the extent to which the results of a study could be generalised); and 2) internal (i.e., the degree to which the results were attributable to the independent variable and not to some other rival explanation). Examples follow:

1) External validity

(E6) [<p> *Another limitation of this paper is that we focus on only one period.*]<sub>55</sub> (SSC08ENG)

(S6) [<p> *Este estudio está restringido al uso de un servicio específico (servicios bancarios online).*]<sub>65</sub> (SSC07SP)

2) Internal validity

(E7) [It is possible that *those who responded to the survey were more likely to have a positive attitude towards networks than those who did not respond.*]<sub>42</sub> (SSC11ENG)

(S7) [

Entre las limitaciones del presente trabajo se encuentra *la dificultad de medir directamente los factores analizados* en el mismo,]<sub>24</sub> (SSC11SP)

### ***Mitigating the bad news (MIT)***

To soften the negative effect of the “bad news”, *Limitations* were strategically surrounded by three major types of mitigating segments: 1) a positive feature of the methodology; 2) a contribution of the study; and/or 3) a justification, attributing the limitation to some external factor. The first two types could occur before or after the *Limitation*. Examples follow in schematic form with signals of the *Limitations* highlighted in bold follow:

- 1) A positive feature of the methodology

#### *Before*

(E8) [Although *our measure of social capital can be considered a mix* of strong and weak ties,]<sub>50</sub> (MIT) [we acknowledge that **it is not possible** to identify these two types empirically.]<sub>51</sub> (LIM) (SSC08ENG)

(S8) Note: No example found in the Spanish sub-sample.

#### *After*

(E9) [Also the **participants in the sub-cohort are self-selected**]<sub>47</sub> (LIM) [and **a greater proportion had** tertiary education **than reported in 2001 census data** (Holden et al., 2005)]<sub>48</sub> (LIM) [and **a slightly greater proportion than seen in census data also reported not being** in the workforce.]<sub>49</sub> (LIM) [In spite of this higher level of education *we do have a good distribution of* household income levels with 22% of this sub-study group reporting that they were in the less than 20,000 dollars per year category or had only high school or less education level.]<sub>50</sub> (MIT) (SSC6ENG)

(S9) [

En cuanto a las principales limitaciones, comentar que]<sub>53</sub> (PRE) [**los datos del cuestionario son percepciones subjetivas** de los directivos de las empresas,]<sub>54</sub> (LIM) [que para cada empresa **únicamente fue considerada** la opinión de un directivo] (LIM )<sub>55</sub> [y que, además, puesto que ellos...]<sub>56</sub> (EXP) [**se produce un sesgo** de varianza común.]<sub>57</sub> (LIM) [Sin embargo, este posible problema derivado de la obtención de los datos a partir de un único entrevistado puede ser superado parcialmente mediante la separación de las variables independientes y dependientes, ya sea en el tiempo o en la secuencia de las preguntas (Podsakoff et al., 2003).]<sub>58</sub> (EXP) [En este sentido, *el presente estudio realizó las preguntas referidas a las variables dependientes al final del cuestionario.*]<sub>60</sub> (MIT) (SSC08SP)

## 2) A contribution of the study

### *Before*

(E10) [

Although *we demonstrated that the revised DA*, particularly when using the severe danger category threshold for determining high-risk status, *had relatively high sensitivity and specificity*,]<sup>29</sup> (MIT) [**the study design did not allow us to** examine other important indicators of the predictive utility of screening devices.]<sup>30</sup> (LIM) (SSC03ENG)

(S10) [

*El estudio ha demostrado la eficacia* de las mediciones construidas con base en el cuestionario del alumno, tanto referidas a la Ce como al Pe.]<sup>52</sup> (MIT) [Los resultados obtenidos indican que cualquier estudio futuro orientado a identificar factores de efectividad institucional a través de las informaciones provenientes de otras fuentes (ej. cuestionario del director), debería incluir gran parte de las mediciones exploradas en el presente trabajo.]<sup>53</sup> (REA) [Por otra parte, **más de 45% de las diferencias** del rendimiento promedio entre las escuelas –15% de la variación total del rendimiento– **ha quedado sin explicar**.]<sup>54</sup> (LIM) (SSC04SP)

### *After*

(E11) [Another limitation is that **the study looked at** entrepreneurs in two peripheral regions of Europe.]<sup>43</sup> (LIM) [Further research on perceptions in other countries and regions could be undertaken in the future.]<sup>44</sup> (REA) [Despite these limitations, *this study provides interesting evidence* of the differences between male and female entrepreneurs in their perceptions of networks. 

]

<sup>45</sup> (MIT) (SSC11ENG)

(S11) Note: No example found in the Spanish sub-sample.

## 3) Justifying, attributing the limitation to an external factor

(E12) [Firstly, **we did not research** the moderating effect of the relationship between e-service quality and customer satisfaction]<sup>45</sup> (LIM) [*due to* time and complexity.]<sup>46</sup> (MIT) (SSC07ENG)

(S12) [

Antes de presentar un balance final de los resultados obtenidos debemos recordar que]

<sup>7</sup> (PRE) [*al habernos tenido que limitar a la información disponible en las encuestas empleadas en nuestro análisis,*]<sup>8</sup> (MIT) [**no podemos incluir todas las variables relevantes** de cara a la satisfacción vital de los individuos.]<sup>9</sup> (LIM) (SSC10SP)

### ***Explaining the bad news (EXP)***

The authors explicated the limitation in three possible ways: 1) clarifying its nature; 2) explaining its cause; and 3) explaining its effect.

1) Clarifying its nature

(E13) [**The retrospective design of the study introduces bias** in the items that go into the DA.]<sup>19</sup> (LIM) [*For example, victims of attempted femicide may be more inclined to report a risk factor (e.g., sexual abuse, prior threat to kill) after the experience of the attempted femicide event.*]<sup>20</sup> (EXP) (SSC03ENG)

(S13) [

Además, es probable que algunas **variables explicativas sufran del sesgo de endogeneidad**]<sup>13</sup> (LIM) [*En particular, las variables que denotan las expectativas, la confianza o el patriotismo pueden ser endógenas.*]<sup>14</sup> (EXP) [*en el sentido de que los que se muestren más felices por alguna razón (por ejemplo, por su personalidad optimista) tiendan a tener mejores expectativas, mayor confianza o un sentimiento mayor de patriotismo.*]

]<sup>15</sup> (EXP) (SSC10SP)

2) Explaining its cause

(E14) [

Fourthly, repurchase intention and WOM **were integrated into** customer loyalty.

]<sup>52</sup> (LIM) [*However, some studies have shown that marketing programmes can have different effects on different customer behaviours.*]<sup>53</sup> (EXP) (SSC07ENG)

(S14) [

Otra limitación es **la propia velocidad de los cambios** en el área objeto de estudio que **restringe la validez de los resultados obtenidos** en un momento determinado del tiempo,]<sup>58</sup> (LIM) [*ya que el incremento de la experiencia de los usuarios con las transacciones online, sin duda **afectará a** su comportamiento.*]<sup>59</sup> (EXP) (SSC07SP)

3) Explaining its effect

(E15) [

In addition, **our findings are based on** an urban sample]<sup>27</sup> (LIM) [*and we do not know how well the findings would hold in a sample of rural femicides, attempted femicides, and abused women.*]

]<sup>28</sup> (EXP) (SSC03ENG)

(S15) [

Entre las limitaciones del presente trabajo se encuentra]<sup>24</sup> (PRE) [**la dificultad de medir directamente los factores analizados** en el mismo,]<sup>25</sup> (LIM) [*teniendo, por tanto, que utilizar variables «proxy».*]<sup>26</sup> (EXP) (SSC11SP)

### ***Offering reassurance (REA)***

To reassure readers that the authors' research was valuable, they drew three types of implications from the limitation: 1) an implication for future research; 2) a warning against an incorrect interpretation of the results; and/or 3) an implication for future practice, as illustrated below:

1) Implication for future research

(E16) [**The analysis here has obviously been rather rudimentary**]<sup>24</sup> (LIM) [*and more thorough analysis is needed.*]<sup>25</sup> (REA) (SSC09ENG)

(S16) [**Este estudio está restringido al** uso de un servicio específico (servicios bancarios online).]<sup>65</sup> (LIM) [Por este motivo, *se propone* contrastar el modelo con una muestra de compradores de otro tipo de servicios con distinto nivel de penetración de Internet y comparar los resultados obtenidos. </p>]<sup>66</sup> (REA) (SSC07SP)

2) Warning against an incorrect interpretation of results

(E17) [<p> Finally, within the broad business-to-customer grouping, **this study considers e-commerce in general**]<sup>56</sup> (LIM) [and does not focus on any particular type of website]<sup>57</sup> (EXP) [*Any generalisation must be undertaken with extreme caution and in a manner that respects the complexities of differences and similarities in product category, industry and national context.*]<sup>58</sup> (REA) (SSC07ENG)

(S17) [Por otra parte, más de 45% de las diferencias del rendimiento promedio entre las escuelas –15% de la variación total del rendimiento– **ha quedado sin explicar.**]<sup>54</sup> (LIM) [*Atribuir a priori esa variación a la Ce o al Pe es metodológicamente inaceptable.*]<sup>55</sup> (REA) (SSC04SP)

3) Implications for future practice

(E18) [<p> The framework presented within this article sets the goal to contribute to technology acceptance research by providing a comprehensive model,]<sup>23</sup> (MIT) [**although it consists of a limited number of** adoption and use determinants.]<sup>24</sup> (LIM) [*This instrument allows to support both ICT managers as policymakers with their innovation strategies, starting from a common framework.*]<sup>25</sup> (REA) (SSC05ENG)

(S18) Note: No example found in the Spanish sub-sample.

## References

Moreno, A. I. (2013, June). Compiling comparable corpora of research articles for writing teaching purposes through interdisciplinary collaboration. Paper presentation at the 7th Conference of the European Association for the Teaching of Academic Writing. Central European University, Budapest, Hungary.

Moreno, Ana I. (2022). An intercultural approach to “bad news” reporting as an embedded part-genre: the “local” rhetoric of *Limitations* in empirical research articles. *Ibérica*, 44, pp.

*Bibliographical details of the works cited* (see Appendix 1 in Moreno, 2022)

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