

## A socio-*rethorical* study of the conclusion section in original articles of disciplinary culture of the nutrition area

*Um estudo sociorretórico da seção de Conclusão em artigos originais da cultura disciplinar da área de Nutrição*

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**Abstract:** This study presents a socio-theoretical proposal for the Conclusion section in original academic articles in the disciplinary culture of area of Nutrition, understanding how this specific area builds the said section of the genre. As theoretical support, we rely on the theoretical-methodological assumptions of Swales (1990) regarding the academic genres and the rhetorical configuration models proposed by Nwogu (1997) and Costa (2015) for articles in Medicine area. For the description of the area, we are based on the concept of Hyland (2000) on disciplinary culture. Our research is an exploratory-descriptive study, with a qualitative and quantitative basis, with a corpus of thirty copies of the original academic article in Nutrition area, also distributed in six periodicals of relevance the study area. According to the analysis, the Conclusion section is characterized by highlighting the main results and indicating the practical implications that the research may enable to knowledge in the area.

**Keywords:** Original academic article. Conclusion section. Disciplinary culture. Area of Nutrition. Socio-*rethorical* analysis.

**Resumo:** Este estudo apresenta uma proposta sociorretórica para a seção de Conclusão em artigos acadêmicos originais da cultura disciplinar da área de Nutrição, compreendendo como essa área específica constrói a referida seção do gênero. Como sustentação teórica, nós nos apoiamos nos pressupostos teórico-metodológicos de Swales (1990) no que se refere aos gêneros acadêmicos e nos modelos de configuração retórica propostos por Nwogu (1997) e Costa (2015) para artigos na área de Medicina. Para a descrição da área, fundamentamo-nos no conceito de Hyland (2000) sobre cultura disciplinar. Nossa pesquisa constitui um estudo exploratório-descritivo, de base qualitativa e quantitativa, dispondo de um corpus de trinta exemplares do gênero artigo acadêmico original na área de Nutrição, igualmente, distribuídos em seis periódicos de relevância para a área em estudo. Conforme a análise, a seção de Conclusão caracteriza-se por destacar os principais resultados e indicar as implicações práticas que a pesquisa poderá possibilitar ao conhecimento na área.

**Palavras-chave:** Artigo acadêmico original. Seção de Conclusão. Cultura disciplinar. Área de Nutrição. Análise sociorretórica.

## Introduction

Researches around academic genres has proved to be an extremely fruitful field for Applied Linguistics as it illuminates questions about the discursive practices in academia held in and by the genres. Notably, the theoretical-methodological assumptions proposed by Swales (1990) have led to relevant studies on gender in academic settings. In Brazil, influenced by the CARS (Creating A Research Space) model of Swales (1990), many studies followed this perspective of rhetorical description in academic genres, such as the studies on book review (ARAÚJO, 1996), abstract (BIASI-RODRIGUES, 1998) and research article (SILVA, 1999).

It is important to emphasize that, at the national level, the analysis of these genres, until the mid-2000s, did not consider the disciplinary differences, nor did it direct the look at the profound differences in the way of understanding and producing the genres, unifying them as generalizing academic behaviours. Although there are numerous researches related to academic genres, little attention was paid to disciplinary variations and their influences on the understanding and production of genres.

Based on this principle that each area disciplinary of academic recognizes, understands and constructs the genres according to their needs and their purposes, the Group of Research in Discourse, Identity and Academic Letters (DILETA), substantiated on the socio-rhetorical theory of Swales (1990) and Hyland's concept of disciplinary culture (2000), has been developing studies aimed at analysing and comparing socio-rhetorically exemplary of genres in different disciplinary areas,

evidencing different rhetorical configurations for the same genre, as Costa (2015) has shown when comparing articles in the areas of Linguistics and Medicine, Pacheco (2016) when analysing original articles of Nutrition area; and Abreu (2016) describing socio-rhetorically the empirical article in the disciplinary culture of the area of Psychology.

In this context, our research aims to describe the section of conclusion in original academic articles of the Nutrition area<sup>1</sup>, by creating a dialogue between the values and the beliefs of the disciplinary culture of the Nutrition area with the exemplary of this genre. Through this description, we can understand that the academic article gender in the disciplinary culture of the Nutrition area presents a specific configuration that responds to the communicative purposes of this area.

Let us now turn to some considerations about the genre under analysis.

### **The original academic article**

The academic article is the genre of the university with the greatest prestige, because through it, the production and dissemination of knowledge are generated, as well as the promotion, maintenance and valuation of a certain disciplinary culture (HYLAND, 1997). For Swales (2004), this genre is classified as: theoretical, revision and experimental.

The theoretical article has as its central aims to discuss a theory without necessarily presenting data analysis, although, often, briefly demonstrate an analysis for exemplification purposes (BERNARDINO, 2007). In turn, the review article presents a discussion about studies relevant to the area.

According to Bernardino (2015), the experimental article corresponds to the exemplary of the genre that presents analysis of data of any nature and is not restricted to research results only from laboratory experiments. In this research, we adopted the name of original article because this is the classification attributed by the disciplinary culture of the Nutrition area for the exemplary of the genre that, according to the *Brazilian Journal of Nutrition*<sup>2</sup>, present relevant and unpublished results for the study area. It is pertinent to point out that this type of article has a greater flow of publications in periodicals of the area.

<sup>1</sup> We emphasize that this research is part of an analysis of all the rhetorical sections of the original academic article in Nutrition area, but due to the dimensions of this manuscript, we consider it pertinent to deal only with the Conclusion section.

<sup>2</sup> The guidelines of this journal contributed to the description of the disciplinary culture in study.

Given the importance of the genre for the different areas of the academy, several researchers have been trying to analyse the academic article, however, there is much to be studied regarding the disciplinary variations of the same genre. Considering the relevant disciplinary diversity to understand the construction of the texts that academic community uses, let us look at Hyland's (2000) theoretical assumptions about the concept of disciplinary culture.

### **Disciplinary Variations**

In Brazil, although many papers have emphasized the academic article, it is relatively new this look on the disciplinary variations, since in the researches there was a tendency to generalize the configuration of academic genres as if all texts behaved in the same way in different areas, not taking into account that the values and beliefs of each disciplinary area could imply different socio-rhetorical configurations of the genres.

According to Hyland (2000), the understanding of academic writing is made through the context where the texts are immersed, since it is only feasible when we show the relationship between the genres and the social behaviours, beliefs and institutional structures of the scientific community involved. For the author, each disciplinary area, in a certain way, prints norms of how one should or should not construct the genres.

Academic discourse distinguishes itself through research recognition practices, rigor in testing its studies, intellectual honesty, ethics, as well as the choices of writers, advancement in knowledge, and maintenance of authority, among others. In this way, textual genres are constructed to be understood in specific cultural contexts, and the very denomination of these genres corresponds to the desires of a given area (HYLAND, 2000). Furthermore, according to Motta-Roth and Hedges (2010), textual genres do not have the same prestige in all disciplinary areas. As for example, in Linguistics area, it is highly prized the genre review or the book, while in other areas, such as Nutrition (PACHECO, 2016), the genres cited do not have the same relevance. Bhatia (2004) calls attention to the fact that the disciplines present typical characteristics and should be understood in terms of specific knowledge, methodologies and shared practices. In short, we can not dissociate academic genres from their disciplines, since these texts represent the very particular world in which they are embedded.

After these brief considerations on disciplinary variations, let us see how the rhetorical unit of Conclusion described by Nwogu and Costa in articles in Medicine is shown, considering that we did not have any specific model for the area of Nutrition.

### **The rhetorical unit of conclusion in experimental articles in Medicine area**

Regarding the Conclusion section, Motta-Roth and Hedges (2010) point out that the conclusions can be part of the Discussion section, as well as they can also be flagged in an independent unit with the title Conclusion or Final Considerations. According to Day (1988, p. 46), in the Discussion / Conclusion unit, the results obtained in the research are summarized, contrasting these results with previous research. It is also important to discuss the possible implications and applications that the study can promote. It may also reveal some limitations in the research, showing theoretical gaps to be filled in future researches.

For this analysis, we took as a parameter the rhetorical models of Nwogu (1997) and Costa (2015) for articles in Medicine area, both based on the CARS model of Swales (1990), which describe the most recurrent movements and steps of the genre in the area. For Bernardino and Pacheco (2017), movements and steps are recurrent informational<sup>3</sup> units that respond to the communicative purposes of a discursive community through the genres. Starting from these brief considerations on the Conclusion section, let us look at Nwogu’s proposal(1997):

Table 1 - Movement 3 and its discursive functions - Discussion section of articles in English Language Medicine

Move 3 - Stating Research Findings (1) Indicating Research Implications (2) Promoting further research
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Source: Nwogu (1997, p.135)

According to the results of Nwogu (1997), the research findings make up a movement of the rhetorical unit of Discussion. The author titles this movement *Stating research findings*, which refers to the attempt to summarize the contributions of the study and indicate the need for further research. Thus, this movement consists of two steps: Indicating research

<sup>3</sup> For the researchers, a frequency equal to or greater than 50% of the exemplary of the analysed genre is considered recurrent.

implications and Promoting further research. The first step is presented by means of lexemes explicit, such as “The practical implications ...”. Likewise, the second step is evidenced by explicit expressions, such as “... deserves further study ...” (NWOGU, 1997, pp. 133-134)<sup>4</sup>. In general, this movement is marked by words like: conclusion, synthesis.

Taking as parameter the movement *Stating conclusions of research*, of the Unit of Discussion, proposed by Nwogu (1997), Costa (2015) analyses, in the Conclusion section, the frequency and recurrence of the steps of this movement, as well as identifies a new movement, *Presenting general interpretations of the research findings*.

Thus, let us see how the rhetorical configuration proposed by Costa (2015) for the Conclusion unit in experimental articles in Medicine area was shown.

Table 2 - Rhetorical description of the unit of Conclusion of experimental articles of the disciplinary culture of the area of Medicine in Portuguese Language

Move 1 - Presenting general interpretations of research findings
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Move 2 - Indicating practical research implications
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Source: Costa (2015, p.208).

According to Costa (2015), the movement 1, *Presenting general interpretations of the research findings*, has as main function to make a resumption of the study, building a bridge between the Discussion and Conclusion itself. The author also points out that this movement was evidenced through comments on the results of the study, as in the example “The results obtained in the present study suggest that ...” (COSTA, 2015, p.200).

Movement 2, *Indicating practical research implications*, was constructed by means of information that indicates implications related to the doctor’s doing, as well as the pedagogical attainment at the higher level, as in the example “Therefore, it is recommended to carry out an intense educational work, dialogical ...” (COSTA, 2015, p.200). Thus, this unit corroborates Nwogu’s assumptions(1997) for the Discussion section, when dealing with step 1, *Indicating research implications*, of movement 3, *Stating research findings*, as well as agrees with Swales and Feak (2000, p. 219) when they consider that in this unit it is necessary to “highlight any theoretical contributions and implications”, as well as to present their “practical applications”<sup>5</sup>.

<sup>4</sup> “The practical implications [...] / [...] deserve further study [...]” (NWOGU, 1997, pp. 133 e 134).

<sup>5</sup> “Highlights any theoretical contributions and implications; [Considers in detail]

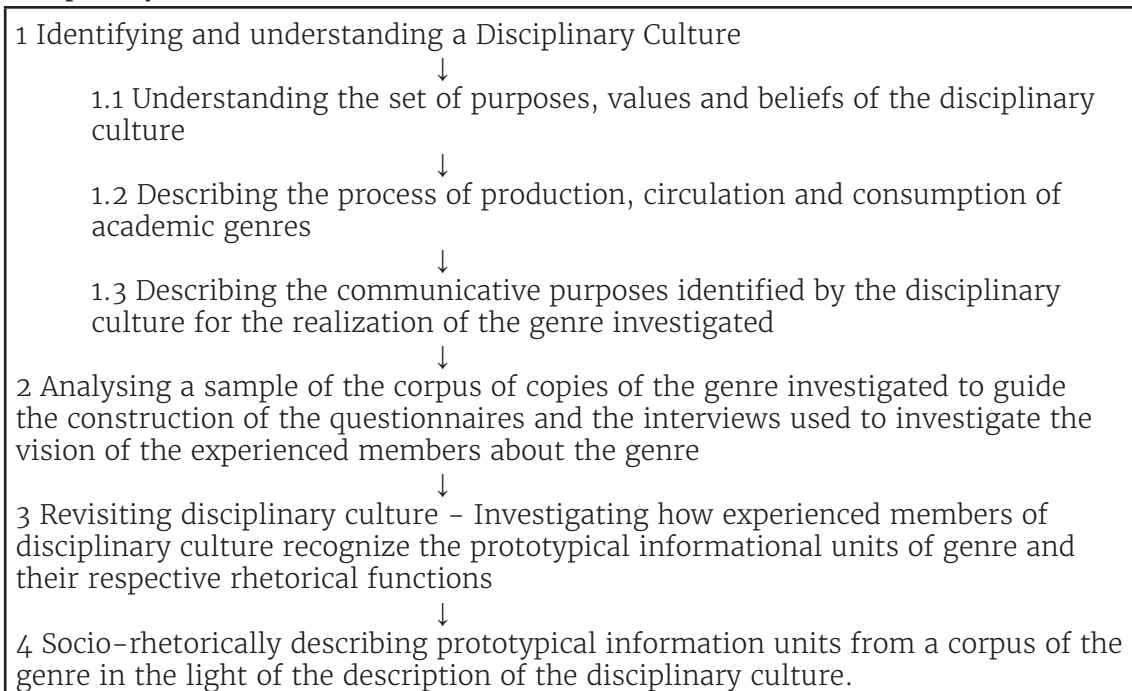
After this brief cut of the literature pertinent to the area of Health, we turn to the methodological choices covered in our research.

### Methodological aspects

The nature of our research<sup>6</sup> is characterized as exploratory-descriptive (MARCONI; LAKATOS, 2013), considering that we perform a qualitative and quantitative description of the disciplinary culture of the Nutrition area with respect to the production of the original academic article genre. In this study, we seek to describe the socio-rhetorical configuration of the most recurrent informational units that characterize the section of Conclusion of this genre.

For this, our research and the other studies in the domains of the DILETA Research Group, in accordance with the contextual-based methodological approach suggested by Askehave and Swales (2009), have been constructing a methodological path that has made possible the analysis of academic genres as of description of various disciplinary cultures. Thus, for a better understanding of this proposal of description, let us see the model of analysis that guides this research:

Table 3 – Analytical model for the socio-theoretical analysis of academic genres from disciplinary cultures



Source: Prepared by the authors.

practical applications [and implementations]” (SWALES; FEAK, 2000, p. 219).

<sup>6</sup> Our study is linked to the major project Discursive practices in academic disciplinary communities, which is registered in the Committee of Ethics in Research – CEP of the UECE – State University of Ceará, register nº 0671978/2014.

According to table 3, the first stage for the socio-rhetorical analysis of academic genres consists of the identification and understanding of a certain disciplinary culture (item 1 of table 3). As a criterion of delimitation of a disciplinary culture, we use the matrix of areas of knowledge proposed by CAPES, which divides the areas by affinity criteria. Having established this orientation, we chose the area of Nutrition as the locus of our analysis.

In order to understand the set of values and beliefs that guide the area under study (item 1.1 of table 3), we initially appeal to a historical context of the area of Nutrition in Brazil, through research in books, articles, booklets, site data of associations, councils and federations of the area under study, which helped us to understand the demands that the area has undergone during its historical journey. In this first meeting with the belief framework of the disciplinary culture of the Nutrition area, we also have studies aimed at describing the professional profile of the area, giving us an allusion to their horizons and their professional perspectives.

In a second moment, we look at the official documents that regulate the area as a Postgraduate Program, showing us the goals set for the development of these programs, as well as the creation of new courses in unassisted regions. These reports also pointed to issues related to the social impact of the area, as well as its insertion in science.

For the description of the processes of production and circulation of the genres (items 1.2 / 1.3 of table 3), we used the guidelines of the journals to the authors of the manuscripts, as well as the International Committee of Medical Journal Editors (ICMJE), known as the Vancouver model. Through the recommendations of these higher levels of the academy, we become aware of the mechanisms that guide the submission of articles, such as manuscript originality (when it comes to data analysis article), peer review, indication of contribution of authors, among others.

The instructions of the journals and the ICMJE also enabled us to understand the communicative purposes that permeate the genres in the disciplinary culture of the Nutrition area, since they provide information on how the authors should proceed in each of the sections that make up the academic article. It is important to emphasize that the periodicals presented detailed guidelines for the construction of the sections that make up the genre.



After this initial incursion into the disciplinary culture of the Nutrition area, we performed a preliminary analysis of the academic article (item 2 of table 3), revealing specific characteristics of this area, such as: strong tendency towards group authorship, frequent use of visual resources in their works, concise manuscripts, absence of a literature review section, and other points that enabled us to construct the script of the questionnaires and the interviews to be adopted with the experienced members of the area.

Considering that the study of diverse documents would not be enough way to reveal a fruitful dialogue with the data found in the exemplary of the genre, we revisited the disciplinary culture of the Nutrition area through the expertise of 7 (seven) experienced<sup>7</sup> members on related issues to academic production (item 3 of table 3). The data collection of the collaborators was done through semi-structured interviews (FRASER; GONDIM, 2014) and through questionnaires, following a script about the production of academic genres, and especially about the original article. The interviews were carried out in the face-to-face modality with the professors-researchers of a Postgraduate Program of the State of Ceará, while the questionnaires were applied via e-mail to those employees linked to a State Postgraduate Program from Sao Paulo.

After finishing the description of the disciplinary culture of the area, we began the socio-rhetorical analysis proper (item 4 of table 3). To that end, we had thirty (30) copies of the original academic article of the Nutrition area<sup>8</sup>, published between 2008 and 2013. These copies were also distributed in three (3) periodicals of the Health Sciences area in a broad way<sup>9</sup> and in three (3) specific magazines of the area of Nutrition<sup>10</sup>.

In our analysis, we are based on the rhetorical description of Nwogu (1997) and Costa's socio-rhetorical (1999) for the experimental article in Medicine area, considering that we did not have any proposal

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<sup>7</sup> Professor-researchers who have strong adherence to the area involved, as well as a dense and continuous flow of publications. All the employees involved signed a Free and Informed Consent Term, assuring us the legal use of the information obtained in the interviews and the questionnaires. These employees received a designation ranging from C1 to C7.

<sup>8</sup> The copies of the genre were tagged in AAON (Original Academic Article of the Nutrition area).

<sup>9</sup> *Reports in Public Health, Scientia Medica* and the *Journal Epidemiology and Health Services*.

<sup>10</sup> *Brazilian Journal of Nutrition, Nutrire* and the *Brazilian Journal of Food and Nutrition*.

for the said genre in Nutrition area. It is important to emphasize that in our analysis, we did not perform a merely rhetorical description of the exemplary of the genre; on the contrary, we promoted a frequent dialogue between the data of the disciplinary culture and the data present in the texts, thus constructing what Swales (1990) understood as the underlying reason for the genre. Carrying out a socio-rhetorical description means explaining the prototypical rhetorical configuration of the genre in the light of the beliefs, values, and purposes of the social group that uses genre. Through the discussion of these data, we could better understand how the Conclusion section and its informational units (movements and steps) were constructed in the articles analysed. To finish the textual analysis, we also catalogue the most representative lexical-grammatical items of each informational unit present in the rhetorical unit of Conclusion.

After the methodological design of our study, we turn to the results and the discussion of the data found.

## Results and discussions

In this rhetorical unit, we present, initially, the description of the disciplinary culture of the Nutrition area, indicating professional profile data, CAPES reports, periodical guidelines and considerations of experienced members of the area. Next, we outline the socio-rhetorical configuration of the Conclusion section in original articles from the Nutrition area, dialoguing with the disciplinary culture data.

### *Description of the disciplinary culture of the Nutrition area*

According to the National Curricular Guidelines of the Nutrition Undergraduate Course (2001), the Nutrition professional should be able to carry out activities in several areas of knowledge in which food and nutrition are promoters of health and the welfare physical-social.

In this perspective, Motta, Oliveira and Boog (2003) indicate that the professional in Nutrition must think the human being as a biological and social being, relating it to its socioeconomic context. And for this to happen, it becomes more and more recurrent that the nutritionist develops skills that integrate the most varied professional groups in Health, such as the Family Health Program (PSF).

About graduate programs, the regulatory and development agencies have tried to correct distortions by stimulating the creation

of new programs in unattended regions, as well as by strengthening existing ones. It is important to point out that the Nutrition area, as a Postgraduate Program, is relatively new, considering that it was linked until 2011 to Medicine II (CAPES, 2013).

In relation to the production process of the academic genres, we took as a database the guidelines of the corpus periodicals analysed about the production of original academic articles in Nutrition area, especially the Conclusion section.

According to the *Brazilian Journal of Nutrition*, in the Conclusion section, the author must present important considerations that consider the research objectives. These guidelines interact with the data of *Nutrire* journal when suggesting that this section should show the research objectives that were accomplished. In addition, the *Brazilian Journal of Food and Nutrition* considers that in this rhetorical unit, the author must answer the research questions, so that the conclusions are relevant and congruent with the established objectives.

The *Brazilian Journal of Nutrition* also indicates that a perspective of continuity of study should be presented. In this section, according to the indications of the *Brazilian Journal of Food and Nutrition*, the use of bibliographical citations, nor any suggestions and additional considerations, is not relevant.

Although the journals in the area of Health Sciences broadly (*Scientia Médica*, *Reports in Public Health* and *Journal Epidemiology and Public Health*) do not present, for the most part, a section highlighted for the conclusions, they point out that, in the Discussion section, – as the *Journal Epidemiology and Public Health* points out, at least one paragraph with the conclusions and applications of the results. The ICMJE<sup>11</sup> (2014) indicates that in the conclusions, statements that are not supported by the results of the research should be avoided.

For the construction of the characteristic look of the area, we also count on the collaboration of experienced members of two Post-Graduation Programs in Nutrition in Brazil. Through interviews and questionnaires, we seek a reflection about the academic genres, emphasizing the academic article to perceive the vision that the researchers of the area have about the socio-rhetorical configuration of the genre in question.

<sup>11</sup> International Committee of Medical Journal Editors.

Regarding the Conclusion or Final Considerations section, investigated researchers showed that this informational unit is characterized by the synthesis of the research, space where the author evidences what was proposed in consonance with his findings. Both the question of whether or not this rhetorical unit is prominent, as well as the terminology, Conclusion or Final Considerations, depends on the guidelines of the journal. However, the interviewees consider important the presence of information related to the research findings, as they present an outcome of the research objectives, showing whether they were achieved or not.

Although it does not come in a separate section, the conclusions should be marked, as one of the experienced members exemplifies: “considering from what has been seen [or] described,” usually in a separate paragraph (C3). In turn, for another collaborator, the Conclusion section is essential in quantitative research (C1).

According to collaborator 3, journals, especially international journals, indicate that, in the Conclusion section, the author should present the limitations of the study. In this sense, collaborator 7 points out that, in this section, one can show the practical usefulness of the research as well as point out “new directions” and “issues that must be addressed” (C7).

While the Discussion is concerned with the validation of its findings against the current literature, the Conclusion focuses primarily on the outcome of the study, giving an answer to its research objective, and for that, it can resume its main results and discussions. After these considerations on the Nutrition area, let us turn to the socio-rhetorical description of the conclusion section in original academic articles of the study area.

#### *Socio-rhetorical description of the rhetorical unit of conclusion*

The rhetorical unit of Conclusion was recurrent in half of the articles analysed, predominantly in those copies whose journals are more directed to the area of Nutrition. Although the other half does not present a specific section for Conclusion, journals that turn to the area of Health broadly guide that in the Discussion section, the author should reserve space for the conclusions of the work. Thus, the conclusions of Motta-Roth and Hedges (2010) are confirmed that the researches conclusion can be made up of an independent unit or part of the discussions.

Among journals in Health area broadly, only the journal *Reports in Public Health* presented a single occurrence of the rhetorical unit of Conclusion in the analysed copies. This fact is justified, according to Pereira (2014), because, in the past, the conclusions presented as an independent section, whereas today this characteristic is little evidenced, considering that these considerations should appear in the Discussion.

According to the analysed copies, we perceive that the said rhetorical unit had as rhetorical function to show the main contributions that the research brought to the knowledge in the area. To do this, some authors used the indication of limitations of the study, but also showed the need for further research. According to collaborator 2, the Conclusion concludes the results, establishing a response to the objectives of the research, while the collaborator 4 suggests that said section represents a synthesis of the research. The *Brazilian Journal of Nutrition*, for example, emphatically guides that, in this section, bibliographical citations will not be accepted.

From these considerations, let us see, then, how the said rhetorical unit was presented in original articles of the Nutrition area.

Table 4 - 2 Frequency of information units in Conclusion of original articles of the disciplinary culture of the Nutrition area

INFORMATION UNITS DESCRIBED BY COSTA (2015) Move 1 - Presenting general interpretations of research findings 93.33% Move 2 - Indicating practical research implications 60% ----- ----- (I.e. INFORMATION UNIT DESCRIBED BY NWOGU (1997) Move 3 - Stating Research Findings Step 2 - Promoting further research 26.66%
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Source: Elaborated by the authors based on the movements and steps proposed by Costa (2015, p.205) and Nwogu (1997, p.135)

According to Table 4, the Conclusion rhetorical unit was quite synthetic, considering that it is the outcome of the research. For three journals of the six investigated, this unit should represent only one paragraph of the Discussion. On the other hand, those who present the Conclusion unit, prominently, did not exceed the limit of a page.

The first movement, *Presenting general interpretations of the research findings*, presented a high frequency, denoting a prototypical pattern of the area. The second movement, *Indicating practical implications of research*, was very expressive. Already the step 2, *Promoting further investigation*, of the movement 3, *Stating conclusions of research*, presented a low frequency in the conclusions.

According to the frequency of movements in the Conclusion unit, we have shown a rhetorical pattern like that of Costa (2015) for the area of Medicine. Thus, let's see our socio-rhetorical proposal for the unit of Conclusion of original articles of the disciplinary culture of the Nutrition area.

Table 5 – Socio-rhetorical description of the unit of Conclusion of original articles of the disciplinary culture of the Nutrition area

Move 1 – Presenting general interpretations of research findings

Move 2 – Indicating practical research implications

Source: Prepared by the authors based on the model proposed by Costa (2015)

According to table 5, the Conclusion rhetorical unit was constructed through two movements, attesting to the model proposed by Costa (2015). The first movement, *Presenting general interpretations of the research findings*, was characterized by interpretations about the more general results of the study, answering the research questions (examples from 01 to 03), according to orient the Nutrire journal on importance to resume the objectives of the study. In turn, the collaborator 6 considers it pertinent to relate the results to the objectives of the research, presenting “what is most important to draw from the study.”

- (1) The results of this study **evidence** that the survivors of LLA had an important frequency of overweight, abdominal obesity and high total cholesterol, factors considered to be at risk for the development of chronic noncommunicable diseases. The time spent in sedentary activities was not statistically associated with overweight. However, this result should be evaluated with caution, due to the methodological limitations of the present study. (AAON01)
- (2) In the light of the present study, no differences **were found** in the quality of the pre-schoolers diet in terms of (In) Food and Nutrition Security, according to the EBIA. All pre-schoolers presented an inadequate diet. (AAON11)
- (3) Based on the results of the exploratory questionnaires, it **was possible to verify** the existence of consumers of raw milk in the town of Araraquara, SP, at an estimated rate of 15.3%, being the highest consumption among men. Most interviewees said they knew the risks that this type of product can bring to health, pointing to “taste” as the main reason for consumption. (AAON18)

About the lexical-grammatical items that characterize this movement, we have evidenced the recurrence of verbs indicative of observation / evaluation of the results, agreeing with Pereira's considerations (2014) that the conclusion must be based on a consistent interpretation of the results that is strongly linked to the objectives set for the study.

The second movement, *Indicating practical implications of research*, was constructed through expressions that indicate the contributions that the study can bring to the area (examples from 04 to 06), as pointed out by the collaborator 7 that in this section, as needed to show the practical utility that the research can promote. This movement confirms the findings of Nwogu (1997) and Costa (2015) that such an informational unit is carried out through lexemes that indicate rhetorical action, such as “the practical implications ...”.

- (4) Thus, **policies can be designed** to clarify the chemical composition of the different types of meat, allowing for healthier choices, besides the elaboration of strategies that stimulate the population's knowledge about the foods consumed. In addition, our findings reinforce the need for the **implementation of nutrition education programs** in both the media and the school environment and can also be used as baseline study to assess the temporal trend of consumption of these foods. (AAON04)
- (5) The recipe generated in this research can also be used as teaching material to be delivered to the families of the patients, **with the purpose of encouraging the preparation** of the recipes at home and, thus, improving adherence to treatment. (AAON12)
- (6) **Facilitating access to health services**, with early detection of gestation and immediate onset of prenatal care, within the first gestational trimester, is a goal to be pursued by managers and health professionals to obtain better neonatal and puerperal results. (AAEO20)

According to the examples from 04 to 06, the authors show possible practical contributions that the results achieved in their studies can promote, but also point out that the adopted positions can undergo changes of paradigms based on the data obtained.

Before we conclude this rhetorical unity, it is important to show that the informational unit, *Promoting further investigation*, also occurred. This informational unit was characterized by the need for new studies (examples from 07 to 09), confirming the guidelines of the *Brazilian Journal of Nutrition* that, in this section, the authors of the manuscript can point to ways of continuity of the study; as well as to present new directions and themes to be investigated later, as pointed out by the collaborator 7.

- (7) [...] and indicating, at the outset, **the need for further research** in this area in other realities, especially about the adequacy of the number of nutritionists and lunch box for student (AAEN03)
- (8) The difficulty in elaborating foods with nutritional and sensorial quality should be met with **new research** aimed at providing more food options to this group of patients, besides being performed more specific sensory tests, directly with patients with PKU. (AAEN12)
- (9) **Further research** is required to validate the suggested questionnaire. (AAON22)

According to the analysed copies, we suggest that, in Nutrition area, the rhetorical unit of Conclusion is configured as a prototypical section of original academic articles, considering that there was a greater occurrence of this section in specimens of the genre published in more specific periodicals of the area of Nutrition. To conclude this socio-rhetorical description, we list, in a table, the lexical-grammatical items that were present in the movements that compose the Conclusion section in original academic articles in Nutrition area.

#### *Presentation of lexical-grammatical items of the rhetorical unit of Conclusion*

Let us now look at the most representative lexical-grammatical items of the informational units in the Conclusion section.



Table 06 - Lexical-grammatical items of the rhetorical unit of Conclusion

Move 1 - <b>Presenting general interpretations of research findings</b>	
Item type	Examples
Verbs indicative of observation / data evaluation	Present, presented, confirmed, found, evidenced, favoured, it was possible to verify, were found, showed, it was verified, sought to characterize.
Move 2 - <b>Indicating practical research implications</b>	
Denotative expression of the rhetorical function	To encourage; the relevance of the data presented here is highlighted; facilitating access to health services; there is a possibility of changes in eating habits; policies can be thought of for the purpose; implementation of programs; suggests need for attention.

Source: Prepared by the authors.

After describing and analysing the rhetorical unity of Conclusion in the light of disciplinary culture, let us turn to the final considerations.

## Conclusion

Through the dialogue with the literature, with the guidelines of the journals and with the considerations of the experienced members of the Nutrition area, we show that the rhetorical unit of Conclusion in original academic articles is quite synthetic, not exceeding the limit of a page.

Considering that this is the outcome of the research, this rhetorical unit is characterized mainly by establishing a link with the research objectives. In this sense, said section has as main rhetorical function to present the main contributions that the research can bring to the knowledge in the area. We suggest, therefore, that this rhetorical unit is shown to be prototypical in Nutrition area, considering its recurrence in the more specific periodicals of the area, when compared to the periodicals of the Health area in a broad way.

The results achieved here may contribute to the academic article being understood according to the set of values and beliefs of the disciplinary culture of which the genre is a part. These results go against a homogenizing view of academic writing that we find, for example, in the Manuals of Scientific Methodology.

We also believe that the results achieved in this study will provide subsidies to the disciplinary culture of Nutrition about academic

literacy, considering the descriptive design of the area and the use that its members make of the academic article genre. It is interesting to note that, according to Bezerra (2012), large part of beginner members find it difficult to understand how the genres of the academic environment are built in their subject area, making it necessary to produce didactic-pedagogical support for teachers students in the various specific areas.

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