

**RHETORICAL VARIATIONS IN RESEARCH ARTICLE  
ABSTRACTS AND INTRODUCTIONS IN LINGUISTICS  
AND APPLIED LINGUISTICS**



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the Degree of Doctor of Philosophy in English Language Studies**

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ความแตกต่างเชิงวาทศิลป์ในบทคัดย่อและบทนำของบทความวิจัย  
ในภาษาศาสตร์และภาษาศาสตร์ประยุกต์



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AND APPLIED LINGUISTICS**

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

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ลายมือชื่อนักศึกษา \_\_\_\_\_  
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GENRE ANALYSIS/ DISCIPLINARY VARIATIONS/ RESEARCH ARTICLES/  
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The present study aims 1) to examine the rhetorical organization of research article abstracts and the degree of variability between the two related disciplines; 2) to examine the rhetorical organization of research article introductions and the degree of variability between the two related disciplines; 3) to investigate the relationship between the two genres in the two related disciplines. A corpus of 200 research articles was compiled randomly from six journals in the field of linguistics and in the field of applied linguistics. Hyland's (2000) model of five rhetorical moves (Introduction-Purpose-Method-Product-Conclusion) and Swales' (2004) CARS model were chosen as the analytical framework for the rhetorical structure in abstracts and introductions, respectively. Findings indicated that there were three conventional moves in abstracts in linguistics, while there were four conventional moves in abstracts in applied linguistics. The most preferred move sequences of introductions in linguistics were 1-3, 1-2-3, and 1-3-2 (1 refers to Move 1: Establishing a territory; 2 refers to Move 2: Establishing a niche; 3 refers to Move 3: Presenting the present work). In applied linguistics, the most preferred move sequences were 1-2-3, 1-3, and 1-3-2. Move 1 and Move 3 were frequent and conventional in introductions in the two

disciplines. Move 2 was optional in the field of linguistics, but it was conventional in the field of applied linguistics. The analysis of the overlap points between abstracts and introductions revealed that the three high frequency overlap points in both disciplines were Purpose Move and Move 3 Step 1, Method Move and Move 3 Step 4, and Introduction Move and Move 1. For linguistic features, the findings revealed that the linguistic features used in the overlap points were similar in both fields. The findings have significant pedagogical implications for academic writing for novice writers in the two disciplines.



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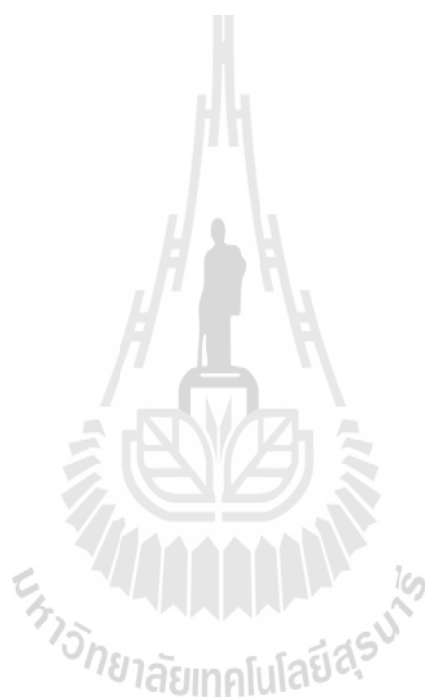
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# **CHAPTER 1**

## **INTRODUCTION**

The present study explored the rhetorical variations and the relationship within two related genres from two related disciplines. The two related genres were research article abstracts and introductions. The two related disciplines were linguistics and applied linguistics. This chapter provided background of the study, statement of the problem, research objectives and research questions, and significance of the study. The last section listed abbreviations and definition of terms used in the present study.

### **1.1 Background of the Study**

Research article is the dominant form of professional paper whose communicative purpose is mainly to share new findings with other members of the authors' discourse community. Writing a paper that is acceptable for publication in a scholarly journal is a challenge to novice writers, especially for non-native speakers. They have to follow a particular pattern of organization accepted by members of that professional community. Understanding the pattern of organization of research articles in such a profession is essential. For the textual overview of the research article, Bruce (1983) suggested that the predominant Introduction-Method-Results-Discussion format follows the logical cycle of an inductive inquiry.

Research article abstracts and introductions are at the beginning of an article. They are the first parts of an article to be read by readers. Salager-Meyer (1992) stated

that nobody in today's medical world can read every interesting journal from cover or expects to read thoroughly every relevant article. Journals are scanned for articles, which these are usually skimmed. The only part of the article which is read more receptively is the abstract. In order to produce effective abstracts and introductions, novice writers have to master the textual organization and other key linguistic features that constitute a successful abstract. Kanoksilapatham (2009) asserted that to survive, thrive, and prosper in their respective academic disciplines, scientists need to be able to write their English abstracts in a manner that is acceptable and conforming to the expectations of the target journal. According to Rubio (2011), that introductions are challenging for both native and non-native writers as it is in this section that they project themselves for the first time that they prepare the ground for the research to come by referring to previous research and emphasizing possible existing gaps in the literature. However, one problem that puts non-native writers of English at a disadvantage as compared to their native speaking peers is the appropriate structure of the introduction and literature review section of the research article (Flowerdew, 2001).

Introductions have received special attention particularly following the introduction of Swales' (1990) pioneering CARS model. According to the CARS (Creating-a-research-space) model, research article introductions contain three obligatory moves: establishing a territory; establishing a niche; and occupying the niche. Each of these moves is realized by a number of obligatory and optional steps. The model can account for the structural organization of research article introductions irrespective of disciplines. However, some studies (Samraj, 2002a; Ozturk, 2007) reveal the disciplinary variations in the structure of research article introductions. Most recently, variations in such structures have been identified in three sub-

disciplines of engineering namely civil engineering, software engineering, and biomedical engineering, Kanoksilapatham (2012). The growing interest in disciplinary differences in academic writing also leads to the research on the variations in research article introductions across disciplines.

## **1.2 Statement of Problem**

Teaching novice writers to write a research article abstract and introduction is by no means an easy task. To quote Stotesbury (2003), it was not useful to teach students the rhetorical structure of abstracts as suggested by the general abstracting guidelines because each discipline follows its own convention of abstract writing. In the same token, the novice writers should be aware that Swales' (1990) CARS model has limitations because it cannot be applied as a model with all disciplines due to disciplinary variations. To make the matter worse, many teachers of technical writing come from backgrounds unrelated to the target background (Anthony, 1999). Moreover, Samraj (2002a) suggested that the teaching of rhetorical organization of genres that may not be accurate for the disciplinary communities the students belong to is dangerous. Teachers must be aware of the possible variations in text structure across disciplinary boundaries.

Disciplinary variation results from the interaction of three factors: from users inside the discipline manipulating conventions, from peripheral members seeking to assert new practices, and from macro-level developments within the discipline and wider culture (Hyland, 2000). According to Flowerdew (2002), genres represent the important form of variations in academic discourses and may vary according to the disciplines. Bhatia (2002) supported investigating overlap and variations in academic

discourse in particular contexts. He stated that “genre-based view of discourse can satisfactorily explore the ‘textual’ as well as the ‘social’ space, within which most discourses operate, whether one is interested in disciplinary variation or generic overlap or ‘hybridity’ across a range of genres” (p. 30). In academic discourse, genres and disciplines interact in a dynamic and interesting manner which means genres and systems of genres that are typically associated with certain disciplines and genres typically overlap across a range of disciplines. Besides, Ozturk (2007) asserted that studies investigating interdisciplinary variation might be profitably conducted.

There have been studies of disciplinary variation in research article abstracts in different disciplines. Santos (1996) studied research article abstracts in the field of applied linguistics. Hyland (2000) investigated research article abstracts from eight disciplines. Stotesbury (2003) looked at evaluation in research article abstracts in the narrative and hard sciences. Lores (2004) explored research article abstracts from four linguistics journals. Some researchers have also studied disciplinary variation in research article abstracts by comparing related disciplines. For example, Samraj (2002b) examined disciplinary variation in abstracts in Wildlife Behaviour and Conservation Biology, and Pho (2008) compared abstracts in the fields of applied linguistics and educational technology. Disciplinary variation in research article introductions in related disciplines has also been studied. For instance, Samraj (2002a) analyzed research article introductions as well as abstracts in Wildlife Behavior and Conservation Biology, and Ozturk (2007) investigated research article introductions in two subdisciplines of applied linguistics: second language acquisition and second language writing. However, these studies focused on disciplinary variation within a single genre.

Connor and Mauranen (1999) stated that “groups of related genres and subgenres have not been systematically investigated” (p. 60); they also expressed the hope that generic interrelation studies will provide greater illumination within genre studies. According to Samraj (2005), disciplinary variation in academic writing was not just manifested in generic structure but also in the relationship among genres. She contended that although disciplinary variation in academic writing has been explored for the most part by comparing a particular genre, such as the research article across different disciplines, genre theorists have not systematically studied relationships among related genres and that most studies focus on a single genre, and very little research compares the structure of related genres. To the researcher, the benefit of studying related genres was “to understand academic writing across disciplines, we need to not just consider how a particular genre varies across disciplines but we also need to investigate how two or more genres are related to each other in different disciplines” (p. 142). To date, only a few studies have explored two genres in related fields in one study. Samraj (2005) studied the relationship between research article abstracts and introductions in Conservation Biology and Wildlife Behavior, and Pho (2009) explored linguistic realizations of rhetorical structure of research article abstracts and introductions in applied linguistics and educational technology.

Research article abstracts and introductions in the field of applied linguistics have been investigated widely, but no study has investigated the relationship between research article abstracts and introductions in the related fields of linguistics and applied linguistics in a single study. To shed more light on disciplinary variation, the present study investigates the rhetorical variations of research article abstracts and introductions and the relationship between the two genres in the field of linguistics and applied linguistics.

### 1.3 Purposes of the Study

The present study aims to examine the rhetorical organization of abstracts and introductions in research articles in the fields of linguistics and applied linguistics to compare the similarities and differences between the two disciplines. It also intends to investigate the relationship between the research article abstracts and introductions in terms of rhetorical devices. Three main objectives are listed as follows.

1. To examine the rhetorical organization of research article abstracts and the degree of variability between the two related disciplines.
2. To examine the rhetorical organization of research article introductions and the degree of variability between the two related disciplines.
3. To investigate the relationship between the two genres in the two related disciplines.

Based on the above objectives, the following research questions are proposed:

1. How are the move structures of the research article abstracts different or similar in linguistics and applied linguistics?
2. How are the move structures of the research article introductions different or similar in linguistics and applied linguistics?
3. What are the moves and steps that the research article abstracts and introductions share and do not share in the two disciplines?



## 1.4 Significance of the Study

If the three main questions are answered, the findings can have clear pedagogical implications for non-native speakers in the field of linguistics and applied linguistics. The findings will also shed more light on disciplinary variations in related disciplines. It is widely known that there are variations both between and within different disciplines and related disciplines in terms of rhetorical organization. Many researchers have tried to identify the rhetorical organization of research article abstracts in different and related disciplines by applying the genre analysis approach. (Salager-Meyer, 1992; Santos, 1996; Samraj, 2005; Pho, 2008; Kanoksilapatham, 2009), and many researchers have studied the rhetorical organization of research article introductions in different and related disciplines (Nwugo, 1997; Anthony, 1999; Posteguillo, 1999; Samraj 2002a, Ozturk, 2007). Thus, the findings of the present study will have some pedagogical implications for novice writers and teachers in the fields of linguistics and applied linguistics to write research article abstracts and introductions to be accepted by their disciplinary communities.

## 1.5 Abbreviations and Definitions of Terms

### Abbreviations

**RA:** Research Article

**CARS:** Create a Research Space

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**ESP:** English for Specific Purpose

**EAP:** English for Academic Purpose

**SFL:** Systemic Functional Linguistics

**IMRD:** The predominant logical cycle of Introduction-Method-Results-Discussion format suggested by Bruce (1983)

**B-P-M-R-C:** Background, Purpose, Methodology, Results and Conclusions

**P-M-R-C:** Purpose, Methods, Results and Conclusions

**I-P-M-Pr-C:** Introduction, Purpose, Methods, Product, and Conclusion

### **Definitions of Terms**

#### **1. Move**

In genre analysis, a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse. It has sometimes been aligned with a grammatical unit such as a sentence, utterance, or paragraph, and is better seen as flexible in terms of its linguistic realization. At one extreme, it can be realized by a clause; at the other by several sentences. It is a functional, not a formal unit (Swales, 2004).

#### **2. Step**

A subunit of a move that contributes to the move's communicative function.

#### **3. Linguistics**

Linguistics is an academic discipline in which language is its subject matter. As a science, linguistics is concerned with developing theories that account for and explain the phenomena of language use.

#### **4. Applied linguistics**

Applied linguistics was driven first by real-world problems rather than theoretical explorations. Applied linguistics is defined as a practice-driven discipline that addresses language-based problems in real world contexts.

#### **5. Disciplinary variation**

The differences in academic discourse are the way writers represent themselves, how they seek knowledge and to maintain the authority of their discipline, and the process to be accepted in their particular community. The result of the differences reflects in rhetorical conventions of each text.

#### **6. Genre**

Genre refers to a particular type of a written discourse made distinctive by its purpose and the discourse community for which it is intended. Examples of genres are; abstracts, grant proposals, laboratory reports, poems, letters, editorials and novels.

#### **7. Rhetorical structure**

A typical rhetorical convention or structural pattern consists of a series of moves and a method of segmenting text into subunits. Each move performs a communicative function, contributing to the global function of a whole text. Each move in turn, typically consists of a number of subunits called steps that help contribute to the function of the move. Moves found in a text are usually structured, forming a typical sequence or structural pattern.

## **8. Linguistic features**

Linguistic features are forms and structures used by a writer to achieve a particular communicative and rhetorical purpose.

## **9. Move analysis**

Move analysis is a study of how language made by the writer forms a meaningful unit by identifying its forms and functions in the discourse.

## **10. Research article**

A research article is a published article that aims to report a study conducted by the writer(s) and to disseminate the knowledge gained from the study.

## **11. Research article abstract**

An abstract is a summary of the entire paper. It should be specific about the main findings and not vague. It will also specify what were the aims and goals of the study. An abstract guides other researchers into whether the full paper is worth a more detailed study.

## **12. Research article introduction**

A research article introduction is an introductory section of a research article. It takes the form of an extended preface in which the nature of the study to be undertaken is explained. Apart from an abstract, a research article introduction is the beginning of an article and is typically followed by method, result, discussion and conclusion sections.

### **13. Cyclicity**

The appearance of a move could appear several times which displays great recursion or cycles of a move. Swales (1990) also accepted the possibility of cycling between different moves in the CARS model.

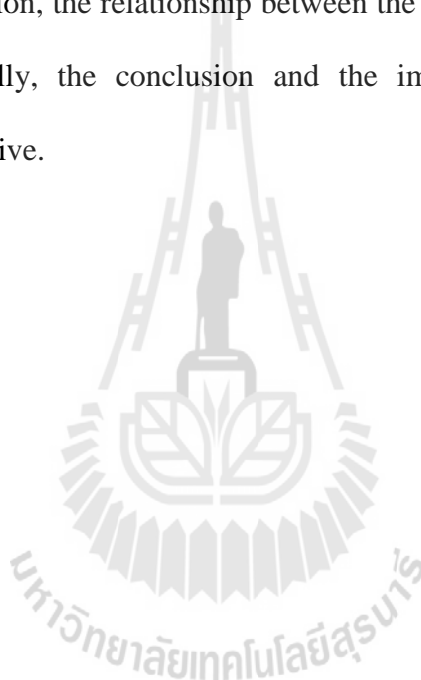
### **14. Move embedding**

The blending of one or more moves into the same statement

## **1.6 Summary**

This chapter provided the current problem of writing research article abstracts and introductions confronted by novice writers. Research article abstracts and introductions are the first two parts which are read by the readers. The abstracts are the point to make decision to continue to read the rest of the research article. Research article introductions are one problem for non-native writers of English. Therefore, it is important to novice writers to master the rhetorical structure and the linguistic features of research article abstracts and introductions. There are general guidelines to teach rhetorical structure of research article. Unfortunately, some researchers have found disciplinary variation in rhetorical structure of research articles and it has affected to the linguistics features used by the former writers accommodated in particular academic communities. However, genre analysis was applied to study the rhetorical structure and the linguistic features in research article abstracts and introductions with the goal of helping non-native writers to write the acceptable research article abstracts and introductions. The previous studies about related genres and related disciplines were limited. Therefore, the present study may shed more light on the disciplinary variation and the relationship between the research article abstracts

and introductions in the fields of linguistics and applied linguistics. The review of literature and previous studies about research article abstracts and introductions were presented in the next chapter. The research methodology, the construction of the corpus, the framework of analysis, the reliability of the analysis and the pilot study were provided in Chapter three. Chapter four provided the results of the rhetorical structure and the linguistic features used in research article abstracts and introductions. In addition, the relationship between the two genres was also presented in this chapter. Finally, the conclusion and the implication of the study were illustrated in Chapter five.



## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter introduced important concepts in the present study such as genre, genre analysis, disciplinary discourse and disciplinary variation. The disciplinary foundations of linguistics and applied linguistics were also illustrated. The subsequent sections were involved with previous studies regarding rhetorical structure and linguistic features of research article abstracts and introductions, including the relationship between the research article abstracts and introductions.

#### **2.1 Definitions of Genre**

The main focuses of the present study are the genres of abstracts and introductions as they appear in professional research articles. The definitions and features of genre in this context are necessary because genre is used in a general sense. The definitions of genre in the context are discussed in the following part.

Swales (1990) defined genre as follows:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale

shapes the schematic structure of the discourse and influences and constrains choice of content and style (p. 58).

Each discourse community has a threshold level of members with a suitable degree of relevant content and discursual expertise. Genres, then, “are the properties of the discourse communities; that is to say genres belong to discourse communities, not to individuals” (Swales 1990, p. 9).

Bhatia (1993) provided more elaborate aspects of genre. First, genre is a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by members of the professional or academic community in which it regularly occurs. Second, it is most often a highly structured and conventionalized communicative event. Third, various genres display constraints on allowable contributions in terms of their intent, positioning, form, and functional value. Fourth, these constraints are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognized purpose(s).

Swales (2004) referred to Bazerman (1997) providing another characteristic of genre that is the one of the most straightforward and powerful.

Genres are not just forms. Genres are forms of life, ways of being. They are frames for social action. They are environments for learning. They are locations within which meaning is constructed. Genres shape the thoughts we form and the communications by which we interact. Genres are the familiar places we go to create intelligible communicative action with each other and the guideposts we use to explore the familiar (Bazerman, 1997, p. 19).



According to the definitions and characterizations of genre, we can see that the general sense views genres as a class of communicative events. Research article abstracts and introductions are clearly genres definitely governed and affected by these characterizations mentioned above. Definitions and characterizations of genre inform us what 'genres' are, and the constellations of genres tell us 'where' genres are and ways to look at them from other perspectives.

## **2.2 The Constellations of Genres**

According to Swales (2004), one important issues about research genres are the relationships and links among the various genres. He explained the constellations of genres by using several concepts: genre hierarchy, genre chains, genre sets and genre networks.

Firstly, genres have hierarchies which mean that all research genres do not have equal value in the eyes of their disciplinary practitioners. Swales' informants confirm that articles in top-ranked research journals are the number one genre. The reputation of academic publishers is also an indicator of relative hierarchy, so genres have their perceived quality differences and rankings. Secondly, one genre can be seen as a necessary antecedent for another. These successions of genres can be conceived as chains. Swales (2004) stated that "the existence of a genre chain can be helpful for individuals because it can allow them to plan ahead, particularly by anticipating audience reactions to preliminary versions of upcoming links in the chain" (p. 20). Thirdly, genre set is also a useful concept. A steadily expanding is a characteristic of genre set, for example, speech genres (class participation, conference presentation) and written genres (texts of conference presentations, research articles,

and dissertation). Lastly, genre network brings in the notion of intertextuality. It means that a new genre may transform the nature of an earlier one or several by inversion, by displacement, and by combination. For example, presentations can lead to research articles and research articles can lead to presentations. Articles, presentations, and essays can be reworked to form the material for a book. This permutation can be described as forms of recontextualization, the extrication of some parts from a text or discourse then fit the parts into another context.

The notion of a constellation of genres enriches the understanding in genres, especially the research genres that exist within the set of written genre. In addition, Hyland (2000) and Flowerdew (2002) gave the first priority to research article because of its role in academic community.

### **2.3 The Overview of Genre Analysis**

Bhatia (1993) described genre analysis as having evolved from discourse analysis and has become a focus in applied linguists. Discourse analysis develops through four stages: register analysis, grammatical-rhetorical analysis, interactional analysis, and genre analysis. Genre analysis is a descriptive and explanatory method, so it is more useful than a purely linguistic analysis. For Hyon (1996), genre theorists and practitioners are separated into three camps: the Sydney School based on the Systemic Functional Linguistics (SFL) developed by Halliday (1978); the English for Specific Purposes (ESP) camp; and the New Rhetoric (NR) group of the North American school.

Hyland (2002) pointed out that genre analysis has become one of the most significant influences on teaching specialist varieties of English to non-native

speakers. It offers pedagogically useful information to guide students to control the organization and style of texts. This approach involves exposing students to a variety of texts within the relevant target genre and providing them with an understanding of how the contexts and purposes of these texts are related to their structures and lexico-grammar. Similarly, Kanoksilapatham (2009) addressed a discourse analysis approach of genre analysis as an effective tool to provide insights onto how texts are constructed. It is known as that a genre is usually highly structured and conventionalized. The goal of genre analysis is to identify the rhetorical organization of texts belonging to a given genre.

#### **2.4 The Methods of Genre Analysis**

According to Paltridge (2007), the attention to the notion of genre in the area of English language teaching has increased in recent years. There are three main approaches in analysis of genres, the teaching of English for specific purposes (ESP), the teaching of English in Australia, and the teaching of composition studies in North America. Flowerdew (cited in Johns, 2006) divided the three approaches into linguistic and non-linguistic camps. ESP and Australian school belong to the linguistic camps because they apply theories of functional grammar and discourse, concentrating on the lexico-grammatical and rhetorical realization of communicative purposes embodied in a genre, while the New Rhetoric group belongs to the non-linguistics camp. The latter groups focuses on situational context which refers to the purposes and functions of genres and the attitudes, beliefs, values and behaviors of the members of the discourse community in which the genres are situated. Each approach was described in details as follows.

#### **2.4.1. Systemic Functional Linguistics (SFL)**

According to Hyon (1996), SFL is concerned with the relationship between language and its function in social settings. The forms of language are shaped by key features of the surrounding social context, defined by Halliday as field (the activity going on), tenor (the relationship between participants), and mode (the channel of communication). These three elements determine the register of language, so Halliday's central construct is for registering or for analyzing language than for genre. In general, SFL focuses on primary and secondary school genres and nonprofessional workplace texts rather than on university and professional writing. For the context of SFL, it centers mainly in child and adolescent contexts such as primary, secondary school, and adult migrants in English education and workplace training program.

#### **2.4.2. ESP/EAP School**

ESP/EAP researchers are interested in genre as a tool for analyzing and teaching the spoken and written language required of non-native speakers in academic and professional setting. Many researchers use structural move analyses to describe global organization pattern in genre. Genre-based application can help nonnative speakers of English master the functions and linguistic conventions of texts that they need to read and write in their disciplines and professions (Hyon, 1996). Hyland (2007) also stated that ESP conceptualizes genre and drew from more eclectic theoretical foundation (e.g. Swales, 1990, 2004). Linguistics becomes a practical tool that teachers can use in their classrooms, revealing how distinctive patterns of vocabulary, grammar, and cohesion structure texts into stages which support the purpose of the genre. Therefore, researchers working in scientific genre have claimed that their analyses give pedagogically useful information to help students control the

organizational and stylistic features of these texts. ESP/EAP's learners are in specialized fields i.e. graduate school students, and students in vocational, technical, or business training classes.

#### **2.4.3. New Rhetoric School**

Hyland (2002) described New Rhetoric's view toward genre that they give less emphasis to the discourse and more to the action it is used to accomplish, seeking to establish the connections between genre and repeated situations and to identify the way in which genres are seen as recurrent rhetorical actions. Studies in the new rhetoric also consider how aspects of genres change through time. According to Hyon (1996), they have been less concerned with the analysis and teaching of formal textual features and more with understanding the social functions of genres and the contexts in which they are used.

In conclusion, each school looks at genre from different points of view. For the present study, the ESP/ EAP approach is most appropriate with the purposes and objectives because the school used structural move analysis to describe global organization pattern in genre, and aims to help non-native speakers of English master the functions and linguistic conventions of texts in their disciplines and professions. Table 2.1 illustrates similarities and differences among the three schools. (Yanchun, 2007, p. 18)

**Table 2.1 The Comparisons of ESP, New Rhetoric and Australian Genre Studies**

<b>Schools</b>	<b>ESP Genre Analysis</b>	<b>New Rhetoric Studies</b>	<b>Australian Genre Studies</b>
<b>Defining Criteria</b>	Communicative purpose	Recurrent social actions	Goal-oriented purposeful activity
<b>Social context of use</b>	Discourse community	Community ownership	Context of culture
<b>Perspectives on text</b>	Genre shapes the schematic structure of the discourse and constraints the choice of context and style	Genre knowledge includes both form and content and a sense of what is appropriate to a particular purpose at a particular point of time	Genre is concerned with systems of social processes: the ways in which field, mode, and tenor are phrased into each other; these variables converge on texture.
<b>Medium of analysis</b>	Texts	Users and context	Text
<b>Unit of analysis</b>	Move and step	-	Stage
<b>Research methods</b>	Analysis of text	Case studies, interview, observation, protocols	Analysis of text
<b>Genre studies</b>	RAs in various disciplines, dissertations, business, communications, legal cases, etc.	RA in sciences, i.e. physics, biology, peer review correspondence, etc.	Curriculum genre, narratives, recount, procedure, report, exposition, discussion, explanation, etc.
<b>Pedagogic application</b>	Tertiary level	Tertiary level, lack of classroom application	Mainly primary and secondary level
<b>Learners in concern</b>	NNS (Non-native speakers)	NS (Native speakers)	Non-mainstream students

The ESP approach uses structural move analysis to describe global organization pattern in genre and aims to help non-native speakers of English master the functions and linguistic conventions of texts in their disciplines and professions. Therefore, the researchers in ESP such as Bhatia (1993), Nwogu (1991), and Swales (1990) made use of genre as a tool for analyzing and teaching the spoken and written language required of non-native speakers in academic and professional setting. Genre-based application can help non-native speakers of English master the functions and linguistic conventions of texts that they need to read and write in their disciplines and professions (Hyon, 1996). Swales' (1990) research on the introductory stage of academic articles has had a great influence on non-native speakers in academic setting. The work has also inspired research into other sections of research articles. The terms of 'move' and 'step' were introduced by Swales to refer to textual units of analysis.

The purpose of the present study is similar to the aim of the ESP approach. Therefore, the ESP approach is applied consistently to the present study hoping that the findings would be useful for the novice writers, especially non-English, in the fields of linguistics and applied linguistics.

## **2.5 Disciplinary Discourse**

Research articles are the main focus of the present study. Writers, as members of a professional discourse community, should concern themselves with the social practices within that particular discourse community in order to have research articles published. To understand disciplinary discourse is to understand the social practices of a chosen discipline (Hyland 2000). This section discusses the significance of disciplinary discourse.

According to Hyland (2000), the question regarding why members of specific disciplines use language in the ways they do needs to be answered. The study of social interactions in published academic writing is a key to answer the question. He asserted that “to study the social interactions expressed through academic writing is not only to see how writers in different disciplines go about producing knowledge, it is also to reveal something of the sanctioned social behaviors, epistemic beliefs, and institutional structures of academic communities” (p.1). The concept of the understanding of the disciplines results in the understanding of disciplinary discourse, which in turn leads to increased attention to written genres. Disciplinary discourse is considered to be a rich source of information about the social practices of academics. These social practices are shown in academic texts, sites in which academic members engage in many social activities such as publishing academic writings, communicating with colleagues and students, contributing and submitting applications for grants and equipment. “Research is essentially a social enterprise, both in the sense that it is an immediate engagement with colleagues and that it is mediated by the social institutions within which it occurs” (p.3).

To study academic written genres, especially research articles, can answer the question why members of specific discipline use language in the ways they do. The social practices of academics occur in the process of producing disciplinary discourse, so if we understand the disciplinary discourse, we will understand the discipline. To understand our discipline leads us to be successful writers in our discourse communities.



## 2.6 Disciplinary Variations

Disciplines are defined in part by ‘how’ the writers construct their writings as distinct from other disciplines. Except for the difference of content, we see “different appeals to background knowledge, different means of establishing truth and different ways of engaging with readers” (Hyland, 2000, p. 3). These different rhetorical techniques indicate diverse social practices of writers within their fields. To understand this disciplinary variation in texts is to be aware of the social contexts in particular disciplines.

The differences in academic discourse are more significant than the similarities. The causes of differences are the ways writers represent themselves, how they seek knowledge and to maintain the authority of their discipline, and the process to be accepted in their particular community. The result of the differences reflects in rhetorical conventions of each text thus the intensive study of large number of texts is “possible to see how much academic writing is the result of situated choices, and how writers typically select the forms and patterns that are most likely to help them to negotiate their purpose with an anticipated audience” (Hyland, 2000, p.18).

Previous studies on rhetorical organizations have shown that disciplinary variation has influences on rhetorical structures. For example, Postiguillo’s (1999) study of research articles in computer science, Kanoksilapatham’s (2005) study of research articles in biochemistry, Samraj’s (2005) study of research article abstracts and introductions in Conservation Biology and Wildlife Behavior, and Pho’s (2009) study of research article abstracts and introductions in applied linguistics and educational technology illustrated disciplinary variation within different and related disciplines, respectively. Most recently, Kanoksilapatham (2012) identified variations in the

introductions of research articles in three sub-disciplines of engineering, namely, civil engineers, software engineering, and biomedical engineering. The present study aims to explore rhetorical variations and the relationship between research article abstracts and introductions in the fields of linguistics and applied linguistics with the intention to shed light on the disciplinary variation. In the future, we might see more research on related-disciplinary variation and subdisciplinary variation.

## 2.7 Notion of Disciplines

According to Becher and Trowler (2001), the recent massive growth of disciplines has caused the fragmentation of many fields into sub-disciplines. The clear distinctions between the knowledge domains can be beneficial to teaching, learning, and doing research because different disciplines have different teaching approaches and different research methodologies.

Becher and Trowler (2001) proposed the classification according to “a well-established one, based on the two independent dimensions of hard and soft, pure and applied, knowledge” (p. 28). Therefore, the overall framework comprises four domains as follows:

1. Pure sciences (e.g. physics): ‘hard-pure’
2. Humanities (e.g. history) and pure social sciences (e.g. anthropology):  
‘soft-pure’
3. Technologies (e.g. mechanical engineering, clinical medicine):  
‘hard-applied’
4. Applied social science (e.g. education, law, social administration):  
‘soft-applied’ (p. 36)

These classifications, they say, are reasonably clear distinctions between the knowledge domains in terms of “characteristics in the object of enquiry; the nature of knowledge growth; the relationship between the researcher and knowledge; enquiry procedures; extent of truth claims and criteria for making them; the result of research” (p. 36).

The chosen disciplines in the present study were linguistics and applied linguistics. Both are soft disciplines, while one is applied and the other is pure; thus, they can be described as soft-pure and soft-applied.

According to McGregor (2009), linguistics is also called linguistics science, and it is an academic discipline in which language is its subject matter. As a science, linguistics is concerned with developing theories that account for and explain the phenomena of language use. It is regarded as “humanities (or arts) subject, though in many ways it straddles the boundaries between humanities and sciences” (p. 3). For the subject matter of linguistics, linguistics students are likely to study many branches such as phonetics and phonology, morphology, syntax, semantics and pragmatics, psycholinguistics and neurolinguistics, typology and universals, historical linguistics, sociolinguistics, discourse analysis, and evolutionary linguistics. Linguistics is most frequently identified with humanities, so it is categorized into a ‘soft-pure’ domain.

For Grabe (2002), the field of applied linguistics has its origin around the year 1948 with the first issue of the journal *Language Learning: A Journal of Applied Linguistics*. In 1970s, the notion of applied linguistics was driven first by real-world problems rather than theoretical explorations. Applied linguistics is defined as a practice-driven discipline that addresses language-based problems in real world contexts. Kramersch (2008) stated that applied linguistic is represented with national and

international organization together with the growing number of scholarly journals; this results in applied linguistics being “more interdisciplinary than that of other, more specialized fields that also pertain to second/foreign language (SL/FL) education, for example, second language acquisition (SLA) research, educational psychology, teaching methodology, language learning technologies, language testing research, or literacy theory” (p. 4). In conclusion, linguistics is identified with humanities, so it could be categorized as ‘soft-pure’, while the functional and utilitarian qualities of applied linguistics lead this discipline into the ‘soft-applied’ domain.

Previous studies have explored research article abstracts and introductions in the field of linguistics and applied linguistics, for example, the research article abstracts in the field of applied linguistics by Santos (1996); research article abstracts in sciences and social sciences by Hyland (2000); research article abstracts from four linguistics journals by Lores (2004); research article introductions in the two subdisciplines of applied linguistics by Ozturk (2007), and research article abstracts and introductions in applied linguistics and educational technology by Pho (2009). However, no study has investigated rhetorical variations and the relationship between research article abstracts and introductions in linguistics and applied linguistics within one study.

## **2.8 Research Articles**

The scientific paper is defined as a type of scientific writing based on a single investigation. The purpose is to contribute the progress of science or technology. Two basic types of scientific paper are published in journals, the theoretical type and the experimental-research paper. Different types of papers can be assumed to incorporate

different rhetorical structures. These structures make papers distinctive. In addition, Crookes (1986) asserted about writing and publishing papers that “scientific papers are subject to some constraints concerning form and style. The requirements of the journal editor and referees who represent the scientific community apply to all papers” (p. 58).

Swales (1990) defined the research article as follows.

The research article or paper (henceforth often RA) is taken to be a written text (although often containing non-verbal elements), usually limited to a few thousand words, that report on some investigation carried out by its author or authors. In addition, the RA will usually relate the findings within it to those of others, and may also examine issues of theory and/or methodology. It is to appear or has appeared in a research journal or, less typically, in an edited book-length collection of papers (p. 93)

Swales’ (1990) definition of research article was quite similar to Crookes’ (1986) in that “research is not considered to complete until it is made available to the wider research community” (p. 94). Thus, researchers force themselves into print. Research journals are the principal vehicles to bring research articles into the research community. It is widely known that journals have their own policies and requirements about form of refereeing process, sectioning, and style or referencing. The process of publication also sets some policies and requirements for several reasons, the outstanding reason being to maintain quality to reach an acceptable level of consistency among articles. The shaping processes of the journal reflect the areas and types of research activity which the editors or advisory boards wish to promote or demote.

Within the written genres, research articles receive priority from most scholars. Hyland (2000) gave priority to published writing as the principal sites of academic engagement because within this kind of text the writers interacted most significantly with their peers, their students, and their disciplines. According to Flowerdew (2002), the research article was perceived to be the pre-eminent academic genre because of its role as a vehicle for generation of knowledge and as an indicator of academic achievement and professional success.

In the international world of scholarship and research, English plays a dominant role. For non-native speakers, English is an important vehicle to bring their work to the target discourse communities. The present study focuses on rhetorical organization of research article abstracts and introductions with the hope to tackle the problem for non-native speakers in the fields of linguistics and applied linguistics. The next section provides the overview of research article abstracts and introductions.

## **2.9 Research Article Abstracts**

The research world is facing an information explosion with millions of papers being published each year both online and in hard copies. Because of this problem of quantity, most researchers often focus on skimming abstracts and key words. The abstract is the first part that can be read for getting information about a research article within a few minutes. Hyland (2002) stated that “the abstract is generally the readers’ first encounter with a text, and is often the point at which they decide whether to continue and give the accompanying article further attention or to ignore it” (p. 63). According to Pho (2008), “acquiring the skills of writing an abstracts is therefore important to novice writers to enter the discourse community of their discipline” (p.

231). However, learning how to write good abstracts can be challenging to novice writers. The overview about research article abstracts and previous studies on research article abstracts were discussed as follows.

### **2.9.1 Overview of Research Article Abstracts**

Swales (1990) asserted that most research articles are prefaced by homotopic abstracts as required by journal policy. Normally, abstracts are written last. An abstract of the research articles may appear in an abstracting journal after publication and is designed to lead others back to the original research article. Abstracts function as independent discourse as well as being advanced indicators of the content and structure of the following text.

Huckin and Olsen (1991) pointed out that the abstract was a very important document for both specialist and non-specialist readers. Abstracts had four functions. Firstly, abstracts functioned as standalone mini-text, giving readers a short summary of a study's topic, methodology and main findings. Secondly, they functioned as screening devices, helping readers decide whether they wish to read the whole article. Thirdly, they functioned as previews for readers intending to read the whole article, giving them a road map for their reading. Finally, they provided indexing help for professional abstract writers and editors. Abstracts were most often written after the research had been carried out and the paper written up, but there were many cases where writers have to write an abstract before a paper was written or sometimes before the work was done.

According to Hyland (2000), the writers had to show that they were insiders in this particular community to attract readers by demonstrating there was "something new and worthwhile to say, but that they also have the professional credibility to

address their topic” (p. 63). Lores (2004) explained that abstracts constituted the gateway that led readers to take up an article, journals to select contributions, or organizers of conferences to accept or reject papers.

Swales (2004) also discussed the conference abstract, a text written in support of an oral presentation. The goal in writing a conference abstract was to sell your research to the conference proposal reviewers, who may have very little time to carefully read and assess proposals. It was unlike the abstract that preceded a research paper because conference abstracts were independent text and must stand on their own.

Pho (2008) stated that the abstract found at the beginning of most journal articles had increasingly become an essential part of the article. It tended to be the first part of the article to be read and, to some extent, it ‘sells’ the article. Acquiring the skills of writing an abstract was therefore important to novice writers to enter the discourse community of their discipline. According to Kanoksilapatham (2009), English has been promoted to be an international language in business and academic contexts. Thus, knowledge of how scientific abstracts in English are constructed becomes essential in scientific academic. To survive, thrive, and prosper in their respective academic disciplines, scientists need to be able to write their English abstracts in a manner that is acceptable and conforming to the expectations of the target journal.

In summary, the process of writing research articles is complete when the articles are prefaced by an abstract. The nature of writing in an abstract can indicate that we are an insider or an outsider in our discourse community. The question of how to write an abstract as an insider has to be answered. Therefore, the present study



studied how the writing encountered in research article abstracts in English in the field of linguistics and applied linguistics comes to be accepted by those discourse communities.

### 2.9.2 Categories of Research Article Abstracts

Research article abstracts can be classified by the content and format. Based on the content, three types of abstract are classified: descriptive abstract, informative abstract and descriptive-informative abstract. Based on the format, abstracts fall into two main types: structured abstracts and traditional abstracts. The summary of the related study on categories of research articles abstracts was given as follows.

**Table 2.2 The Summary of Related Studies on Categories of Research Article**

<b>Abstracts</b>	
<b>Researcher(s)</b>	<b>Categories of Abstracts</b>
1. Huckin and Olsen (1983)	descriptive/ informative abstracts
2. Hartley and Benjamin (1998)	structured/ traditional abstracts
3. Swales and Feak (2004)	descriptive/ informative/ informational-indicative abstracts
4. Lores (2004)	descriptive/ informative/ informative-indicative abstracts

According to Huckin and Olsen (1983), abstracts fell into two main categories. The first was a descriptive or indicative abstract. It described what the report was about or stated the general subject matter of document that followed. It did not give any specific information about the problems, methods, results, or conclusions. The descriptive abstract was not useful for many readers because it lacked specific information. The second was an informative abstract. It was more useful type, for it gave as much as the important particular information. In general, it highlighted the findings briefly.

Hartley and Benjamin (1998) stated that structured abstracts contained subheadings such as background, aims, methods, results and conclusions. Before year 1997, structured abstracts replaced traditional abstracts in medical journals. The abstract below was a structured abstract written by Hartley and Benjamin.

**Background.** In 1997 four journals by the British Psychological Society- the British Journal of Clinical Psychology, the British Journal of Educational Psychology, the British Journal of Health Psychology, and Legal and Criminological-began publishing structured abstracts.

**Aims.** The aim of the studies reported here was to assess the effectiveness of these structured abstracts by comparing them with original versions written in a traditional, unstructured, format.

**Method.** The authors of articles accepted for publication in the four journals were asked to supply copies of their original traditional abstracts (written when the paper was submitted) together with copies of their structured abstracts (when the paper was revised). 48 such requests were made, and 30 pair of abstracts were obtained. These abstracts were then compared on a number of measures.

**Results.** Analysis showed that the structured abstracts were significantly more readable, significantly longer, and significantly more informative than the traditional ones. Judges assessed the contents of the structured abstracts more quickly and with significantly less difficulty than they did the traditional ones. Almost every respondent expressed positive attitudes to structured abstracts.

**Conclusions.** The structured abstracts fared significantly better than the traditional ones on every measure used in this enquiry. We recommend, therefore, that the editors of other journals in the social sciences consider adopting structured abstracts (p. 443).

Swales and Feak (2004) asserted that most research paper abstracts should aim to be informative rather than indicative. Nevertheless, a number of abstracts mixed the indicative and informative information in one abstract, so an informational-indicative abstract was the third type of abstract. An informational-indicative abstract was a

combined form that bore specific information about the principal findings and results including general information about the rest of the document.

Lores (2004) agreed that the existence of two types of abstract distinguished on functional grounds fell into informative and indicative categories. Another type of abstracts was the combinatory structure which started with a CARS type of structure in which an IMRD (Introduction–Methods–Results–Discussion) model was embedded. The CARS model consisted of three moves or sections: ‘Move 1: Establishing a territory’; ‘Move 2: Establishing a niche’; and ‘Move 3: Occupying a niche’. This third type was the mixed type of informative-indicative abstracts.

In conclusion, research article abstracts can be classified as descriptive, informative, and descriptive-informative, based on their contents. They can also be described as structured or traditional abstracts, based on their formats. It was clearly seen that the informative type was more useful for readers. In addition, most research paper abstracts should aim to be informative rather than indicative (Swales & Feak, 2004).

### **2.9.3 Previous Studies on Rhetorical Structure of Research Article**

#### **Abstracts**

Swales (1990) stated that “the study of certain types of abstracts can potentially be highly revealing of disciplinary discourse communities” (p. 180). He also mentioned that the genre of abstract remained a neglected field among discourse analysts. Since then, in the past decades, many scholars have begun to pay attention to the abstract genre and have proposed patterns to analyze research article abstracts. According to Kanoksilapatham (2009), genre analysis has been used as an analytical framework for a wide variety of discourses including academic discourse and

professional discourse. In the abstract genre, some studies have been conducted (e.g., Santos, 1996; Samraj, 2002b; Lores, 2004). These previous genre-based studies indicated that disciplinary variation in the abstracts was discernible. The following studies illustrated the disciplinary variation in the abstract genre. The table summary of previous studies on rhetorical structure of research article abstracts was given as follows.

**Table 2.3 The Summary of Previous Studies on Rhetorical Structure of Research Article Abstracts**

<b>Researcher (s)</b>	<b>Rhetorical Structure of Abstracts</b>
<b>1. Graetz (1985)</b>	Problem-Method-Results-Conclusions
<b>2. Swales (1990)</b>	IMRD
<b>3. Weissberg and Buker (1990)</b>	B-P-M-R-C
<b>4. Bhatia (1993)</b>	P-M-R-C
<b>5. Santos (1996)</b>	a five-move pattern
<b>6. Hartley and Benjamin (1998)</b>	background, aims, methods, results and conclusions
<b>7. Hyland (2000)</b>	I-P-M-Pr-C
<b>8. Samraj (2002b)</b>	Santos' (1996) model
<b>9. Stotesbury (2003)</b>	topic, argument and conclusion
<b>10. Lores (2004)</b>	the IMRD structure, the CARS structure, and the combinatory structure
<b>10. Pho (2008)</b>	Santos' (1996) model

To quote Graetz (1985), an abstract consisted of a four-part structure which referred to Problem-Method-Results-Conclusions. The researcher investigated the classification of introductory lines of 87 abstracts. Thirty eight abstracts opened with 'establishing a territory' or Move 1 in research article terms, while 24 abstracts opened with a purposive or restrictive Move 3. According to Swales (1990), "most abstracts reflect the IMRD pattern of the research article itself, allotting a sentence or

two for each section” (p. 181). Swales also mentioned that the study of certain types of abstracts would reveal the disciplinary discourse communities, particularly when the abstracts played the role of gate-keeping decisions as in the refereeing of conference abstracts. In this case, the writers of abstracts were more concerned about their readers and disciplines.

Weissberg and Buker (1990) stated that “many readers depend on the abstract to give them enough information about the study to decide if they will read the entire report or not” (p. 185). It was clear that abstracts supported gate keeping decisions made by readers. They continued to say that abstracts from almost all fields of study were written in a very similar way. The type of information and order were very conventional. The typical elements followed the B-P-M-R-C pattern. ‘B’ referred to some background information. ‘P’ referred the principal activity or purpose of the study and its scope. ‘M’ referred to some information about the methodology used in the study. ‘R’ referred to the most important results of the study. ‘C’ referred to a statement of conclusion or recommendation. Journal editors often established word limits for abstracts, so the authors wrote abstracts as briefly and concisely as possible. In order not to exceed the limitation, authors could eliminate or combine the abstracts content. This strategy was similar to “move embedding” in Santos’s (1996) study. Move embedding means the blending of moves into the same statement. Weissberg and Buker (1990) suggested the pattern for reducing abstracts as follows.

Order of information elements in reduced abstracts

P+M = purpose and method of the study

R = results

C = conclusions and recommendations\*

\*optional (p. 187)

From this pattern, the information about purpose and method was presented first, followed by results. Results were the most important here. Finally, conclusions and recommendations may be included in one or two sentences.

Bhatia (1993) contended that four aspects of the research should be included in an abstract: what the author did, how the author did it, what the author found, and what the author concluded. In general, the four questions were answered by using four moves: purpose-method-results-conclusions or (P-M-R-C) to identify the elements in an abstract.

1. Introducing purpose: This move gives a precise indication of the author's intention, thesis or hypothesis which forms the basis of the research being reported. It may also include the goals or objectives or the problem that the author wishes to tackle.
2. Describing methodology: This move gives a good indication of the experimental design, including information on the data, procedures or method(s) used and, if necessary, the scope of the research being reported.
3. Summarizing results: This is an important aspect of abstracts where the author mentions his observations and findings and suggests solutions to the problem, if any, posed in the first move.
4. Providing conclusions: This move is meant to interpret results and draw inferences. It typically includes some indication of the implications and applications of the present findings. (pp. 78-79)

According to Santos (1996), a move analysis revealed that abstracts in applied linguistics followed a five-move pattern. Move 1 motivates the readers to examine the research by setting the general field or topic and stating the shortcomings of the previous study; Move 2 introduces the research by either making a descriptive statement of the article's main focus or presenting its purpose; Move 3 describes the study design; Move 4 states the major findings; Move 5 advances the significance of the research by either drawing conclusion or offering recommendations.

A proposed pattern of research article abstracts was illustrated as follows.

Move 1 Situating the research

Submove 1A - Situating current knowledge (and/or)

Submove 1B - Citing previous research (and/or)

Submove 1C - Extended previous research (and/or)

Submove 2 - Stating a problem

Move 2 Presenting the research

Submove 1A - Indicating main features (and/or)

Submove 1B - Indicating main purpose (and/or)

Submove 2 - Hypothesis raising

Move 3 Describing the methodology

Move 4 Summarizing the results

Move 5 Discussing the research

Submove 1 - Drawing conclusion (and/or)

Submove 2 - Giving recommendations (p.485)

Hartley and Benjamin (1998) studied the evolution of structured abstracts in journals published by the British Psychological Society. They assessed the effectiveness of traditional abstracts and structured abstracts, which contained subheadings such as background, aims, methods, results and conclusions. The structured abstracts, they concluded, were significantly more readable, longer, and more informative than the traditional one, for the contents of the structured abstracts were more quickly and less difficult than the traditional abstracts. In 1997, four journals published by the British Psychological Society proceeded their articles with structured abstracts instead of traditional unstructured format and provided a different set of instructions for the authors. They went on to recommend to journal editors in social sciences to consider adopting structured abstracts. Table 2.4 illustrated the instructions in four journals for articles authors.

**Table 2.4 Instructions for Articles Authors by Four Journals Published by the British Psychological Society**

BJCP		BJHP		BJEP		LCP	
Experimental articles	Review articles	Experimental articles	Review articles	Experimental articles	Review articles	Experimental articles	Review articles
Objectives Design Methods Results Conclusions	Purpose Methods Results Conclusions	Objectives Design Methods Results Conclusions	Purpose Methods Results Conclusions	Background Aims Sample Method Results Conclusions Comment (optional)	Flexibility for authors of review	Purpose Methods Results Conclusions	Purpose Arguments Conclusion

(p. 446)

It was clearly seen that most journals in the field of psychology required four parts: purposes or objectives, method, results, and conclusions to be included in experimental article abstracts.

Hyland (2000) examined 800 article abstracts from the 1997 issues of ten journals in each of eight disciplines, philosophy, sociology, applied linguistics, marketing, electrical engineering, mechanical engineering, physics, and biology. The 800 abstracts were divided into moves corresponding to the organization of the papers, Introduction-Methods-Results-Conclusion. Moreover, the four elements were mentioned in the editorial guidelines. The researcher suggested the flexibility of categorizing rhetorical moves of humanities abstracts by distinguishing the writer's purpose from the introduction because "it seems to perform a very different role to the introduction's typical purpose of providing a justificatory context for the research" (p.67). A suggested classification of rhetorical moves in article abstracts was shown in Table 2.5.



**Table 2.5 A Classification of Rhetorical Moves in Articles Abstracts**

<b>Move</b>	<b>Function</b>
<b>Introduction</b>	Establishes context of the paper and motives the research or discussion.
<b>Purpose</b>	Indicate purpose, thesis or hypothesis, outlines the intention behind the paper.
<b>Method</b>	Provides information on design, procedures, assumption, approach, data, etc.
<b>Product</b>	States main findings or results, the argument, or what was accomplished.
<b>Conclusion</b>	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.

(p. 67)

According to this researcher, abstracts in most disciplines were more complex, using multi-move patterns and longer Product moves. Another outstanding result was that the increasing use of Introduction and Conclusion moves in the discipline of sciences, philosophy and marketing. Changes in the social and epistemological directions of scientific disciplines affected textual features of abstracts. Writers in hard and soft fields marked themselves as credible community members in different ways. Soft field writers drew heavily on the literature of their disciplines, while hard field writers negotiated credibility via a repertoire of coded terms.

Samraj (2002b) studied disciplinary variation in abstracts in Wildlife Behaviour and Conservation Biology by applying the four moves and Santos's (1996) 'Situating the research' move as the framework. She used the sentence as a unit of analysis but a pair of rhetorical functions in one sentence was found. She found that

the Results move was the most important part, while the Methods move was least important. Abstracts did not necessarily provide a simple synopsis of the research articles. The researcher concluded that the comparison of text from the same genre but different disciplines increased the understanding of the influence of genre and discipline on the text structures, and that texts from related disciplines varied in their generic structures and linguistic features.

Stotesbury (2003) studied evaluation in 300 research article abstracts in the narrative and hard sciences. Evaluation means anything which indicates the writer's attitude to the value of an entity in the text. The researcher assumed that research article abstracts were evaluative since they summarized research articles which were persuasive. Implicit evaluation was the typical type of evaluation in research articles. The study aimed to discover explicit evaluation or attitudinal language in research article abstracts. The rhetorical structures of abstracts in different disciplines were also examined. The first domain of study, humanities, included general and applied linguistics, literature, anthropology, cultural studies, and history. The second domain consisted of social sciences, education, psychology, sociology, human geography, economics, and business administration. The third domain, natural sciences, included ecology, soil science, botany, animal biology, limnology, oceanography, terramechanics, forestry, physics, chemistry, mathematics, and mathematical statistics. The findings revealed that most abstracts in that study followed the guidelines of the American National Standards for Writing Abstracts (ANSI) that an abstract should be informative with the quantitative or qualitative information contained in the document. The ANSI's abstracting standards consisted of Scope-Purpose-Methodology-Results-Significant conclusions. Literary abstracts showed a different

rhetorical structure. Most literary abstracts were organized in terms of topic, argument and conclusion. Abstracts made use of attitudinal language as well as modal constructions of various kinds. Abstracts in the humanities and social sciences used more evaluative attributes than those in the natural sciences. The abstracts in natural sciences often used modality as a way of expressing authorial stance. The researcher suggested that in teaching of abstract writing, students should learn the conventions of abstract writing in their own fields since they varied so significantly.

Lores (2004) analyzed 36 research article abstracts in linguistics journals and focused on the relationship between form and function of abstracts. Three different types of moves structures were identified: the IMRD structure, the CARS structure, and the combinatory structure.

In a typical example of the IMRD structure, Section 1 was an introduction, in which the authors outlined the purpose or objective, the goal of the research or the problem that the author wished to tackle. Section 2 was the Methods section, in which, the authors indicated the way the problem had been studied or the goal set out. This might include the data used and the methodology followed. In Section 3, the authors summarized the general findings. In Section 4, there was a discussion of the results and their interpretations. The CARS structure matched the indicative type of abstract because it indicated the scope of the paper and outlined some general findings. The CARS model consisted of three moves or sections: establishing a territory, establishing a niche, and occupying a niche. For the combinatory structure, an abstract started with a CARS type structure in which the IMRD model was embedded. The third types corresponded to the mixed type of informative–indicative abstracts. The majority of abstracts displayed the IMRD structure. One third of the

samples displayed CARS structure. Minor rhetorical organization fell into the combinatory type. After using a thematic analysis, research article abstracts tended to combine simple linear and constant thematic progression (TP). A certain consistency in the TP patterns underlined each type of rhetorical organization. The different sections or moves displayed a distinct combination of thematic patterns. The findings reflected different writers' positions adopted when they presented their research through the abstracts in the discipline of linguistics. The writers may present their papers as the investigation of relevant real world problems or as active agents. The findings corresponded to Hyland's (2000) suggestion that the two positions could be studied in terms of different traditions.

Pho (2008) studied 30 abstracts from three journals in the field of applied linguistics and educational technology to explore both the rhetorical moves and the linguistic realizations of moves and authorial stance in each move. She identified the moves based on the function or content of the text. After the moves were identified, the typical linguistic features in each move were investigated. Santos's (1996) model was used as the theoretical framework, but she did not divide the moves into submoves as Santos (1996) did. To avoid the subjectivity of analysis, she used four coders with an inter-rater reliability of over 90%. Although the most common realization of moves was in a sentence, Pho realized a move by including a range from sentences to phrases or a word because the abstracts were condensed texts. A combination of quantitative and qualitative approaches was used to identify linguistic features typical of each rhetorical move. The five moves in Santos's (1996) model were identified but three moves were obligatory in the field of applied linguistics and educational technology: presenting the research, describing the methodology, and

summarizing the findings. The distribution patterns of linguistic features in the same move were quite similar across the journals. Pho's findings contrasted with the general assumption that abstracts were objective and impersonal. Authorial stance (first-person pronoun) existed in abstracts in the situating the research move and the summarizing the findings move. A combination of certain linguistic features such as grammatical subjects, verb tense and voice could help distinguishing moves in the abstract. No modal verb was in the describing the methodology move, and hardly found in the summarizing the findings move, but permission/possibility/ability modal verbs were found in the discussing the research move in both disciplines. For the distribution pattern of tense and aspect, present simple and present perfect were found in the situating the research move, past simple was found in the describing the methodology and the summarizing the findings move, present simple was found in the discussing the research move, and present simple and past simple were found in the presenting the research move.

The previous studies on abstracts illustrate that disciplinary variation in research article abstracts is discernible. In addition, Samraj (2000b) indicated that abstracts from related disciplines in the field of biology varied in generic structure. Samraj's (2000b) and Pho's (2009) findings inspired the aim of the present study to study the abstracts from the related disciplines of linguistics and applied linguistics.

## **2.10 Research Article Introductions**

In the past decade, some genre analysts have been aware that research article introductions are a problem for academic writers, so scholars have tried to find an approach to figure out the rhetorical structure of this genre. According to Swales

(1990), writing a research article introduction is troublesome to nearly all academic writers because they have more difficulty with getting started on academic writing than with its continuation. He explained the reasons for the difficulties confronted by many research article writers as shown below:

The opening paragraphs somehow present the writer with an unnerving wealth of options: decisions have to be made about the amount and type of background knowledge to be included; decisions have to be made about an authoritative versus a sincere stance (Arrington and Rose, 1987); decisions have to be made about the winsomeness of the appeal to the readership; and decisions have to be made about the directness of the approach. (p. 138)

It is clearly seen that research writers have to make at least four decisions while they write an introduction. They have to think about the appropriate ways to present their work to a particular community whose members can be both experts and novices. An Introduction consists of some consistent aspects such as background knowledge, prominent content to attract the readers, and the objectives of research. These aspects need to be well prepared and well organized to reach the goal of writing research article introductions. Moreover, each particular discipline has its own cultures or conventions about the practices of writing introductions as well as other parts of research articles. This is the reason that disciplinary variation in writing research article introductions occurred.

According to Kanoksilapatham (2003), Swales' (1981) study of research article introduction structure influenced the work in discourse approach of move analysis within the field of English for Specific Purposes (ESP approach). Swales studied sixteen articles from each of several disciplines, including physics, biology/medicine and the social sciences, and proposed four moves in the

introductory sections of the papers with the aim to solve the problem confronting by non-native speakers.

Move 1 Establishing the field

- [by] showing centrality
- stating current knowledge
- ascribing key characteristics

Move 2 Summarizing previous research

Move 3 Preparing for present research

Move 4 Introducing present research

- [by] giving the purpose
- describing present research

(Crookes, 1986, p. 60)

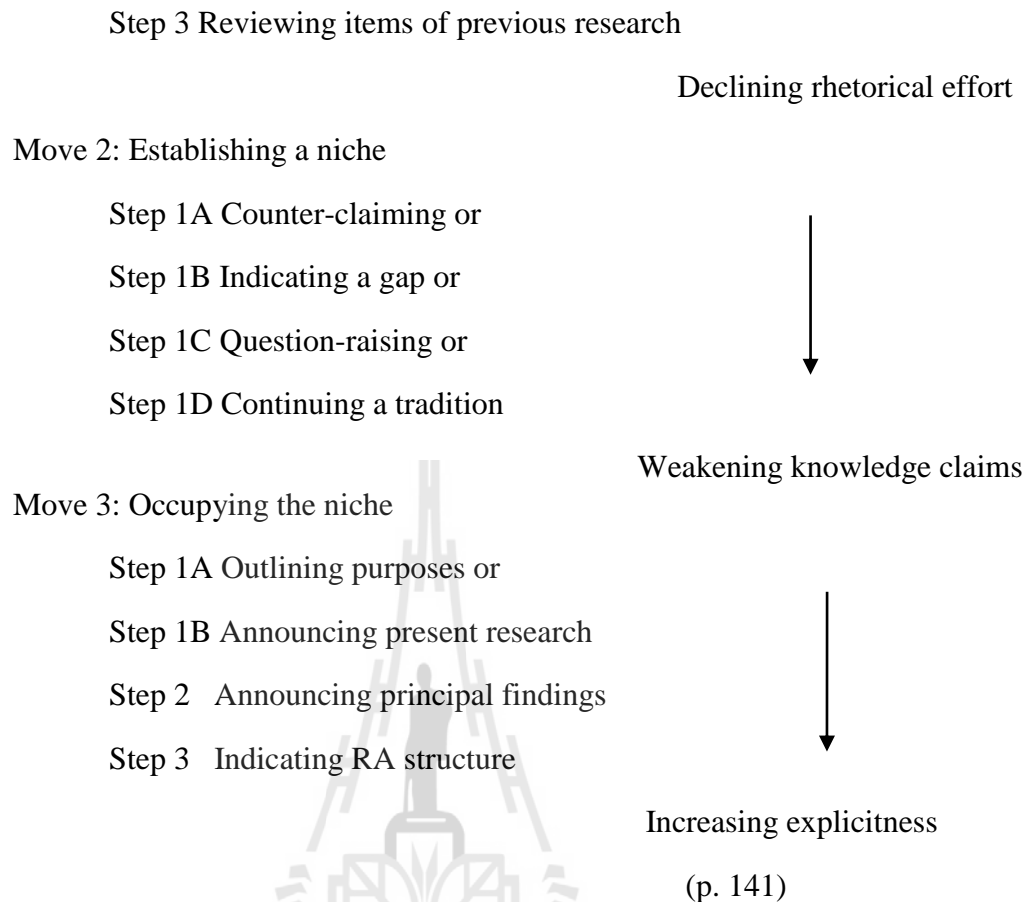
Crookes (1986) identified the difficulties of separating Move 1 (Establishing the field) and Move 2 (Summarizing previous research) and stated that the four moves structure was common for short introduction in hard sciences. However, for long and complicated introductions in social sciences, the four - moves structure was not the common structure.

Swales (1990) modified his framework by merging the first two moves. The modified model was known as Create a Research Space (CARS) model. He also claimed that the CARS model adequately captured a number of characteristics of research article introductions. The CARS model was presented as follows.

Move 1: Establishing a territory

- Step 1 Claiming centrality and/or
- Step 2 Making topic generalization(s) and/or





Rubio (2011) stated that introductory section of the research articles received unprecedented attention, especially following the application of Swales' (1990) CARS model on the move analysis of research article introductions. The application of the model to the introductory section also revealed insight in the area of disciplinary variation (Anthony, 1999; Nwogu, 1997; Ozturk, 2007; Posteguillo, 1999; and Samraj, 2002a). In the point of view of Rubio (2011), "introductions, as opening paragraph, pose quite a challenge for both native and non-native writers as it is in this section that they project themselves for the first time, that they prepare the ground for the research to come by referring to previous research and emphasizing possible existing gaps in the literature" (p. 259). Because of the challenges to writers and of the nature of disciplinary variation in introductory sections, some researchers



confronted the deviations and limitations in the Swales' (1990) CARS model. These were the causes of subsequent revision of CARS model from its 1990 version.

### **2.10.1 The Revision of the CARS Model**

Since Swales proposed the CARS model in 1981 and 1990, there has been a great interest in applying the proposed model to other sets of texts, but some researchers have commented about the limitation of CARS model. Crookes (1986) saw that research article introductions in social sciences differed from the CARS (1981) model. Later, some researchers also found the deviations of Swales' (1990) CARS model and the difficulties of move identification (Anthony, 1999; Samraj, 2002a). Consequently, Swales (2004) modified the CARS model to lessen criticism about the deviations and the difficulties found by those researchers.

#### **Comments by other researchers on Move 1**

After employing CARS model to analyze research article introductions, Bhatia (1993) criticized the appearance of references and citations, while Samraj (2002a) commented about the literature review statements. Swales (2004) also acknowledged the problem on Move 1 himself.

Bhatia (1993) mentioned that one of the complicating issues was the appearance of references and citations appeared almost everywhere in the structure of the research article rather than in the introduction itself. He also pointed out that citations or references did not perform the same discursial function. The citations or references could perform two different discursial values within the same citational form. They were possible to perform the communicative functions as establishing field and summarizing previous research.

According to Samraj (2002a), the restriction on reviewing previous literature in the second half of Move 1 was quite impossible because citations could occur throughout the introductions and the whole article. Thus, literature review statements were not separable elements both in placement and function. Literature review statements could not be used as signals for independent moves as part of a move analysis.

Swales (2004) also stated that another problem about Move 1 was the distinction between Move 1 Step 1 (claiming centrality) and Move 1 Step 2 (making topic generalization). Distinction of two steps caused some difficulties. However, he claimed that grammatical features sometimes could indicate the type and nature of a move. “Additionally, there are many types of lexical signals. Some are obvious enough (“The main methods used were ...; The result are shown in Table 1”); others can be a little more subtle, such as indications of the end of a move by the use of phrases such as “in conclusion” or “in summary” (p. 229). He referred to Nwogu’s notes that move identification was a bottom-up process, but it was influenced by intuitions from our schemata about the structuring of text types and genres.

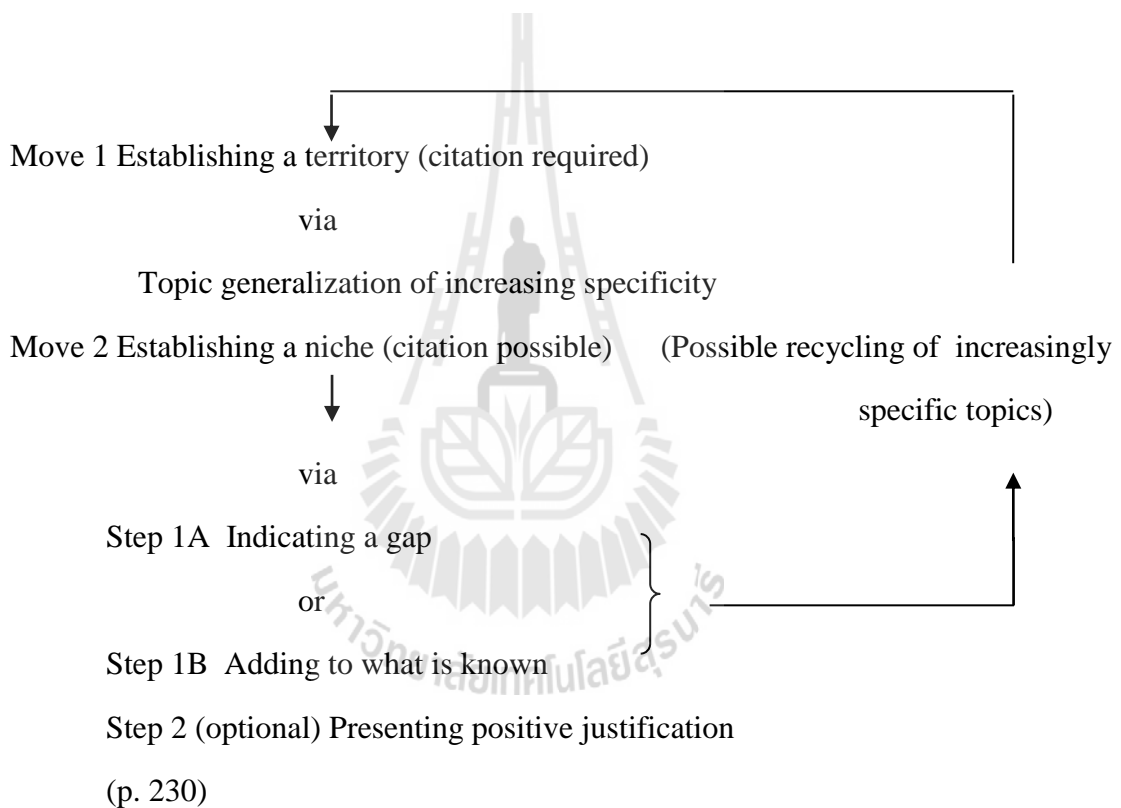
### **Comments by other researchers on Move 2**

Swales (2004) accepted that Move 2 needed a new look. Move 2 in CARS model version 1990 presented four steps of establishing niche: counterclaiming, raising a question, indicating a gap, and continuing a tradition. In this case, “continuing a tradition” seemed an odd word. Another point was that most studies of introduction showed that “indicating a gap” was the most common option, while “counterclaiming” or “question-raising” had the same function as gap-identification. Consequently, Swales (2004) proposed that these “four realizations be reduced to two,

and also that the model take on board the potential cycling, or iteration, of Move 1 and Move 2 sequences, which many investigators have found to be prevalent, especially in longer introductions” (p. 230).

Swales (2004) accepted the difficulties and weak points in Move 1 and Move 2; therefore, he modified Move 1 and Move 2 as follows.

### A Revised CARS Model for Move 1 and Move 2



In summary, Move 1 of the previous model was the reduction of steps into a single step: ‘topic generalization of increasing specificity’. As for Move 2, the four realizations were reduced to Step 1A, ‘indicating a gap’ and 1B, ‘adding to what is known’, and a new optional Step 2, ‘presenting positive justification’. The citations were required in Move 1 and they were possible in Move 2.

### **Comments by other researchers on Move 3**

Swales (2004) accepted that site or species descriptions in wildlife behavior or in other fields could also be contained in Move 3. Anthony (1999), looking at introductions in Computer Science, found some examples of evaluation of research following the announcement of the principal outcome of the research. The engineer informants in Anthony's (1999) study wanted to see some proof of the things researchers create in their research.

Anthony (1999) asserted that many sentences could be classified into more than one step of the Swales' (1990) CARS model and that this problem was due to the ambiguous descriptions of the steps offered by Swales (1990). In Move 3, it was difficult to distinguish between Move 3 Step 1B (announcing present research), which describes the main features of the research, and Move 3 Step 2 (announcing principle findings). It seemed very difficult to classify only general statements about how or what had been done into Move 3 Step 1B, and specific statements about research methods, descriptions of tools or techniques developed, and/or specific results into Move 3 Step 2. Another difficulty was classification of Move 3 Step 3 (indicating RA structure) and Move 3 Step 2 (announcing principal findings). For Swales, Move 3 Step 3 included various degrees of detail of the structure and occasionally the content of the remainder of the research articles. From this description, the contents of the research articles would naturally include details of results, thus merging with the purpose of Move 3 Step 2.

Swales (2004) stated that the revision of Move 3 was typically more complex and elaborated. The revision of Move 3 was illustrated as follows.

### **Move 3 Presenting the Present Work (citations possible)**

via

Step 1 (obligatory) —Announcing present research descriptively and/or purposively

Step 2\* (optional) —Presenting research questions or hypotheses

Step 3 (optional) —Definitional clarifications

Step 4 (optional) —Summarizing methods

Step 5 (PISF\*\*) —Announcing principal outcomes

Step 6 (PISF) —Stating the value of the present research

Step 7 (PISF) —Outlining the structure of the paper

\* Steps 2-4 are not only optional but less fixed in their order of occurrence than the others;

\*\* PISF: Probable in some fields, but unlikely in others (p. 232)

Steps 2, 3 and 4 are optional steps and they “depend on a host of factors, such as the nature of the research, researchers’ aspiration, the status of the researchers themselves, the disciplinary conventions of their field, and the like” (p. 232).

To sum up, Move 3 was relabeled through seven possible steps and there was only one obligatory step followed by three optional steps: presenting research questions or hypotheses, definitional clarifications, and summarizing methods. The former four steps were brought together with three additional steps ‘probable in some field’: announcing principal outcomes, stating the value of the present research, and outlining the structure of the paper. The significant improvement was that the step of considering the review of the literature could occur throughout the whole research articles. The Swales’ (2004) CARS model attempted to accommodate all the new

steps identified and to overcome the problems and weaknesses encountered by the previous studies in some disciplines (Anthony, 1999; Samraj, 2002a).

In conclusion, Swales saw the problems by himself and from the researchers' comments, so the revision of CARS model was offered in 2004 to lessen the ambiguity and difficulty of move identification for further study. Ozturk (2007) stated that the 2004 version of the CARS model successfully accounted for most of the limitations mentioned above, particularly those raised by Anthony (1999) and Samraj (2002a). Pho (2009) investigated research article introductions in the field of applied linguistics and educational technology. She found that Swales' (2004) corpus did not include educational technology articles, but his models of move structures for introductions seemed to apply well with the data of her study. The evidence in Pho's (2009) study proved Swales' 2004 model was applicable with the corpus in the field of social sciences. Thus, the present study would apply Swales' (2004) CARS model to study research article introductions in the field of linguistics and applied linguistics with the expectation that it could work well with the introductions.

### **2.10.2 Disciplinary Variation in Research Article Introductions**

Some researchers have applied Swales' (1990) CARS model to study research article introductions in many fields of study and found disciplinary variation, and the causes of the disciplinary variation could be reviewed in hard sciences, social sciences, and related disciplines.

#### **2.10.2.1 Previous Studies on Disciplinary Variation in Hard Sciences Papers and Social Sciences Papers**

Crookes (1986), Holmes (1997), Jogthong (2001), Ozturk (2007) and Hirano (2009) employed Swales' (1990) move model to study research article

introductions in hard sciences and social sciences. The variations in rhetorical structures within the two different fields were identified. The summary of the previous studies were shown in the table below.

**Table 2.6 The Summary of Previous Studies on Disciplinary Variations in Hard Sciences Papers and Social Sciences Papers**

Researcher (s)	Fields of Study	Results
1.Crookes (1986)	the hard sciences (Biology/ Medical field), the Social sciences	Rhetorical variations found
2.Holmes (1997)	social sciences: political sciences, sociology, and history	Rhetorical variations found
3.Jogthong (2001)	educational and medical fields	Rhetorical variations found
4. Ozturk (2007)	second language acquisition and second language writing	Rhetorical variations found
5. Hirano (2009)	English for Specific Purposes (Brazilian Portuguese/ English)	Rhetorical variations found

Crookes (1986) stated that Swales' (1981) study of the structures of research article introductions was more rigorous than earlier work. A corpus of 96 scientific articles was selected. Both social sciences and hard sciences were investigated. Hard sciences papers were from the field of biology and medicine. There were four moves in the Swales' (1981) model. The most common structures in hard sciences were 2-4 and 1-2-3-4. On the contrary, the structure 1-2-3-4 was not observed in any social sciences texts. The papers in social sciences did not follow the four moves structure. 1-2-3-2-3-4, 1-2-4-2-4, 1-2-3-2-3-2-3-4, 2-4 and 2-4-2-3-2-3-4-2-4 were the move structures of introductions in social sciences. The researcher concluded that the simple four-move schema was found in short article introductions, but articles in social science journals were much longer and more complex texts employing more complex rhetorical devices.

Crookes (1986) studied research article introductions both in hard sciences and in social sciences. The occasional uses of topic-specific subheadings appeared within the social sciences research article introductions. The possible reason for the features may be the newness of the field which resulted in a lack of shared preconceptions and a greater need for definitions of terms and motivations of hypotheses. The writers in social sciences may need more space for these elements, so they used the subheadings as the space to fulfill the elements. The appearances of subheadings in research article introductions were not mentioned by Swales' CARS model either in 1990 or in 2004.

Holmes (1997) investigated research article introductions from three disciplines in social sciences: political science, sociology and history. He found that the structures of research article introductions varied in significant ways across disciplines. For political science and sociology, the introductions were untitled or did not contain the heading 'introduction'. The standard patterns in political science and sociology were introduction-background-method-result-discussion. In history research article introductions, 'introduction' was identified and 'Extensive Background Sections' were uncommon feature since the delineation of a larger context was generally seen as unnecessary. The "Extensive Background" dealt with theoretical background, previous research and general topical information in various proportions. The presence of a lengthy "background section" was opposed to research articles in natural sciences. This feature was not mentioned by Swales (1990). According to Swales' (1990) CARS model, the step of the previous research was restricted in Move 1, while Holmes (1997) observed that the recycling of the features of previous research occurred throughout the introduction. In this case, the existence of a 'background' section after Move 3 was titled by subheadings. This finding illustrated



that research article introductions in the social sciences deviated from the Swales' (1990) CARS model. In recent years, Swales (2004) accepted that the existence of review of literature was not restricted to Move 1 Step 3, but it occurred throughout the introduction and indeed throughout the articles.

Crookes' (1986) findings proved that the research article introductions in social sciences deviated from Swales' (1981) introductory model. Holmes' (1997) findings were also evidences of deviations in the structure of social sciences research article introductions from Swales' (1990) CARS model. However, Swales (2004) claimed that the revised model in 2004 eliminated weak points and difficulties according to disciplinary variation. The present study tested whether Swales' (2004) CARS model could work well with the research article introductions in the field of linguistics and applied linguistics.

Jogthong (2001) studied research article introductions written in Thai by Thai academic writers. The study analyzed 40 Thai research article introductions taken from Thai journals in educational and medical fields by employing CARS model proposed by Swales (1990). Jogthong found that the pattern of introductions supported the general framework presented by Swales (1990), but the specific steps in the introductions were less consistent with the model. The Thai writers avoided criticizing and evaluating the works of others and they did not reveal the findings of their research and the research structure in the introduction section. The Thai writers ended their research article introduction by indicating implications of their research. Linguistic features used by the Thai RAIs were found different from those found in English research article introductions studied by Swales. The Thai writers used only a few reporting verbs. The differences between Thai and English RAIs were due to

socio-cultural aspects, cultural linguistics and research environments. Comparisons of RAIs in the fields of medical and educational research revealed the use of similar strategies, except that the Thai writers in medical fields used a greater number of English code-mixing with Thai.

Ozturk (2007) stated that research article introductions in social sciences deviated obviously from the Swales' (1990) CARS model and the issue of the possibility of subheadings after Move 3 did not seem to have attracted Swales' attention. According to Ozturk (2007), Swales' CARS models did not envisage subheadings in research article introductions or he considered their occurrence idiosyncratic. In Ozturk's (2007) corpus, Move 3 was followed by topic-specific subheadings in the majority of research articles introduction, specifically 60% in the second language acquisition corpus and 80% in the second language writing corpus. The high percentage of introductions using subheadings needed further research. In this case, these subheadings provided either a detailed theoretical or conceptual background about the phenomena investigated, or a detailed review of literature on each research question or hypothesis.

Hirano (2009) studied 20 research article introductions in English for Specific Purposes (ESP) by comparing rhetorical organization of research article introduction between Brazilian Portuguese and English. The rhetorical organizations of research article introductions in Portuguese were different from Swales' (1990) CARS model while the rhetorical organizations of research article introductions in English were close to Swales'. Hirano (2009) also mentioned that subheadings in some articles used the topic of the introductions as the heading of the first section and were always followed by another section on the same level of organization.

The findings and comments of these studies assured that subheadings were one characteristic in social sciences research article introductions. The probability of occurrence of subheadings in the present study may be high because the research articles collected from linguistics and applied linguistics, which are social sciences.

### **2.10.2.2 Previous Studies on Disciplinary Variation in Related Disciplines**

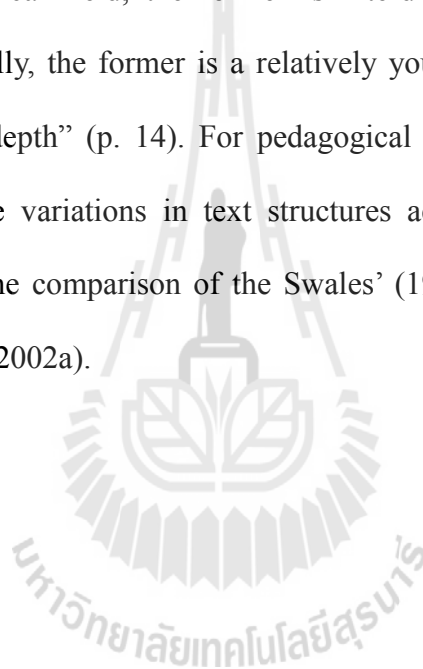
It is clearly seen that research article introductions from hard sciences and social sciences are quite different in terms of rhetorical organizations. Researchers have continued to investigate the disciplinary variation in related disciplines both in the hard sciences and social sciences.

**Table 2.7 The Summary of Previous Studies on Disciplinary Variation in Related Disciplines**

<b>Researcher (s)</b>	<b>Fields of Study</b>	<b>Results</b>
<b>1. Samraj (2002a)</b>	wildlife behavior /conservation biology	Rhetorical variations found
<b>2. Ozturk (2007)</b>	second language acquisition and second language writing	Rhetorical variations found
<b>3.Kanoksilapatham (2012)</b>	civil, software, and biomedical engineering	Rhetorical variations found

Samraj (2002a) analyzed research article introductions in two related fields: Wildlife Behavior and Conservation Biology with two sets of outcomes. The first outcome revealed disciplinary variation in sub-genre and the second outcome concerned the Swales' (1990) CARS model. In Wildlife Behavior, it was found the presence of background move giving the features of the species being the object of observation or experimentation. The elements were not mentioned by Swales' (1990) CARS model. In Conservation Biology, the elements of persuasion and promotion

were strongly foregrounded. The second outcome was the proposed revision of CARS model. Samraj suggested that it should contain centrality claim and background information on the topic in Move 1. Another step, ‘positive justification’ was suggested for Move 2 and ‘background information on species or site’ should be inserted as a sub-step to the first step of Move 3. Samraj offered several explanations for these differences. “Conservation Biology is an applied field, whereas Wildlife Behavior is a theoretical field, the former is interdisciplinary, while the latter is disciplinary, and, finally, the former is a relatively young field, while the latter is a field with historical depth” (p. 14). For pedagogical implication, teachers must be aware of the possible variations in text structures across disciplinary boundaries. Table 2.8 presented the comparison of the Swales’ (1990) CARS model and model suggested by Samraj (2002a).



**Table 2.8 The Comparison of CARS Model and Modified Version by Samraj  
(2002a)**

Swales' (1990) CARS model	The modified version of the CARS model by Samraj (Wildlife Behavior and Conservation Biology research articles)
<p><b>Move 1: Establishing a territory</b></p> <p>Step 1 Claiming centrality and/or</p> <p>Step 2 Making topic generalization(s) and/or</p> <p>Step 3 Reviewing items of previous research</p> <p><b>Move 2: Establishing a niche</b></p> <p>Step 1A Counter-claiming or</p> <p>Step 1B Indicating a gap or</p> <p>Step 1C Question-raising or</p> <p>Step 1D Continuing a tradition</p> <p><b>Move 3: Occupying the niche</b></p> <p>Step 1A Outlining purposes or</p> <p>Step 1B Announcing present research</p> <p>Step 2 Announcing principal findings</p> <p>Step 3 Indicating RA structure</p>	<p><b>Move 1: Establishing a territory</b></p> <p>Step 1 Claiming centrality and/or</p> <p>-- in research</p> <p>-- in the real world</p> <p>Step 2 Presenting background information</p> <p><b>Move 2: Establishing a niche</b></p> <p>Step 1A Counter-claiming or</p> <p>Step 1B Indicating a gap or</p> <p>-- in research</p> <p>-- in the real world</p> <p>Step 1C Question-raising or</p> <p>Step 1D Continuing a tradition</p> <p>Step 2 Presenting positive justification</p> <p><b>Move 3: Occupying the niche</b></p> <p>Step 1 Presenting goals of present research</p> <p>--Giving background information on species or site</p> <p>Step 2A Announcing principal finding or</p> <p>Step 2B Predicting results</p> <p>Step 3 Indicating RA structure</p>

Ozturk (2007) explored the degree of variability in the structure of research article introductions in two subdisciplines of applied linguistics, second language acquisition and second language writing, and found that the two subdisciplines used different and unrelated move structures. These differences could be explained in the concept of 'established' and 'emerging' field. Established areas of study occupied a relatively discrete and clearly defined area of study. Emerging fields of study exemplified the interdisciplinary nature of the disciplines and the diversity of topics. Second language writing was perceived as an emerging field of inquiry. Forty percent of research article introductions had the move structure M1-M2-M1-M3. Its pattern of move structure was marked by extensive uses of 'Move 1 Step 2: Making topic generalization' and 'Move 1 Step 3: Reviewing items of previous research'. The interdisciplinary nature of the discipline and the diversity of topics might be the reasons why researchers working within this emerging field felt the need to provide more theoretical background in order to familiarize the readers from related or parent discipline about the issues investigated. Thus, authors made extensive uses of topic generalizations and reviews of literature. On the other hand, second language acquisition was defined as an established field. The majority of researchers in this established field employed the move structure M1-M2-M3. Ozturk's (2007) study could be regarded as a follow-up of previous studies like Holmes (1997) and Samraj (2002a) in terms of interdisciplinary variation and variations across related disciplines.

Kanoksilapatham (2012) employed Swales' genre analysis method to identify the structural organization of research article introductions in three engineering subdisciplines (civil, software, and biomedical) with 60 from each discipline. The

finding showed that these introductions generally adhered to a common rhetorical organization across subdisciplines. However, disciplinary variations were also captured, highlighting the unique characteristics and perspectives of each subdiscipline. For example, rhetorical differences among the three subdisciplines were also found in the absence and presence of certain steps of ‘Move 3 Step 7: Clarifying items’ and ‘Step 9: Suggesting further research’.

The findings of the previous studies revealed that the disciplinary variation was discernable because each academic discipline had its own disciplinary culture. Therefore, the study of disciplinary variation within related field could be useful for the novice-writers in the particular discipline.

## **2.11 Relationship between Research Article Abstracts and Introductions**

Swales (1990) stated that Bazerman’s (1984) detailed case study of abstracts-research article relationships was at the time the only study focusing on the relationship. Bazerman (1984) suggested that “if the abstract did get written in stages co-ordinate with the writing of the main texts, that correlation would further emphasize the interaction between the gradual creation of the text and the growing perception and command of the text as an object” (pp. 181-182). Bazerman also stated that the interaction required further study.

According to Bhatia (1993), research article abstracts and introductions were very similar in terms of their “contextual configuration: they are associated with the same research setting, they also use the same written mode or channel of communication, and share similar participant relationship as well as the level of

formality” (p. 76). Another similarity was that both texts were written by the same person and were written for the same readership. Nevertheless, research article abstracts and introductions had “very different communicative purposes, and should, therefore, display different cognitive structuring so that they remain distinct as genres” (p. 77). He also stated that expert members in the academic community failed to make a proper distinction between research article abstracts and introductions. To him, the two genres were assigned to separate statuses as two independent genres. In terms of the communicative purposes, the research article abstracts presented a faithful and accurate summary, which was representative of the whole article, while research article introductions introduced the article without giving out everything reported in the article. Research article introductions marked a link between what has gone before in the relevant field of research and the present work. This was the reason why discussions of previous research were rarely found in research article abstracts, whereas it was a very important part of research article introductions. He added, “some indication of methodology, experimental procedures, data collection, etc. used for present research is considered crucial in research abstracts, whereas it is rarely mentioned in article introduction. Similarly, reporting of results or findings of research is an important part of abstracts but this is very rare in article introductions” (p. 82) and concluded that even though the two genres shared all the contextual factors as mentioned before, “the two genres differ significantly in terms of their communicative purposes and so they display different four-move generic structures” (p. 82). Swales (1990) asserted that the research article abstract was meant to tell all the important aspects of the research report, whereas the research article introduction was meant to ‘motivate’ the present research and to ‘justify’ its publication.



However, Bhatia (1993) discussed aspects in common and the points of overlap within the two genres as follows.

Therefore, if we look at the cognitive structuring in the two genres, we find that there is nothing that is common to these two, except the last move of the introduction, i.e., introducing present research, which in a number of cases reappears as move 1 of the abstract as introducing purpose. In other words, the research article introduction ends where the abstract begins. The only point of overlap is in the indication of the purpose of research (p. 82).

The last move of the introduction or ‘Introducing present research’ that Bhatia (1993) mentioned here was the Swales’ four moves in the introductory sections in 1981. The last move in the CARS model in 1990 was ‘Occupying the niche’ and the last move in Swales’ CARS model in 2004 was ‘Presenting the present work’. It was clearly seen that Swales modified the CARS model two times and the last move also focused on the same aspect. Therefore, Bhatia’s (1993) points of overlap between abstracts and introductions in the Swales’ model in 1981 were the same points of overlap in CARS model both in 1990 and in 2004: ‘Introducing present research’ in 1981, ‘Occupying the niche’ in 1990, and ‘Presenting the present work’ in 2004. In conclusion, the overlap point of research article abstracts and introductions was that the last move of the introduction reappeared as Move 1, Introducing purpose of the abstracts if focusing on the 4-move model of abstracts mentioned by Bhatia.

Research article abstracts and introductions shared the same contextual configurations as mentioned earlier, but they had some differences in terms of communicative purposes and rhetorical structures. Nevertheless, the point of overlap identified by Bhatia (1993) was the important starting point to investigate the

relationship between the two genres. The next section reviewed the previous studies focusing on the relationship between the two genres.

### **2.11.1 Previous Studies on the Relationship between Research Article Abstracts and Introductions**

The previous studies on the relationship between the two genres were quite limited. However, the two previous studies yielded us the important information to deal with the present study. The summary of the previous studies on the two genres was given in the table below.

**Table 2.9 The Summary of Previous Studies on the Relationship between Research Article Abstracts and Introductions**

<b>Researcher (s)</b>	<b>Fields of Study</b>	<b>Results</b>
<b>1. Samraj (2005)</b>	Wildlife Behavior/Conservation Biology	overlapped in rhetorical organizations found
<b>2. Pho (2009)</b>	applied linguistics/educational technology	linguistic features varied across moves in research article abstracts and introductions

Samraj (2005) studied the relationship between research article abstracts and introductions in two related disciplines, Conservation Biology and Wildlife Behavior. Using Swales' (1990) CARS model to analyze introductions and to clarify the relationship between abstracts and introductions, the researcher employed the 4 moves traditionally ascribed to abstracts and the moves typically found in introductions to analyze abstracts. Samraj found that research article abstracts and introductions overlapped in their rhetorical organizations, that is, they may not be distinctive in communicative purposes and rhetorical structures. Abstracts may not be a synopsis of research articles, but they included rhetorical moves commonly found in

introductions. The Conservation Biology abstracts and introductions both performed the persuasive function, and the presence of centrality claims in abstracts functioned to promote the research area value. The Wildlife Behavior abstracts did not perform a persuasive function, but they served to indicate pragmatic functions such as goal, result, and conclusion. The possible explanations could be the characteristics of tacit and taciturnity of abstracts from more mature research areas. In this case, a greater distinction in communicative purpose and the overall organization between research article abstracts and introductions in Wildlife Behavior was identified.

Pho (2009) examined a range of linguistic features of each of the abstract and introduction moves in two related disciplines, applied linguistics and educational technology, and investigated how each move could be realized linguistically by downloading the selected articles then converting them into .txt format and xml-tagged for move structures. The framework for the coding of moves in the abstracts and introductions was based on Santos (1996) and Swales (2004). The six linguistic features of moves were the approaches to the analysis of linguistic realizations of moves. The CLAWS7 (Garside and Smith, 1997) was used for parts of speech and then WordSmith and Perl scripts were employed to obtain the distribution patterns of each linguistic feature in each rhetorical move. It was found that the two genres were seemingly similar, but they had distinctive move structures and linguistic characteristics. A combination of features such as verb tenses, voice, modal verbs, stance words, self-reference words, and reporting verbs could help to distinguish moves. Linguistic features varied more across moves than disciplines. The same move in the two different disciplines could have similar distribution patterns of a certain linguistic feature. The similarity between the two disciplines could be explained that

they were multidisciplinary and belong to the same field of teaching and learning. Four moves were identified in abstracts from the two disciplines: presenting the research, describing the methodology, summarizing the findings, and discussing the research. Three moves were found in introductions: establishing a territory, establishing a niche, and presenting the present work. The findings were useful for novice writers to distinguish the way they should write the abstracts and the introductions of the main articles based on the rhetorical patterns and linguistic features.

It can be seen that Samraj's (2005) findings were quite different from Bhatia's in terms of communicative purpose and rhetorical structure in that the two genres may not be distinctive in communicative purpose and rhetorical structure. In addition, the rhetorical moves commonly found in introductions appeared in abstracts. However, Pho's (2009) findings revealed that the two genres had distinctive move structures and linguistic characteristics, but the two disciplines had similarity in linguistics features and rhetorical structures. Samraj's (2005) corpora were two related disciplines in hard sciences, while Pho's (2009) corpora were two related disciplines in soft sciences. The present study's corpora were two related disciplines in soft sciences: linguistics and applied linguistics. The findings of the present study could shed more light to the relationship between research article abstracts and introductions within the related disciplines.

In conclusion, the findings from the previous studies revealed that texts from closely related disciplines could vary in overall organization. Therefore, studies of disciplinary variation were useful in terms of pedagogical application. Moreover, the findings of the present study could shed more light on disciplinary variation within

related disciplines. Studying a particular genre in related disciplines could reach the goal of genre analysis, and it would be better if the disciplinary variation within two related genres from two related disciplines could be identified.

Tables 2.10, 2.11, and 2.12 provided an overview picture of the previous studies on the two genres with the author(s), date, the number of corpus, and field of study from previous study on research article abstracts and introductions. The number of the research articles would be useful in deciding the size of the corpus in the present study.

**Table 2.10 The Summary of Previous Studies of Rhetorical Structure of Research Article Abstracts**

<b>Author (s)</b>	<b>Corpus</b>	<b>Field (s)</b>
<b>Salager-Meyer (1992)</b>	84	Medicine
<b>Santos (1996)</b>	94	Applied Linguistics
<b>Hyland (2000)</b>	800 (100/ one discipline)	philosophy, sociology, applied linguistics, marketing, electrical engineering, mechanical engineering, physics, and biology
<b>Sam raj (2002b)</b>	40 (20/20)	Wildlife Behaviors/Conservation Biology
<b>Stotesbury (2003)</b>	300 (100/ discipline)	humanities/ social sciences/ natural sciences
<b>Martin (2003)</b>	160 (80 English/80 Spain)	experimental social sciences/experimental phonetics and psychology
<b>Lores (2004)</b>	36	Linguistics
<b>Bonn and Swales (2007)</b>	60 (30 /30)	language sciences
<b>Pho(2008)</b>	30	applied linguistics and educational technology

**Table 2.11 The Summary of Previous Studies of Rhetorical Structure of Research Article Introductions**

<b>Author (s)</b>	<b>Corpus</b>	<b>Field (s)</b>
<b>Crookes (1986)</b>	96 (24/24/24)	the hard sciences (Biology/ Medical field), the Social sciences
<b>Anthony (1999)</b>	12	software engineering
<b>Jogthong (2001)</b>	40	Educational and medical field
<b>Sam raj (2002a)</b>	24 (12/12)	Wildlife Behavior /Conservation Biology
<b>Ozturk (2007)</b>	20 (10/10)	second language acquisition and second language writing
<b>Hirano (2009)</b>	20	English for Specific Purposes

**Table 2.12 The Summary of Previous Studies of Rhetorical Structure of Research Article Abstracts and Introductions**

<b>Author (s)</b>	<b>Corpus</b>	<b>Field (s)</b>
<b>Sam raj (2005)</b>	24(12 RAs/discipline- 12 abs:12 intro)Total: 48 texts	Wildlife Behaviors/Conservation Biology
<b>Pho (2009)</b>	40(20 RAs/discipline-20 abs:20 intro)Total:80 texts	applied linguistics/educational technology

## 2.12 Summary

This chapter illustrated the overview information about genre, genre analysis, and the methods of genre analysis. Then, the main concepts that governed the present study like disciplinary discourse, disciplinary variation and the notions of linguistics and applied linguistics were also described to enhance the basic understanding of the present study. Then the key terms about research article abstracts and introductions were demonstrated including the previous studies related to the rhetorical structure of the two genres. The previous studies about the relationship between the two genres were indicated too. Most previous studies pointed out that the disciplinary variation was the main concepts that affected the rhetorical structure and the linguistic features in the particular genres and disciplines. However, there were some researchers found the relationship between the research article abstracts and introductions. The overlap point between the two genres was the starting point to identify the relationship. To gain more understanding about disciplinary variation, more studies of how two or more genres were related to each other in related disciplines were still needed. Therefore, the present study investigated the disciplinary variation in research article abstracts and introductions from the fields of linguistics and applied linguistics. Moreover, the relationship between the two genres was explored. In the next chapter, the construction of the corpus, the framework of move analysis, the reliability of the analysis and the pilot study were illustrated. The pilot study was important to the present study because it could prove the feasibility of the methodology used in the present study.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter described the research methodology of the present study. The construction of the corpus, framework of move analysis, the interview data, the inter-coder reliability and analysis procedures were described in details followed by the pilot study. The framework of move analysis was tested with research article abstracts and introductions to check the feasibility of the design of the present study. The findings of the pilot study were presented and discussed in the last section of the chapter.

#### **3.1 The Construction of the Corpus**

A corpus of 200 research articles was compiled randomly from three journals in the fields of linguistics and applied linguistics, respectively: In the field of linguistics, there were 35 from Journal of Phonetics, 35 from Journal of Pragmatics and 30 from Language Sciences, making a total of 100. In the field of applied linguistics, there were 35 from Applied Linguistics, 35 from English for Specific Purposes, and 30 from System, also making a total of 100. Similarly, a total of 200 research article introductions in both fields included 100 from each field. In all total texts from the two genres in the two related disciplines were 400 texts. Based on the data about the size of the corpus presented in Chapter 2, the largest corpus of research article abstracts was 100, and the largest corpus of research article introductions was



40. Therefore, 100 abstracts and 100 introductions from each discipline should be an appropriate corpus for the present study. Aforementioned empirical research articles published in the six journals between 2009 to 2012 were collected.

The journal titles, impact factor, and number of articles were illustrated in Tables 3.1 and 3.2. The impact factor was based on the Journal Citation Reports (JCR) Social Sciences Edition (2010) provided by ISI Web of Knowledge which was accessed via Mahidol University's electronic resources.

**Table 3.1 The Corpus of Research Articles in the Field of Linguistics**

<b>Journal Titles</b>	<b>Impact Factor (2010)</b>	<b>5-Year Impact Factor</b>	<b>Number of RAs</b>
<b>Journal of Phonetics</b>	1.254	2.015	35
<b>Journal of Pragmatics</b>	0.856	1.192	35
<b>Language Sciences</b>	0.371	0.715	30

**Table 3.2 The Corpus of Research Articles in the Field of Applied Linguistics**

<b>Journal Titles</b>	<b>Impact Factor (2010)</b>	<b>5-Year Impact Factor</b>	<b>Number of RAs</b>
<b>Applied Linguistics</b>	1.340	2.068	35
<b>System</b>	1.105	2.947	35
<b>English for Specific Purposes</b>	0.889	1.333	30

Using JCR was a way to demonstrate that the chosen journals were reputable and representative. The six journals had high impact factors in the subject categories of linguistics. However, some higher ranked journals in the field of linguistics, for example, Journal of English Linguistics (impact factor was 1.040) could not be

accessible online and they were not on the journal shelves at any library. The accessibility of some high impact factor journals was a limitation for the present study.

The overall organization, i.e. rhetorical structure of an article may vary in accordance with its type (Crookes, 1986). Research articles with the conventional section formats Introduction-Method-Result-Discussion (IMRD) were selected, while the conceptual/theoretical studies were excluded. A review of some high impact factor journals in the field of linguistics had found that most research articles in the linguistics journals were conceptual/theoretical articles. Some high impact factor journals in linguistics such as *Lingua* and *Linguistics* were excluded because the research articles were not empirical studies and they did not follow the IMRD format.

## **3.2 Framework of Move Analysis**

### **3.2.1 Framework of Move Analysis to analyze Research Article Abstracts**

A study of the textual organization of research article abstracts in the field of applied linguistics by Santos (1996), another on the structure of research article abstracts and its variation across discipline by Hyland (2000), and another on abstracts in *Wildlife Behavior and Conservation Biology* by Samraj (2002b), all studies employed the four components of purpose, method, results, and discussion (P-M-R-C). After using the four moves pattern, Santos (1996) proposed a 5-move model, while Hyland (2000) suggested distinguishing the writer's purpose from the introduction.

With the three existing models for abstract writing: Bhatia's (1993) typical 4-move model, Santos' (1996) 5-move model, and Hyland's (2000) 5-move model, the question of which model was an appropriate model to employ in the present study can

be answered by testing the three models with the samples of abstracts from both disciplines. Six research article abstracts from both disciplines were chosen for a pilot study to test the three models. With Bhatia's (1993) typical 4-move model, it was found that the abstracts contained two, three, and four moves. By the frequency of occurrence of the moves, most of the abstracts contained the Purpose moves, Method moves, and Result moves, and three of abstracts from each discipline contained Conclusion moves. However, some sentences did not match any moves in Bhatia's (1993) typical 4-move model as shown below.

**Extract from linguistics article No. 4**

These prepositions encode locative configurations in which the object being located is in physical contact with the reference object, and/or in which the reference object functions as a supporting surface for the object being located (Coventry and Garrod, 2004; Herskovits, 1986; Vandeloise, 1986; Borillo, 1998) (Tutton, 2011, p. 3431).

**Extract from applied linguistics article No. 3**

There has been increasing interest in the possible applications of corpora to both linguistic research and pedagogy (Chang, 2011, p. 222).

**Extract from applied linguistics article No. 6**

Situational factors play vital roles in shaping language learners' motivation particularly in EFL contexts. While many private schools implement CBLI programmes in Taiwan as it has been proved elsewhere that such language programmes improve language learners' motivation and academic performance in ESL contexts, such as US and Canada, the effects CBLI might have on

EFL young learners have never been investigated in Taiwan (Huang, 2011, p. 186).

*Note: Full citation of the research articles are given in Appendix A.*

The three extracts provided the information about the context and current knowledge about the papers. The first extract provided knowledge about the prepositions being studied, the second explained the current status of a corpus-based approach, and the third gave the context of the implementation of CBLI programmes in EFL contexts. It was clearly seen that the three extracts did not match the purpose-method-results-conclusions moves in Bhatia's (1993) model.

To solve the problem, Santos' (1996) 5-move model and Hyland's (2000) 5-move model were used to identify the moves. It was found that the three extracts could be put in the 'Situating the research' and 'Introduction' moves in Santos' (1993) and Hyland's (2000) model, respectively. That is, the information and details in the three abstracts were related to the context and current knowledge of the paper. Both models appeared to be applicable for linguistics and applied linguistics abstracts analysis in the present study. However, Hyland's model was chosen because Santos' model was derived from 94 abstracts in the field of applied linguistics, while Hyland's model was obtained from 800 abstracts across 8 disciplines, philosophy, sociology, applied linguistics, marketing, electrical engineering, mechanical engineering, physics, and biology, 100 each. A closer look into the fields of studies in Hyland revealed that the data were collected from sciences and social sciences. The present study aimed to analyze abstracts in linguistics and applied linguistics, which were categorized into the different domains as mentioned in Chapter 2. Santos' model was limited to the field of applied linguistics, while Hyland's model covered across the

sciences and social sciences. Ren (2011) examined the rhetorical moves in the abstracts of Chinese Master's English theses and published research articles in applied linguistics and supported the use of Hyland's model. The researcher concluded that "the finer distinction between introduction and purpose in Hyland's classification can present a clearer picture of the structure of the rhetorical moves of the abstracts collected" (p. 164). Thus, the choice of the present study to use Hyland's (2000) 5-move model to analyze abstracts had substantial validation.

The unit of coding for research article abstracts was a sentence. Each sentence was given a move label. Because of the condensed nature of abstracts, the possibility of one sentence containing two or more moves may be possible. According to Bhatia (1993), it was common in abstracts, especially in experimental studies, that the two moves of introducing purpose and describing methodology were often embedded one within the other. In this case, Santos (1996) called it 'move embedding,' meaning the blending of moves into the same statement. Samraj (2005) also found that "a sentence may sometimes be a realization of more than one move" (p. 146), while Pho (2008) described that "a move can be realized by structures ranging from several sentences to a phrase or a word, although the most common realization of moves is in a sentence" (p. 235). Pho (2008) illustrated that a sentence in an abstract can express two or three functions at the same time, so such a sentence was coded as dual or more moves. If move embedding occurred in the present study, the sentence would be labeled as a sentence containing two or more moves.

To answer the question of move frequency, the 60% cutoff of Kanoksilapatham (2005) was used. After each move was coded, the occurrences of each move were counted then calculated into 100 percentages. If the occurrences of a

move were more than 60%, this move was counted as a conventional move. If the percentages of occurrences were less than 60%, this move was counted as an optional move.

### **3.2.2 Framework of Move Analysis to Analyze Research Article**

#### **Introductions**

As mentioned earlier, the Swales' (1990) CARS model had its weaknesses and limitations as shown in the studies by Anthony (1999) in the field of software engineering, by Samraj (2002a) in biology, and by Ozturk's (2007) in applied linguistics. In the present study, Swales (2004) the CARS model was employed to analyze research article introductions for two reasons. First, the 2004 version successfully accounted for most of the limitations mentioned by Anthony (1999) and Samraj (2002a). Swales (2004) claimed that the new model could serve some important factors which caused the deviations and difficulties such as "the nature of the research, researchers' aspiration, the status of the researchers themselves, the disciplinary conventions of their field, and the like" (p. 232). He was certain that this model addressed the factors that caused some deviations such as the nature of the research and the disciplinary conventions. In support, Biber (2007) stated that the new Swales model was modified to better reflect the variability in how the three moves types were realized in different sub-genres of research article introductions particularly in Move 3, which reflected the variations that occurred in introductions in different research fields. The model reorganized the possibility of cyclical patterns of occurrence of the move types within the introduction section. It could be said that the Swales' revised model was plausible to identify the disciplinary variations in research article introductions.

Another reason for using the CARS 2004 model was based on Pho's (2009) empirical study whose findings showed that the move structures of the introductions in Applied Linguistics and Educational Technology fitted within the model at the move level. Since the research article introductions in the present study were in the field of linguistics and applied linguistics, which were similar to Pho's corpus, the logical claims from Swales (2004) and the empirical study by Pho (2009) could, therefore, supported the use of the Swales' (2004) CARS model.

Regarding the use of sentence as the unit of coding, each sentence in an introduction was coded as a move or a step. In the present study, if a sentence contained two or more rhetorical moves, it would be labeled according to its functions and meanings. This is based on the same principles used in the studies by Crookes (1986) that authors of research articles sometimes produced sentences that presented more than one complete unit of meaning and by Kanoksilapatham (2003) that one sentence could constitute more than one rhetorical move.

After a move or a step was coded, the occurrences of a move or a step were counted then calculated into 100 percentages. The 60% cutoff of Kanoksilapatham (2005) was used to identify whether a move or a step was obligatory or optional. If the occurrences of a move or a step were more than 60%, the move or the step was counted as an obligatory move or step. If the occurrences of a move or a step were less than 60%, the move or the step was counted as an optional move or step.

### **3.2.3 Framework of Move Analysis to Analyze the Relationship between Research Article Abstracts and Introductions**

To clarify the relationship between research article abstracts and introductions, the Swales' (2004) CARS model and Hyland's (2000) 5-move model were used to

analyze the relationship for two reasons. First, it was motivated by Bhatia's (1993) discussion that the research article introduction ended where the abstract began. Therefore, the area of overlap was the starting point to clarify the relationship between the two genres. Another reason to use the moves typically found in introduction was based on the empirical study by Samraj (2005), employing the Swales' (1990) CARS model, explained that the 'Introduction move' by Hyland's (2000) model served similar rhetorical function to some moves in research article introductions, such as the indication of gap in previous studies in second move. She illustrated that using the move typically found in introductions to analyze abstracts indicated the differences of the presence of 'Centrality claim' and 'Indicating a gap' among the different disciplines. Her findings assured that the elements in Move 1 and Move 2 of introductions appeared in abstracts.

According to the discussion by Bhatia (1993) and the empirical study by Samraj (2005), the use of Swales' (2004) CARS model and Hyland (2002) model could clarify the relationship between research article abstracts and introductions because it was possible to see the point of overlap within the two genres. The overlap points between the research article abstracts and introductions within one research article were counted. Then the frequency of each overlap was pointed out and the frequency would tell us which overlap point was the highest and the lowest.

### **3.3 Interview Data**

According to Biber (2007), the analysis of interview data and group discussion from the actual writers of the texts was an attempt to understand the social context of the discourse. Hyland (2000) used two main stages to collect the data. The first stage



was using focus group discussions and semi-structured format to encourage the informants to speak generally about communication and publication practices in their field. The second stage was using a discourse-based interview which involved detailed discussions about particular pieces of writing. At this stage the informants were encouraged to discuss about their own work. According to Hyland (2000), interview transcripts from disciplinary informants provided “an understanding of how insiders’ view their literacy practices and how they see their participation in their disciplines” (p. 138).

In the present study, the semi-structured interview involved a series of open-ended questions focusing on the informants’ research article abstracts and introductions. The informants were researchers who have published research articles in international journals in both disciplines.

### **3.4 Inter-Coder Reliability**

Crookes (1986) commented that “The Swales model is open to the criticism that however explicit its criteria and its exemplification, it remains in the end based on personal and individual judgment, as Swales himself recognizes” (p. 61). Similarly, Kanoksilapatham (2003) pointed out that lacking explicit rules for decision on move boundaries reflected the subjectivity of the judgment. This problem led to questions of the reliability and empirical validity of the data analysis. Because a qualitative assessment of move analysis involved subjective judgment, an additional reader was needed to assess the reliability of the move identification. To avoid such subjectivity, the inter-rater checking was conducted. The present study employed the inter-coder

reliability procedures, including coder selection, coder training, coder practice, independent coding, and analysis of inter-coder reliability.

#### **3.4.1 Coder Selection**

To ensure that the coder would not have problems with reading research articles in the chosen fields of linguistics and applied linguistics, a Thai PhD candidate in English Studies, Suranaree University, was asked to be a coder. Although this coder is not a native speaker of English, she has extensive experience and expertise in reading research articles, especially in the field of applied linguistics. In case of discrepancy, a native English speaking lecturer was asked to solve the problematic text. Including the researcher, three coders were used in the present study.

#### **3.4.2 Coder Training**

The Thai coder was invited to attend a training conducted by the researcher. Swales' (2004) CARS model and Hyland's (2000) model were explained with examples of the linguistic exponents and signals of moves and steps, with extensive sequence of fully analyzed article abstracts and introductions as presented by Swales (2004), Hyland (2000) and other researchers. After the training session, the Thai coder practiced identifying the moves and steps with the researcher by using some research article abstracts and introductions. In case of discrepancy, the Thai coder and the researcher worked out the coding disagreements until a satisfactory level of coder agreement were attained.

#### **3.4.3 Individual Move Identification**

Following Crookes (1986) and Kanoksilapatham (2003), 25 percent of the corpus were given to external coder to conduct the individual move identification. Thus, the majority of the analysis was carried out mainly by the researcher. With

regards to the coding reliability, 25 out of 100 research articles from linguistics and 25 out of 100 research articles from applied linguistics were analyzed by the chosen coder. The individual coding with the 50 research articles by the researcher and the chosen coder was checked the coding agreement after the two coders finished the individual coding

#### **3.4.4 Analysis of Inter-Coder Reliability**

The coding done by the researcher and one of the external coders was measured. Percentage agreement was a common way to determine the index of inter-coder reliability (Kanoksilpatham, 2003). Percentage agreement is widely used because it is simple to interpret and understand. Percentage agreement is computed by summing up all coding agreements between the coder and the researcher then multiplied by 100 and divided by the total coded units. The formula for the percentage is  $A/(A+D) \times 100$ . In this formula, 'A' stands for the number of agreements and 'D' stands for the number of disagreements. For example, if the total coded units are 90 units and the agreements between the coder and the researcher are 85 units, the agreement percentage is 94 %.

In this case, the possibility of discrepancy may occur. It may be necessary to resolve any discrepancy through further discussion and analysis, and then re-code problematic texts. If the two coders could not reach the agreement in the re-code problematic text stage, the third coder was invited to solve the problematic text. The third coder was a native English speaking lecturer who is specialized in the field of linguistics and applied linguistics.

### 3.4.5 The Examples of Individual Coding Process by Two Coders

To ensure that the individual coding process was really done by the researcher and the chosen inter-coder and to confirm the reliability of move analysis, the comparison of raw data of individual coding by the researcher and the inter-coder was shown as follows.

#### 1. Example of individual coding an article from English for Specific Purposes

##### 1.1 The coding of move pattern of research article abstract from the researcher

###### ABSTRACT

This paper reports the findings of a study aiming to reveal the recurring patterns of lexical, syntactic and textual errors in student translations of a specialized EU genre from English into Hungarian. By comparing the student translations to the official translation of the text, this article uncovers the most frequent errors that students made and links these errors to the elements of translation competence. In order to achieve these goals, textual analysis and retrospective interviews were used. The findings show that translation errors occur at every level of language, and they follow recurring patterns, stemming from different elements of translation competence. The outcomes of the study may aid specialized EU translation teachers in designing course syllabuses by highlighting which elements of translation competence to focus on.

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Product  
Conclusion

##### 1.2 The coding of move pattern of research article abstract from the inter-coder

###### ABSTRACT

This paper reports the findings of a study aiming to reveal the recurring patterns of lexical, syntactic and textual errors in student translations of a specialized EU genre from English into Hungarian. By comparing the student translations to the official translation of the text, this article uncovers the most frequent errors that students made and links these errors to the elements of translation competence. In order to achieve these goals, textual analysis and retrospective interviews were used. The findings show that translation errors occur at every level of language, and they follow recurring patterns, stemming from different elements of translation competence. The outcomes of the study may aid specialized EU translation teachers in designing course syllabuses by highlighting which elements of translation competence to focus on.

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### 1.3 The coding of move pattern of research article introduction from the researcher

#### 1. Introduction

Since Hungary joined the European Union in 2004, the number of EU texts translated into Hungarian has been rising continuously. As a result, the role of professional translators and interpreters has become indispensable both for the European Union and the Member States. However, it is not only professional language mediators who encounter EU texts. More and more people have to solve problems related to the translation or general comprehension of different EU-related texts. Recognizing the growing need for developing EU translation competence, several Hungarian translator training institutions have built it into their curriculum. As a result of the Bologna reforms in higher education, specialized EU translation courses are also common, typically as part of an ESP specialization module within the English BA programme.

Although preserving linguistic diversity is one of the fundamental principles of the EU, in practice, the prevalent use of English reflects a certain hierarchy among languages. Today English is common not only in the institutions of the European Union but at several other levels and domains of language policy. Since the widespread use of English is related to globalization, the dominance of English is likely to continue into the future. Both in applied linguistics and translation studies there are a growing number of research projects focusing on the use of English as a lingua franca (e.g., Jenkins, 2007; Lesznyák, 2004; McArthur, 2003; Modiano, 2003; Mollin, 2006; Pym, 2000; Truchot, 2002). In addition, within the field of ESP, research on English as it is used in EU documents and EU institutions is becoming increasingly popular (e.g., Jablonkai, 2008; Trebits, 2008, 2009; Trebits & Fischer, 2009), including studies which approach the problem from a translation point of view (Dróth, 2001; Fischer, 2008; Klaudy & Bart, 2003; Károly, 2007; Trosborg, 1997). However, despite the growing interest in investigating EU-English and its translation aspects, little research has been done in the context of pedagogical translation on students' translation performance. This paper aims to fill this gap by analyzing lexical, syntactic, and textual patterns in students' translations of a specialized EU genre and show that translation errors may be ascribed to various causes, which

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### 1.4 The coding of move pattern of research article introduction from the inter-coder

#### 1. Introduction

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## 2. Example of individual coding an article from Journal of Phonetics

### 2.1 The coding of move pattern of research article abstract from the researcher

#### A B S T R A C T

The time course and trajectory of development of phonetic perception in Spanish-Catalan bilingual and monolingual infants is different (Bosch & Sebastián-Gallés, 2003a, 2003b, 2005; Sebastián-Gallés & Bosch, 2009). Bosch and Sebastián-Gallés argue that, at least initially, bilingual infants track statistical regularities across the two languages, leading to their temporary inability to discriminate acoustically similar phonetic categories. In this paper, we test bilingual Spanish-English 4- and 8-month-olds' discrimination of vowels. Results indicate that, when the two languages being learned are rhythmically dissimilar, bilingual infants are able to discriminate acoustically similar vowel contrasts that are phonemic in one, but not the other language, at an earlier age. These results substantiate a mechanism of language tagging or sorting; such a mechanism is likely to help bilingual infants calculate statistics separately for the two languages.

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Method

Results

Conclusion



## 2.2 The coding of move pattern of research article abstracts from the inter-coder

### ABSTRACT

The time course and trajectory of development of phonetic perception in Spanish-Catalan bilingual and monolingual infants is different (Bosch & Sebastián-Gallés, 2003a, 2003b, 2005; Sebastián-Gallés & Bosch, 2009). Bosch and Sebastián-Gallés argue that, at least initially, bilingual infants track statistical regularities across the two languages, leading to their temporary inability to discriminate acoustically similar phonetic categories. In this paper, we test bilingual Spanish-English 4- and 8-month-olds' discrimination of vowels. Results indicate that, when the two languages being learned are rhythmically dissimilar, bilingual infants are able to discriminate acoustically similar vowel contrasts that are phonemic in one, but not the other language, at an earlier age. These results substantiate a mechanism of language tagging or sorting; such a mechanism is likely to help bilingual infants calculate statistics separately for the two languages.

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## 2.3 The coding of move pattern of research article introduction from the researcher

### 1. Introduction

From research in the last two decades we know much about how language experience affects the perception of speech sound categories - consonants, vowels and tones - in monolingual infants. Language experience serves to facilitate the discrimination of native language sound distinctions to bring infants' discrimination abilities up to the high levels at which native adult listeners perform (Kuhl et al., 2006; Narayan, Werker, & Beddor, 2010; Polka, Colantonio, & Sundara, 2001; Sundara, Polka, & Genesee, 2006; Tsao, Liu, & Kuhl, 2006; see Aslin & Pisoni, 1980 for a description of the facilitation pattern). In the absence of this language experience, discrimination of some (Mattock & Burnham, 2006; Mattock, Molnar, Polka, & Burnham, 2008; Werker, Gilbert, Humphrey, & Tees, 1981; Werker & Tees, 1983, 1984a), but not all sound distinctions, declines (see Best & McRoberts, 2003 for a review).

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At present there is a consensus in the field that this change from language-general to language-specific abilities is not because children are exposed to minimal pairs in speech input. Rather, this change is likely to involve a domain-general, perceptual learning mechanism that exploits infants' sensitivity

to the statistical properties of the speech input (Anderson, Morgan, & White, 2003; Kuhl & Meltzoff, 1996; Maye, Werker, & Gerken, 2002; Maye, Weiss, & Aslin, 2008).

In comparison with research on monolingual infants, research on how language experience affects the perception of speech sound categories in bilingual infants is scarce. This gap in the literature is of particular concern given some estimates that there are as many, if not more, children growing up bilingual than monolingual (Tucker, 1998). In this study, we tested Spanish-English learning bilingual infants and their English-learning peers on the discrimination of a vowel distinction (/e - ε/) that contrasts meaning in English, but not Spanish.

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#### 1.1. Language input to bilingual infants

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In acquiring the speech sound categories of their native language, infants face a very challenging task. They must learn to treat some physically non-identical instances of sounds equivalently, for example /a/ produced by men, women and children. This ability is essential for infants learning any language, and can be seen as early as 6 months (Kuhl, 1979, 1983). At the same time, depending on the ambient language, infants must also learn to treat other sound pairs which may be acoustically as equally distinct as belonging to different categories. For example, infants learning English learn to treat stop consonants with a 0 and 60 ms VOT as different (i.e., voiced and voiceless). In contrast, infants learning French learn to treat stop consonants with 0 ms VOT as voiced (e.g., /b/) but stop consonants with 30 and 60 ms VOT as voiceless (e.g., /p/). From research on monolingual infants

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## 2.4 The coding of move pattern of research article introduction from the inter-coder

### 1. Introduction

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### 3. Example of individual coding an article from Language Sciences

#### 3.1 The coding of move pattern of research article abstract from the researcher

##### A B S T R A C T

The word *lado* 'side' in San Ildefonso Tultepec Otomi (SIT Otomi) is a Spanish loanword and is used in descriptions of location and orientation involving five different types of spatial frames of reference (FoRs) according to data collected with a referential communication task in San Ildefonso Tultepec, Querétaro, Mexico. The task consists of matching pictures featuring both a ball – in different locations – and a chair – with different orientations – through linguistic descriptions of such images (Bohnemeyer, 2008). *Lado* occurs in different constructions involving different FoRs and it constitutes a frequent strategy when the relative FoR is used in SIT Otomi.

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#### 3.2 The coding of move pattern of research article abstract from the inter-coder

##### A B S T R A C T

The word *lado* 'side' in San Ildefonso Tultepec Otomi (SIT Otomi) is a Spanish loanword and is used in descriptions of location and orientation involving five different types of spatial frames of reference (FoRs) according to data collected with a referential communication task in San Ildefonso Tultepec, Querétaro, Mexico. The task consists of matching pictures featuring both a ball – in different locations – and a chair – with different orientations – through linguistic descriptions of such images (Bohnemeyer, 2008). *Lado* occurs in different constructions involving different FoRs and it constitutes a frequent strategy when the relative FoR is used in SIT Otomi.

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#### 3.3 The coding of move pattern of research article introduction from the researcher

##### 1. Introduction

San Ildefonso Tultepec (SIT)<sup>1</sup> Otomi is an indigenous language spoken in the village of San Ildefonso Tultepec in Central Mexico in the state of Querétaro. Together with other Otomi languages, SIT Otomi belongs to the Oto-Pamean family, the northernmost branch of the Oto-Manguen stock of Mesoamerican languages. See Map 1 below.

This article explains how in SIT Otomi the use of the relative *frame of reference* (FoR), a frame which is apparently not favored in the Mesoamerican linguistic area (de Léon and Levinson, 1992; Bohnemeyer, 2008), occurs almost only in conjunction with the loanword *lado* 'side' (< Sp. *lado*). An FoR is a coordinate system that is used in the interpretation of spatial relations between objects (O'Meara and Pérez Báez, 2011); in the relative FoR, the coordinate system depends on the orientation of the observer's body. The goal of this paper is twofold: first, we describe constructions containing *lado* in the five FoRs available in SIT Otomi; second, we point out the relation between the use of *lado* and the existence of the relative FoR in SIT Otomi. Of the five FoRs available in SIT Otomi, the relative FoR is the only one that depends entirely on the use of the word *lado*. To show this, we compare the distribution of relative descriptions with *lado* to descriptions that contain *lado* but involve other FoRs.<sup>2</sup>

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### 3.4 The coding of move pattern of research article introduction from the inter-coder

#### 1. Introduction

San Ildefonso Tultepec (SIT)<sup>1</sup> Otomi is an indigenous language spoken in the village of San Ildefonso Tultepec in Central Mexico in the state of Querétaro. Together with other Otomi languages, SIT Otomi belongs to the Oto-Pamean family, the northernmost branch of the Oto-Manguean stock of Mesoamerican languages. See Map 1 below.

This article explains how in SIT Otomi the use of the relative *frame of reference* (FoR), a frame which is apparently not favored in the Mesoamerican linguistic area (de León and Levinson, 1992; Bohnermeyer, 2008), occurs almost only in conjunction with the loanword *lado* 'side' (< Sp. *lado*). An FoR is a coordinate system that is used in the interpretation of spatial relations between objects (O'Meara and Pérez Báez, 2011); in the relative FoR, the coordinate system depends on the orientation of the observer's body. The goal of this paper is twofold: first, we describe constructions containing *lado* in the five FoRs available in SIT Otomi; second, we point out the relation between the use of *lado* and the existence of the relative FoR in SIT Otomi. Of the five FoRs available in SIT Otomi, the relative FoR is the only one that depends entirely on the use of the word *lado*. To show this, we compare the distribution of relative descriptions with *lado* to descriptions that contain *lado* but involve other FoRs.<sup>2</sup>

1

3/1

### 3.5 Analysis Procedures

Kanoksilpatham (cited in Biber, 2007, p. 33) mentioned that “there are no strict “rules” for doing a move analysis, nor does every researcher necessarily do each of the steps described below”. She described common procedures in doing move analysis within three steps; first, getting a ‘big picture’, understanding of the overall rhetorical purpose of the texts in the genre; second, looking at the function of each text segment to evaluate what its local purpose; third, looking for any common functional and/or semantic themes represented by the various text segments then grouping these functional-semantic themes together.

The common procedures were applied and some procedures as follows were added. First, read each research article abstract and introduction to get the feel of the overall organization and identify the recurring pattern. Then look for the common function or semantic themes then group them together. Third, identify the rhetorical moves in each abstract and introduction on the basis of the framework of Hyland (2000) and Swales’ (2004). Fourth, compare and contrast the findings of the two corpora in term of rhetorical variations across two related discipline. Fifth, use the

moves typically found in introductions to analyze the abstracts to clarify the relationship between abstracts and introductions. Finally, transcribe the interview data and analyze it in terms of the perspective of a member of a discipline and the ways to write an abstract and introduction including their relationship.

### **3.6 Pilot Study**

A pilot experiment, also called a pilot study, is a small scale preliminary study conducted before the main research, in order to check the feasibility or to improve the design of the research. The aim of the pilot is to assess the quality of the experimental design while it can still be revised and improved before it is used with the actual subjects in the research (Seliger & Shohamy, 1989). The pilot study for the present study was conducted to check the feasibility of research design, data collection, and data analysis.

Twelve research articles with the IMRD structure from the journals in linguistics and applied linguistics published in 2011 were randomly selected to use for pilot study. The criteria of choosing research articles in this pilot were similar to the main study's criteria. For the field of linguistics, six research articles were taken from *Journal of Phonetics*, *Journal of Pragmatics*, and *Language sciences*. For the field of applied linguistics, six research articles were taken from *Applied Linguistics*, *System*, and *English for Specific Purposes*. These 12 research articles from the pilot study would not be used in the main study. The full citation of the 12 research articles used in the pilot study was listed in Appendix A.

### 3.6.1 Summary of the Findings

Hyland's (2000) model and Swales' (2004) CARS model were employed to analyze the rhetorical organization of research article abstracts and introductions. The results were illustrated in the tables as follows.

**Table 3.3 The Move Patterns of Research Article Abstracts and Introductions from the Field of Linguistics**

Article no.	Abstracts	Introductions
1	P-M-Pr-C	[1] [3.1] [1] [3.1][1] [21A] [3.4] [3.2]
2	P-M-Pr	[1] [3.1] [1] [3.4]
3	P-M-Pr	[1] [3.1] [3.5] [1] [3.5] [1]
4	P-I-M-Pr-C	[3.1] [1] [3.2] [3.4] [1] [3.4] [1]
5	P-Pr	[3.1] [3.5] [21A] [3.5] [3.7] [1]
6	P-Pr	[1] [3.1] [3.2]

*Note: Full citation of the research articles are given in Appendix A.*

**Table 3.4 The Move Patterns of Research Article Abstracts and Introductions from the Field of Applied Linguistics**

Article no.	Abstracts	Introductions
1	P-M-Pr	[1] [3.1] [3.2]
2	P-M-Pr-C	[1] [21A] [1] [3.1] [3.2]
3	I-P-M-C	[1] [2.2] [1] [3.1] [3.4] [3.6]
4	M-P-Pr-C	[1] [3.1] [3.6] [1]
5	P-M-P-Pr	[1] [3.1] [21A] [3.4] [21A] [1] [3.6] [3.1] [3.4] [3.2]
6	P-I-M-Pr	[3.1] [1] [21A] [1] [3.1] [21A] [3.2]

*Note: Full citation of the research articles are given in Appendix A.*

### 3.6.2 Rhetorical Organization of Research Article Abstracts

The research article abstracts in linguistics had two, three, and four moves, and one abstract had five moves. The occurrence frequency of the moves in linguistics

revealed that most abstracts contained the Purpose, Method and Product moves. The Introduction move was found in one abstract, but the sequence contradicted Hyland's (2000) move structure (I-P-M-Pr-C). The sequence of move structure in article Number 4 was P-I-M-Pr-C. This was the reversed sequence of moves or move reversal that was mentioned by Santos (1996). The abstracts Number 5 and 6 contained Purpose-Product move structure which was described as two-move abstracts by Hyland (2000).

For the corpus of applied linguistics, the occurrence frequency of the moves contained Purpose, Method and Product moves, that is, most abstracts writers used the same three moves as in linguistics. It was clearly seen that the Purpose, Method and Product moves were obligatory moves. The Introduction move was found in two abstracts. In article Number 3, the Introduction move appeared before the Purpose move, while the Purpose move appeared before the Introduction move in article Number 6, another example of move reversal.

### **Embedded Moves**

Weissberg and Buker (1990) suggested the pattern for reducing abstracts by blending purpose and method elements. Similarly, Bhatia (1993) stated that the two moves, introducing purpose and describing methodology were often embedded one within the other. However, in the pilot study, move embedding of Method and Product moves from article Number 6 in applied linguistics was found as shown below. The symbol // was used to mark move boundaries.

Twenty-five six-year-old year one primary students *participated* in this study. Both classroom observation implementing Spada and Frohlich's [Spade, N., Frohlich, M., 1995. COLT Communicative Orientation of Language Teaching Observation Scheme: Coding Conventions and

Applications. Macquarie University, National Centre of English Language Teaching and Research, Sydney, Australia.] Communicative Orientation of Language Teaching (COLT) ***observation scheme and qualitative analysis of classroom taping // revealed that*** learners tend to participate more actively in subject-learning classes than language-input classes and have benefited from the programme in terms of eagerness to volunteer and classroom verbal output. (Huang, 2011, p. 186)

The second paragraph of the above abstract began with describing the data, procedures and research tool and ended with stating main findings. The tense used to express the method and the result was past simple tense. It was clear from this excerpt that Method and Product moves were embedded within one sentence.

### **Move Reversal and Citations**

The reversal of Purpose-Introduction move structure and the element of citations were found in abstract Number 4 in the field of linguistics.

***This paper examines*** how speakers gesture when using English on and French sur (on) to encode location. // ***These prepositions*** encode locative configurations in which the object being located is in physical contact with the reference object, and/or in which the reference object functions as a supporting surface for the object located (***Coventy and Garrod, 2004; Herskovits, 1986; Vandeloise, 1986; Borillo, 1998.***) (Tutton, 2011, p. 3431)

According to Hyland (2000), the I-P-M-Pr-C was the general move sequence. However, the excerpt above showed the reversed moves of Purpose and Introduction. In addition, the use of citations was found in the excerpt. Santos (1996) also found the instances of citing previous research in abstracts and such instances were put in Submove 1B, Citing previous research and explained that the function of this move was the author's attempt to give further credibility to the claim outlined in Submove 1A or Submove 2 by relating what had been claimed to the person who had claimed it.

### Indication of Gap

Bhatia (1993) mentioned that the move of indicating a gap was not common in research article abstract, but it was found that one Introduction move contained elements of indicating a gap.

*This study investigated* the impact of content-based language instruction (CBLI) on EFL young learners' motivated behaviours, namely attention, engagement, and eager volunteering, and classroom verbal interaction.// *Situational factors play vital roles in* shaping language learners' motivation particularly in EFL contexts. While many private schools implement CBLI programmes in Taiwan as it has been proved elsewhere that such language programmes improve language learners' motivation and academic performance in ESL contexts, such as Canada, *the effects CBLI might have on EFL young learners have never been investigated in Taiwan.* (Huang, 2011, p. 186).

It was noticeable that non-past tenses were used to express Introduction move. The writer used present tense to discuss the important of the topic and present perfect to illustrate the gap in research. The use of non-past tense conveyed that the discussed topic was the current issue in the research context.

### Cyclicity of Move Pattern

Cyclical pattern was also found in article Number 5 in applied linguistics. The cycle of Purpose-Method-Purpose move was illustrated below.

*This study examines* the second language (L2) written and oral performance of three groups of Spanish-speaking university students after being exposed to English in different contexts.//*One group of learners* was spending some time abroad (Erasmus students in the UK), and two groups were following classroom instruction in two

different types of intensive courses in Spain: “intensive” and “semi-intensive”. The learners’ L2 written and oral production were analyzed at different time points through different measures of fluency, syntactic and lexical complexity, and accuracy. *The main objective of this study* was to compare the performance of the students abroad with each of the two intensive programmes [...]. (Serrano, 2011, p. 133).

The excerpt began with the Purpose move, Method move and Purpose move which yielded the pattern of P-M-P. It was clearly seen that we saw the cyclicity of Purpose move; however the cyclicity of move in abstract was rarely happen because of the condensed nature of abstracts.

In conclusion, the findings from the pilot study revealed that research article abstracts within the two fields shared some similarities in terms of rhetorical structures. Most abstracts contained Purpose-Method-Product moves. It could be assumed that most of the writers preferred to present the purpose, method and result of their study than the background or the application of the result. Move reversal and move embedding also occurred in both fields. The Introduction move from both fields was interesting because they contained the citation of previous study and indicating a gap. Normally, citations and indicating a gap were not common in research article abstracts (Bhatia, 1993). Because of the small amount of the data, the noticeable difference could not be identified. However, in the main study, we expected to discover the disciplinary variation in the fields of linguistics and applied linguistics.

### **3.6.3 Rhetorical Organization of Research Article Introductions**

The findings of the pilot study revealed that all of the three moves in the Swales’ (2004) CARS model occurred frequently in both disciplines. Most of the research article introductions began with the introduction sections by ‘Move 1:

Establishing a territory’, via topic generalization of increasing specificity. Only two introductions in linguistics and one introduction in applied linguistics began the introductory section by ‘Move 3 Step 1: Announcing present research’.

### **Move 1: Establishing a Territory**

The following excerpt illustrated how the writers in the field of linguistics and applied linguistics opened the introductions with ‘Move 1: Establishing a territory’.

#### **Linguistics**

1. Many frameworks have been proposed as a means of accounting for the patterns of data seen in second-language speech sound learning in adulthood. One framework that we have found to be particularly helpful when developing hypotheses is the Speech Learning Model (SLM, Flege, 1995, 2003) [...]. (Ingvalson, 2011, p. 571).
2. Speech representation, namely the report of words that have been uttered in a spatiotemporal context other than that of the current interaction, is a phenomenon that has been examined in various discourse genres [...]. (Lompropoulou, 2011, p. 3374).
3. A considerable amount of research has been carried out on the mental representation and processing of compound words, e.g. housewife, houseboat. Libben (2006) outlines three basic models of lexical representation for compound words, which have arisen over the last forty years from research into the production and comprehension of compounds [...]. (Fehringer, 2011, p. 65).

#### **Applied Linguistics**

1. With the rapid development and globalization of science and technology, it is important for researchers to participate actively in the international academic discourse community. With English being the de facto lingua franca in the research world, however, academic writing poses a great challenge for non-native speakers of English (NNSs) to participate actively



in the international academic discourse community [...]. (Chang, 2011, p. 222).

2. Academic writing has recently attracted the interest of numerous researchers, with research on this field devoting much of its attention to the genre of the research article (henceforth RA), a growing area that has garnered great interest in the last 20 years. [...]. (Rubio, 2011, p. 258).
3. Context of learning is undoubtedly a factor that needs to be considered when examining second language acquisition. As Collentine (2009) suggests, “one of the most important variables that affects the nature and the extent to which learners acquire a second language (L2) [...]”. (Serrano, 2011, p. 133).

It was apparent that the opening statements of introductions expressed the current state of knowledge or practice and referred to phenomena which were the focus areas of the research. These statements established the territory and then increased the specificity by narrowing down until reaching the target issues. The use of citations was widespread. It was also noticeable that non-past tense was used to establish the research context. The writers chose the present simple and present perfect to refer to the discussed topics.

## **Move 2: Establishing a Niche**

### **Move 2 Step 1A: Indicating a Gap**

The presence of ‘Move 2 Step 1A: Indicating a gap’ occurred in one introduction in linguistics, but the presence of indicating a gap occurred in five introductions in applied linguistics. The following excerpts illustrated how the writers in the field of linguistics and applied linguistics presented Move 2 Step 1A.

### Linguistics

1. It is worth noting that the main linguistic means for coding toponymic relations and coordinate systems in *Tarascan discourse have not been explored until now* [...]. (Garza, 2011, p. 1006).

### Applied Linguistics

1. Such recommendations have mainly focused on procedural documents such as RPT guidelines, *with little said about* the language of RPT letter [...]. (Hyon, 2011, p. 391).
2. *Unfortunately, however, there is a lack of research* that has explored the psychological reality of collocations in L2, much less the influence the L1 has on the development of L1 collocations [...]. (Wolter, 2011, p. 431).
3. There seem *few EAP websites* providing a genre-based and corpus-informed courseware for writing research articles in a specific discipline [...]. (Chang, 2011, p. 224).
4. *Although* research on contexts of learning or SA is becoming more popular within the second language acquisition (SLA) literature, there are *few studies* that examine L2 learning abroad in Europe (Byram and Feng, 2006; Coleman, 1998; Dyson, 1988; Llanes, 2010; Llanes and Munoz, 2009; Papatsiba, 2005; Regan, 1995, 1998; Teichler, 2004), and even *fewer studies* that consider intensive courses when analyzing L2 learning in a foreign language context (Serrano and Munoz, 2007; Serrano, 2011) [...]. (Serrano, 2011, p. 134).
5. *However, very little relevant research has been conducted* in EFL contexts for young learners. While many studies have been carried out on curriculum design particularly focusing on addressing learners' needs [...]. (Huang, 2011, p. 187).

It could be observed that the writers used a negation in the verb phrase (*not*), negative quantifiers (*little, few, very little*), a lexical negation (*lack of*), and adversative sentence-connector (*unfortunately, however*). It should be noted that nearly all writers in applied linguistics presented Move 2 Step 1A in their introduction sections, while only one writer in linguistics expressed Move 2 Step 1A.

## Move 2 Step 2: Presenting Positive Justification

### Linguistics

We therefore conceived that in developing online materials, particularly those about moves, of which most learners may have no prior knowledge, both textual enhancement and audio enhancement of moves as well as their rhetorical functions can be used to, **hopefully**, lead to enhanced input and increase students writers' consciousness of move structure in the sections. (Chang, 2011)

The writers presented the positive justification that the study could enhance student consciousness about the discussed topic. It was noticeable that the writers used adverb 'hopefully' to express the hope with the positive outcomes.

## Move 3: Presenting the Present Work

### Move 3 Step 1: Announcing Present Research Descriptively and/or Purposively

Move 3 Step 1 is to announce present research descriptively and/or purposively. The following excerpts showed how the writers in the field of linguistics and applied linguistics used Move 3 Step 1 to announce their research.

### Linguistics

1. This paper investigates how English and French speakers gesture when encoding topological locative relationships with this spatial prepositions *on* and *sur* [...]. (Tutton, 2011, p. 3431).
2. The aim of this article is to analyze the descriptions used in Taracan for encoding locative and orientation relations [...]. (Garza, 2011, p. 1006).

### Applied Linguistics

1. This study investigated the impact of content-based language instruction (CBLI) on EFL young learners' motivated

behaviours, namely attention, engagement, and eager volunteering, and classroom verbal interaction [...]. (Huang, 2011, p. 186).

It was apparent that in ‘Move 3 Step 1: Announcing present research descriptively and/or purposively’ the writers from both fields used deictic references to the present work as underlined in the above excerpts. The writers’ choices of verb tense were both present tense and past tense. The specific determiners and demonstrative adjectives ‘*the*’ and ‘*this*’ were used. The inquiry type of genre ‘*study*’, ‘*paper*,’ ‘*article*,’ and ‘*research*’ were used.

### **The Cyclicity of Move 3 Step 1**

Crookes (1986) stated that the incidence of repeated cycles of internal moves occurred with the articles in social science journals which tended to have much longer and more complex introductions. The cycles of internal moves were found in the corpus. It was found that the cycles of ‘Move 3 Step 1: Announcing present research descriptively and/or purposively’, occurred in article Number 1 in linguistics and in article Number 6 in applied linguistics.

#### **Linguistics**

1. *The present study* set out to empirically address these questions in two cross modal priming studies [...].//Learning (near) native pronunciation is often seen as the most prominent [...]. // *In the research presented here*, we want to expand our knowledge about the influence of linguistic experience on variant word recognition [...]. (Weber, 2011)

#### **Applied Linguistics**

1. *The current study endeavours* to investigate whether Content-Based Language Instruction (CBLI) might have any impact on [...]. // CBLI has been widely implemented as an L2 instruction approach in North America and Europe since the 1980s, [...]. // *The*

current study set out to examine how students' motivated behaviours, [...]. (Huang, 2011)

### **Move 3 Step 2: Presenting Research Questions or Hypotheses**

According to Swales (2004), this move is characterized by a statement of announcing the questions or hypotheses of the presented research.

#### **Linguistics**

1. The following research questions will be addressed: (1) Are compound words represented in the mental lexicon [...]. (Fehringer, 2012)

#### **Applied linguistics**

1. In term of hypotheses, then we expected the following: 1 For a group of (high proficiency) NNSs, collocational prime-target items [...]. (Wolter, 2011)

A closer examination revealed that the past tense and passive voice were used to express the hypotheses and questions. The use of self-reference 'we' was also found in this step.

### **Move 3 Step 4: Summarizing Methods**

'Move 3 Step 4: Summarizing methods' is often an optional move. It provides an account of the procedure and methods used in the study (Swales, 2004).

#### **Linguistics**

1. The study presented here uses a comparative linguistics (English/French) lens to investigate the latter question. [...] (Tutton, 2011)
2. Participants completed a language usage questionnaire in which they reported LOR, AOA, [...]. (Ingvalson, 2011)

### Applied Linguistics

1. Methodologically, the present study integrates corpus analysis with genre analysis. [...]. (Chang, 2011)
2. The AH intensive courses under examination here offer 10 h/week (semi-intensive) and 25 h/week (intensive) of instruction. (Serrano, 2011)

The tenses used in this move included both present simple and past tense. The activity verbs used were ‘*integrate*,’ ‘*offer*,’ and ‘*complete*’.

### Move 3 Step 5: Announcing Principal Outcomes

‘Move 3 Step 5: Announcing principal outcomes’ is used to address the significant finding yielded by the study (Swales, 2004).

### Linguistics

1. In this paper, I will present that my narrators, as animators – in Goffman’s sense – of their stories are able to construct the narrated events, including the represented words. Put differently, they are able to re-shape the original utterances and, at the same time, to take a stance on the represented words. (Lampropoulou, 2011)
2. The analysis of the data reveals that topological descriptions—where proximity is the core notion—can be distinguished from projective ones, which require some lexical item that introduces a coordinate system. (Garza, 2011)

The simple present and future simple tense were used to express the results. The reporting verbs such as ‘*present*’ and ‘*reveal*’ were employed. The self-reference word ‘*I*’ was used. It was noticeable that the writers in the field of applied linguistics did not mention the results in the introductions.

### Move 3 Step 6: Stating the Value of the Present Research

‘Move 3 Step 6: Stating the value of the present research’ claims the significance or contribution of the study (Swales, 2004).

#### Applied Linguistics

1. *A specialized corpus provides invaluable resources for* both research and pedagogy. The corpus-based approach to the development of online EAP materials is characterized by not only real-world professional practice but also *enhanced learning input which raises learners’ consciousness of* distinctive generic features. (Chang, 2011)
2. *This will inevitably aid our understanding of* it and contribute to the wider on-going research in the field of genre studies. *Ultimately, the results obtained here will help corroborate* whether the CARS model is able to account for the structure of all the RA introductions analyzed and the extent to which they comply with the initial structure established by Swales (1990, 2004). *This analysis will also help us unveil* the metadiscourse practices most commonly employed in this discipline. This is highly relevant considering that the use of metadiscourse constitutes one of the most complex aspects that research writers need to master if they want to succeed and be accepted as part of the academic community they belong to. (Rubio, 2011)

The outstanding linguistic features were present simple tense, the simple future, and modal auxiliaries. The cognitive nouns like ‘*understanding*’ and ‘*consciousness*’ were widely used to express the contribution of the study. In the corpus of the pilot study, Move 3 Step 6 was found only in the field of applied linguistics.

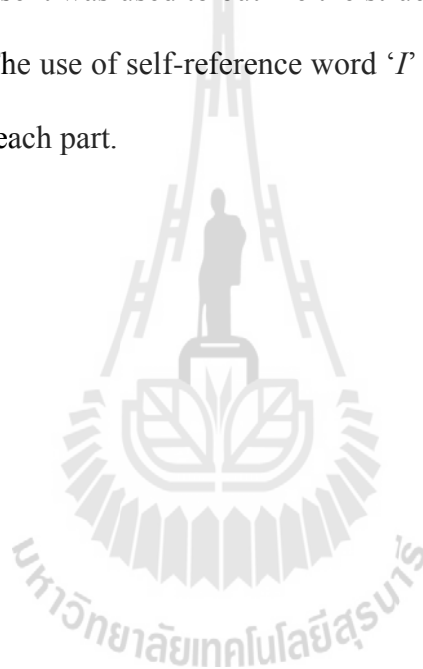
### Move 3 Step 7: Outlining the Structure of the Paper

‘Move 3 Step 7: Outlining the structure of the paper’ informs the readers about the structure of the whole article (Swales, 2004).

## Linguistics

1. *The article is organized as follows: Section 2 provides* relevant information about Tarascan and its speakers. *In Section 3*, I present the methodology and tasks used to collect the data and the FoR classification adopted in interpreting it. *In Section 4*, a general overview of how locative and orientation relations are encoded in Tarascan is presented. *Section 5* contains the discussion of the results regarding FoRs in discourse. Finally, *Section 6* summarizes the findings of this research and offers some concluding remarks. (Garza, 2011)

The simple present was used to outline the structure and the passive voice was chosen to express it. The use of self-reference word ‘I’ was found. The word ‘*section*’ was used to represent each part.



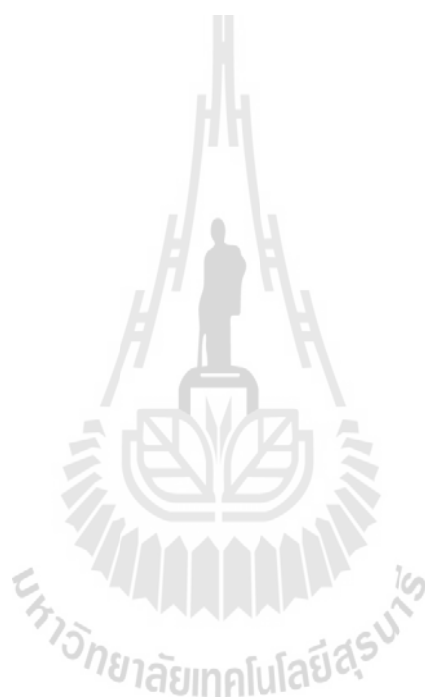


**Table 3.5 The Summary of the Presence of Moves and Steps in Linguistics and Applied Linguistics**

Swales' (2004) CARS Model	The presence of moves and steps in research article introductions	
	Linguistics	Applied Linguistics
<b>Move 1 Establishing a territory</b>	6	6
Topic generalization of increasing specificity	6	6
<b>Move 2 Establishing a niche</b>	2	4
Step 1A Indicating a gap	2	3
Step 1B Adding to what is known	-	-
Step 2 Presenting positive justification	-	1
<b>Move 3 Presenting the present work</b>	6	6
Step 1 Announcing present research descriptively and/or purposively	6	6
Step 2 Presenting research questions or hypotheses	3	4
Step 3 Definitional clarifications	-	-
Step 4 Summarizing methods	3	3
Step 5 Announcing principal outcomes	2	-
Step 6 Stating the value of the present research	-	2
Step 7 Outlining the structure of the paper	1	-

The overall picture of rhetorical structure of introductions between the two disciplines in this pilot study was shown in Table 3.5. It could be seen that Move 1 occurred 100% in both disciplines. Move 2 occurred 33% and 67% in linguistics and applied linguistics, respectively. Move 3 occurred 100% in both disciplines. In linguistics, Move 1 and Move 3 were obligatory, but Move 2 was optional. Move 1,

Move 2 and Move 3 were obligatory in applied linguistics. These findings demonstrated that the move structure of the research article introductions in the two disciplines fitted in with the Swales' (2004) CARS model. However, variations in the rhetorical structure between the two disciplines were found in Move 2.



**Table 3.6 The Summary of Linguistic Features Found in Research Article Introductions in the Fields of Linguistics and Applied**

**Linguistics**

<b>Move</b>	<b>Linguistics</b>	<b>Applied Linguistics</b>
<b>Move 1: Establishing a territory</b>	- Present simple/ present perfect	- Present simple/ present perfect
<b>Move 2 Step 1A: Indicating a gap</b>	- a negation in the verb phrase ( <i>not</i> )	- a negation in the verb phrase ( <i>not</i> ), - negative quantifiers ( <i>little, few, very little</i> ), - a lexical negation ( <i>lack of</i> ), - adversative sentence-connector ( <i>unfortunately, however</i> )
<b>Move 3 Step 1: Announcing present research descriptively and/or purposively</b>	- the specific determiners and demonstrative adjectives ' <i>the</i> ' and ' <i>this</i> ' - the inquiry type of genre ' <i>paper</i> ' and ' <i>article</i> ',	- the specific determiners and demonstrative adjectives ' <i>this</i> ' - the inquiry type of genre ' <i>study</i> '
<b>Move 3 Step 2: Presenting research questions or hypotheses</b>	- passive voice	- past tense - the use of self-reference ' <i>we</i> '
<b>Move 3 Step 4: Summarizing methods</b>	- past tense - activity verbs: ' <i>use</i> ' and ' <i>complete</i> '	- present tense - activity verbs: ' <i>integrate</i> ' and ' <i>offer</i> '
<b>Move 3 Step 5: Announcing principal outcomes</b>	- simple present and future simple tense - reporting verbs such as ' <i>present</i> ' and ' <i>reveal</i> ' - self-reference word ' <i>I</i> '	-
<b>Move 3 Step 6: Stating the value of the present research</b>	-	- present simple tense, the simple future, and modal auxiliaries - cognitive nouns like ' <i>understanding</i> ' and ' <i>consciousness</i> '
<b>Move 3 Step 7: Outlining the structure of the paper</b>	- simple present and the passive voice - use of self-reference word ' <i>I</i> ' - word choice ' <i>section</i> '	-

### 3.6.4 Relationship between Research Article Abstracts and Introductions

As Bhatia (1993) mentioned, the overlap point among the two genres was the Move 3 in introductions and the Move 1 in abstracts. It was the starting point of identifying the relationship between research article abstracts and introductions. In the present study, Hyland's (2000) model was used to analyze research article abstracts and Swales' (2004) CARS model was used to analyze research article introductions. Move 3 in Swales' model was the starting point to examine the relationship between the two genres. If we compared the seven steps in Move 3 with Hyland's model, it could be seen that Move 3 Step 1 and Purpose move presented the same matters; Move 3 Step 4 and Method move provided the same information; Move 3 Step 5 and Product move both stated about the findings; Move 3 Step 6 and Conclusion move provided some overlapping details. In brief, it could be said that Move 3 in Swales and Hyland had some similarities in terms of communicative purposes. In addition, the Introduction move in abstracts had the similar communicative purpose with 'Move 1: Establishing a territory', in introductions. The 5 overlap points of the two models were identified as follows:

1. Introduction Move overlaps with Move 1: Establishing a territory.
2. Purpose Move overlaps with Move 3 Step 1: Announcing present research descriptively and/or purposively.
3. Method Move overlaps with Move 3 Step 4: Summarizing methods.
4. Product Move overlaps with Move 3 Step 5: Announcing principal outcomes.
5. Conclusion Move overlaps with Move 3 Step 6: Stating the value of the present research.

**Table 3.7 The Overlap Points Found in Two Disciplines**

Moves Fields	Introduction Move and Move 1	Purpose Move and Move 3 Step 1	Method Move and Move 3 Step 4	Product Move and Move 3 Step 5	Conclusion Move and Move 3 Step 6
Linguistics	1*	6	3	2	-
Applied Linguistics	2	6	2	-	2

(...\*) refers to the number of overlap points identified

### 1. The Overlap between Introduction Move and Move 1: Establishing a Territory

Swales (2004, p. 227) stated that Move 1 was “making claims about the relevance of their topic as well as selectively reporting what is generally known about their topic”. Hyland’s (2000) Introduction move functioned as establishing context of the paper and motives the research or discussion. Therefore, it could be concluded that Introduction move and ‘Move 1: Establishing a territory’ had similar communicative purposes. The following excerpts were the overlap points found in abstracts and introductions within the same article.

#### Linguistics

##### Abstract

1. *These prepositions encode locative configurations* in which the object being located is in *physical contact* with the reference object, and/or in which the reference object functions as a supporting surface for the object being located (Coventry and Garrod, 2004; Herskovits, 1986; Vandeloise, 1986; Borillo, 1998). [Tutton, 2011]

##### Introduction

1. Recent research (Tutton, 2010) has shown that speakers of English and French recurrently use *gesture to express directional*

*information* that is lexicalised in speech, as well as directional information that is not present in speech at all. Hence, English and French speakers make hand gestures out to the left and to the right when *encoding location* with the directionally specific phrases to the left (of)/à` la gauche (de) and to the right (of)/à` la droite (de). [Tutton, 2011]

## Applied Linguistics

### Abstract

1. There has been increasing interest in the possible applications of corpora to both *linguistic research and pedagogy*. (Chang, 2011)

### Introduction

1. With the rapid development and globalization of science and technology, it is important for researchers to participate actively in *the international academic discourse community*. With English being the de facto lingua franca in the research world, however, academic writing poses a great challenge for non-native speakers of English (NNSs) to participate actively in the international academic discourse community. (Chang, 2011)

The overlap points of Introduction move and ‘Move 1: Establishing a territory’, in linguistics and applied linguistics were found in articles No. 1 and No.2, respectively. The use of tense in Introduction move and Move 1 was interesting. The present tense and present perfect tended to occur with a general topic being discussed and previous research and studies in general.

A closer look at the overlap point between Introduction move and ‘Move 1: Establishing a territory’ revealed that the two genres used the same key words both in abstracts and introductions as underlined in the examples above. The information the writers mentioned in their abstracts was briefer than in the introductions. The condensed nature of abstracts may be the cause of the brief information. In introductions, the writers had more space to inform the research context more in details and the flexibility to provide references to previous research.

## 2. The Overlap between Purpose Move and Move 3 Step 1: Announcing Present Research Descriptively and/or Purposively

For both Hyland (2000) and Swales (2004), Purpose Move in research article abstracts and ‘Move 3 Step 1: Announcing present research descriptively and/or purposively’ in research article introductions had similar communicative purpose. The overlap of Purpose Move and Move 3 Step 1 within the same articles was found in all 6 articles in the field of linguistics and in all 6 articles in the field of applied linguistics. It was noticeable that the overlap point was found in every article in both fields.

### Linguistics

#### Abstract

1. *Two cross-modal priming studies* investigated the recognition of English words spoken with a foreign accent. (Weber, 2011)

#### Introduction

1. *The present study* set out to empirically address these questions in *two cross-modal priming studies* in which accented words either conformed with the language background of non-native (L2) listeners or not. (Weber, 2011)

### Applied Linguistics

#### Abstract

1. Using Swales’ (1990, 2004) Create-A-Research-Space model (CARS) as an investigative tool and Hyland’s (2005) model of metadiscourse, *this article reports on a pragmatic two-level rhetorical analysis of the constituent moves and steps of research article introductions and focuses on the identification and mapping of the metadiscoursal features* most frequently employed to signal such moves. (Rubio, 2011)

## Introduction

1. In this respect, *the purpose of the research reported here* is two fold. Firstly, *I* will focus on *the macro-organizational pattern of 28 RA introductions from the field of Agricultural Sciences*. Secondly, the *constituent moves of RA introductions* together with the metadiscoursal features that are most pervasively employed to signal such moves will be identified and commented upon, drawing on Swales' CARS model (1990, 2004) and Hyland's (2005) classification of metadiscourse. (Rubio, 2011)

The inquiry types or genres were '*research*,' '*paper*,' '*study*,' and '*article*'. The common reporting verbs that followed the inquiry type or genre were '*report*,' '*investigate*,' and '*explore*'. Another way to express the purpose of the study was using the overt nominal reference to the function of Purpose move such as '*aim*,' '*goal*,' and '*purpose*'. For the tense choices, the occurrences of present tense were preferred over the past tense. To express the purpose of the study, the same key concepts of each study were found in both abstracts and introductions as underlined in the above examples. The use of self-reference word '*I*' was found.

In conclusion, it was found that the writers from both fields had similar strategies in expressing the overlap points in Purpose move and Move 3 Step 1 such as the use of deictic items, the inquiry types or genres, the reporting verbs, the overt nominal references, and tense choices.

### 3. The Overlap between Method Move and Move 3 Step 4: Summarizing

#### Methods

Method move was defined by Hyland (2000) as that providing information on design, procedures, assumption, approach, data, etc. Similarly, 'Move 3 Step 4: Summarizing methods' in Swales' (2004) CARS model functions as providing an



account of the procedures or methods of the research. According to the definition provided, the two moves shared the similar communicative purposes. The overlap of Method move and Move 3 Step 4 within the same articles was found in 3 articles in the field of linguistics and in 2 articles in the field of applied linguistics.

## **Linguistics**

### **Abstract**

1. *Auditory English primes* were either typical of a Dutch accent or typical of a Japanese accent in English and were presented to both Dutch and Japanese L2 listeners. (Weber, 2011)

### **Introduction**

1. In *the two cross-modal priming experiments* presented here, *we* control segmental characteristics of foreign-accented words and present these words to L2 listeners whose language background either matches the foreign accent or not [...].(Weber, 2011)

## **Applied Linguistics**

### **Abstract**

1. One group of learners was spending some time abroad (Erasmus students in the UK), and two groups were following classroom instruction in two different types of *intensive courses in Spain*: “intensive” and “semi-intensive”. The learners’ L2 written and oral production were analyzed at different time points through different measures of fluency, syntactic and lexical complexity, and accuracy. (Serrano, 2011)

### **Introduction**

1. *The AH intensive courses* under examination here offer 10 h/week (semi-intensive) and 25 h/week (intensive) of instruction, as opposed to the typical AH courses (2e4 h/week). Freed et al. (2004) considered AH courses that offered approximately 17.5 h of instruction a week. (Serrano, 2011)

It was found that the tense choices were present tense, past tense, and passive voice. The self- reference word ‘*we*’ was found. The writers used similar strategies to

express methodology in both abstracts and introductions. However, the condensed nature of the abstracts limited the amount of the information. Thus, the methodology found in introductions provided more details than those in the abstracts because there was no limitation of words in introductions.

#### **4. The Overlap between Product move and Move 3 Step 5: Announcing principal outcomes**

For Hyland (2000) and Swales (2004), Product move and ‘Move 3 Step 5: Announcing principal outcomes’ had a similar communicative purpose. The overlap of Product move and Move 3 Step 5 within the same articles was found in 2 articles in the field of linguistics. There was no overlap point of these moves in the field of applied linguistics. The excerpts below were the representative of this overlap in the field of linguistics.

##### **Linguistics**

##### **Abstract**

1. *The data show that* relative FoRs are not preferred. Despite the existence of variation among speakers, it is attested that speakers of Tarascan, in addition to object-centered FoRs, favor geomorphic and/or landmark-based FoRs in locative descriptions. However, in orientation descriptions the direct FoR is dominant under specific conditions. (Garza, 2011)

##### **Introduction**

1. *The analysis of the data reveals that* topological descriptions—where proximity is the core notion—can be distinguished from projective ones, which require some lexical item that introduces a coordinate system.[...]. (Garza, 2011)

The most common opening nouns were ‘*analyses*’ and ‘*data*’. The use of *that*-complement clauses was one outstanding linguistic feature to highlight the findings. The frequent use of present tense to report result conveyed the intention to generalize the results of their study to be widely accepted, and the most common reporting verbs were ‘*show*’ and ‘*reveal*’.

### **5. The Overlap between Conclusion Move and Move 3 Step 6: Stating the Value of the Present Research**

Hyland (2000) defined Conclusion move as to interpret or extend result beyond scope of paper, draw inferences, points to applications or wider implication. ‘Move 3 Step 6: Stating the value of the present study’ in Swales’ (2004) CARS model was to claim the significance or contribution of the study being reported. According to the definitions, Conclusion move and Move 3 Step 6 had similar communicative purpose. In the pilot study, the overlap of Conclusion move and Move 3 Step 6 within the same articles was found in 2 articles in the field of applied linguistics. There was no overlap point of these moves in the field of linguistics. The excerpts below were the representative of this overlap in the field of applied linguistics.

#### **Applied Linguistics**

##### **Abstract**

1. *The paper ends with a discussion of the usefulness and effectiveness of the online RA writing materials.* based on student feedback and assessments. (Chang, 2011)

## Introduction

1. A specialized corpus provides invaluable resources for both research and pedagogy. *The corpus-based approach to the development of online EAP materials is characterized by not only real-world professional practice but also enhanced learning input which raises learners' consciousness of distinctive generic features.* (Chang, 2011)

The distinctive feature of this move was the dominant use of present simple verbs. The use of present tense intended to make the implication of the findings sound more general and more applicable. The limitation on the amount of words in abstracts resulted in the condensed detail. The writers could explain more about the application of the result in introduction section.

## 6. The Overlap between the Criticism of Previous Research and Move 2

### Step 1A: Indicating a Gap

According to Hyland (2000), Introduction move established the context of the paper and motives the research or discussion. However, the interesting characteristic of Introduction move was the presence of gap. One abstract in applied linguistics contained the element of 'Move 2 Step 1A: Indicating a gap'. The following excerpt shows how the writer presented a gap in abstract and introduction in the article Number 6.

### Applied Linguistics

#### Abstract

1. Situational factors play vital roles in shaping language learners' motivation particularly in EFL contexts. While many private schools implement CBLI programmes in Taiwan as it has been

proved elsewhere that such language programmes improve language learners' motivation and academic performance in ESL contexts, such as US and Canada, the effects CBLI might have on EFL young learners have never been investigated in Taiwan. (Huang, 2011, p. 186).

### Introduction

1. However, very little relevant research has been conducted in EFL contexts for young learners. While many studies have been carried out on curriculum design particularly on addressing learners' needs [...]. However, none of these studies focused on young EFL learners' observable motivated behaviours, nor did they have the explicit objective of providing empirical and qualitative data on the effectiveness of CBLI for enhancing teacher's and learners' verbal interaction in the classroom. (Huang, 2011, p. 188).

The presence of identifying a gap was found in Introduction move in abstract. We could see that the keywords (*EFL young learners*, *CBLI*) appeared both in abstract and introduction, but the writer could provide more detail in introduction. The non-past tenses (simple present, present perfect) were used to express the gap in previous research. The lexical entries used in this move were a set of lexical words like attitudinal phrases '*never been investigated*', negation devices (*little*, *few*), and contradiction connectors (*however*, *nevertheless*). These lexical words, to a certain extent, shared some common semantic category of negative evaluation. However, the limited space for abstracts resulted in the condensed information.

In conclusion, Move 1, Move 2 and Move 3 in Swales' (2004) CARS model were the point to examine the relationship between the two genres. It was found that the highest overlap point was in Purpose move and Move 3 Step 1. The second highest overlap point was Method move and Move 3 Step 4. The third highest overlap point was Introduction Move and Move 1. In addition, the overlap point of Product

Move and Move 3 Step 5 was found in 2 articles in linguistics, but it was not found in applied linguistics. Finally, the overlap point of Conclusion Move and Move 3 Step 6 was found in two articles in applied linguistics, but it was not found in linguistics. The strategies the writers used to write abstracts and introductions were quite similar, but because of the condensed nature of abstracts, the writers in both fields gave only brief information in abstracts and provided more details in introduction sections.

The result from this pilot study was in line with Bhatia's (1993) observations about the Product move, but the Method move was not. He explained that "some indication of methodology, experimental procedures, data collection, etc. used for present research is considered crucial in research abstracts, whereas it is rarely mentioned in article introductions. Similarly, reporting of results or findings of research is an important part of abstracts but this is very rare in article introductions" (p. 82). It was true that Product move was obligatory in abstract but it was rarely mentioned in introductions, especially in the field of applied linguistics because there was no overlap point of Product move and Move 3 Step 5. However, the result of this pilot study contradicted with Bhatia's because there were some overlap points of Method move and Move 3 Step 4. This meant that indication of methodology, procedures, and data collection appeared in abstracts and they also occurred in introductions.

### **3.7 Summary**

In summary, this chapter described how to construct the 200 research articles. Six journals from the fields of linguistics and applied linguistics were chosen based on the accessibility, representativeness, and reputation. From the corpus, 200 research

article abstracts were analyzed by Hyland's (2000) 5-move model. Similarly, the 200 research article introductions were analyzed by Swales' (2004) CARS model. The findings of this analysis would be the rhetorical structure of the research article abstracts and introductions in the fields of linguistics and applied linguistics. The interview data from the six informants was transcribed and analyzed to give us more understanding about the members in particular communities. The inter-coder reliability was also provided in terms of coder selection, coder training, and individual coding process. The examples of raw data in the individual coding process were also provided to prove that the inter-coder reliability was really done. The last big section of this chapter was the pilot study. The pilot study illustrated the analysis of the rhetorical structure of research article abstracts and introductions with the twelve research articles. Moreover, the relationship between the research article abstracts and introductions was also identified. The overlap points between the two models by Hyland (2000) and Swales (2004) were the tool to identify the relationship. The pilot study proved that the main study was feasible. The next chapter presented the findings of the main study which developed from the rhetorical structure of research article abstracts, the rhetorical structure of research article introduction, and the relationship between the two genres. The linguistic features used in the move and step were also demonstrated.

## **CHAPTER 4**

### **RESULTS AND DISCUSSIONS**

This chapter presented the result of the move analysis carried in the research article abstracts and introductions in linguistics and applied linguistics. The descriptive analysis showed how the moves were functioned. The linguistics features of each move typically found in abstracts and introductions were compared between the two disciplines. The relationship between abstracts and introductions was also identified.

#### **4.1 Move Analysis of Research Article Abstracts in the Fields of Linguistics and Applied Linguistics**

Research question 1 was ‘how are the move structures of the research article abstracts different or similar in the fields of linguistics and applied linguistics?’ Hyland’s (2000) 5 - move model was used as the framework to analyze the rhetorical structure of research article abstracts. The rhetorical structures of 200 abstracts were identified to find out the move pattern and move frequency. Then the move patterns and move frequency used by the writers from both disciplines were compared and contrasted to point out the similarities and differences. Besides, the linguistic features found in each move were also analyzed to find out the similarities and differences between the two disciplines. The 60% cutoff of Kanoksilapatham (2005) was used to identify whether a move was conventional or optional.



#### 4.1.1 Move Pattern

Hyland's (2000) 5- move model was the framework to analyze the 200 research article abstracts from both disciplines. The finding of this analysis indicated that there was variation in the move pattern. The most preference patterns used by the writers from both fields were also identified. Moreover, this analysis pointed out the similarities and difference in the move pattern, move frequency and linguistic features used by the writers from both disciplines.



**Table 4.1 The Summary of the Move Pattern of Research Article Abstracts in the Field of Linguistics**

Articles	Move Structure	Articles	Move Structure	Articles	Move Structure
LS1	I-P-M-Pr	JPr 1	P-M-Pr	JPh 1	I-M-Pr-C
LS 2	I-P-M-Pr	JPr 2	P-M-Pr	JPh 2	I-P-M-Pr-C
LS 3	I-Pr	JPr 3	P-I-M-Pr	JPh 3	P-I-M-Pr-C
LS 4	M-Pr-C	JPr 4	I-M-Pr-C	JPh 4	I-P-M-Pr
LS 5	P-Pr	JPr 5	P-M-Pr-C	JPh 5	P-M-Pr-C
LS 6	I-M-Pr	JPr 6	P-M-Pr	JPh 6	I-P-M-Pr-C
LS 7	Pr	JPr 7	P-M-Pr-C	JPh 7	P-M-Pr-C
LS 8	P-Pr	JPr 8	P-M-Pr	JPh 8	P-M-Pr-C
LS 9	M-Pr-C	JPr 9	P-M-Pr	JPh 9	P-M-Pr-C
LS 10	P-M-Pr-C	JPr 10	P-M-Pr-C	JPh 10	I-P
LS 11	I-P-M	JPr 11	I-P-Pr-C	JPh 11	P-M-Pr-C
LS 12	I-P-M-Pr	JPr 12	I-M-Pr-C	JPh 12	I-P-Pr-C
LS 13	P-M-Pr	JPr 13	P-M-Pr-C	JPh 13	I-P-M-Pr-C
LS 14	P-M-Pr-C	JPr 14	I-M-Pr-C	JPh 14	M-Pr-C
LS 15	I-M-Pr	JPr 15	I-P-M-Pr-C	JPh 15	M-Pr-C
LS 16	P	JPr 16	I-P-M-Pr	JPh 16	I-M-Pr-C
LS 17	P-M-PR	JPr 17	I-P-Pr-C	JPh 17	P-M-Pr
LS 18	P-M-Pr	JPr 18	I-P-Pr	JPh 18	I-M-Pr-M-Pr-
LS 19	I-P-M-Pr-C	JPr 19	I-M-Pr-C	JPh 19	I-P-Pr
LS 20	I-P-Pr	JPr 20	I-P-M-Pr	JPh 20	I-P-M-Pr
LS 21	P-M-Pr-C	JPr 21	P-M-Pr	JPh 21	P-M-Pr-C
LS 22	P-M-Pr	JPr 22	I-P-M-Pr	JPh 22	I-P-M-Pr-C
LS 23	P-M-Pr-C	JPr 23	M-C	JPh 23	P-Pr-C
LS 24	P-M-Pr	JPr 24	I-P-M-Pr-C	JPh 24	P-Pr-C
LS 25	P-M-Pr	JPr 25	P-M-Pr	JPh 25	I-M-Pr
LS 26	I-P	JPr 26	P-M-Pr-C	JPh 26	P-M-Pr-C
LS 27	P-C	JPr 27	P-M-Pr-C	JPh 27	P-M-Pr-C
LS 28	P-M-Pr-C	JPr 28	I-P-M-Pr	JPh 28	I-P-Pr
LS 29	P-Pr	JPr 29	P-M-Pr-C	JPh 29	P-M-Pr-C
LS 30	P	JPr 30	I-P-M-Pr	JPh 30	I-P-M-Pr-C
		JPr 31	I-P-M-Pr	JPh 31	I-P-M-Pr-C
		JPr 32	P-Pr-C	JPh 32	M-Pr-C
		JPr 33	P-M-Pr	JPh 33	I-M-Pr-C
		JPr 34	I-M-Pr-C	JPh 34	I-P-M-Pr
		JPr 35	I-P-M-Pr-C	JPh 35	M-Pr

**Table 4.2 The Summary of the Move Pattern of Research Article Abstracts in the Field of Applied Linguistics**

Articles	Move Structure	Articles	Move Structure	Articles	Move Structure
ESP 1	M-P-Pr-C	SYS 1	P-Pr-C	AL1	I-P-I-P-M-Pr-
ESP 2	P-M-Pr-C	SYS 2	P-M-Pr-C	AL2	I-P-Pr-C
ESP 3	I-P-M-Pr	SYS 3	P-M-Pr-C	AL 3	M-Pr
ESP 4	P-Pr	SYS 4	P-M-Pr-C	AL 4	P-M-Pr-C
ESP 5	M-Pr	SYS 5	I-P-Pr-C	AL 5	I-P-M-Pr
ESP 6	I-P-M-Pr	SYS 6	I-P-M-Pr-C	AL 6	I-P-M-Pr-C
ESP 7	I-M-Pr	SYS 7	I-P-M-Pr-C	AL 7	Pr
ESP 8	P-M-Pr-C	SYS 8	P-M-Pr-C	AL 8	I-P-M-Pr-C
ESP 9	I-P-M-Pr	SYS 9	P-M-Pr	AL 9	I-P-M-Pr
ESP 10	I-P-M-Pr-C	SYS 10	P-M-Pr-C	AL10	I-P-M
ESP 11	I-P-M-Pr-C	SYS 11	P-M-Pr-C	AL11	P-M-Pr
ESP 12	P-M-Pr-C	SYS 12	P-M-Pr-C	AL12	I-M-Pr
ESP 13	P-M-Pr-C	SYS 13	M-P-C	AL13	P-M-Pr-C
ESP 14	P-I-Pr	SYS 14	I-P-M-Pr-C	AL 14	I-P-M-Pr
ESP 15	I-P-M-Pr-C	SYS 15	I-P-M-C	AL 15	P-M-Pr
ESP 16	P-M-Pr-C	SYS 16	P-M-Pr	AL 16	I-P-M-Pr
ESP 17	P-M-Pr	SYS 17	P-M-Pr-C	AL 17	M-Pr
ESP 18	P-M-Pr	SYS 18	I-M-Pr-C	AL 18	M-C
ESP 19	I-P-M-Pr-C	SYS 19	P-M-Pr-C	AL 19	P-M-Pr-C
ESP 20	P-Pr-C	SYS 20	I-M-Pr-C	AL 20	P-M-C
ESP 21	I-P-M-Pr-C	SYS 21	P-Pr-C	AL 21	I-M-C
ESP 22	I-P-M-Pr-C	SYS 22	P-M-Pr-C	AL 22	P-M-Pr-C
ESP 23	I-P-M-Pr-C	SYS 23	I-P-Pr-C	AL 23	P-M-Pr-C
ESP 24	P-M	SYS 24	I-P-M-Pr-C	AL 24	P-M-Pr
ESP 25	P-Pr-C	SYS 25	P-M-Pr	AL 25	P-M-Pr-C
ESP 26	P-M-Pr-C	SYS 26	P-M-Pr-C	AL 26	P-M-Pr
ESP 27	I-M-Pr-C	SYS 27	I-P-M-Pr-C	AL 27	I-P-Pr-C
ESP 28	I-M-Pr	SYS 28	I-P-M-Pr-C	AL 28	I-P-Pr-C
ESP 29	I-P-M-Pr-C	SYS 29	I-P-M-Pr-C	AL 29	P-M-Pr
ESP 30	P-M-Pr-C	SYS 30	I-P-M-Pr-C	AL 30	P-Pr-C
		SYS 31	P-M-Pr-C	AL 31	M-Pr-C
		SYS 32	P-M-Pr-C	AL 32	I-M-C
		SYS 33	I-P-M-Pr-C	AL 33	P-M-Pr
		SYS 34	I-P	AL 34	M-Pr-C
		SYS 35	I-P-M-C	AL35	M-Pr

There are three types of research article abstracts: descriptive abstracts, informative abstracts and descriptive-informative abstracts (Swales and Feak, 2004;

Lores, 2004). The 200 research article abstracts in the present study were classified into three types as mentioned in Chapter 2.

**Table 4.3 The Types of Research Article Abstracts**

<b>Categories Fields</b>	<b>Descriptive abstracts</b>	<b>Informative abstracts</b>	<b>Descriptive- informative abstracts</b>
<b>Linguistics</b>	4*	51	45
<b>Applied Linguistics</b>	1	55	44

*(...\*) refers to the number of types found*

The most preferable move patterns of abstracts in both fields were informative abstracts and descriptive-informative abstracts, respectively. The descriptive abstracts were found in very few abstracts from both fields. The descriptive abstract describes what the report is or states the general subject matter of document. The move patterns of this type were I, P, and I-P. The informative abstract type gives as much as the important particular information such as the problem, method, results, or conclusions. The move patterns of this type were P-M-Pr, P-M-Pr-C, P-Pr-C, and M-Pr-C. The descriptive-informative abstract mixes the indicative and informative information in one abstract, so the move patterns of this type were I-P-M-Pr-C, I-M-Pr-C, I-P-M-Pr, and I-P-Pr-C

**Table 4.4 The Move Pattern of Research Article Abstracts in the Field of Linguistics**

<b>Journals</b> <b>Patterns</b>	<b>Journal of Phonetics</b>	<b>Language Sciences</b>	<b>Journal of Pragmatics</b>	<b>Overall</b>
<b>I-P-M-Pr-C</b>	6	1	3	10
<b>I-M-Pr-C</b>	3	-	5	8
<b>I-P-M-Pr</b>	3	3	6	12
<b>I-P-Pr-C</b>	1	-	2	3
<b>P-M-Pr</b>	1	6	7	14
<b>P-M-Pr-C</b>	8	5	7	20
<b>P-Pr-C</b>	2	-	1	3
<b>M-Pr-C</b>	3	2	-	5
<b>Others</b>	8	13	4	25

**Table 4.5 The Move Pattern of Research Article Abstracts in the Field of Applied Linguistics**

<b>Journals</b> <b>Patterns</b>	<b>English for Specific Purposes</b>	<b>Applied Linguistics</b>	<b>System</b>	<b>Overall</b>
<b>I-P-M-Pr-C</b>	8	2	9	19
<b>I-M-Pr-C</b>	1	-	2	3
<b>I-P-M-Pr</b>	3	4	-	7
<b>I-P-Pr-C</b>	-	3	2	5
<b>P-M-Pr</b>	2	4	3	9
<b>P-M-Pr-C</b>	7	6	13	26
<b>P-Pr-C</b>	2	1	2	5
<b>M-Pr-C</b>	-	2	-	2
<b>Others</b>	7	13	4	21

A closer look at the preference of move pattern revealed that the most frequent preference patterns among the writers in the field of linguistics were P-M-Pr-C, P-M-Pr, I-P-M-Pr and I-P-M-Pr-C, respectively. In the field of applied linguistics, the writers' preference patterns were P-M-Pr-C, I-P-M-Pr-C, P-M-Pr and I-P-M-Pr, respectively. Although there was variation in varieties of move patterns, the most frequent preference pattern among the two disciplines was P-M-Pr-C pattern.

It was interesting that the I-P-M-Pr-C and I-P-M-Pr were the second and the third preference pattern among the writers in both fields. According to Hyland (2000), the Introduction move establishes context of the paper and motives of the research or discussion. It could be assumed that writers in the both fields had a need to situate their discourse with the Introduction move, which indicated the attempts of writers to acquaint readers with the background to their research. The use of Introduction move might imply the absence of well-defined sets of problems in the soft field domain. The preferences of Introduction move among writers in a soft field might be related to the disciplinary variations. Moreover, Hyland (2004) also suggested that there was an increasing trend of the appearance of Introduction move in abstracts.

The appearance of the Conclusion move was also interesting because it was quite different from the previous research findings. Santos's (1996) findings indicated that all the abstracts contain Presenting the research (Move 2), Describing the methodology (Move 3) and Summarizing the results (Move 4). They were in line with those of Pho (2008) in that almost all the abstract contained Presenting the research (Move 2), Describing the methodology (Move 3), and Summarizing the results (Move 4). However, the analysis of move pattern in the present study was different from the findings in the study of Santos (1996) and Pho (2008). The most frequent preference pattern of abstracts from both disciplines was the P-M-Pr-C pattern especially in the field of applied linguistics. The appearance of Conclusion move accorded with Hyland's (2004) suggestion that there was an increasing trend of the appearance of Conclusion move in abstracts.

In conclusion, the findings of an analysis of move patterns in the research article abstracts from both disciplines showed that the P-M-Pr-C pattern was the most

frequent preference pattern among the writers from both fields. The appearance of Introduction move and Conclusion move in abstracts was different from the previous study (e.g. Santos, 1996; Pho, 2008), but it accorded with Hyland's (2004) suggestion that there was an increasing trend of the appearance of Introduction move and Conclusion move in abstracts.

#### 4.1.2 Move Frequency

Hyland's (2000) model was applied to analyze the rhetorical organization of research article abstracts. The results of the occurrences of moves were illustrated in Tables 4.6 and 4.7.

**Table 4.6 The Occurrences of Moves in the Abstracts from the Three Journals in the Field of Linguistics**

<b>Journals Moves</b>	<b>Journal of Phonetics (35 articles)</b>	<b>Journal of Pragmatics (35 articles)</b>	<b>Language Sciences (30 articles)</b>	<b>The total of move occurrence (100 articles)</b>
<b>Introduction</b>	19 (54%)	17 (49%)	9 (30%)	45 (45%)
<b>Purpose</b>	27 (77%)	28 (80%)	24 (80%)	79 (79%)
<b>Method</b>	29 (83%)	31 (89%)	20 (67%)	80 (80%)
<b>Product</b>	33 (94%)	34 (97%)	25 (83%)	92 (92%)
<b>Conclusion</b>	27 (77%)	19 (63%)	11 (37%)	57 (57%)

**Table 4.7 The Occurrence of Moves in the Abstracts from the Three Journals in the Field of Applied Linguistics**

<b>Journals Moves</b>	<b>Applied Linguistics (35 articles)</b>	<b>System (35 articles)</b>	<b>English for Specific Purposes (30 articles)</b>	<b>The total of move occurrences (100 articles)</b>
<b>Introduction</b>	14 (40%)	16 (46%)	14 (47%)	44 (44%)
<b>Purpose</b>	25 (71%)	32 (91%)	26 (87%)	83 (83%)
<b>Method</b>	30 (86%)	30 (86%)	26 (87%)	86 (86%)
<b>Product</b>	28 (80%)	32 (91%)	29 (97%)	87 (87%)
<b>Conclusion</b>	19 (54%)	31 (89%)	19 (63%)	69 (69%)

The analysis of move frequency could tell which moves were conventional and which were optional. Most of the abstracts in the corpus had 3-4 moves. Based on the occurrence frequency, Purpose move, Method move, and Product move were conventional moves because the percent of occurrence was greater than 60%. (See Tables 4.6 and 4.7)

In the present study, Introduction move was classified as optional in both fields because the percent of occurrence was less than 60%. The occurrence of Introduction move was found to occur 45% in the field of linguistics and 44% in the field of applied linguistics. However, the occurrence frequency of the Conclusion move in the field of applied linguistics was 69%, while the frequency in the field of linguistics was 57%. It could be inferred that the Conclusion move was conventional in the field of applied linguistics, which was classified in the 'soft-applied' domain. According to Hyland (2000), the Conclusion move was employed to interpret or extend results beyond scope of paper, draw inferences, or point to applications or wider implications. It could be the relationship between the nature of applied linguistics, which is classified as 'soft-applied' domain, and the function of



Conclusion move that may cause the writers in this field used the Conclusion move as conventional move. The high frequency of Conclusion move could be explained as a disciplinary variation between the fields of linguistics and applied linguistics.

#### **4.1.3 Characteristics of Each Move in Abstracts**

Analyze the rhetorical structure of research article abstracts gave us the overview of move pattern. The findings indicated the disciplinary variation in the move pattern. However, exploring the linguistic features of moves in the two disciplines could give us more detail in linguistic features used by the members in their own disciplines. The disciplinary variation would be more understood by the analysis.

##### **1. Introduction Move**

According to Hyland (2000), Introduction move establishes the context of the paper and motives the research or discussion. Later, Hyland (2004) suggested that there has been an increasing trend of the appearance of Introduction move in abstracts, especially in the soft disciplines where writers had to acquaint readers with the background to their research.

Previous research in soft disciplines (e.g. Santos, 1996; Pho, 2008) similarly found the use of Introduction move to open their abstracts, but it was optional in soft fields. Only 40 occurrences of Move 1 (Situating the research) in the field of applied linguistics abstracts were found in the study of Santos's (1996), and Pho (2008) found about half of the abstracts in the fields of applied linguistics and educational technology used the same functional move (called 'Situating the research' in Pho's research model). This prompted her to conclude that Hyland's (2004) suggestion was

not apparent in her study. In the present study, there were 45 and 44 occurrences of Introduction move in the corpus of linguistics and applied linguistics, respectively, making Introduction move optional in the corpus. It could be inferred that the trend of an increasing appearance of Introduction move in abstracts, as predicted by Hyland, was not apparent in the corpus of linguistics and applied linguistics in the present study. However, nearly half of abstracts in both fields opened with Introduction move which indicated that writers in the two fields realized the significance of the Introduction move to acquaint readers with the background to their research.

### **The Presence of Gap Identification**

One interesting characteristics of Introduction move was the presence of gap. The presence of gap in abstracts was found in previous research. Santos (1996) pointed out that the problem statement was the statement pointing out that previous research had not been thoroughly successful or completed. To Santos, the problem statement or gap was Submove 2 of Move 1 (Situating the research); there were 24 instances of problem statement found in this move. The problem statements fell into two categories, the first addressing that previous research was still embryonic, and the second addressing that despite long and intense discussion, there was still a continuing debate in current research. Hyland (2000) pointed out that the ability to identify a problem was a critical step in claiming insider status in all disciplines, but it was crucial in soft fields and that writers represented a problem as something which was unknown or unresolved by the community.

Similarly, Samraj (2005) found that the creating of gap had greater importance in the Conservation Biology than the Wildlife Behavior abstracts. There were six

instances of this move in Conservation Biology abstracts, while there were only two instances in Wildlife Behavior abstracts. In Conservation Biology abstract, there were two types of indicating a gap: specifying a gap in previous research and stating a gap in conservation management practices. In Wildlife Behavior abstracts, the gaps pertained to the research world. Abstracts, stated Stotesbury (2006), challenged previous study by pointing out their limitations, controversies or faults. Move 2 fell into five categories: criticism of previous research; gap; criticism of theory, method, model, argument, view; innovation in the field; criticism in the discussion or conclusion move.

In the present study, there were 13 and 14 instances of gap in abstracts in the fields of linguistics and applied linguistics, respectively. On a closer analysis, the criticism of previous research found in the present study fell into two categories: criticism of previous research and gap in research. According to Stotesbury (2006), criticism of previous research contained grammatically or semantically negative verbs such as *could not*, *had not been assessed*, *failed to*, and *did not address*, etc. and “a gap in research was commonly indicated by quantifiers, such as *few*, *little*; by contrasts between, for instance, *well known* and *not well explained*; phrases, such as *lack of attention* or *understanding*. Similarly, the lexemes *urgency*, *need*, or *necessity* realized a gap for indispensable research” (p. 136).

The excerpts of abstracts in the field of linguistics which contained the criticism of previous research (Category 1) and the gap in research (Category 2) were given below.

## Linguistics

1. However, these studies cannot explain to what extent the developmental timeline is influenced by experience with the languages versus constraints imposed by cortical maturation. (JPho 3)
2. Several subsequent studies have been unable to replicate the result for speakers of American English, or have done so only partially. These studies have largely dealt with the acoustic signal. (JPho 12)
3. Previous studies have mainly attributed this difference to physiological differences between genders. If this were the case, we would expect to find identical gender differences in the VOTs of long-long stops in other languages. (JPho 33)
4. The existing literature, however, still leaves us an incomplete picture of the nature of the relation between pragmalinguistic competence and sociopragmatic competence in the development of L2 learners' pragmatic competence, [...]. (LS 11)
5. Despite these advances, in our knowledge, the developmental dynamic of the differences still has to be described and explained. (LS 19)
6. Doctors' health is a major problem for healthcare systems, and several surveys have been carried out in different countries to assess the situation. Yet information about doctors' health is limited, especially in Latin America. (JPr 16)

The excerpts of abstracts in the field of applied linguistics which contained the criticism of the previous research (Category 1) and the gap in research (Category 2) were given below.

## Applied Linguistics

1. It is also noted that previous studies on lexical diversity in the field of applied linguistics have focused exclusively on either written or spoken discourses; no study to date has compared

- lexical diversity of spoken and written discourses produced by the same participants. (AL 1)
2. Few studies, however, have examined patterns in partial word form learning as method of assessing learnability and improving our understanding of allocation of processing resources during word-level input processing. (AL 14)
  3. Despite the recent growth of interest in the interactional construction of research interviews and advances made in our understanding of the nature of such encounters, relatively little attention has been paid to the implications of this for interviewer training. with the result that advice on interviewing techniques tends to be very general.(AL 21)
  4. However, it seems that few researchers have sought to objectively evaluate how learner deviations from the target-language (formulaic or otherwise) impact on online processing. (AL 27)
  5. Previous research into willingness to communicate (WTC) in L2 has focused primarily on its trait disposition that remain stable across contexts and its situated nature is under explored. (SYS 14)
  6. Despite the many guidelines for such planning, there are few accounts documenting the ways in which these have been used by secondary content teachers. (SYS 15)
  7. The literature on formulaic *language* lacks sufficient research on how L2 learners make progress in native-like formulaicity of their target language. (SYS 20)
  8. However, to date there has been little experimental evidence to document the nature of the relationship between these two processing modes. (SYS 29)

### **The Uses of Tense in Introduction Move**

The use of tense in Introduction move was also interesting because the distribution of verb tense and aspect was varied. The most frequent tense and aspect used in the abstracts in the two closely related disciplines were present simple, present

perfect and past tense, respectively. The present simple tended to occur with a general topic in the field, while the present perfect referred to previous research or previous studies in general. The past tense tended to be used for a specific researcher, a specific research object or outcome in previous research. The following excerpts illustrated the distribution of verb tenses found.

### **Linguistics and Applied Linguistics**

1. The distinction between underlying and excrescent stops in pairs like ‘mints’ and ‘mince’ *was convincingly demonstrated by Fourakis and Port (1986)*. Several subsequent studies *have been* unable to replicate the result for speakers of American English, or have done so only partially. These studies *have largely dealt* with the acoustic signal. (JPho 12)
2. The past few years *saw* significant advances in the field of interlanguage pragmatics development since several researchers’ call for more studies focusing on the development of pragmatic competence of second or foreign language learners. The existing literature, however, still *leaves* us an incomplete picture of the nature of the relation [...]. (LS 11)
3. The relationship between language and identity *has been explored* in a number of ways in applied linguistics, and this article *focuses* on a particular aspect of it: self-representation in the oral history interview. People from a wide range of backgrounds, currently resident in one large city in England, *were asked to reflect* on their lives as part of a project to celebrate the millennium, resulting in a corpus of 144 transcribed interviews. (AL 10)
4. Despite the recent growth of interest in the interactional construction of research interviews and advances made in our understanding of the nature of such encounters, relatively little attention *has been paid* to the implications of this for interviewer training, with the result that advice on interviewing techniques *tends to be* very general. (AL 21)

In summary, Hyland (2004) suggested that there was an increasing trend of appearance of Introduction move in abstracts, especially in the soft disciplines. However, the findings from other researchers (e.g. Santos, 1996; Pho, 2008) as well as in the present study revealed that the appearance of Introduction move remains optional. Interestingly, the occurrence of Introduction move was nearly half of the corpus. Concerning the presence of gap found in the abstracts from both fields, there were 13 instances of gap in abstracts from the field of linguistics, and 14 instances from the field of applied linguistics. This would be interpreted that the presence of gap was not prominent. Further, the use of tenses of the writers from both fields was similar. The most frequent tenses and aspects used in the Introduction move were present simple, present perfect, and past tense.

**Table 4.8 The Summary of Linguistic Features Found in Introduction Move**

Move	Linguistics	Applied Linguistics
<b>Introduction move</b>	<p><b>The use of tense</b> - <i>present simple, present perfect and past tense</i></p> <p><b>Gap identification</b> - negative verbs (<i>cannot, have been unable to, still</i>) - a lexical negation (<i>limited</i>) - adversative sentence-connector (<i>despite, yet, however</i>)</p>	<p><b>The use of tense</b> - <i>present simple, present perfect and past tense</i></p> <p><b>Gap identification</b> - negative verbs (<i>under explored</i>) - negative quantifiers (<i>few, little</i>) - a lexical negation (<i>lack of, limited</i>) - adversative sentence-connector (<i>despite, however</i>)</p>

## 2. Purpose Move

Hyland (2000) defined Purpose move as a way of indicating purpose, thesis or hypothesis, and outlining the intention behind the paper. As shown in Tables 4.6 and

4.7, there were 79 and 83 occurrences of Purpose move in the fields of linguistics and applied linguistics, respectively. It was clearly that Purpose move was a conventional move in both fields. The findings were in line with those of Santos (1996) and Pho (2008).

With a closer look at the Purpose move, there was a clearly predominating formula-like pattern employed by the writers in the corpus to signal their Purpose move, as illustrated in Table 4.9 and 4.10

**Table 4.9 Predominating Formula-like Pattern Employed in Purpose Move in the Field of Linguistics**

Diectic item	Modifiers	Inquiry type or genre	Reporting verbs		
this (48*) the (11)	present (6) current (2)	paper (23) study (21) article (12) research (1) experiments (1)	investigates (10) investigated (4) examines (6) examined (2) explores (6) reports (2) attempts to (2)	offers (2) was designed to (2) describes (1) gives (1) discusses (1) considers (1) draws on (1)	provides (1) aims to (1) compares (1) was conducted to (1) deal with (1) is concerned with(1) analyzes (1) analyzed (1)

(...\*) refers to the number of occurrence (s)



**Table 4.10 Predominating Formula-like Pattern Employed in Purpose Move in the Field of Applied Linguistics**

Diectic item	Modifiers	Inquiry type or genre	Reporting verbs		
this (49*) the (15)	present (8) current (2) exploratory (2) multiple (1)	study (30) article (16) paper (14) research (1) case study (1)	examines (13) examined (1) reports (7) investigates(5) investigated (6) attempts to (2) describes (2) focuses on (2) presents(2)	highlights (2) adds (2) strives to (1) seeks to (1) argues (1) gives (1) extends (1) determines (1) explores (1)	intends to (1) re-examines (1) discusses (1) were tested (1) draws on (1) assesses (1) aims to (1) evaluates (1)

(...\*) refers to the number of occurrence (s)

**Table 4.11 Classification of Indicative Verbs and Repetitive Verbs Used by the Writers from Both Disciplines**

Linguistics			Applied Linguistics		
Repetitive verb	Indicative verbs		Repetitive verb	Indicative verbs	
-	investigate (14*) examine (8) explore (6) report (2) attempt to (2) offer (2) be designed to (2) describe (1) be concerned with (1) deal with (1)	give (1) discuss (1) consider (1) draw on (1) provide (1) aim to (1) compare (1) be conducted to (1) analyze (1)	re-examine (1)	examine (14) investigate (11) reports (7) attempt to (2) describe (2) focus on (2) present (2) highlight (2) strive to (1) seek to (1) argue (1) give (1) extend (1) determine (1) explore (1)	add (2) strive to (1) seek to (1) argue (1) give (1) extend (1) determine (1) add (2) intend to (1) discuss (1) be tested (1) draw on (1) assess (1) aim to (1) evaluate (1)

(...\*) refers to the number of occurrence (s)

Santos (1996) explained that the writers' preference of using '*this*' (e.g., *This study*, *This paper*, *This article*) could presumably be explained that it was the writers' effort to incorporate the abstract into the body of the paper. On the other hand, the use of '*the*' (e.g., *The article*, *The paper*) conveyed that the main article was viewed as standing apart from the abstract. As shown in Tables 4.9 and 4.10 the writers from both fields preferred to use '*this*' more than '*the*' by four and three times as many (48/11, 49/15). For inquiry type or genre, the three most common choices were '*paper*,' '*stud*,' and '*article*'. This was equally true for writers from both fields when they referred to their research in Purpose move.

When taking a closer look at the reporting verbs, it was found that the use of reporting verbs among the writers from both fields was quite similar. The high occurrences of reporting verbs in the linguistics field were '*investigate*,' '*examine*,' and '*explore*'. In the field of applied linguistics, the high occurrences of reporting verbs were '*examine*,' '*investigate*,' and '*report*'. There was no significant difference in the use of reporting verbs by the writers from both fields. There was no use of repetitive verbs among the writers in linguistics field, while there was one article that the writer used repetitive verb (to re-examine). It could say that most of the writers in both disciplines preferred to use indicative verbs (investigate, examine, explore, present, attempt, etc.). For the tense choices, the occurrences of present tense in the linguistics field were 46, while those of the past tense were 10. For applied linguistics, the occurrences of present tense were 51, while those of past tense were 8. This showed that the use of present tense was preferable in Purpose move among the writers in both fields.

### Move Embedding in Purpose Move

Move embedding was also found in Purpose move. Because of the condensed nature of abstracts, one sentence could express more than one communicative purpose. Santos (1996) found ‘Move 2: Presenting the research’ and ‘Move 3: Describing the methodology’ sometimes occurred within the same sentence and sometimes with the reversal of syntactic order of Move 2 and Move 3. Pho (2008) found that the Describing the Methodology move (DTM) was sometimes embedded in either the Presenting the Research (PTR) move or the Summarizing the Finding move (STF). In the present study, the Purpose move was found to be embedded with Method move. There was one instance in which Introduction move was embedded with Purpose move. Similarly to Santos’ findings, there was one reversal of syntactic order, specifically in an embedding of Method move and Purpose move.

Embedding of Purpose move with Method move as found in the field of linguistics was illustrated in the following five excerpts.

#### Linguistics

1. *This paper reports an experimental investigation of the prosodic encoding of topic and focus in Mandarin by examining disyllabic subject nouns elicited in four discourse contexts.* (JPho 7)
2. *The present study attempts to shed light on how these two aspects of pragmatic competence are related by collecting both perception and production data and extending the scope of data analysis to analyze the difference in the [...]* (LS 11)
3. *In this article it is attempted to quantify the geographical differences in pronominal gender in the southern varieties of Dutch spoken in the Belgian provinces of West and East Flanders, using data from a questionnaire survey.*(LS 20)

4. *The paper explores* the pragmatic realization of monolingual native speakerhood as an idealized abstraction through the discourse analysis of a real-life encounter between an English teacher, Marie, and three Japanese undergraduate [...] (JPr 2)
5. *This paper analyzes* self-identifications that particular American politicians develop through their employment of pronominal choice. (JPr 15)

In the field of linguistics, it was clearly seen that there were three strategies of expressing Method move embedded with Purpose move. The first embedding strategy was using the preposition ‘by’ followed by a gerund, e.g. ‘by examining’ and ‘by collecting’. The second strategy was using a gerund such as ‘using’. The third strategy was using the preposition ‘through’ followed by a noun phrase to describe the method.

Embedding of Purpose move with Method move as found in the field of applied linguistics was illustrated in the following five excerpts.

### Applied Linguistics

1. *To explore* the lexico-grammar of Discussion, this article relies on two small corpora, one of physics research articles and the other of student physics laboratory reports. (ESP 9)
2. *To identify* rhetorical characteristics characteristic of student writing, the introductory sections of master’s theses in the field of educational philosophy are compared with the introductory sections of journal articles published within the same discipline.(ESP 10)
3. *To determine* the extent to which second language learners’ interlanguage relies on collocational knowledge in lieu of precise semantic knowledge, an experiment examined the performance of advanced adult English learners [...] (SYS 6)

4. *In an attempt to describe the extent to which L2 writing research is currently informing university FL instruction, a survey was administered to 153 FL instructors working at universities within the United States.* (SYS 24)
5. *The present study adds a new dimension to available work by analyzing the influence of the IWB on the language use of a primary school teacher and a group of native speaker (NS)[...] (SYS 30)*

The excerpts of abstracts in the field of applied linguistics were categorized into two strategies of expressing the Method move: using complete sentences and using the preposition ‘by’ followed by a gerund.

Most of the instances of move embedding occurred with the Purpose move embedded with the Method move, whereas there was only one instance in this study where the Purpose move was embedded with Introduction move, illustrated as follows.

1. Dynamic and interactive uses of personal pronouns are usually not as neat as traditional grammar describes in that the first and second person pronoun index speakers and addressees in a speech event. Devoted to a prevalent feature of Mandarin Chinese conversation-the switch of the first person singular pronoun wo, “I”, and the second person singular pronoun ni, “you”, *this study explores* why and how interlocutors go beyond traditional grammatical uses of the first pronoun wo, [...] (LS 12)

It would be expected that Purpose move would likely be embedded with the Method move. However, the syntax allowed the reversal of syntactic order of the two moves. The excerpt illustrated the reversal of syntactic order of Method move and Purpose move as shown below.

1. *Using the academic writing sub-corpora* of the Corpus of Contemporary American English and the British National Corpus as data and building on previous research, *this study strives to identify the most frequently-used multi-word constructions (MWCs)*[...] (ESP 1)

In brief, Purpose move was conventional in both fields, which was in line with the findings of previous study (e.g. Santos, 1996; Pho, 2008). The writers from both fields preferred to use deictic item ‘*this*’ over ‘*the*’. It was their rhetorical intention to incorporate the abstract into the body of the paper. In addition, they used ‘*paper,*’ ‘*study,*’ and ‘*article*’ as an inquiry type or genre when referring to their research in Purpose move. It was also found that the use of reporting verbs among the writers from both fields was quite similar.

According to the condensed nature of abstracts, the Purpose move was found to be embedded with the Method move. The writers from both fields used various embedding strategies, namely using the preposition ‘*by*’ followed a gerund, using a gerund such as ‘*using*’, using the preposition ‘*through*’ followed by a noun phrase to describe a method, and using a complete sentence to describe a method. There were no differences in embedding strategies used by the writers from both fields. In addition, the writers in both fields preferred using the present tense to the past tense when they composed the Purpose move.

**Table 4.12 The Summary of Linguistic Features Found in Purpose Move**

<b>Move</b>	<b>Linguistics</b>	<b>Applied Linguistics</b>
<b>Purpose move</b>	<p><b>The use of tense</b> <i>Preference for present tense</i></p> <p><b>Diectic item</b> <i>this (48*), the (11)</i></p> <p><b>Inquiry type or genre</b> <i>paper (23), study (21), article (12), research (1), experiments (1)</i></p> <p><b>Reporting verbs</b> <i>investigate (14), examine (8), explore (6)</i> <i>report (2)</i></p>	<p><b>The use of tense</b> <i>Preference for present tense</i></p> <p><b>Diectic item</b> <i>this (49), the (15)</i></p> <p><b>Inquiry type or genre</b> <i>study (30), article (16), paper (14), research (1)</i> <i>case study (1)</i></p> <p><b>Reporting verbs</b> <i>examine (14), investigate (11), reports (7), attempt to (2)</i></p>

(...\*) refers to the number of occurrence (s)

### 3. Method Move

According to Hyland (2000), Method move provides information on design, procedures, assumption, approach, data, etc. In the present study, Method move was a conventional move for both fields. A closer look at the frequency of occurrence in the corpus revealed that there were 80 and 86 occurrences of Method move in the corpus of linguistics and applied linguistics, respectively as shown in Tables 4.6 and 4.7.

The previous study by Santos (1996) and Pho (2008) found most embedding occurred in Method move. In the present study, most of the embedding of the Method move was placed within the Product move as follows.

#### **Method move embedded with Product move**

##### **Linguistics**

1. A referential communication task *conducted* with five pairs of native speakers of Yucatec Maya *produced* evidence of “referential promiscuity”, the unrestricted availability of spatial

frames of references (FoRS) and the lack of the default perspective. (LS 4)

2. A linguistics spatial task, *conducted* with five dyads of Sumu-Mayangna speakers *provides* evidence that while speakers have diffuse access to spatial [...]. (LS. 9)
3. *Based on* the analysis of 354 apologies made in the Israeli public discourse between 1997 and 2004, I *demonstrate* tactics which range on four main categories of minimizing responsibility for misdeeds: [...]. (JPr 22)

### Method move embedded with Product move

#### Applied Linguistics

1. *Using* D as a measure of lexical diversity (Malvern and Richards 1997, 2002; Malvern et al. 2004), *it was found* that D has a statistically significant and positive [...]. (AL 1)
2. The texts *analyzed* and the auditors *observed* and *questioned* *show that*, although the use of templates is widespread, there is, in fact, some original writing involved in drafting the reports, [...]. (ESP 30)
3. *The analysis* of news text *reveals that* although many RCs are retained in unmodified form across the levels, RCs are also found to be unique to specific levels, [...]. (SYS. 4)
4. *Based on* data *collected* through classroom observations, *stimulated* recall interviews, and reflective journals, *it was found that* situational WTC in L2 perceived opportunity to communicate, [...]. (SYS 14)

It was observed that when the Method move was merged with the Product move, the amount of information for the Method move was brief, thereby shortening the data and method. The presence of Method move was seen in three different ways: embedded with Purpose move (P+M), embedded by Product move (M+Pr), and placed separately followed Purpose move (P-M).



If the Method move occurred separately followed by Purpose move (P-M), it was opened with a syntactic subject recognized by the data, subjects, procedures, materials, and instruments of variables as follows.

### **Linguistics and Applied Linguistics**

1. In this paper, we test bilingual Spanish-English 4- and 8-month-olds' discrimination of vowels. (JPho 1)
2. One hundred-and-fifteen adult speakers of Australian English aged 17-84 years generated as many tokens of hypocoristics as they could in 10 min. (LS 13)
3. The data for analysis is taken from two PhD defense sessions conducted at Iranian universities. [...]. (JPr1)
4. Data came from videotaped outside class discussion and student interviews over 1 year. (ESP 1)
5. Newly entering students (n=88) completed a Yes/No test, which measured accuracy and speed of response, and school placement battery consisting of grammar, writing, speaking and listening measures. [...]. (SYS 10)
6. Data analyzed in the study were holistic and multi-trait essay scores provided by human raters and essay feature variable scores computed by *e-raters*<sup>®</sup> (version 2.0) for two TOEFL CBT writing prompts. (AL 4)

The writers' preference for using past tense and passive voice was found in Method move. The purpose of Method move is to retell the story of the research methodology that had already been employed in the study, thus the past tense was used more than the present tense in both fields. Moreover, both the past tense and present tense were accompanied by switching into the passive voice. The reason for this could be explained in that the subjects took both an active role to participate in an

experiment and a passive role when they received the treatment. With a closer look at the use of voice, it was obvious that the writers preferred to use passive verbs over active verbs in both fields. This preference may be attributed to the fact that writers tried to stay as objective as possible when they presented the methods of their studies. The following excerpts illustrated the switching of active verbs to the passive voice.

1. The data of this study come from the court show Judge Judy, presided over by Judge Judith Sheidlin, a former family court judge. In this televised small claims court, a new version of events is co-constructed out of various competing stories.(JPr25)
2. Sixty-six university students took part in the experiment. They were divided into two groups with the same vocabulary size.(SYS 16)
3. Subjects for the study were one hundred and ten undergraduate university students in Hong Kong. They were categorized as ‘more effective’ or ‘less effective’ learners, on the basis of their score on a standardized public English examination administered at the end of secondary school. (SYS 19)

As with Pho’s (2008) findings, there were no instances of modal verbs employed in the Method move in the present study. Pho also mentioned that first-person pronouns were hardly found in her corpus. However, there were 17 instances of the use of first person pronoun in the field of linguistics and 9 instances in the field of applied linguistics in the present study. It was clearly seen that the first-person pronoun ‘we’ was used more than ‘I’. It was assumed that the first-person pronoun ‘we’ was used when more than one writer conducted the research, while the first-person pronoun ‘I’ was used when one writer worked alone.

**The excerpts using first-person pronoun in Method move in the field of linguistics**

1. In this paper, we test bilingual Spanish-English 4-and 8-months-olds' discrimination of vowels. (JPho 1)
2. In this paper, we examined the maturation of infant and child event-related-potential (ERP) electrophysiological components in processing English [...]. (JPho 3)
3. Adopting a qualitative research approach, I collected data from a series of group discussion and recall interviews with a group of Persian learners of English Literature and translation. (JPr 3)
4. Drawing on theorizing on impression management and social accountability, I examine how 25 parents appearing on the show [...]. (JPr 12)
5. First, we analyze the importance of the maxim of quantity in the standards of newsgroup discussions (the Netiquette and the charters). (LS. 17)
6. In a case study, I compare two antonyms of the Russian adjective [...]. (LS 28)

**The excerpts using first-person pronoun in Method move in the field of applied linguistics**

1. We analyzed the lexical gap-filling behavior of 203 learners in their written compositions. We collected data when students were in 4<sup>th</sup> grade of Primary Education and four years later when they were in 8<sup>th</sup> grade. (SYS 25)
2. We outline the Adualusian Bilingual Sections programme, one of the cornerstones of the government's *Plurilingualism Promotion Plan (2005)*, within which the research was conducted. (AL 5)
3. Among the items reported as difficult, we established the proportion of metaphorical items, plus the proportion of items composed only of words familiar to the students. We developed a measure of the extent of [...]. (AL 24)

4. **We** applied multi-group structural-equation modeling to analyze how language learning goals, [...]. (AL 35)
5. Through an analysis of what is said and how it is presented, as text, design and hyperlinks, **I** show how individuals are positioned by corporate [...]. (ESP 7)
6. **We** demonstrate this approach through a comparative analysis of introductions to students' essays and research articles. (ESP 22)

In summary, the Method move was conventional in both fields. There were three different ways that the Method move appeared: embedded with Purpose move (P+M), embedded by Product move (M+Pr), and placed separately following Purpose move (P-M). For the tense choice, the past tense and passive voice were the most frequent. This could be because the writers retold the method used in their studies and they also tried to be objective when describing the research methodology. There were no modal verbs found in this move. Further, some writers from both fields used first-person pronoun 'I' and 'We'. The use of first person pronoun was interesting because it was hardly found in Pho's (2008) findings. There were no differences between the two fields in embedding move, tense choices, or the use of first person pronouns in the Method move.

**Table 4.13 The Summary of Linguistic Features Found in Method Move**

Move	Linguistics	Applied Linguistics
Method move	<p><b>The use of tense</b>  <i>Preference for past tense and passive voice</i></p> <p><b>Self-reference words</b>  <i>'we' (12*)</i>  <i>I' (5)</i></p>	<p><b>The use of tense</b>  <i>Preference for past tense and passive voice</i></p> <p><b>Self-reference words</b>  <i>'we' (8)</i>  <i>I' (1)</i></p>

(...\*) refers to the number of occurrence (s)

#### 4. Product Move

Product move provides main findings or results, the argument, or what was accomplished (Hyland, 2000). Product move was conventional in both fields. There were 92 and 87 occurrences of this move in the corpus of linguistics and applied linguistics, respectively as shown in Tables 4.6 and 4.7. A closer look at the beginning sentence of Product move revealed that there was variation in the lexical items chosen for the opening noun. The more common signals in the field of linguistics, in decreasing order of frequency, were *'result,' 'finding,' 'analysis,* and *'data'*. The more common signals in the field of applied linguistics were *'result,' 'finding,' 'analysis,'* and *'study'*. The first three common opening nouns were similar in both fields. For the reporting verbs, the most frequent reporting verbs in the field of linguistics were *'show,' 'indicate,' 'find,'* and *'suggest'*. In the field of applied linguistics, the first four frequent reporting verbs were *'show,' 'indicate,' 'reveal,'* and *'suggest'*. It was clear that there were no significant differences in the use of reporting verbs among the writers from both fields. Tables 4.14 and 4.15 showed the opening nouns and reporting verbs found in Product move.

**Table 4.14 The Opening Nouns and Reporting Verbs in Product Move in the**

##### Field of Linguistics

Opening nouns	Reporting verbs
result (26*)	show that (17)
finding (7)	indicate that (7)
analyses (6)	find that (6)
data (5)	suggest that (4)
paper (4)	provide that (4)
	reveal that (4)

(...\*) refers to the number of occurrence (s)

**Table 4.15 The Opening Nouns and Reporting Verbs in Product Move in the Field of Applied Linguistics**

Opening nouns	Reporting verbs
result (24*)	show that (15)
finding (19)	indicate that (11)
analyses (9)	reveal that (10)
study (4)	suggest that (7)
it (4)	find that (6)

(...\*) refers to the number of occurrence (s)

The use of self-reference words in Move 4 was one aspect which was discussed in the previous studies. Pho (2008) found that the use of self-reference words was negligible in the Summarizing the Findings (STF) move, which contradicted with Hyland's (2003) findings. In the present study, some writers used first person pronouns in describing the results or claims. The first person plural pronoun 'we' was found more frequently than the singular 'I', and both first person pronouns were used more often in the fields linguistics than applied linguistics. In conclusion, the findings were quite similar to Hyland's (2003).

The uses of self-reference pronouns 'we' and 'I' in Product move found in the fields of linguistics and applied linguistics.

### **Linguistics**

1. We find that tongue position is higher during nasalized [ĩ] than it is during [i] but do not find any effect for nasalized [ã]. (JPho 13)
2. Overall, we found that reduction is more pervasive in spontaneous Dutch than previously documented. (JPho 34)

3. We found that a first assessment did make a second expectable as a response. (JPr 21)
4. Based on the analysis of 354 apologies made in the Israeli public discourse between 1997 and 2004, I demonstrate tactics which range on four main categories of minimizing responsibility for misdeeds [...]. (JPr 22)

### Applied Linguistics

1. Our result showed that the L1 may have considerable influence on [...]. (AP 22)
2. We found that, of the items that were difficult though composed of familiar words, [...]. (AP 23)
3. In this paper I show how a corpus-based investigation of the collocational behavior of key lexis can be used to answer many of these questions. (ESP 14)
4. We observed that L2 proficiency interrelates with L1 and L2 influence in different ways depending on the specific mechanism used, [...]. (SYS 25)

The use of *that*-complement clauses was one outstanding linguistic feature in Move 4. According to Hyland and Tse (2005), there were four elements of evaluative *'that'* which were “the entity evaluated in the subordinate clause; the stance of the writer towards that entity; who the author attributed this stance or evaluation to: and the form of expression used” (p.129). The evaluative *'that'* reflected the promotional aspects of abstracts genre as a place where writers could highlight their research in order to engage readers and convince them that their work was valuable enough to continue to read the full paper. Pho (2008) found that a dominant syntactic structure in Summarizing the Findings (STF) move, which was non-existent in the first three moves, was the use of *that*-complement clauses.

Similar to Pho's (2008) findings, in the present study the writers in both fields used *that*-complement clauses to demonstrate their findings as follows.

### Linguistics and Applied Linguistics

1. *The result shows that* wo, 'I', for the second person pronoun [...]. (LS 12)
2. *Results indicate that* when the two languages being learned are rhythmically dissimilar, bilingual infants [...]. (JPho 1)
3. *This paper finds that* American politicians make use of personal pronouns [...]. (JPr 15)
4. *The findings suggest that* academic socialization in the first-years of a doctoral degree occurs in multiples spaces [...]. (ESP 3)
5. *The analysis of news text reveals that* although many RCs are retained in unmodified form across the level, [...] (SYS 4)

According to Hyland and Tse (2005), writers attributed the source of the evaluation to either a human source, including the author or other researchers, to an abstract entity, such as a spectrograph, the data, or the results, or to an un-named originator thereby concealing the source of the evaluation by attributing it to a general subject such as '*it*'. In the present study, it was found that most writers attributed the source of the evaluation to the data, the results and the findings more than a general subject '*it*'. Concealing the source of the evaluation by attributing to a general subject such as '*it*' was found only few instances in both fields as follows.

### Linguistics and Applied Linguistics

1. *It was found that* for 29 out of 30 languages the average of the first formant is higher for high back vowel [...]. (JPho 35)



2. *It showed very clearly that* Le Monde as a media is not only a place where some public sphere's interaction can take place, but also that it is a full participant in various public spheres with its own values and positions. (JPr 27)
3. *It finds* the mean employed in the student writing to be more congruent, more emphatic and less argued than in the research article corpus, and suggest specific grammatical resources which might [...]. (ESP 9)
4. *It is suggested that* student writers represent themselves as accomplishing more tasks, thereby asserting themselves as experts in ways published writers need not. (ESP 10)
5. *It was found that* situational WTC in L2 classrooms emerged from the joint effects of individual characteristics including self-confidence, [...]. (SYS 14)
6. *It was found that* while English was formally learnt as a second language in school, the percentage of language [...]. (SYS 27)
7. *It was found that* D had a statistically and positive correlation with the overall quality ratings of both writing and speaking performances [...]. (AL 1)
8. *It was found that* (i) all of the six multi-trait scores were not only correlated among themselves but also correlated with the holistic score, [...]. (AL 4)

Over 90% of *'that'* constructions referred to the writers' own findings by the aspects of human source and only a few of using the ambiguous *'it'*. According to Hyland and Tse (2005), the use of dummy *'it'* subjects represented an attempt to generalize the source of the comment and present it as objective in a state of affairs in the world distanced from the writers and so less open to negotiation.

The use of tenses in Product move was another aspect previously discussed. Santos (1996) found a strong preference for past tense in his study because Move 4 (Summarizing the Results) referred to one's own research requiring a narrower claim.

**Table 4.16 The Use of Tenses in Product Move in the Field of Linguistics**

<b>Journals</b> <b>Tenses</b>	<b>Language Sciences</b>	<b>Journal of Phonetics</b>	<b>Journal of Pragmatics</b>	<b>Total</b>
<b>Present simple</b>	19*	14	19	52
<b>Past simple</b>	2	6	5	13
<b>Both present simple and past simple</b>	2	12	9	23

*(...\*) refers to number of abstracts used present tense, past tense and the mixing of present tense and past tense in Product move*

Similarly, Pho (2008) found the preference of past tense over present tense in her study. However, in the present study the preference of past tense in Move 4 was not as strong as Santos's (1996) and Pho's (2008) as shown in Tables 4.16 and 4.17.

**Table 4.17 The Use of Tenses in Product Move in the Field of Applied Linguistics**

<b>Journals</b> <b>Tenses</b>	<b>Applied Linguistics</b>	<b>System</b>	<b>English for Specific Purposes</b>	<b>Total</b>
<b>Present simple</b>	11*	7	20	38
<b>Past simple</b>	12	16	4	32
<b>Both present simple and past simple</b>	7	8	5	20

*(...\*) refers to number of abstracts used present tense, past tense and the mixing of present tense and past tense in Product move*

In the field of linguistics, the preference of using present simple over the past simple was found in the three journals. In the field of applied linguistics, the preference of past simple was found in Applied Linguistics and System, while the preference of present simple over the past simple was found in English for Specific

Purposes. Nevertheless, the overall picture showed the preference of present simple over the past simple in both fields, which differed from Santos's (1996) and Pho's (2008). Moreover, in the present study, both present simple and past simple were found in both fields as follows.

1. The results *show* that vowels in final syllables of words *were less often reduced* while the preceding ones *show* reduced durations and centralized formant values. Moreover, vowels *are more reduced* in monosyllabic function words than in monosyllabic content words. Nevertheless, we *did not find* a clear effect of word frequency on vowel durations. [...]. (JPho 17)
2. The results *showed* that although over three years of college study Chinese EFL learners *have made* progress in frequency, accuracy and variation of the FSs used in oral production, they still *fall* behind the native speakers. In addition, no significant changes *could be found* in error types and in most- and least-frequently occurring errors concerning FSs in spite of language improvement. The most challenging area for them to tackle *was* the use of FSs containing prepositions and articles. [...]. (SYS 20)

According to Pho (2008), the use of past tense to report the result of the study left the reader with the impression that the writer was being objective and was plainly reporting the findings of the research. The present tense gave the idea that the writer was generalizing beyond the results of the study, which left the impression that the results were widely accepted. For Santos (1996), the using of past tense signified the narrower claim of the research results, while the using of present tense implied that the research results yielded indisputable and established knowledge. In the present study, the writers' preference of using present tense in Move 4 could be understood as an intention to generalize the results of their study to be widely accepted and to yield indisputable and to establish knowledge.

In conclusion, Product move was conventional in both fields. The writers from both fields used similar lexical items for the opening noun, and there were no differences in using reporting verbs. The use of self-reference words was found among the writers in both fields. This was similar to Hyland's (2003) findings. The writers from both fields also used *that*-compliments to report their results, and they attributed the source of the evaluation to the data, the results, and the findings more than a general subject '*it*'. There was a greater preference for the use of the present tense among writers in linguistics field than among the writers in applied linguistics. It might be interpreted that the writers may intend to generalize their results to be widely accepted.

**Table 4.18 The Summary of Linguistic Features Found in Product Move**

Move	Linguistics	Applied Linguistics
<b>Product move</b>	<p><b>The use of tense</b>  <i>Present simple (52*)</i>  <i>Past tense (13)</i>  <i>The mixing of present simple and past tense (23)</i></p> <p><b>Opening nouns</b>  <i>result (26), finding (7), analyses (6), data (5)</i>  <i>paper (4)</i></p> <p><b>Reporting verbs with <i>that</i>-compliment</b>  <i>show that (17), indicate that (7), find that (6)</i>  <i>suggest that (4), provide that (4), reveal that (4)</i></p> <p><b>The use of dummy '<i>it</i>'</b>  <i>it (2)</i></p>	<p><b>The use of tense</b>  <i>Present simple (38)</i>  <i>Past tense (32)</i>  <i>The mixing of present simple and past tense (20)</i></p> <p><b>Opening nouns</b>  <i>result (24), finding (19), analyses (9), study (4)</i>  <i>it (4)</i></p> <p><b>Reporting verbs with <i>that</i>-compliment</b>  <i>show that (15), indicate that (11), reveal that (10)</i>  <i>suggest that (7), find that (6)</i></p> <p><b>The use of dummy '<i>it</i>'</b>  <i>it (6)</i></p>

(...\*) refers to the number of occurrence (s)

## 5. Conclusion Move

Conclusion move functions to interpret or extend results beyond scope of paper, draw inferences, point to applications or wider implications (Hyland, 2000). There were 57 and 69 occurrences of Conclusion move in the corpus of linguistics and applied linguistics, respectively as shown in Tables 4.6 and 4.7. Thus, based on the 60% cutoff of Kanoksilapatham (2005), Conclusion move was optional in the field of linguistics, while it was conventional in the field of applied linguistics.

The signal of Conclusion move was the use of references to the findings or data being reported, such as '*the finding(s)*' and '*the result(s)*'. There were 18 instances using '*finding(s)*' and 7 instances using '*result(s)*' in the field of linguistics, and 9 instances using '*finding(s)*' and 5 instances using '*result(s)*' in the field of applied linguistics. The excerpt below illustrated such references.

1. *The findings* may have some implications for enhancing communication competence across linguistic and cultural boundaries in instructional contexts. (JPr 7)
2. *The results* also suggest that the frequency with which Hong Kong professionals need to communicate in English increases with rank and experience. (ESP 26)

Another strategy used to signal Conclusion move was the reappearance of reference to the genre like '*paper,*' and '*article*'. In addition, references to the type of inquiry such as '*experiment,*' '*analysis,*' and '*study*' were also found. Some examples were given below.

1. *The article* concludes with pedagogic implications, for second/foreign language teachers when attempting to create a low-anxiety classroom. (SYS 21)

2. As primarily a theoretical piece, *this paper* makes an argument in favor of a rhetorical, context-sensitive approach to the study of student writing [...]. (ESP 10)
3. *A qualitative analysis* provides insights into the intuitive approach to simplification highlighting the effects of information reduction, [...]. (SYS 4)
4. *This study* contributes to identifying forms and functions of parental accounting strategies on reality TV, [...]. (JPr 12)
5. *These experiments* suggest that listeners need some acoustic properties of reduced words themselves, [...]. (JPho 22)

Another option of signaling Conclusion move was an overt nominal reference to the function of this move such as ‘*pedagogical implication of,*’ ‘*the implication of,*’ ‘*the general conclusion of,*’ ‘*the application of and the discussion of,*’ etc. Some typical examples used in the both disciplines were given below.

### **Linguistics**

1. *The application of* the proposed framework unveiled fragments of Le Monde’s identity, [...]. (JPr 27)
2. *An additional contribution of* this paper is the resurrection of the stop-signal paradigm in speech research. [...]. (JPho 11)
3. *The discussion* points out that high-frequency words in German mostly end in a nasal and concludes that it is word frequency [...]. (JPho 26)
4. *The general conclusion* is that high back vowels that are as peripheral as those in German have a high articulatory cost [...] (JPho 27)
5. In addition, *the possible exploitation of* a meronymy system is discussed. A nonlinguistic spatial observed trend in the linguistics task, [...]. (LS 9)

6. The discussion of these findings combines both psycholinguistics and socio-linguistic perspectives [...]. (LS 19)
7. Implications of the findings for Chomsky's mentalist position on speakers' knowledge were discussed. (LS 23)

### Applied Linguistics

1. The pedagogical implications of this study highlight the importance of explicit instruction [...]. (ESP 25)
2. The pedagogical implications of the findings indicate that module design and development should take into consideration [...]. (ESP 27)
3. The overarching conclusion of the paper is that linguistic and contextual approaches to genre analysis can complement each other effectively. (ESP 30)
4. Pedagogical implications on incorporating small-group discussion to facilitate oral academic socialization are also discussed. (SYS 3)
5. Pedagogical implications and future study recommendation are discussed. (SYS 17)
6. Implications of the study are presented and discussed. (SYS 19)
7. The pedagogical implications of these findings are discussed, as are the suggestions for future research. (SYS 26)
8. The implications of these findings are discussed with specific reference to the use of lexical diversity [...]. (AL 1)
9. It is concluded that, given the large variability in native speakers' language learners' knowledge and skills, [...]. (AL 34)

A closer look at how the writers from both fields used an overt nominal reference to the function of Conclusion move revealed a slight difference. The writers in the field of linguistics used general nominal references to the function of the move,

such as ‘*conclusion*,’ ‘*discussion*,’ and ‘*implication*’ whereas in the field of applied linguistics, most writers specified the nominal reference to the function of the move such as ‘*implications for teachers*’ and ‘*the pedagogical implications*’. In other words, they seemed to suggest direct applications of their results. This may be one aspect of disciplinary variation found in Conclusion move.

Another strategy that writers used in this move was the use of self-reference pronouns. Hyland (2003) found that these instances of self-mention were most likely to occur at the beginning and end of the abstract, indicating for him a goal of self-promotion. Similarly, Pho (2008) found that this strategy was used to make the writers’ presence explicit in abstracts. In the present study, there were some abstracts that used self-reference words, as excerpted below.

1. **We** argue that the role of the venue as an external characteristic of context is underestimated in the political discourse research. (JPr 15)
2. **We** propose a different account, stating that the phonological identity of speech sounds remains stable not only within, but also across prosodic positions [...]. (JPho 29)
3. In view of these findings, **we** suggest that language aptitude has a compensatory function in language attrition, [...]. (AL 6)

The use of *that*-complement clauses was another outstanding linguistic feature in Conclusion move. The clauses were linked with persuasion verbs like ‘*suggest*,’ ‘*argue*,’ ‘*recommend*,’ ‘*indicate*,’ ‘*conclude*,’ ‘*demonstrate*,’ ‘*point out*,’ ‘*assume*,’ and ‘*show*’ as illustrated below. The use of *that*-complement with verb ‘*suggest*’ was the most frequently used from writers from both fields.



### Linguistics and Applied Linguistics

1. The findings *suggest that* the proficiency level relates to the way pragmatic markers are used both generally and across contextual variations. (JPr 10)
2. We *argue that* the role of the venue as an external characteristic of context is underestimated in the political discourse research. (JPr 15)
3. In conclusion, the authors *recommend* training for inexperienced engineers and engineering students *that* develops their problem-solving, relationship-building and communication skills. (ESP 13)
4. The pedagogical implications of the findings *indicate that* module design and development should take into [...]. (ESP 27)
5. It is *concluded that*, given the large variability in native speakers' language knowledge and skills, [...]. (SYS 34)
6. The findings from this study *demonstrate that* regional and gender identity features are encoded in part through prosody, [...]. (JPho 31)
7. The discussion *points out that* high-frequency words in German mostly end in a nasal and concludes that it is word frequency [...]. (JPho 26)
8. Thus, these results agree well with a mixed physiological-enhancement account, which *assumes that* IFO is physiologically determined, [...]. (JPho 30)
9. Finally, our study *shows that* vowel reduction depends on several factors related to lexical properties [...]. (JPho 17)

Some verbs used with *that*-complement clauses were found in both fields such as 'suggest,' 'argue,' 'indicate,' and 'conclude'. Some verbs were used only by writers in the field of linguistics such as 'demonstrate,' 'point out,' 'assume,' and 'show'. The whole picture of using *that*-complement clauses showed that the writers

in the field of linguistics used more variety of verbs with *that*-complement clauses than those in the field of applied linguistics.

Another distinctive feature of the Conclusion move was the dominant use of present simple verbs. In Product move, the use of present simple, past simple and the combination of present and past simple were found, while the present simple verbs were used almost exclusively in Conclusion move. It could be explained that Conclusion move, which was intended to discuss the meaning of the results or outcomes and make generalizations based on the findings in the previous move, would make greater use of present tense in order to make the statements in this move sound more general and thus more applicable. In the present study, the writers from both fields used present simple verbs in Conclusion move as shown below.

1. This study *contributes* to identifying forms and functions of parental accounting strategies on reality TV, [...]. (JPr 12)
2. The article *concludes* with pedagogic implications, for second/foreign language teachers when attempting to create a low-anxiety classroom. [...]. (SYS 21)

Another feature that made Conclusion move different from other abstract moves was the use of modal auxiliaries, especially those referring to *possibility*, *ability* and *obligation* as given below.

### **Linguistics and Applied Linguistics**

1. The findings *may* have some implications for enhancing communication competence across linguistics and cultural boundaries in instructional contexts. (JPr 7)
2. The knowledge gained by this study *can* increase awareness of these demonstrative structures in composition instructors and L2 writers to clearer, more cohesive texts. (ESP 20)

3. Our error categorization scheme *could* be used in helping English learners with metaphor comprehension. (AL 23)
4. It is suggested that future ILP studies *should* pay more attention to details of substrategies (their form, function and distribution) [...]. (JPr 29)
5. The results also suggest that the frequency with which Hong Kong professionals *need to* communicate in English increases with rank and experience. (ESP. 26)

Conclusion move was optional for writers in the linguistics field but was conventional for those in the applied linguistics field. The variation between the two fields may be a consequence of the nature of the two disciplines, linguistics belonging to the soft-pure domain, while applied linguistics to the soft-applied domain. In addition, the use of overt nominal reference to the function of Move 5 among the writers from both fields was also different. Those in linguistics used general nominal references such as '*conclusion,*' '*discussion,*' and '*implication,*' while those in applied linguistics used expressions like '*implication for teachers*' and '*pedagogical implications*'. However, the writers from both fields used present simple verbs and modal auxiliaries in Conclusion move.

**Table 4.19 The Summary of Linguistic Features Found in Conclusion Move**

Move	Linguistics	Applied Linguistics
<b>Conclusion move</b>	<p><b>The use of tense</b>  <i>Present tense (56*)</i>  <i>Past tense (1)</i>  <i>The mixing of present simple and past tense (2)</i></p> <p><b>Reference to the findings</b>  <i>finding (18), results(7)</i></p> <p><b>Reference to genre/ type of inquiry</b>  <i>study (5), paper (2), experiment (1)</i></p> <p><b>an overt nominal reference</b>  <i>discussion (3), implication (1), conclusion (1)</i>  <i>contribution (1), application (1), exploitation (1)</i></p> <p><b>Self- reference word</b>  <i>'we' (6)</i></p> <p><b>The use of that-compliment</b>  <i>suggest that (11), indicate that (5), argue that (4), conclude that (1), show that (1), point out that (1), presuppose that (1), assume that (1), demonstrate that (1), propose that (1)</i></p> <p><b>The use of modal auxiliaries</b>  <i>may (6), should (3), need (3), can (2), could (1)</i></p>	<p><b>The use of tense</b>  <i>Present tense(74)</i>  <i>Past tense (-)</i>  <i>The mixing of present simple and past tense (-)</i></p> <p><b>Reference to the findings</b>  <i>finding (9), result (5)</i></p> <p><b>Reference to genre/ type of inquiry</b>  <i>study (4), paper (4), article (3), analysis (3)</i></p> <p><b>an overt nominal reference</b>  <i>implication (7), pedagogical implications (5)</i>  <i>conclusion (4), be concluded that (2)</i>  <i>implication for teachers (1)</i></p> <p><b>Self-reference word</b>  <i>'we' (1)</i></p> <p><b>The use of that-compliment</b>  <i>suggest that (13), argue that (2) conclude that (2), indicate that (2) recommend that (1), support that (1)</i></p> <p><b>The use of modal auxiliaries</b>  <i>can (7), may (4), might (3), should (3), could (2)</i>  <i>need (2)</i></p>

(...\*) refers to the number of occurrences

#### 4.1.4 Conclusion

The analysis of rhetorical structure of research article abstracts from six journals in the two related disciplines, linguistics and applied linguistics, showed that the most frequent preference patterns among the writers in the field of linguistics were P-M-Pr-C, P-M-Pr, and I-P-M-Pr and I-P-M-Pr-C. In the field of applied linguistics, the writers' preference patterns were P-M-Pr-C, I-P-M-Pr-C, and P-M-Pr. Although there were variations in move patterns, the most frequent pattern among the two disciplines was P-M-Pr-C pattern. We could notice that the increasing use of Introduction move

and Conclusion move was obvious which was different from the previous studies by Santos (1996) and Pho (2008).

The analysis of the frequency of occurrence of each move revealed that the Purpose move (linguistics 79%, applied linguistics 83%), the Method move (linguistics 80%, applied linguistics 86%) and the Product move (linguistics 92%, applied linguistics 87%) were conventional moves in abstracts in both fields. According to the interview data, two out of three informants in linguistics and applied linguistics included the purpose of the study in their abstracts and they replied that “I write the research questions”, “I include the research question or the hypotheses”, “I include purpose” and “I have purpose in my abstracts”. The interview data could support that the Purpose move was conventional move in both disciplines in the main study.

For the Method move, the three informants in linguistics and two informants in applied linguistics said that “I have the examples of my data”, “I write a summary of the research conducted” and “I include a few words on the methods”, “I put samples and instrument” and “I summarize the methodology I used”. The interview data indicated that the writers from both fields preferred to include the methodology in their abstracts, which was corresponded with the results of the main study.

In Product move, all six informants from both disciplines included the results in their abstracts. The six informants said that “I always write result” “I write a summary of the results”, “I include the main results”, “I write the findings”, “I include result” and “I mentioned findings in my abstracts”. This interview data could fit the prominent use of the Product move in the main study.

The Introduction move was optional in both fields (linguistics 44%, applied linguistics 45%), but the frequency of occurrence of this move was nearly 50%. The appearance of Introduction move was quite apparent when compared with the previous studies (Santos, 1996; Pho, 2008). The findings of the present study were in line with Hyland's (2000, 2004) observation that abstracts from research articles in a soft field tended to provide greater context for the paper and research motivation. The interview data also showed the concern of the informants about using the Introduction move. The two out of three informants in the fields of linguistics replied that "I always write a very brief introduction on what this article about" and "I include a few words on the interest of the topic or in connection with other fields". In addition, all the three informants in applied linguistics field mentioned that "For abstract, I have background", "In abstract, I include background" and "I include the information about my topic". The interview data may reflect the increasing trend of using Introduction move in the main findings.

The Conclusion move was optional in the field of linguistics (57%) but was conventional (69%) in the field of applied linguistics. The greater frequency of occurrence of the Conclusion move in the field of applied linguistics may be a consequence of the nature of the discipline. Linguistics is concerned with developing theories that account for and explain the phenomena of language use (McGregor, 2008), while applied linguistics is defined as a practice-driven discipline that addresses language-based problems in practical situations (Grabe, 2002). Applied linguistics has the nature of a discipline which is closely connected to practical issues especially with pedagogical application. Thus, the writers in the field of applied linguistics preferred to add the implications and applications of their results at the end

of their abstracts. Moreover, they used such expressions as '*implication for teachers*' and '*pedagogical implications*' to refer to the information in Conclusion move in order to emphasize the application of their results to ongoing situations. Although the occurrence of Conclusion move in linguistics was optional but the frequency nearly reach 60%, so it indicated the increasing trend of including the conclusion in their abstracts. The findings were in line with Hyland's (2004) observation. The data from the interview showed that all six informants included the Conclusion move in abstracts. They said "I include discussion", "I include implication", "I mentioned implication of my results", "I usually include the implication of the research" "I always write conclusion" and "I try to include their theoretical consequences". The interview data could support the prominent occurrence of Conclusion move in the main findings.

Move embedding or the blending of moves into the same statement was found in the present study. Weissberg and Buker (1990) suggested the way to reduce abstracts by blending the Purpose move with the Method move (P+M). In the present study, a common form of embedding was the blending the Method move with the Product move (M+Pr). This practice was used by the writers from both fields.

While abstracts were intended to be objective and impersonal, Pho (2008) found that authorial stance existed in abstracts and the extent of the author's involvement varied from move to move. In the present study, authorial stance existed in all five moves too, in the form of self-mention pronouns. The appearance of authorial stance used by the writers from both fields was '*we*,' '*our*,' and '*I*'. The writers from both fields used authorial stance most in Method move, Product move, Purpose move, Conclusion move, and Introduction move, respectively.

The findings of the present study have pedagogical implications. The rhetorical structure and some linguistic features of research article abstracts should be incorporated into academic writing courses for graduate and postgraduate students to prepare them to participate in the research world. In such courses, students need to be aware of rhetorical structure or generic structure and some important linguistic features of the research article abstracts in their disciplines. Such knowledge is essential for them in the course of their study and their academic career. There is an apparent mismatch between recommendations in the technical writing literature and actual practice. Many handbooks on research paper writing only give a very general description of an abstract and provide a sample abstract. In order to provide useful instruction on abstract writing to novice writers, the handbook needs to show readers how to structure an abstract and how to realize the structure linguistically. It is very important that the novice writers need to know not only what the prototypical moves of an abstract in their discipline are but also how to organize them and how to compose each move so it is linguistically appropriate. To reach the goal, such information needs to come from corpus-based research findings and address the differences between disciplines.

The samples in the present study were empirical research articles, so the results could only be applicable to the empirical research genre. Other types of research articles such as theoretical papers might have different structures and linguistic realizations of rhetorical moves. Thus, further studies of theoretical papers from various disciplines may yield interesting results and give us more pictures of research article abstracts.



## **4.2 Move Analysis of Research Article Introductions in the Fields of Linguistics and Applied Linguistics**

The research question 2 was ‘how are the move structures of the research article introductions different or similar in the fields of linguistics and applied linguistics. The analysis of the structure of the introduction sections of research articles in linguistics and applied linguistics in this corpus used the CARS model proposed by Swales (2004). The move structure resulted from the identification of moves by the researcher and an inter-rater who was trained and have experiences to identify the major moves using the CARS model. In all, 50 introductions, consisting of 25 research article introductions from each discipline, were given to the inter-rater to conduct the individual move identification. The agreement percentage between the inter-rater and the researcher was 95%. Move structure and move frequency of the introductions from both fields were identified. The similarities and differences in the rhetorical structure were demonstrated. In addition, the linguistic features found in moves and steps were illustrated. The 60% cutoff of Kanoksilapatham (2005) was used to identify whether a move or a step was obligatory or optional.

### **4.2.1 The Overview of Move Structure**

Tables 4.20 and 4.21 showed the result of move structure from six journals. Each table had three labeled columns for each of three journals per table. The first column was the coded number of each published introduction from each journal (the total of 200 introductions from 6 journals). The second column was the sequence of numbers referring to moves and their order found in each introduction: 1 referred to ‘Move 1: Establishing a territory’, 2 referred to ‘Move 2: Establishing a niche’, and 3

referred to 'Move 3: Presenting the present work'. The third column was the total number of move units.

**Table 4.20 The Move Structure of Research Article Introductions in the Field of Linguistics**

Articles	Move Structure	Number of move units	Articles	Move Structure	Number of move units	Articles	Move Structure	Number of move units
LS1	1313131313131313	16	JPr 1	31321	5	JPh 1	12313	5
LS 2	1313	4	JPr 2	1323	4	JPh 2	121	3
LS 3	121313	6	JPr 3	132123	6	JPh 3	13	2
LS 4	3131313213	10	JPr 4	13	2	JPh 4	13132323	8
LS 5	3131313	7	JPr 5	13123	5	JPh 5	13	2
LS 6	1313	4	JPr 6	1313	4	JPh 6	13213	5
LS 7	123131313	9	JPr 7	13121313	8	JPh 7	121323	6
LS 8	1313	4	JPr 8	12313	5	JPh 8	1313123	7
LS 9	3131	4	JPr 9	31	2	JPh 9	1313	4
LS 10	13213	5	JPr 10	123123	6	JPh 10	123	3
LS 11	12123123	8	JPr 11	121212123	9	JPh 11	1313	4
LS 12	13	2	JPr 12	131	3	JPh 12	121213	6
LS 13	1313	4	JPr 13	13131213	8	JPh 13	13121313	8
LS 14	12313	5	JPr 14	13131313	8	JPh 14	31313	5
LS 15	12312312123	11	JPr 15	131313	6	JPh 15	1313	4
LS 16	1	1	JPr 16	12323	5	JPh 16	132313	6
LS 17	131313	6	JPr 17	313123	6	JPh 17	1313	4
LS 18	1312313	7	JPr 18	13	2	JPh 18	131313	6
LS 19	12131313	8	JPr 19	1213	4	JPh 19	1313	4
LS 20	131	3	JPr 20	31313123	8	JPh 20	13	2
LS 21	12313	5	JPr 21	313	3	JPh 21	131313	6
LS 22	1313131323	10	JPr 22	12123121	8	JPh 22	13123	5
LS 23	13	2	JPr 23	31	2	JPh 23	132323	6
LS 24	13123231	8	JPr 24	1213	4	JPh 24	123123	6
LS 25	131313	6	JPr 25	13	2	JPh 25	13	2
LS 26	3212312123	10	JPr 26	1313	4	JPh 26	3123	4
LS 27	1313	4	JPr 27	131213	6	JPh 27	1213	4
LS 28	12312313	8	JPr 28	32313	5	JPh 28	123	3
LS 29	131313	6	JPr 29	123	3	JPh 29	121212313	9
LS 30	131	3	JPr 30	131	3	JPh 30	13	2
			JPr 31	123	3	JPh 31	121213	6
			JPr 32	1321313	7	JPh 32	12123	5
			JPr 33	323131	6	JPh 33	123	3
			JPr 34	13	2	JPh 34	1312123	7
			JPr 35	13	2	JPh 35	123	3

**Table 4.21 The Move Structure of Research Article Introductions in the Field of Applied Linguistics**

Articles	Move Structure	Number of move units	Articles	Move Structure	Number of move units	Articles	Move Structure	Number of move units
ESP 1	121313123	9	SYS 1	3213	4	AP1	12313123	8
ESP 2	123123	6	SYS 2	13131	5	AP 2	1231213	7
ESP 3	1312132	7	SYS 3	121231212131213	15	AP 3	1231	4
ESP 4	13121	5	SYS 4	1231212313	10	AP 4	1231313	7
ESP 5	1313	4	SYS 5	2121213	7	AP 5	1313	4
ESP 6	131212313	9	SYS 6	13131313	8	AP 6	1231323	7
ESP 7	123123	6	SYS 7	121312123	9	AP 7	3123	4
ESP 8	13	2	SYS 8	1313	4	AP 8	13123	5
ESP 9	1313	4	SYS 9	123121213	9	AP 9	12313	5
ESP 10	13213131	8	SYS 10	1313	4	AP 10	3	1
ESP 11	1231	4	SYS 11	131213	6	AP 11	123121213	6
ESP 12	1213	4	SYS 12	131213	6	AP 12	131313	9
ESP 13	1213	4	SYS 13	12313	5	AP 13	1313	4
ESP 14	13	2	SYS 14	12313	5	AP 14	12131313	8
ESP 15	123231313	9	SYS 15	31213131213	11	AP 15	1312	4
ESP 16	121213	6	SYS 16	13	2	AP 16	12313	5
ESP 17	313	3	SYS 17	123123	6	AP 17	131213	6
ESP 18	12313	5	SYS 18	12313123	8	AP 18	313	3
ESP 19	1231	4	SYS 19	121212123	9	AP 19	1313	4
ESP 20	123123	6	SYS 20	12313	5	AP 20	131	3
ESP 21	12121313	8	SYS 21	121313123	9	AP 21	13123	5
ESP 22	12313131	8	SYS 22	313123	6	AP 22	12123	5
ESP 23	12313	5	SYS 23	131	3	AP 23	131313	6
ESP 24	13	2	SYS 24	13121	5	AP 24	13	2
ESP 25	1231213	7	SYS 25	313	3	AP 25	12321212312123	14
ESP 26	1313	4	SYS 26	123123	6	AP 26	131313	6
ESP 27	13121213	8	SYS 27	1313	4	AP 27	13231313	8
ESP 28	1313123	7	SYS 28	1231	4	AP 28	131213	6
ESP 29	13	2	SYS 29	13	2	AP 29	1313	4
ESP 30	131313	6	SYS 30	12131213	8	AP 30	12313	5
			SYS 31	13131313	8	AP 31	1323	4
			SYS 32	12131313	8	AP 32	12123	5
			SYS 33	123	3	AP 33	131213	6
			SYS 34	131	3	AP 34	13213	5
			SYS 35	131	3	AP 35	1313	4

As shown in Table 4.20, the rhetorical structures of introductions in the field of linguistics closely corresponded to the rhetorical structure as described in the CARS (2004) model. Out of 100 introductions in the sample, 56% had all three moves. Of these, 6% followed its regular pattern (1-2-3) rigidly, 50% had cyclical moves where one, or two or three of the moves were repeated; 42% had only Move 1

and Move 3, 14% had Move 1 and Move 3 rigidly while 28% had cyclical moves within Move 1 and Move 3. One introduction had only Move 1 in the entire introduction, and one introduction had Move 1 and Move 2 rigidly. No introduction had only Move 2 in the entire introductions. The overwhelming majority (86%) of introductions began with Move 1.

As shown in Table 4.21, the rhetorical structures of introductions in the field of applied linguistics closely corresponded to the rhetorical structure as described in the CARS (2004) model. Out of 100 introductions, 67% had all three moves. Of these, only one followed its regular pattern (1-2-3) rigidly, 66% had cyclical moves where one, or two or three moves repeated, 32% had only Move 1 and Move 3, 7% had Move 1 and Move 3 rigidly while 25% had cyclical within Move 1 and Move 3. No introduction had only Move 1 and Move 2 in the entire introductions. However, one introduction had only Move 3 in the entire introduction. The overwhelming majority (91%) of introductions began with Move 1.

For the number of move units, the lowest number of move unit was one unit, while the highest number of move unit was 16 units. The rhetorical structure of introductions in the field of linguistics could be classified into two main groups based on the cyclical nature of the moves, so that the introductions in the corpus could be divided into two main categories: non-cyclical and cyclical.

Move 1 opened 86% and 91% of introductions in the field of linguistics and applied linguistics, respectively, which was consistent with previous move studies (e.g., Kanoksilapatham, 2003; Jogthong, 2001). No introduction in the field of linguistics opened with Move 2, while only one introduction in the field of applied

linguistics opened with Move 2. A small number (14% in linguistics, 8% in applied linguistics) opened with Move 3.

The analysis of the corpus also revealed that Move 3 was the preferred move to end the introductions, being used this way in 87% and 85% of introductions in linguistics and applied linguistics, respectively. Move 1 was used to end 13% of introductions in both fields. No introduction in linguistics ended with Move 2 and only 2% in applied linguistics ended with Move 2. This finding was quite consistent with previous studies of moves in hard science, biomedical, and social sciences (Crookes, 1986), in physical science and educational psychology (Swales & Najjar, 1987), in education and medicine (Jogthong, 2001), and in biochemistry (Kanoksilapatham, 2003).

With a closer look at the cyclical category, 'Move 1: Establishing a territory' was found to be the most cyclical. It was found repeated in 72 out of 100 introductions in the field of linguistics and 85 out of 100 introductions in the field of applied linguistics. 'Move 2: Establishing a niche' was repeated in 19 out of 100 introductions in the field of linguistics, and 32 out of 100 introductions in the field of applied linguistics. 'Move 3: Presenting the present work' was repeated in 66 out of 100 introductions in the field of linguistics and 73 out of 100 introductions in the field of applied linguistics. The cyclical use of Move 1 was consistent with the findings provided by many previous studies (Crookes, 1986; Swales & Najjar, 1987; Kanoksilapatham, 2003). However, the cyclical use of Move 3 was also high in both fields. In conclusion, the corpus in the present study indicated that the sequence of 1-2-3 and 1-3 were common, and cyclical organization was also frequent. The possibilities of cyclical occurrences, particularly of Move 1 and 3, were in high

frequency. The cyclical use of Move 1 and Move 3 may serve the authors' purpose of providing readers with more information relevant to the specificity of the topic and the information about the present work which facilitated the readers' comprehension.

#### 4.2.2 The Textual Structure of Research Article Introductions in Linguistics and Applied Linguistics

The results obtained from the application of genre analysis revealed that the introductions of both fields were compatible with Swales' (2004) CARS model, consisted of the same set of three main moves: 'Move 1: Establishing a territory,' 'Move 2: Establishing a niche,' and 'Move 3: Introducing the present work.' The rhetorical pattern of the two fields was delineated as follows:

**Table 4.22 The Textual Structure of Introductions in Linguistics**

<b>Move 1: Establishing a territory* via</b> (Topic generalizations of increasing specificity)	<b>100%</b>
Step 1: Claiming centrality	15%
Step 2: Making topic generalization (s)	40%
Step 3: Reviewing previous studies	32%
<b>Move 2: Establishing a niche* via</b>	<b>57%</b>
Step 1A: Indicating a gap	56%
Step 1B: Adding to what is known	-%
Step 2: Presenting positive justification	1%
<b>Move 3: Introducing the present work* via</b>	<b>98%</b>
Step 1: Announcing present research descriptively and/or purposively	85%
Step 2: Presenting research questions or hypotheses	39%
Step 3: Definitional clarifications	6%
Step 4: Summarizing methods	66%
Step 5: Announcing principal outcomes	12%
Step 6: Stating the value of the present research	14%
Step 7: Outlining the structure of the paper	23%

\* Possible cyclical patterning of moves particularly in longer introductions

**Table 4.23 The Textual Structure of Introductions in Applied Linguistics**

<b>Move 1: Establishing a territory* via</b>	<b>99%</b>
(Topic generalizations of increasing specificity)	
Step 1: Claiming centrality	41%
Step 2: Making topic generalization (s)	17 %
Step 3: Reviewing previous studies	35%
<b>Move 2: Establishing a niche* via</b>	<b>67%</b>
Step 1A: Indicating a gap	67%
Step 1B: Adding to what is known	-%
Step 2: Presenting positive justification	1%
<b>Move 3: Introducing the present work* via</b>	<b>100%</b>
Step 1: Announcing present research descriptively and/or purposively	89%
Step 2: Presenting research questions or hypotheses	63%
<i>Step 3: Definitional clarifications</i>	9%
Step 4: Summarizing methods	57%
Step 5: Announcing principal outcomes	-%
Step 6: Stating the value of the present research	25%
Step7: Outlining the structure of the paper	7%

\* Possible cyclical patterning of moves particularly in longer introductions

The model generated by this study was similar to Swales' (2004) model at the move level, but not at the step level. A closer look at 'Move 1: Establishing a territory' showed that Move 1 featured a possibility of three steps which resembled Swales' (1990) model. Even though this study substantiated his observation about the nature of Move 1 whose content feature topic generalization of increasing specificity, the appearance of three steps were identified from both fields. For 'Move 2: Establishing a niche', 'Move 2 Step 1A: Indicating a gap' and 'Move 2 Step 2: Presenting positive justification' were identified. 'Move 2 Step 1B: Adding to what is known' was not found in both fields. In general, most of steps found in 'Move 3: Introducing the present work' was closest to Swales' (2004) model. It was noticeable that 'Move 3 Step 5: Announcing principal outcomes' was not found in applied

linguistics, but it was found in 12 introductions in linguistics. This difference in Move 3 Step 5 could be the disciplinary variation between linguistics and applied linguistics.

#### **4.2.3 Move Frequency and Move Pattern**

As for the frequencies of occurrence of individual moves, the findings revealed that the three moves occurred relatively often. ‘Move 1: Establishing a territory’ was the most frequent, occurring in nearly every introduction (100% and 99% in the linguistics and applied linguistics, respectively). ‘Move 2: Establishing a niche’ was found quite frequently (57% and 67% in the field of linguistic and applied linguistics, respectively), but not as frequent as the other two moves. ‘Move 3: Introducing the present work’ was also quite frequent, occurring in nearly every introduction (98% and 100% in the field of linguistic and applied linguistic, respectively).

The result of the move analysis of 200 introductions in the field of linguistics and applied linguistics gave us an overview of move sequences. The move sequences demonstrated that the fields of linguistics and applied linguistics had slightly difference in their construction of research article introductions. The most preferred move sequence in linguistics was 1-3, 1-2-3, and 1-3-2, which was found in 36%, 29%, and 19% of introductions, while in applied linguistics, the most preferred move sequence was 1-2-3, 1-3, and 1-3-2 which was found in 44%, 29%, and 18% of introductions. In the linguistics field, there were a few move patterns in a small number of Introductions (e.g., the move sequence of 3-1, 3-2-1, 3-1-2, and 1-2, 1, in 7, 4, 3, 1, and 1 introductions, respectively). In the field of applied linguistics, a small number of unusual move patterns were found (e.g., the move sequence of 3-1-2, 3-1,



3-2-1, 2-1-3, and 3 in 3, 3, 1, 1 and 1 introductions, respectively). The most prevalent move structure used in linguistics research article introductions was 1-3, while those of applied linguistics were 1-2-3. The move sequence of 1-2-3 was congruent with those in Swales' model and studies in other disciplines, e.g. humanities (Fakhri, 2004); biochemistry and microbiology (Kanoksilapatham, 2007a, 2007b); applied linguistics (Ozturk, 2007); and wildlife behavior and conservation biology (Samraj, 2002). It could be seen that the preferred move sequence in the field of linguistics was different from the other disciplines.

In conclusion, genre analysis applied to analyze research article introductions in both disciplines revealed the construction of texts with regards to their subcomponents or move/step schema. In addition, the frequencies of occurrence of these moves were identified. Moreover, the typical move sequence and the cyclical patterning were noticeable in that Move 1 and Move 3 were the most cyclic, recurring in 85% and 73% in linguistics field, respectively. In the field of applied linguistics, the cyclical occurrence of Move 1 and Move 3 was 72% and 66%, respectively.

#### **4.2.4 Linguistic Features of Research Article Introductions in the Fields of Linguistics and Applied Linguistics**

The analysis of rhetorical structure gave us the overview of move pattern of research article introductions. However, the analysis of linguistics feature also yielded the important aspects of disciplinary variation. The aspects of the choice of tense, word choice, and cyclicity of moves were important to explore too. The previous study by Pho (2009) pointed out that the linguistic features varied in moves than in disciplines. The following sections illustrated the linguistic features used by the writers from the two disciplines.

### **Move 1: Establishing a Territory**

Swales (2004) accepted the difficulties and weak points of Move 1 mentioned by Bhatia (1993) and Samraj (2002a); therefore, he modified Move 1 by reducing 3 steps into a single step: ‘topic generalization of increasing specificity’. In this study, ‘Move 1: Establishing a territory’ was a typical opening move for the overwhelming majority of research articles in both fields. According to Swales (2004), this move began with topic generalization of increasing specificity. However, the model generated by this study was similar to Swales’ (2004) model at the move level, but not at the step level. It was considered that ‘Move 1: Establishing a territory’ identified in both fields was different from that in Swales’ (2004) model. On this note, Swales’ (1990) model seemed to be more directly applicable to the textual structure of this dataset, featuring three steps of this move. They were namely, ‘Step 1: Claiming centrality’, ‘Step 2: Making topic generalization (s)’, and ‘Step 3: Reviewing previous studies.’

#### **Move 1 Step 1: Claiming Centrality**

‘Move 1 Step 1: Claiming centrality’ is for the authors to announce their interest in the research topic and claim importance for their research. Out of 100 Introductions, 15 and 41 introductions contained Move 1 Step 1 in the fields of linguistics and applied linguistics, respectively. The following instances were ‘Move 1 Step 1: Claiming centrality’ found in the fields of linguistics and applied linguistics.

#### **Linguistics**

1. The question whether linguistics reference to spatial relations correlates with preferred spatial problem-solving strategies *has in*

- recent decades **become** a major focus* of language-and-thought inquiry. (LS 3)
2. *One of the most interesting and important aspects of language acquisition **is** the child's development [...]. (LS 15)*
  3. *From research in the last two decades we **know** much about how language experience affects the perception of speech sound categories [...].(JPh 1)*
  4. *The effects of speaker gender on acoustic parameters in speech **have been** well documented. (JPh 33)*
  5. *For more than three decades, the effective use of language to manage communicative deficiency and achieve successful communication **has attracted** scholar's attention to one of the key issues in second language (SLA) and sociolinguistics research [...]. (JPr 3)*
  6. *In recent years **there has been** a growing body of research which documents the importance of the precise phonetic design of conversational speech. (JPr 35)*

#### Applied Linguistics

1. *Holistic (i.e. global or impressionistic) scoring **has been widely used** in many large-scale writing assessments including the computer-based [...]. (AL 4)*
2. *Wh-questions **have been investigated extensively** in the second language (L2) acquisition literature, mostly within the Chomsky's (1981) Principles and Parameters framework [...]. (AL 8)*
3. *In recent years, the field of ESP/EAP **has witnessed** increased attention to the academic needs of the multilingual graduate student population [...]. (ESP 3)*
4. *Recent years **have seen** much interest in the phenomenon of formulaic language (R). (ESP 22)*
5. *Teaching vocabulary **is** an essential part of ESL/EFL courses. (SYS 16)*
6. *The monolingual approach **has long been prescribed** by official policies in the field of English Language Teaching [...]. (SYS 23)*

These instances from both fields displayed the use of grammatical features like non-past tenses (simple present tense, present perfect tense). The choice of active or passive voice was likely to be determined by the semantic categories of verbs. That is, the passive voice usually co-occurred with activity verbs (*used, investigated, and prescribed*). Another prominent lexical categories of this step included amplifiers (*widely, extensively, growing*) and evaluative adjectives (*important, most, essential, and major*). There were no significant differences in these linguistic features from the writers in both fields.

### **Move 1 Step 2: Making Topic Generalization (s)**

‘Move 1 Step 2: Making topic generalization (s)’ represents a statement about the current and general state of a research topic. The step functions to generalize about a topic and represents a more neutral kind of general statement than Move 1 Step 1 by presenting established and acceptable general knowledge related to the topic. Out of 100 introductions, 40 and 17 introductions contained Move 1 Step 2 in the field of linguistics and applied linguistics, respectively. This step was illustrated by the following instances.

#### **Linguistics**

1. *Communicating online and via mobile **has come** of age.* (LS 1)
2. *There **seems** to be an unbridgeable divide* between the study of the pragmatics of authentic discourse data and empirical psycholinguistic experimentation.(LS 18)
3. *An important bottleneck to a large-scale expansion of automatic speech recognition (ASR) devices **is*** the efficient processing of spontaneous or casual speech. (JPh 16)

4. *In casual speech, talkers **pronounce** words in ways that deviate from their canonical pronunciations.* (JPh 20)
5. *Social norms **exist** everywhere.* Norms are culture particularized, but they can also overlap from culture to culture. (JPr 4)
6. *The choice for a positive or a negative wording matters in all sorts of language **use** situations.* (JPr 14)

### Applied Linguistics

1. *Throughout the United States, middle and high schools **are** seeing increasing enrollments of students* whose first language is not English. (SYS 11)
2. *An interactive whiteboard (IWB) **is*** a large, touch sensitive board that is typically mounted on a wall [...]. (SYS 30)
3. *Discourse particles such as okay, so and well **are*** syntactically optional linguistic items which *have no or little propositional value* [...]. (AL 2)
4. *Qualitative researchers in applied linguistics **have** for some time* used ethnographic interviews and autobiographical narratives for insight into the challenges, successes, and lived experiences of language learners and users. (AL 19)
5. *A review of some of the more recent research concerned with the use of corpora in ESP **shows*** how there are basically three main types of study. (ESP 14)
6. *Advanced English for Academic Purposes (EAP) language learners **encounter** many challenges* as they move through their education and begin producing academic written texts within their chosen discipline. (ESP 20)

The use of non-past tense (simple present tense, present perfect tense) was prominent in Move 1 Step 2. As shown in the representative examples above, Step 2 took the form of statements about current knowledge or about the current phenomena as established knowledge. The writers from both field used similar strategies to state the current knowledge of the discussed issues.

### Move 1 Step 3: Reviewing Previous Studies

‘Move 1 Step 3: Reviewing previous studies’ is for the authors to relate what has been found or claimed in the discipline’s history which is relevant to the topic being discussed. Citations in the excerpts were placed by (R). Out of 100 introductions, 32 and 35 introductions contained Move 1 Step 3 in the fields of linguistics and applied linguistics, respectively. Examples of Move 1 Step 3 drawn from the two disciplines were shown as follows.

#### Linguistics

1. *As a longstanding myth, the native speaker has served as an abstract construct which can be molded any which way in the intuitive appeal to correctness of language use (R). (JPr 2)*
2. *Communication is a collaborative, joint activity and requires the close coordination of two or more individuals (R). (JPr 11)*
3. *Considerable research has demonstrated changes in how infants perceive speech during the first year of life (R). (JPh 3)*
4. *When the acoustic space that can be reached by a realistic articulatory model (R) is explored systematically, an interesting asymmetry between front and back vowels is found (R). (JPh 35)*
5. *In identifying properties of deictic expressions, (R) points out that deixis allows for context [...]. (LS 12)*
6. *MacLaury’s (R) Vantage Theory (VT) contributes to modeling polysemy in interesting ways. (LS 30)*

#### Applied Linguistics

1. *Computer-mediated environments represent a growing context for L2 learners to study and use the target language (R). (AL 13)*
2. *A common, if not universal, assumption in vocabulary learning research is that words are learned incidentally in reading and that this learning is central (R). (AL 17)*

3. *Recent years have seen much interest in the phenomenon of formulaic (R).* (ESP 22)
4. *Since (R) (1990) seminal book on the topic, the notion of genre has been extremely significant in research [...].* (ESP 30)
5. *Teachers and learners often agree that one of the best ways to learn a foreign language is to study abroad (R).* (ESP 7)
6. *Describing the paradigm shift to post-positivism that has occurred in second language education over the last half-century, (R) (2001) identify a move to [...].* (SYS 28)

In an earlier publication, Swales (1990) had categorized citations into two major types, integral and non-integral. In integral type citations, the name of the cited researcher appears in the sentence, while in the non-integral type the name appears either in parenthesis or by a superscript number or other device. Tense choice in reviewing previous research was subtle and flexible. Past tense was used to refer to a single study, while present perfect was used to refer to areas of inquiry and present tense was used to refer to state of current of knowledge. The analysis of Move 1 Step 3 revealed that writers from both fields preferred to use the non-integral forms of citations and generally used similar strategies while reviewing previous studies. The present perfect and present tense were found to be used extensively.

### **The Cyclicity of Move 1**

‘Move 1: Establishing a territory’ was found to be the most cyclical. It was found repeated in 72 out of 100 introductions in the field of linguistics and 85 out of 100 introductions in the field of applied linguistics. The following excerpts showed the cyclical pattern of Move 1 in the field of linguistics.

## Linguistics

1. **For more than three decades, the effective use of language to manage communicative deficiency and achieve successful communication has attracted** scholars' attention to one of the key issues in second language acquisition (SLA) and sociolinguistics research: the use of communication strategies (hereafter CSs). [...] // **In this study, trouble in communication has been seen as a natural part of the communication process,** and the focus of CSs developed from 'solutions' for 'errors' in transactional meaning to 'plans' with different functions for interpersonal interactions in an L2. **This study aims to investigate** the functions of CSs in problematic moments of L2 oral communication, identified by 'interruption' in the normal flow of interaction. // **Nearly four decades after the coining of the term CS by Selinker, the function of CSs has been almost neglected or exclusively limited to** compensating for L2 learners' lexical deficiencies (Ellis, 2008:509) while other possible functions of CSs have become neglected in traditional CSs studies, thanks to the dominant approach in CSs studies. [...] // **Transactional discourse conveys** the meanings whereas interactional discourse establishes or maintains social relationships. CSs usage also has been conceptualized with two main perspectives: Psycholinguistic and Interactional (House, 2003:23; Kasper and Kellerman, 1997). [...]. (JPr 3)
2. **It is well-known that nominal compounding is a recursive process in English** (e.g. Gleitman and Gleitman, 1970; Lieber, 1992; Jackendoff, 2010). [...] // **This study presents** a corpus-based analysis of morphological and syntactic modification patterns in English adjective + nominal compound structures. [...] // **We therefore know next to nothing** about the frequency of the various modification types and the factors that underlie their quantitative distribution. To describe and explain these frequency patterns is the major objective of this contribution. // **The theoretical significance of morphological modification derives** from the way adjectives can be incorporated in nominal compounds. Let us interpret Bauer's (1998) above-mentioned comment in terms of frequency and assume that syntactic modification, [...] (LS 10)
3. **From research in the last two decades we know much about how language experience affects the perception of speech sound categories** – consonants, vowels and tones – in monolingual infants.[...] // In comparison with research on monolingual infants, **research on how language experience affects the perception of speech sound categories in bilingual infants is scarce.**[...] // **In this study, we tested Spanish–English learning bilingual infants and their English-learning peers on the discrimination of a vowel distinction(/e- e/) that contrasts meaning in English, but not Spanish.** // **In acquiring the speech sound categories of their native language, infants face** a very



challenging task. They must learn to treat some physically non-identical instances of sounds equivalently, for example/a/ produced by men, women and children. [...]. (LS 10)

With a closer look at the cyclical pattern of Move 1 in the above examples, the patterns were 1-3-2-1 and 1-2-3-1. When looked at the recurrences of Move 1, it was found that the specificity of the discussed topic increased. The writers began the topic using general statement and then they narrowed down their topics to the target matter. The tenses used to discuss Move 1 were present simple tense and present perfect tense. In addition, the use of non-integral citations was found extensively.

### Applied Linguistics

1. **English is not an official language in Taiwan.** However, English in Taiwan reflects the social importance of the language. [...] // **The present study targeted** postgraduate-level business and management programs. [...] // **Vocabulary may be a good predictor** of reading comprehension (Hu & Nation, 2000; Qian, 2002). A rich vocabulary makes a reading task easier to perform and limited vocabulary may be a major source of difficulty in reading an English text. [...] (EPS 5)
2. **Two major developments within Second Language Acquisition (SLA) have led** to an increased interest in the concept of learner agency. [...] // In an attempt to contribute towards a greater understanding of the nature of learner agency, **this paper examines** situated, holistic case study data in order to consider whether agency may best be conceived of as a complex dynamic system. // **Agency is one of the most fundamental characteristics of general human behaviour** and has been defined as being an individual's will and capacity to act (Gao, 2010). [...]. (SYS 2)
3. **Wh-questions have been extensively investigated** in the second language (L2) acquisition literature, [...]. // With these opposing predictions for a subject-object asymmetry in the processing of English wh-questions, **this study reexamines the claim** that L2 learners [...] // **Schachter and Yip (1990) found that Chinese and Korean** L2 learners of English [...]. (AL 8)

The analysis of cyclical patterns of Move 1 in these examples from applied linguistics identified the pattern 1-3-1. The tenses used to discuss Move 1 were the present simple tense, past tense and present perfect tense. The use of past tense was used to refer to a single study. A closer look at the cyclical of Move 1 found that the writers generalized their topic and increased the specificity of discussed topic. The use of non-integral citations was found extensively. In short, the writers from both fields used the similar strategies with the cyclical of Move 1.

These instances from both fields showed the uses of present perfect tense, past tense and present simple tense. Both integral and non-integral citations were used by the authors from both fields, although the majority of articles employed non-integral forms of citations. The result was in line with the previous study by Jogthong (2001). In Move 1, it was found that the authors in the linguistics field employed non-integral forms in 26 articles and integral forms in 6 articles. In the field of applied linguistics, the authors employed non-integral forms in 37 articles and integral forms in 4 articles. As is customary, citations were used to recognize and acknowledge the intellectual property rights of authors. They were a matter of ethics and a defense against plagiarism.

In conclusion, Move 1 was conventional in both fields. The use of three steps of Move 1 emerged in both fields. The majority of the introduction sections in linguistics began with the common starter of 'Move 1 Step 2: Making topic generalization (s)', so it was in line with the previous study by Kanoksilapatham (2003). However, in applied linguistics, most introduction sections began with 'Move 1 Step 1: Claiming centrality'. The long winding introductions found in the corpus demonstrated the interaction of the three steps and the cyclical nature of Move 1.

## Move 2: Establishing a Niche

‘Move 2: Establishing a niche’ draws attention to weaknesses in the literature and/or asserts that a particular research questions requires an answer. This move comprises the least amount of text, compared with that belonging to other moves. Swales (2004) outlined two possible steps of this move: ‘Step 1 A: Indicating a gap’ or ‘Step 1 B: Adding to what is known’, and a new optional ‘Step 2: Presenting positive justification’. Out of 100 introductions, Move 2 was found in 57 introductions in the field of linguistics and 67 introductions in the field of applied linguistics. In the present study, ‘Move 2 Step 1A: Indicating a gap’ was prominent which was in line with the previous studies conducted by Swales (1981), Lopez (1982), and Najjar (1990).

### Move 2 Step 1A: Indicating a Gap

Move 2 Step 1A is used to point out that the research work suffers from an insufficiency of data or the absence of research on the topic in the area of study. The examples of Move 2 Step 1A in the both disciplines were illustrated as follows.

#### Linguistics

1. *Such discrepancy between idealization and reality of lived experience would appear to **have thus far remained underinvestigated**, [...]. (JPr 2)*
2. *However, **limited empirical evidence is available** on whether PMs are a linguistics parameter distinguishing different levels of speaking performance. Moreover, **there is little work on** how various speaking contexts affect learners’ PM performance. (JPr 10)*

3. *The number of phonetic categories that **have been explored** is, thus, **limited**.* (JPh2)
4. Thus, while it is highly plausible that *the acoustics of nasals give speakers the potential for articulatory simplification, rather **little is currently known about*** whether, and how, they actually exploit this freedom. (JPh 26)
5. ***Little is known about*** (FoRs) in Uto-Aztecán. (LS 7)
6. *The existing literature, however, still **leaves us an incomplete picture of*** the nature of the relation between pragmatic competence and sociopragmatic competence [...]. (LS 11)

### Applied Linguistics

1. *However, **little is known about** how study-abroad affects what learners believe about language learning [...].* (SYS 7)
2. ***Only a handful of research studies are available** on this topic, [...].* (SYS 17)
3. ***Due to absence of previous studies on this matter,*** at the stage the effects of language aptitude on attrition ***can only be speculated on.*** (AL 6)
4. *Nevertheless, **little research directly examines*** how immigrants who are the targets of such language policies [...]. (AL 15)
5. *Unfortunately, only relatively **few studies have investigated** the more 'global' impact [...].* (ESP 11)
6. *However, **little is known about the role of English in advertising** in Eastern and Central European countries [...].* (ESP23)

Move 2 Step 1A performs a communicative function of indicating a gap in previous research. To accomplish its function, the non-past tenses (simple present tense, present perfect tense) were commonly used. The lexical entries used in this move were quite diverse, involving a large set of lexical words ranging from attitudinal verbs (*remained, underinvestigated*), attitudinal nouns (*absence*), evaluative adjectives (*a handful, incomplete, only, limited*), evaluative adverbs

(*unfortunately, still*), negation devices (*little, few*), and contradiction connectors (*however, nevertheless*). Despite their diverse syntactic categories, these lexical words, to a certain extent, shared the common semantic category of negative evaluation. This was congruent with the purpose of Move 2 Step 1A of identifying gaps in previous studies by pointing out some levels of inadequacy. The writers from both fields used the same lexical words to illustrate Move 2 Step 1A. However, Move 2 Step 1A was more frequently used in applied linguistics field than in linguistics field.

Because of the long introduction and various aspects in one single study, the cyclicity of Move 2 Step 1A was common in the corpus. Examples of this cyclicity of Move 2 Step 1A in the field of linguistics and applied linguistics were illustrated as follows.

### **Linguistics**

1. *In the present study, trouble in communication has been seen as a natural part of the communication process [...].* Nearly four decades after the coining of the term CS by Selinker, the function of CSs ***has been almost neglected or exclusively limited*** to compensating for L2 learners [...]. *In general, scholars have considered* two functions for the oral discourse [...]. *However, to my knowledge,* the classification of functions of CSs has not attracted much attention from CSs researchers and, in the comparatively ***little work that has been done on*** studying CSs in EFL interactional discourse [...]. (JPr 3)
2. *Dichotic listening,* in which different auditory stimuli are presented simultaneously to both ears, [...]. It is rather interesting to note that ***very little dichotic listening research has been conducted*** with fricatives, [...]. *It is possible that* this reflects in part the fact that stop consonants have attracted much more attention than other consonants [...]. *In fact, some of Darwin's findings **failed to replicate*** with natural speech (R). *It was thus one purpose of the present study to determine whether a large, valid, and reliable REA can be obtained [...].* (JPh 32)

3. The past few years saw significant advances in the field of interlanguage pragmatics development [...]. // The existing literature, however, still leaves us incomplete picture of the nature of the relation between pragmalinguistic competence and sociopragmatic competence [...].// The relationship between pragmalinguistics competence and sociopragmatic competence in the development of L2 learners' pragmatic competence has been controversial [...]. // Comparison of variation only in the overall frequency of strategies across situations, however, failed to provide a clear picture of the number of participant [...]. (LS 11)

The cyclicity of Move 2 Step 1A in the field of linguistics was found with Move 1 and Move 3. It was seen in the move structure of 3-2-1-2, 1-2-1-2-3, and 1-2-1-2. Move 2 Step 1A recurred following both Move 1 and Move 3.

### Applied Linguistics

1. Learning discipline-specific discourse and norms has been crucial [...]. // Little research focused on oral academic discourse. [...]. // Unlike speaking in everyday encounters, oral discourse is usually based on written texts [...]. // To uncover students' socialization process in oral activities, more studies are needed. (SYS 3)
2. Word knowledge is crucial in all aspects of L2 learning. [...] // There is a need for more empirical data offering insight into the mechanisms of word-meaning inference [...]. // Consequently, the primary objective of this study was to reduce this void [...].// One might wonder why speedy access to phonological information is critical in silent reading [...]. // Oddly, however, there has been little exploration of the extent and manner [...]. (AL 11)
3. Titles are succinct descriptive labels of texts and are meant to fulfill different purposes, [...]. // However, Gesuato (2005, 2008) claims that research on journal article titles has not yet answered the question of whether or not titles of scientific papers differ across genres. [...] // Based on findings derived from examining several hundred titles of academic publication, [...]. // In addition, and because titleology in scientific discourse has focused almost exclusively on titles written in English, another issue, also left unaddressed, [...].(ESP 16)

The cyclicity of Move 2 Step 1A in the field of applied linguistics was found following Move 1 and Move 3. It was seen in the move structure of 1-2-1-2, and 1-2-3-1-2. Recurrences of Move 2 Step 1A followed Move 1. Move 3 also interrupted these recurrences of Move 1 and Move 2. The use of linguistic features in Move 2 Step 1A was similar in both fields.

In addition to Move 2 Step 1A, one example of ‘Move 2 Step 2: Presenting positive justification’ was found in both fields. According to Swales (2004), this move is an optional step. Out of 100 introductions, only one introduction in the field of linguistics and applied linguistics contained Move 2 Step 2.

The examples of Move 2 Step 2 found in the fields of linguistics and applied linguistics were shown below.

### Linguistics

1. *Understanding the exact range of articulations that can be made with the human vocal tract is important for understanding the functional pressures that the shape inventories of speech sounds. The fact that high back vowels tend to have somewhat to explain why languages tend to have fewer back vowels than front vowels if they have unequal numbers of front and back vowels (R). (JPh 35)*

### Applied Linguistics

1. *Gaining some insight into their awareness of academic reading strategies as related to their developing experience in academic reading and their initial English language proficiency levels may help us understand the process by which they succeed in reading for their medical studies. [...] On the other hand, those with greater experience and higher initial English proficiency may report using metacognitive strategies more often. (SYS 18)*

A closer look at the above examples revealed that the authors used the present simple tense and modal auxiliary verbs to clarify the positive justification or benefit of their studies. The lexical entries used in this move involving a set of words ranging from the verbs of transfer of possession (*help, report, give, understand, tend to*), evaluative adjective (*important*), and modal auxiliaries referring to possibility and ability (*may, can*). These lexical words shared a common semantic category of presenting a positive justification or an assertion of the benefit of the research results. The authors from both fields employed similar lexical words to present the positive justification of the study.

In conclusion, based on the entire corpus, 'Move 2: Establishing a niche' was considered optional in the field of linguistics because it appeared in 57% of the corpus, while Move 2 was considered conventional in the field of applied linguistics because it appeared in 67% of the corpus. However, the writers in both fields used similar strategies to illustrate this move. The existence of Move 2 reflected the authors' interest in the topic and their awareness of relevant progress made in the particular areas. Similar to Move 1, cyclicity was also found in Move 2. This cyclicity indicated that the study being presented was complex and various aspects of a single study may have different gaps to be accounted for. As a result, the analysis of the corpus confirmed the cyclical nature of Move 2 as observed by previous researchers in other disciplines (Cooper, 1985; Crookes, 1986; Hopkins&Dudley-Evans, 1988; Kanoksilapatham, 2003, Ozturk, 2007; Kanoksilapatham, 2011). The cyclicity of Move 1 and Move 2 was identified in several recurrences. The length of the introduction was the key factor in determining how frequently cyclicity occurred because the longer the introductions were, the more recurrences were found.



### **Move 3: Presenting the Present Work**

According to Swales' (2004) CARS model, Move 3 is often the final move in the typical research article Introduction. It makes an offer to fill the gap or extend the tradition that has been created in Move 2. The seven steps can be found in the end of introduction. The first step is announcing the present research. The second step is listing research questions or hypotheses. The writers can list questions or hypotheses directly. The third step is clarifying definitions which are not familiar to the readers. The fourth step is summarizing methods. The fifth step is announcing principal finding. The sixth step is stating value. This stage is to mention anything about the contribution the research will make to their academic community. The seventh step outlines the structure of the text. The writers can explain how the text is organized. Only the first step is obligatory. The second, third and fourth steps are optional. The fifth, sixth and seventh steps are probable in some fields, but unlikely or hardly ever been found in others.

#### **Move 3 Step 1: Announcing Present Research Descriptively and/or Purposively**

'Move 3 Step 1: Announcing present research descriptively and/or purposively' is characterized by a statement of announcing the objective(s) of the research presented. According to Swales (2004), this step is obligatory. Out of 100 introductions, 85 and 89 introductions in the field of linguistics and applied linguistics contained Move 3 Step 1, respectively.

The following examples exemplified the announcements of the purpose of their studies in the fields of linguistics and applied linguistics.

### **Linguistics**

1. *The present study explores* gender and mobile telephony by analyzing data from a cross-national investigation of mobile phone used by university students in Sweden, the US, Italy, Japan and Korea.(LS 1)
2. *In the current paper, we test* two of the predictions of the usage-based approach [...]. (LS 2)
3. *In this study, we tested* Spanish-English learning bilingual infants and their English-learning peers on the discrimination of a vowel distinction [...].(JPh 1)
4. *The specific purpose of present research was to investigate* speech perception patterns [...]. (JPh 10)
5. *In this paper, we will give a semantic analysis of* this elusive particle. (JPr 6)
6. *This article will uncover* a number of these expectations. It will show that group feedback has its own norms of interaction which include the right to perform face threatening acts. (JPr 5)

### **Applied Linguistics**

1. Consequently, *it is the aim of the current article to explore* the role of language aptitude in pre-pubescent L1 attrition. (AL 6)
2. Finally, *in this investigation, we also explored* the relationship between word length and learning fragments in different word-internal locations. (AL 14)
3. *In this article, we argue for* a more positive perspective on such differences, [...]. More specifically, *we examine* divergences between what English language teachers say [...]. (SYS 8)
4. *This paper examines* the patterns of gap-filling behavior in vocabulary productions across grades. (SYS 25)

5. *This paper aims to* fill this gap by analyzing lexical, syntactic, and textual patterns in students' translation of specialized EU genre [...]. (ESP 2)
6. *I seek, therefore, to discover* how academic use various semiotic resources to construct an identity online in the context of the university as a workplace. (ESP 7)

The simple present tense, past tense, and future simple tense were used in this step. The specific determiners and demonstrative adjectives '*the*' and '*this*' were found to be used by the writers from both fields. For the inquiry types of genre, the five most common choices were '*paper,*' '*study,*' '*research,*' '*investigation*' and '*article*'. According to Pho (2009), the use of self-reference words was the most noticeable characteristic of Move 3 Step 1. In the present study, the used of self-reference words were also found in both fields. The self-reference words used in this move were '*I*' and '*We*'. '*I*' conveyed the meaning that the articles were written by one writer, while '*We*' signified that the articles were written by more than one author. There was no significant difference in linguistics features used among the writers from both fields.

### **The Cyclicity of Move 3 Step 1**

Like Move 2, Move 3 Step 1 recurred several times. The reason for the cyclicity was that the introductions were rather long. The following examples represented the cycles of Move 1, Move 2, and Move 3 Step 1 in the fields of linguistics and applied linguistics.

## Linguistics

1. *As longstanding myth, the native speakers has serves* as an abstract construct which can be molded any which way in the intuitive appeal to correctness of language use [...].// **The current paper concerns** itself with the question of how such idealization of the monolingual native speaking teacher might actually manifest itself in interactional practice, [...].// Such discrepancy between idealization and reality of lived experience would appear to have *thus far remained underinvestigated*, if not investigated, through the analysis of discourse. // **For this reason, the paper aims to provide** one such in-depth illustration of the potential conflict of self definition of the native speaker in pragmatic realization of the myth of monolinguality, as upheld by institutional policy. (JPr 2)
2. *There is growing body of work which demonstrates* how patterns at all levels of the grammar are probabilistic.[...].// **This paper presents** results from a year-long sociophonetic ethnography at an all girls' high school. [...].// *Researchers have noted* an apparent relationship between a word's phonetic realization and its token frequency, [...].// While investigating a direct relationship between social information and *phonetic detail is not the focus of this paper*, a social characteristic observed during the ethnographic portion of the study is included *in the analysis*. (JPh 15)
3. *One of the most interesting and important aspects of language acquisition is the child's development of the capacity* to refer to entities using nominal expressions of various kinds. [...].// *However*, most of the studies in children's use of referential forms focused mainly on simple referential expressions, *resulting in less attention to* complex referential expressions. [...] // **The current study addresses** one potential complication in the acquisition of DE-marked referential expressions [...].// *Previous studies on the development of* mandarin DE-marked referential forms have tried to show the ordering between different types of DE-marked structure [...].// *However*, as previous study as previous studies of reference point, discourse factors play an essential role in the use of referential forms; studies that restricted themselves to structural accounts are *limited because they failed to* consider discourse factors. // **The current study** is therefore to be seen as an inquiry into the child's DE-marked referential expressions in natural spoken discourse. (LS 15)

## Applied Linguistics

1. *Two major developments within Second Language Acquisition (SLA)* have led to an increased in the concept of learner agency. [...]. // In an attempt to contribute towards a greater understanding of the nature of learner agency, ***this paper examines*** situated, holistic case study data in order to consider whether agency may best be conceived of as a complex dynamic system.// *Agency is one of the most fundamental characteristics* of general human behavior [...]. // With this in mind, ***this paper seeks to examine*** whether there are grounds for viewing agency as a complex dynamic system. (SYS 2)
  
2. *The call for longitudinal research into the efficacy of written corrective feedback (WC)* can be traced back to the debate between Truscott and Ferris in the mid-to late 1990s.// A range of studies have investigated the relative effects of direct and indirect feedback options *but the results from these studies have varied so much that further investigations are required* before conclusions can be made.// To address these need, ***this article*** (i) responds to some the theoretical issues identified by Truscott; [...].// *From the theoretical perspective*, Truscott (1996) claimed that there are a number of reasons [...]. // ***Two aims informed the design of this study***. The first was to add to the growing body of research investigating the extent to which WCF results in improved accuracy in four new pieces of writing [...]. (AL 9)
  
3. *English for Business Purposes (EBP)* has, in recent years, become a burgeoning field within English for Specific Purposes [...]. // *However, little is known about* the role of English in advertising in Eastern and Central European countries (R). As far as we know there have been no studies to date of the effect of English for the specific purpose advertising on attitudes, [...]. ***The present study aimed to*** redress this deficit, by investigating the effects of using English [...]. // *In Polish advertising too*, the use of English has been shown to be widespread (R) [...]. // ***The present study investigated*** the effect of using English in product advertisements published in Polish women's magazines [...]. (ESP 23)

Because of the long introduction, Move 3 Step 1 often recurred. From the above examples, the pattern of recurrence of Move 3 Step 1 often followed move

structures such as 1-3-2-3, 1-3-1-3, 1-2-3-1-2-3, and 1-2-3-1-3. It could be said that the recurring of Move 3 Step 1 occurred following both with Move 1 and/ or Move 2.

### **Move 3 Step 2: Presenting Research Questions or Hypotheses**

‘Move 3 Step 2: Presenting research questions or hypotheses’ is characterized by a statement of announcing the questions or hypotheses of the research presented. In this step, the writers can list questions or hypotheses directly. According to Swales (2004), this step is optional. Out of 100 introductions per field, 39 introductions in linguistics, supporting Swales’ claim of optionality, and 63 in applied linguistics contained Move 3 Step 2. This step was obligatory in applied linguistics, so it contradicted with Swales. The following examples illustrated the questions or hypotheses of their studies in the fields of linguistics and applied linguistics.

#### **Linguistics**

1. Based on the invariant norm of address theory *it is hypothesized that* the form of address as used in England and Norway show high similarities. [...]. (JPr 4)
2. *This paper tests his hypothesis-do* American politicians evoke nationalistic ‘flags’ in their pronominal choices? *We can test* ‘flagging’ by analyzing how frequently politicians associate themselves with their country or Americans in general. Moreover, *we argue that* nationalistic flagging is done on purpose [...]. (JPr 15)
3. *In this study, we tested whether* infants learning two rhythmically different languages like Spanish and English would be better able to deal with the overlapping [...]. (JPh 1)
4. *Three research questions were investigated* in this study. *First,* do bilingual infants discriminate speech contrasts in both of their native languages [...]? *Second,* do bilingual infants’ neutral skills in discriminating the phonic [...]? *And third,* are bilingual infants’ later word production scores in both languages [...]? (JPh 4)

5. The research questions include: (1) How does the social status affect the perception of the offense [...]? (2) How do learners of different proficiency levels differ in their ability [...]? (LS 11)
6. We hypothesized that listeners who were provided with orthographic forms during training would outperform learners [...]. (LS 25)

A closer analysis revealed that the present tense and past tense were used to address the research questions and hypotheses. Another noticeable characteristic was the extensive use of self-reference words such as ‘we’. This finding was in line with Pho (2009).

### **Applied Linguistics**

1. The qualitative study examines the following research questions: 1. What are learners’ perceptions of individual [...]. 2. How do the individual and environmental factors jointly create learners’ WTC in L2 class? (SYS 14)
2. The research question examined was: Do ESL learners with contrasting L1 orthographic backgrounds show a different pattern of sensitivity [...]. (SYS 17)
3. Two competing hypotheses may be formulated concerning language aptitude and L1 attrition and L2 learning in a L2 setting. The first hypothesis stems from two assumptions [...]. The second hypothesis, based on the assumption that a high level of L2 [...]. (AL 6)
4. In term of hypotheses, then, we expected the following: 1 For a group of (high proficiency) NNSs, collocational prime target items that have a translation-equivalent in the L1 [...]. 2. For the same groups of NNSs, collocational prime-target items that do not have a translation equivalent [...]. 3. For a group of NSs, both types of items will produce a significant priming effect. (AL 23)
5. It strives to answer the following main questions: (1) which MWCs are most common [...], (2) to what extent the previous research findings about the usage patterns [...], (3) whether there is any difference in the use of MWCs [...]. (ESP 1)

6. **Our study aimed at answering two questions:** - What are the language needs of French mountain guides? –In a context of international mobility, what type of “English” should be taught? (ESP 24)

We could see some similar characteristics between the two fields. First, both fields employed both present tense and past tense to address the research questions and hypotheses. Second, it was found that both fields used self-reference words like ‘we’ and ‘our’. The lexical words used in this step were ‘*hypothesis (es)*’ and ‘*research question (s)*’. The verbs were action verbs such as ‘*answer*’, ‘*test*’, ‘*complete*’, ‘*hypothesize*’, ‘*investigate*’, ‘*examine*’, and ‘*expect*’.

### **Cyclicality of Move 3 Step 2**

Cyclicality of Move 3 Step 2 was only found once in the field of linguistics.

### **Linguistics**

1. **Our question** is thus whether seeing minimally different written words [...]. // The role of the orthography in the perception of L2 vowels [...]. // In this study, we take Escudero et al.’s (2008) finding a step further by testing [...]. // Levy and Strange (2007) examined the perception of French vowels [...]. // In our study, participants are trained in one of two conditions [...]. // **We hypothesized that** listeners who were provided with orthographic forms [...]. (LS 25)

Cyclicality of Move 3 Step 2 was found in three articles in the field of applied linguistics illustrated as follows.

### **Applied Linguistics**

1. **The research question** addressed in the study was: What is the relationship between EFL learners’ level of L2 metalinguistic knowledge [...]. // In the present study, metalinguistic knowledge was operationalized as a learners’ ability to correct highlighted errors [...].



// Accordingly, *we hypothesized that* level of metalinguistic as operationalized in our study would be significantly correlated with analytic cognitive style. (SYS 1)

2. In this study, *it is hypothesized that* adult language learners, even at advanced levels, rely heavily on collocations knowledge as they acquire prepositions [...]. // Research on prepositions has tended to adopt one of three general views, [...]. // The main purpose of the study was to test the claim that NNSs use chunk-based [...]. The experiment tested *the following hypothesis*: H1: Even fairly advanced NNSs, having failed to acquire some of the semantic motivations for various preposition senses, [...]. (SYS 6)
3. The current investigation addressed *the following research questions* about word learnability [...]. // Answers to each of these questions helps to provide new information about the general nature of word form learning [...]. // Based on the previous research findings, *we hypothesized that* there would be a large number of partial words [...]. (AL 14)

From the above examples, the cyclicity of Move 3 Step 2 occurred with Move 3 Step 1, Move 1, and Move 3 Step 6. The writers used the vocabularies like ‘*hypotheses*’ and ‘*research questions*’ when they mentioned Move 3 Step 2. Both present tense and past tense were used to address Move 3 Step 2. Self-reference word such as ‘*we*’ was also found in the cyclicity of Move 3 Step 2.

### **The Use of Volition-Prediction Modal Verbs in Move 3 Step 2**

Pho (2009) found the use of volition-prediction modal verbs (*will, would, expect, predict*) to introduce questions and hypotheses. These linguistic features were also found in both fields as follows.

## Linguistics and Applied Linguistics

1. The present study will address the following questions: (1) What are the context in which subordinates' use of plain forms [...]. (JPr. 17)
2. We predicted that age would determine latency and amplitude [...]. (JPh. 3)
3. Based upon the literature, we may predict two broadly defined extreme possibilities.[...]. (JPh 8)
4. In the present study, we will test this prediction by examining whether the three peripheral [...]. (JPh 23)
5. We can therefore put forward two hypotheses. [...]. (LS 17)
6. In summary, the empirical study reported below seek to answer the following two research questions: [...]. (LS 28)
7. Based on these considerations, we sought to investigate the following:  
  1. Is there a relationship between processing and storage tasks of recognition [...]. (SYS 5)
8. We attempt, in the study reported in the next section, to cast light on both of these issues. Our framing question is as follows: [...]. (SYS 19)
9. More specifically this study attempted to address the following questions: [...]. (SYS 26)
10. With all these in mind, this study intends to answer the following research question: [...]. (SYS 33)
11. In terms of hypotheses, then, we expected the following: [...]. (AL 22)
12. Our second research question seeks to determine whether the position of the collocate [...]. (AL 25)
13. Our article seeks to answer two questions. [...]. (AL 33)
14. By analyzing the CEMS and INB data sets, I will try to answer the following research questions: [...]. (ESP 28)

The above examples illustrated the volition-prediction modal verbs which were used to address the hypotheses and research questions in both fields. Self-reference words (*we*, *our*, and *I*) usually initiated the volition-prediction modal verbs. The volition-prediction verbs were used to express the power to make decisions, and the self-reference words were used together to express this power.

In conclusion, the use of present tense and past tense were found to express the hypotheses and research questions. In this step, the use of self-reference words usually joined with volition-prediction modal verbs. The writers in both fields addressed Move 3 Step 2 in the similar strategies. The cyclicity of Move 3 Step 2 hardly occurred in both fields. There were 39 and 63 introductions in the field of linguistics and applied linguistics contained Move 3 Step 2, respectively. Thus this step was optional in linguistics, but it was conventional in applied linguistics.

### **Move 3 Step 3: Definitional Clarifications**

‘Move 3 Step 3: Definitional clarifications’ is an optional move that explains or describes the definitions of terms that are unfamiliar to readers in the study. This step was found in 6 linguistics introductions and 9 in applied linguistics introductions. The excerpts below illustrated Move 3 Step 3 found in both fields.

#### **Linguistics**

1. *I define ‘referential promiscuity’ in terms of two properties of FoR use which are individually necessary and whose conjunction is a sufficient condition of referential promiscuity: [...]. (LS 4)*
2. A frame of reference (FoR) is a coordinate system used to locate a figure with respect to a ground. [...]. *These FoRs are described in the MesoSpace project as follows: [...]. (LS 6)*

3. *Affect is broadly defined as* ‘moods, attitudes, feelings and dispositions, [...]’. (JPr 9)

### Applied linguistics

1. A case in Economics is an illustration of how economic concepts relate to the real world. *Below are two definitions of cases in Economics.* [...]. (ESP 17)
2. Formulaic language has-notoriously- been defined in many different ways (Wray, 2002, p. 8). *Three main orientations can be identified in the literature:* [...]. (ESP 22)

The words ‘*define,*’ ‘*describe,*’ ‘*identify,*’ and ‘*definition*’ were used to clarify the meanings. The reference word ‘*I*’ was used with the active voice, while the passive voice was used with the terms being defined. In the present corpus, this step was rarely used among the writers from both fields, supporting Swales’ claim of optionality.

### Move 3 Step 4: Summarizing Methods

According to Swales (2004), ‘Move 3 Step 4: Summarizing methods’ is also an optional move. This step provides an account of the procedures or methods of the research. It was found in 66 and 57 introductions in linguistics and applied linguistics, respectively. The following excerpts of Move 4 Step 4 were shown as follows.

### Linguistics

1. *I apply qualitative principles* to both the research methodology and the data analysis to go beyond the traditional dominance [...]. (JPr 3)
2. *Linguistics ethnography provides both the methodological tools* for collecting and analyzing data and the theoretical framework [...]. (JPr 5)

3. We tested two listener populations, native Dutch listeners and native Mandarin Chinese listeners. [...]. (JPh 6)
4. The first factor controlled for this experiment was therefore pitch context. To this end, we varied the lexical tone of the tone [...]. (JPh 8)
5. The unit of analysis in this study consists of the motion event, defined by Talmy (2000)[...]. (LS 14)
6. In our study, as in Escudero et al.'s (2008) study, participants are trained in one of two conditions: [...]. (LS 25)

### Applied Linguistics

1. In addition, this study employed two groups of participants with the same vocabulary size [...]. (SYS 16)
2. A detailed description of the method follows. (SYS 17)
3. Taking the position that standards of linguistic correctness are socially constructed (Bourdieu 1980/1991; Silverstein 1996), I analyze these feedback practices as a manifestation of an ideology [...]. (AL 3)
4. The data used to illustrate the discussion are a corpus of 1.8 million words of transcribed speech, [...]. (AL 10)
5. I draw below on two corpora: physics RAs and undergraduate physics laboratory reports. I consider these together because I regard laboratory reports as a pedagogical form [...]. (ESP 9)
6. The participants in the study all took a compulsory 42-hour EAP course in the first term.[...]. (ESP 12)

A closer look revealed that the grammatical features used to express this step in both disciplines included both the present simple and past tense. Lexical features included activity verbs, most often research activity verbs (*apply, provide, test, control, train, employ, analyze, use, take*) and usually used in passive voice. Another feature found in the two corpora was the use of self-reference words such as 'I,' 'we' and 'our'.

### The Cyclicity of Move 3 Step 4

The cyclicity of Move 3 Step 4 was uncommon in the field of linguistics, found in only three introductions.

#### Linguistics

1. *The data is taken from two recorded defences* PhD conducted in Iran. [...] // The question addressed is how participants achieve face [...]. // To find an answer, *we take an approach* grounded in Conversational Analysis to analyze [...]. (JPr 1)
2. *Most Juchiteco data presented here were collected as part of MesoSpace.* [...] // The structure of this article is as follows. [...] // Juchiteco is spoken in and around the municipality of Juchitan [...]. // *The data presented in this article were collected in La Ventosa* [...]. (LS 5)
3. *The data presented here focus on FoR preferences in discourse* [...]. // In fact, Seri speakers used various types of FoRs, but the data suggest that they have a preference for [...]. // The Seri language, which is locally known as *cmiique iitom* [...]. // *In addition to the FoR types mentioned above, the Seri data was coded* to indicate [...]. (LS 8)

The analysis revealed that the cyclicity of Move 3 Step 4 occurred with Move 3 Step 3, Move 3 Step 7, Move 1, and Move 3 Step 5. The lexical terms used in the Move 3 Step 4 were ‘*data*’ and ‘*approach*,’ and verbs like ‘*collect*,’ ‘*code*,’ and ‘*present*’.

In applied linguistics, cyclicity of Move 3 Step 4 was found in nine introductions; three examples below illustrated this:

#### Applied Linguistics

1. *The test uses* a Yes/No test (Meara and Buxton, 1987) as a tool for making placement [...]. // *The aim of this study was to assess the effectiveness* of the Yes/No test as a tool for placement decision in a

commercial language school. [...]. // **The study was carried out** at Milton college, [...]. (SYS 10)

2. **In this paper, we present a method** for deriving a list of formulaic expressions that uses an innovative combination of quantitative and qualitative criteria, [...]. // **Our primary goal in this research is to create a pedagogically useful list** [...]. // **We use frequency** as a starting point, but our approach is substantially more robust [...]. (AL 7)
3. For the current study, **we chose students** enrolled in a British university pre-undergraduate International Foundation program [...]. // **Another aim of our research was to explore the combined issues of metaphors from lectures** [...]. // There are a number of different methods for manually identifying metaphor in text. **We used two different methods** in our study [...]. (AL 23)

The cyclicity of Move 3 Step 4 occurred following Move 3 Step 1 and occurred in long introductions. The strategies used were similar to those in linguistics field. The writers used nouns and verbs such as ‘test,’ ‘study,’ ‘method,’ ‘use,’ ‘present’ and ‘choose’.

In conclusion, Move 3 Step 4 was obligatory in linguistics, but it was optional in applied linguistics. The linguistic features were quite similar in both fields. The writers in both fields used present tense, past tense and passive voice to address the step. The self-reference words were also found in this step. The cyclicity of Move 3 Step 4 was quite uncommon in both fields.

### **Move 3 Step 5: Announcing Principal Outcomes**

According to Swales (2004), ‘Move 3 Step 5: Announcing principal outcomes’ is probable in some fields, but unlikely in others. This step functions to address the significant findings generated by the research. It was found in 12

introductions in linguistics, and there was no presence of the step in applied linguistics. The examples of this step as found in the field of linguistics were shown as follows.

### Linguistics

1. *The findings **indicate that*** responses to failed humor go well beyond the typical groans of fake laughter, [...]. (JPr 28)
2. *The results of a cloze test on written materials (our Experiment 1) **suggest that*** their full context' did not contain many syntactic/semantic cues. [...]. (JPh 22)
3. *The result **shows that*** speakers involve their hearers to orient them to the co-construction of discourse through selections [...]. (LS 12)
4. *We **present the results of two production experiments*** that investigate to what extent the five parameters are predictive. [...]. (JPh 24)
5. *We **report results*** on speaking rate and the frequency and distribution of pitch accents, [...]. (JPh 31)
6. In fact, Seri speakers used various types of FoRs, but *the data **suggest that*** they have a preference for FoRs that are centered on an object [...]. (LS 8)
7. *The result **shows that*** speakers involve their hearers to orient them to the co-construction of discourse through selections of the personal pronouns [...]. (LS 12)
8. *In the current study, nearly 100% of DE-marked referential expressions in new information status **appears with headed forms.*** [...]. (LS 15)
9. *To conclude, the three constructions LD, SM, and OF **are marked, but to different degrees and fulfilling different functions.*** [...]. (LS 18)

The simple present tense was used to express this step with the reporting verbs such as 'indicate,' 'show,' 'present,' 'report' and 'suggest'. In addition, the reporting verbs usually occurred with *that*-complement. The deictic element (*the*) was followed



by the common nouns (*results, findings, and data*). The self-reference word (*we*) was also found in this step.

In conclusion, Move 3 Step 5 functions to highlight certain discoveries from the current study. Nevertheless, Move 3 Step 5 was not found in any of the applied linguistics introductions, which accorded with Swales (2004) that this step is probable in some fields, but unlikely in others.

### **Move 3 Step 6: Stating the Value of the Present Research**

According to Swales (2004), ‘Move 3 Step 6: Stating the value of the present research’ is probable in some fields, but unlikely in others. This step claims the significance or contribution of the study being reported and describes the contribution the research will make to their academic community. It was found in 14 and 25 introductions in linguistics and applied linguistics, respectively. The examples of this step in the fields of linguistics and applied linguistics were shown as follows.

#### **Linguistics**

1. *Such tensions, as manifest through discourse, **can be seen to shed light** on the very mythological status of the monolingual native speakers itself, [...]. (JPr 2)*
2. ***While it is fully acknowledged** here that linguistic and sociocultural differences do create difficulties, the large body of research on repairs in both *SLA and CA may be informative about the various mechanisms for dealing with* [...]. (JPr 7)*
3. ***The experimental results presented herein can be well understood** with a model in which rhythmic and gestural planning systems interact through amplitude coupling. [...]. (JPh 11)*

4. As a result, it contributes both to research on CMC as well as ongoing changes in French grammar. (LS 24)
5. Three experiments were carried out to gain more insight into the perception of the French vowels /u/ and /y/ by AE listeners [...]. (LS 25)
6. I suggest that VT offers as especially useful perspective for handling the interrelationships of these factors and resolving [...]. (LS 27)

### Applied linguistics

1. The inclusion of teacher cognition as variable on CF research can make substantial contributions for the following reasons. [...]. (SYS 13)
2. The findings have implications for the ESL context where insight into adolescents' engagement in literate activities online [...]. (SYS 27)
3. Rather, the present study contributes to the important discussion of the appropriate language models for EFL learners [...]. (AL 2)
4. Metaphor understanding is thus an important aspect of academic listening, contributing to a learner's comprehension of both the lecture content and the lecturer's stance. [...]. (AL 23)
5. Furthermore, the academic written data in the two corpora come from over 150 different academic journals across many different disciplines; hence, the result of the study should be valuable to a wide range of ESL writers. (ESP 1)
6. It is hoped that the study will raise translation teacher's awareness of the importance of analyzing student's translation performance and help (specialized) translation teachers design [...]. (ESP 2)

This step explains the significance and contribution beyond scientific results, which are objectively generated by the study being reported. As a result, the present simple tense, the simple future tense and modal auxiliaries, especially those referring to possibility and prediction (*can*, *may*) were used. Other key linguistic features included cognitive nouns (*understanding*, *contribution*, *acknowledge*, *awareness*) and

likelihood nouns (*implications*). Deictic elements including specific determiners or demonstrative adjectives (*the*) followed by common nouns (*results, findings, study, experiments*) were highly frequent in the step. The self-reference word ‘*I*’ was also found. All these linguistic features co-occurred to project a possible contribution of the research results. The writers from both field used the similar linguistic features to claim significance and contribution of the results.

### **Move 3 Step 7: Outlining the Structure of the Paper**

According to Swales (2004), ‘Move 3 Step 7: Outlining the structure of the paper’ is probable in some fields, but unlikely in others. This step familiarizes readers with the structure of the research article being read. The information allows readers to know what to expect while reading the research article and how the text is organized. Out of 100 introductions, 23 linguistics introductions and 7 applied linguistics introductions contained Move 3 Step 7. The following excerpts were the examples of this move in the fields of linguistics and applied linguistics.

#### **Linguistics**

1. *This article is organized as follows.* In section 2, we will discuss previous accounts of *eigenlik* and its German cognate [...]. (JPr 6)
2. *This paper is organized as follows:* section2 gives a description of the data used for the analysis; section 3 exemplifies four types of formulation identified: checking formulation, [...]. (JPr 25)
3. *This paper is structured as follows.* In the next section, the method and results of our stroboscopic cine-MRI experiments of the Korean fricatives are given, and in Section 3 we discuss the results of the MRI data [...]. (JPh 9)

4. *The rest of this paper is organized as follows.* In section 2, ***we*** present the corpus of Dutch spontaneous dialogues used in the study. Section 3 is dedicated to the automatic generation [...]. (JPh 34)
5. *This article is organized as follows:* Section 2 presents some information about Yucatec and its speakers. In Section 3, ***I*** introduce the tools and tasks [...]. (LS 4)
6. *The present paper is organized in the following manner.* In section 2, ***we*** will briefly present previous work on *shi*. Section 3 describes the data used for the current analysis. [...]. (LS 22)

### Applied linguistics

1. *In what follows, I begin with* a review of literature about literacy socialization in post-secondary contexts, specifically focusing on the scholarship that examines the impact oral [...]. (ESP 3)
2. *First I offer* a brief sketch of this genre, its relationship to identity and its importance in academic life, *then go on to* explore the discursive construction of identity [...]. (ESP 7)
3. *The study is structured as follows:* Section 2 examines the background to research into EAL academic writing. Section 4 describes the work of the Writing Centre [...]. (ESP 15)
4. *In his article, we will first review literature* on demonstratives and text cohesion. Second, we will describe the corpus used in the analysis [...]. (ESP 20)
5. *The following sections set out* a theoretical framework for the ensuing empirical study, focusing on the importance of writer-reader interaction in academic writing. *Next*, the background, method and result are presented and discussed in the light of relevant previous research. (ESP 21)

A prominent grammatical feature was the simple present tense. The choice of active or passive voice seemed to be determined by the presence of deictic elements (*the/this paper, article*). That is, with the presence of deictic elements, verbs were in passive voice; without deictic elements, verbs were usually in active voice. The verbs

(*structure, organize*) were chosen to indicate the structure of the paper. The most distinct lexical feature of this step was the use of sequential connectors (*first, then, next, afterward, finally*). The word ‘*section*’ was used to notify each part of articles. The self-reference words ‘*I*’ and ‘*we*’ were found in this step too. By using these linguistic features, the writers from both fields were able to direct readers’ attention to the outline or structure of the research article.

### **The Limitations of Research Articles**

It was found that the expression of limitations was found in introduction section. In Swales’ (2004) CARS model, the expressions of limitations do not match with any moves or steps. However, the expression of limitations was found only once in each field.

#### **Linguistics**

1. *It can be seen from the above that the study has **some limitations**. First, the sample *is limited* to three informants. Second, all of them had certainly been influenced by the American culture, having resided in the US for a substantial amount of time prior to the interviews. Third, they all *count* as “educated;” indeed, two are professors in Spanish literature and one is a graduate student, also in Spanish literature, at the University of Arizona, so their views are probably not representative of an average, “naive” language user. (LS 30)*

#### **Applied Linguistics**

1. *However, **a couple of limitations** of this research should be acknowledged at the outset. Firstly, the quality of a discourse, written or spoken, *is defined* and shaped by various linguistic features (e.g. handwriting quality; pronunciation and fluency in speaking) other than lexical diversity alone. Secondly, non-linguistics factors such as candidates’ anxiety and stress (Howeler 1972), anticipation*

of being evacuated 9 e.g. Jarvis 2002), educational attainment (Sankoff and Lessard 1975), and cognitive development stage 9 e.g. Duran et al. 2004) *could affect* lexical diversity (See Bradac et al. 1979 for a review), and therefore are equally important for understanding lexical diversity of test performance and the validity of the rating scales in relation to the use of vocabulary. (AL 1)

The writers from both fields used present simple, past perfect and modal auxiliaries to express the current state of the limitations. The sequential connectors like *'first,' 'second,' 'secondly'* and *'third'* were also used.

#### **4.2.5 Conclusion**

The analysis of rhetorical structures of research article introductions from the two disciplines revealed that 56% of linguistics introductions and 67% of applied linguistics introductions had all three moves as illustrated in the CARS (2004) model. However, only a few research article introductions followed its regular pattern (1-2-3) rigidly. Most of the introductions had cyclical moves pattern. With regard to the cyclical nature of the moves, the introductions in the corpus could be divided into two main categories: non-cyclical and cyclical. With a closer look at the cyclical category, the three moves were found to be different in their cyclical nature. 'Move 1: Establishing a territory' was found to be the most cyclical followed by 'Move 3: Presenting the present work' and 'Move 2: Establishing a niche', respectively. For the frequency of occurrences of individual moves, the most frequent was Move 1, Move 3 and Move 2, respectively. The most frequent move sequence in the field of linguistics were 1-3, 1-2-3, and 1-3-2, and in the field of applied linguistics were 1-2-3, 1-3, and 1-3-2.

A closer look at 'Move 1: Establishing a territory', Move 1 featured a possibility of three steps which conformed to Swales' (1990) model. The three steps

were ‘claiming centrality,’ ‘making topic generalization (s),’ and ‘reviewing previous studies’. The writers in both fields employed the 3 steps in different ways. For ‘Step 1: Claiming centrality’, the writers in the field of applied linguistics employed it more than those in the field of linguistics. For ‘Step 2: Making topic generalization (s)’, the writers in the field of linguistics employed it more than those in the field of applied linguistics. For ‘Step 3: Reviewing previous studies’, the writers from both fields employed it nearly equally. The overall use of linguistic features in Move 1 by the writers from both fields was quite similar. The use of non-past tense (*simple present tense, present perfect tense*) was prominent in Move 1 Step 1 and Move 1 Step 2. Tense choice in Move 1 Step 3 was subtle and flexible. The majority of introductions in both fields employed the non-integral forms of citations. The use of amplifiers and evaluative adjectives was quite similar among the writers in both fields.

The data from the all six informants also supported the prominent use of Move 1 in the main study. The informants from both disciplines replied that “I include introduction”, “I always write background of current situation”, “I write introduction of my article”, “When I write an introduction, my main point is to engage the readers” interest in my topic”, “In my introduction, I have background and previous studies” and “I include a very short section that draws attention of the readers”

There were 57 and 67 introductions contained Move 2 in the fields of linguistics and applied linguistics, respectively. The existence of Move 2 reflected the researchers’ interest in the context of the topic and their awareness of relevant progress made in the particular areas. In the present study, ‘Move 2 Step 1A: Indicating a gap’ was prominent. Move 2 Step 1 B and Move 2 Step 2 were hardly found in the corpus. The writers from both fields used the same linguistic features to

illustrate Move 2 Step 1A including the non-past tenses (simple present tense, present perfect tense), attitudinal verbs and nouns, evaluative adjectives and adverbs, negation devices, and contradiction connectors. The cyclical nature of Move 2 was identified in the present study which was observed by previous researchers in other disciplines.

The interview data indicated that no informants in linguistics field mentioned about the gap. In addition, one informant replied that “I normally don't add research gap in my article”. This finding may support the main study that Move 2 in linguistics field was optional (57%). However, two informants in applied linguistics mentioned about gap. They said that “I notify gap in my introduction” and “In background, I include identifying gap”. This finding from the interview data could support the main findings that Move 2 in applied linguistics field was obligatory (67%).

Move 3 Step 1 was obligatory in both fields. The writers from both fields employed similar linguistic features to demonstrate the step like tense choice, inquiry type of genre, and self-reference words. When introductions were particularly long, the cyclicity of Move 3 Step 1 was found several times. Move 3 Step 2 was found more in applied linguistics field than linguistics field. However, the writers from both fields used similar linguistic features to express research questions or hypotheses including tense choice, self-reference words, and lexical words. Even in long introduction, the cyclicity of Move 3 Step 2 was hardly found. The reason of this should be the sense that it was unnecessary to repeat the research questions or hypotheses. Move 3 Step 3 was found only a few times from both fields. However, the writers used similar linguistic features to express this move such as words choice, self-reference words and passive voice. Move 3 Step 4 was found in 66 introductions and 57 introductions in linguistics and applied linguistics, respectively. The writers



from both fields used similar linguistic features to address this move in term of tense choices, lexical features, and self-reference words. Move 3 Step 5 was only used by writers in the field of linguistics, indicating a disciplinary variation between the two fields. Writers in the field of linguistics tended to present the main findings in the introductions, while those in the field of applied linguistics showed no interest to present findings in the introductions. Move 3 Step 6 was found in 14 introductions in linguistics and 25 introductions in applied linguistics, and the writers from both fields used similar linguistic features to express this step, including tense choice, modal verbs, cognitive nouns, and self- reference words. Move 3 Step 7 was found in 23 introductions in linguistics and 7 introductions in applied linguistics. The writers from both fields used similar linguistic features to describe the structure of the paper. The expression of limitations was not mentioned in Swales' CARS (2004) model. It was found only once within each discipline. There was no significant difference in the use of linguistic features among the writers from both fields. The analysis of linguistic features in each of the moves and steps revealed that there was no difference in linguistic features by the writers from both fields. The noticeable difference was the absent of Move 3 Step 5 in the field of applied linguistics.

The interview data from six informants indicated some important information, but there were few data so it could reflect only some steps in Move 3. For Move 3 Step 1, one informants in linguistics field said that "I write the important of what we are going to discuss". Two informants in applied linguistics said that "I mention objective, scope, and limitation" and "I include purpose". The interview data may reflect the main study that the Move 3 Step 1 was obligatory in both disciplines.

For Move 3 Step 2, two informants in linguistics stated that “I begin with the research questions” and “I gradually focus on my topic and research question”. It indicated that not all informants mention Move 3 Step 2 which corresponded with the main study that Move 3 Step 2 was optional in linguistics (39%). All of three informants in the field of applied linguistics said that “I write research questions”, “I include research questions” and “I have my research questions”. The interview data may support the main study that Move 3 Step 2 was obligatory (63%).

For Move 3 Step 3, only one informant in the field of applied linguistics mentioned this step. The informant said that “I give definition of key terms”. This interview data may be in line with the main study that this step was optional (6%, 9%). For Move 3 Step 4, only one informant in the field of linguistics mentioned it. It was said that “I give a rapid mention to the methods”. The interview data may not be corresponded with the main study because this step was obligatory (66%) in the field of linguistics in the main study. For Move 3 Step 6, one applied linguistics informant indicated it. It was said that “I state the significant of the study”. The interview data could support the main study that this step was optional (25%).

**Table 4.1 The Summary of Linguistic Features in Research Article Introductions in the Fields of Linguistics and Applied**

**Linguistics**

<b>Move</b>	<b>Linguistics</b>	<b>Applied Linguistics</b>
<b>Move 1 Step 1: Claiming centrality</b>	<p><b>Occurrences</b> - Found in 15 introductions (optional)</p> <p><b>The use of tenses</b> - Non-past tenses (present simple/ present perfect)</p> <p><b>The use of amplifiers</b> - widely, extensively, growing,</p> <p><b>Evaluative adjectives</b> - important, most, essential, major</p>	<p><b>Occurrences</b> - Found in 41 introductions (optional)</p> <p><b>The use of tenses</b> - Non-past tenses (present simple/ present perfect)</p> <p><b>The use of amplifiers</b> - widely, extensively, growing,</p> <p><b>Evaluative adjectives</b> - important, most, essential, major</p>
<b>Move 1 Step 2: Making topic generalization (s)</b>	<p><b>Occurrences</b> - Found in 40 introductions (optional)</p> <p><b>The use of tenses</b> - Non-past tenses (present simple/ present perfect)</p>	<p><b>Occurrences</b> - Found in 17 introductions (optional)</p> <p><b>The use of tenses</b> - Non-past tenses (present simple/ present perfect)</p>
<b>Move 1 Step 3: Reviewing previous studies</b>	<p><b>Occurrences</b> - Found in 32 introductions (optional)</p> <p><b>The use of tenses</b> - past tense (refer to a single study) - present perfect (refer to areas of inquiry) - present tense (refer to state of current knowledge)</p> <p><b>Type of citations</b> - prefer to use non-integral form</p>	<p><b>Occurrences</b> - Found in 35 introductions (optional)</p> <p><b>The use of tenses</b> - past tense (refer to a single study) - present perfect (refer to areas of inquiry) - present tense (refer to state of current knowledge)</p> <p><b>Type of citations</b> - prefer to use non-integral form</p>
<b>Move 2 Step 1A: Indicating a gap</b>	<p><b>Occurrences</b> - Found in 57 introductions (optional)</p> <p><b>The use of tenses</b> - Non-past tenses (present simple/ present perfect)</p> <p><b>Lexical entries</b></p>	<p><b>Occurrences</b> - Found in 67 introductions (obligatory)</p> <p><b>The use of tenses</b> - Non-past tenses (present simple/ present perfect)</p> <p><b>Lexical entries</b></p>

Move	Linguistics	Applied Linguistics
	<ul style="list-style-type: none"> <li>- attitudinal verbs (<i>neglect, fail to, leave, remain, underinvestigate</i>)</li> <li>- evaluative adjectives (<i>clear, incomplete, only, limited</i>)</li> <li>- evaluative adverbs (<i>still</i>)</li> <li>- negation devices (<i>little, few</i>)</li> <li>- contradiction connectors (<i>however, nevertheless</i>).</li> </ul>	<ul style="list-style-type: none"> <li>- attitudinal verbs (<i>need, unaddress, remain, ,underinvestigate</i>)</li> <li>- attitudinal nouns (<i>absence, handful</i>)</li> <li>- evaluative adjectives (<i>a handful, incomplete, only, limited</i>)</li> <li>- evaluative adverbs (<i>still</i>)</li> <li>- negation devices (<i>little, few</i>)</li> <li>- contradiction connectors (<i>unfortunately, however, nevertheless</i>).</li> </ul>
<b>Move 2 Step 2: Presenting positive justification</b>	<b>Occurrences</b> <ul style="list-style-type: none"> <li>- Found in 1 introduction (optional)</li> </ul> <b>The use of tense</b> ( <i>present simple</i> ) <b>Modal auxiliary verb</b> ( <i>may</i> )	<b>Occurrences</b> <ul style="list-style-type: none"> <li>- Found in 1 introduction (optional)</li> </ul> <b>The use of tense</b> ( <i>present simple</i> ) <b>Modal auxiliary verb</b> ( <i>may</i> )
<b>Move 3 Step 1: Announcing present research descriptively and/or purposively</b>	<b>Occurrences</b> <ul style="list-style-type: none"> <li>- Found in 85 introductions (obligatory)</li> </ul> <b>The use of tenses</b> ( <i>present tense, past tense, future simple tense</i> ) <b>The specific determiners and demonstrative adjectives</b> ( <i>the, this</i> ) <b>The inquiry type of genre</b> ( <i>paper, study, research, investigation, article</i> ) <b>The use of self-reference words</b> ( <i>I, we</i> )	<b>Occurrences</b> <ul style="list-style-type: none"> <li>- Found in 89 introductions (obligatory)</li> </ul> <b>The use of tenses</b> ( <i>present tense, past tense, future simple tense</i> ) <b>The specific determiners and demonstrative adjectives</b> ( <i>this, the</i> ) <b>The inquiry type of genre</b> ( <i>paper, study, research, investigation, article</i> ) <b>The use of self-reference words</b> ( <i>I, we</i> )
<b>Move 3 Step 2: Presenting research questions or hypotheses</b>	<b>Occurrences</b> <ul style="list-style-type: none"> <li>- Found in 39 introductions (optional)</li> </ul> <b>The use of tenses</b> ( <i>present tense and past tense</i> ) <b>The use of self-reference</b> ( <i>I, we</i> ) <b>Lexical words used</b> ( <i>hypothesis (es), research question(s)</i> ) <b>Action verbs</b> ( <i>answer, test, complete, hypothesize, investigate, examine, expect</i> )	<b>Occurrences</b> <ul style="list-style-type: none"> <li>- Found in 63 introductions (obligatory)</li> </ul> <b>The use of tenses</b> ( <i>present tense and past tense</i> ) <b>The use of self-reference</b> ( <i>I, we, our</i> ) <b>Lexical words used</b> ( <i>hypothesis (es), research question (s)</i> ) <b>Action verbs</b> ( <i>answer, test, complete, hypothesize, investigate, examine, expect</i> )
<b>Move 3 Step 3: Definitional clarifications</b>	<b>Occurrences</b> <ul style="list-style-type: none"> <li>- Found in 6 introductions (optional)</li> </ul> <b>The use of tenses</b> ( <i>present tense and passive voice</i> ) <b>Lexical words used</b> ( <i>define, describe, identify, definition</i> )	<b>Occurrences</b> <ul style="list-style-type: none"> <li>- Found in 9 introductions (optional)</li> </ul> <b>The use of tenses</b> ( <i>present tense and passive voice</i> ) <b>Lexical words used</b> ( <i>define, describe, identify, definition</i> )

Move	Linguistics	Applied Linguistics
<b>Move 3 Step 4: Summarizing methods</b>	<b>Occurrences</b> - Found in 66 introductions (obligatory) <b>The use of tenses</b> (present simple, past tense, passive voice) <b>Lexical terms</b> (data, approach, principles, tool, factor) <b>Activity verbs</b> (apply, provide, test, control, train, employ, analyze, take, use, collect, code, choose)	<b>Occurrences</b> - Found in 57 introductions (optional) <b>The use of tenses</b> (present simple, past tense, passive voice) <b>Lexical terms</b> (participants, method, corpus, course) <b>Activity verbs</b> (apply, provide, test, control, train, employ, analyze, take, use, collect, code, choose)
<b>Move 3 Step 5: Announcing principal outcomes</b>	<b>Occurrences</b> - Found in 12 introductions (optional) <b>The use of tense</b> (present tense) <b>Reporting verbs</b> (present, report) <b>Reporting verbs with <i>that</i>-complement</b> (show, indicate, suggest) <b>The common nouns</b> (results, findings, data) <b>The use of self-reference word</b> (we)	<b>Occurrences</b> - Not found in any introduction
<b>Move 3 Step 6: Stating the value of the present research</b>	<b>Occurrences</b> - Found in 14 introductions (optional) <b>The use of tenses</b> (present simple, simple future tense, modal auxiliaries) <b>Cognitive nouns</b> (acknowledge, understanding, insight, contribution, light, perspective) <b>Self- reference word</b> (I)	<b>Occurrences</b> - Found in 25 introductions (optional) <b>The use of tenses</b> (present simple, simple future tense, modal auxiliaries) <b>Cognitive nouns</b> (implication, contribution, awareness)
<b>Move 3 Step 7: Outlining the structure of the paper</b>	<b>Occurrences</b> - Found in 23 introductions (optional) <b>The use of tense</b> (simple present, passive voice, active voice) <b>The verbs to indicate structure</b> (structure, organize) <b>Sequential connectors</b> (first, then , next, afterward, finally) <b>The use of self-reference word</b> (I, we) <b>Lexical terms</b> (section, manner)	<b>Occurrences</b> - Found in 7 introductions (optional) <b>The use of tense</b> (simple present, passive voice, active voice) <b>The verbs to indicate structure</b> (structure, begin, offer, set out) <b>Sequential connectors</b> (first, then , next, afterward, finally) <b>The use of self-reference word</b> (I, we) <b>Lexical terms</b> (section, manner)

### **4.3 The Relationship between Research Article Abstracts and Introductions**

Research question 3 was “what are the moves and steps that research article abstracts and introductions share and do not share in the two disciplines?” Swales (1990) stated that the research article abstract was meant to tell all important aspects, whereas the research article introduction was intended to ‘motivate’ the present research and to ‘justify’ its publication. It was agreed that the two genres differed significantly in terms of their communicative purposes. According to Bhatia (1993), abstracts were the representative of the whole article, while introductions introduced the article without giving out everything reported in the article. Therefore, some methodologies, procedures, data collection and result were crucial in research abstracts, but they were rarely mentioned in research article introductions.

However, there were overlap points within the two genres. According to Bhatia (1993), the overlap points among the two genres were the last move of introductions and the first move of the abstracts. This was the starting point of identifying the relationship between research article abstracts and introductions. In the present study, Hyland’s (2000) model was employed to analyze research article abstracts and Swales’ (2004) CARS model was employed to analyze research article introductions. A closer look at the two models revealed the overlap points of the two models as follows.

1. Introduction move overlaps with Move 1: Establishing a territory.
2. Purpose move overlaps with Move 3 Step 1: Announcing present research descriptively and/or purposively.
3. Method move overlaps with Move 3 Step 4: Summarizing methods.

4. Product move overlaps with Move 3 Step 5: Announcing principal outcomes.
5. Conclusion move overlaps with Move 3 Step 6: Stating the value of the present research.

According to the five overlap points, an analysis of the overlap points between research article abstracts and introductions in both fields were shown in the Table 4.25.

**Table 4.25 The Overlap Points Found in the Fields of Linguistics and Applied Linguistics**

Moves Fields	Introduction move and Move 1	Purpose move and Move 3 Step 1	Method move and Move 3 Step 4	Product move and Move 3 Step 5	Conclusion move and Move 3 Step 6
<b>Linguistics</b>	47*	67	54	12	6
<b>Applied Linguistics</b>	44	75	47	-	17

(...\*) The occurrences of overlap points found

It was clearly seen that the overlap points in the field of linguistics were between Purpose move and Move 3 Step 1, between Method Move and Move 3 Step 4, between Introduction move and Move 1, between Product move and Move 3 Step 5, and between Conclusion move and Move 3 Step 6. In the field of applied linguistics, the highest overlap points were Purpose move and Move 3 Step 1, Method move and Move 3 Step 4, Introduction move and Move 1, and Conclusion move and Move 3 Step 6. It was clear that the three highest frequency overlap points were similar between the two disciplines.

In comparing the two disciplines, there were differences in their overlap points, most significantly between Product move and Move 3 Step 5 and between Conclusion move and Move 3 Step 6. There were no overlap point between Product move and Move 3 Step 5 in the field of applied linguistics, while there were 12 overlaps in the field of linguistics. On the other hand, the overlap points between Conclusion move and Move 3 Step 6 had 17 overlaps in the field of applied linguistics, while there were 6 overlaps in the field of linguistics. It was noticeable that some linguistics writers may add their results when they wrote abstracts and introductions, while the applied linguistics writers mentioned their results in their abstracts, but they did not mention it in introductions. For the application or value of the result, some applied linguistics writers preferred to mention it in their abstracts and introductions more than those in linguistics field. These differences may be caused by the nature of their disciplines.

#### **4.3.1 The Overlap between Introduction Move and Move 1: Establishing a Territory**

According to Hyland (2000), Introduction move establishes context of the paper and motives the research or discussion. Move 1 in Swales' (2004) CARS model is establishing a territory via topic generalization of increasing specificity. According to these definitions, the Introduction Move in research article abstracts and Move 1 in research article introductions have similar communicative purpose.

There were 47 and 45 occurrences of Introduction move in the abstracts in linguistics and applied linguistics, respectively. The presence of Move 1 occurred in 100 and 99 introductions in the fields of linguistics and applied linguistics, respectively. However, an overlap of Introduction move and Move 1 within the same



articles was found in 47 and 44 articles in the fields of linguistics and applied linguistics, respectively. The examples below were the overlap points within the same article of Introduction move and Move 1 in the fields of linguistics and applied linguistics.

### **Linguistics**

#### **Abstract**

1. The effective use of a target language to construct interpersonal communication in situations where *there is communicative deficiency involves the effective use of communication strategies* (hereafter CSs). (JPr 3)

#### **Introduction**

1. For more than three decades, *the effective use of language to manage communicative deficiency and achieve successful communication has attracted* scholars' attention to one of the key issues in second language acquisition (SLA) and sociolinguistics research: *the use of communication strategies* (hereafter CSs. CSs are used to overcome 'breakdowns', 'gaps' or 'problems' in communication [...]). (JPr 3)

#### **Abstract**

2. Speakers of English and Tamil differ widely in which relational roles they overly express with a verb. (JPr 18)

#### **Introduction**

2. Verbs refer to relation, and as such, connect together elements such as actors, objects, and locations. How and whether these elements and roles that are associates with the verb are explicitly mentioned varies from language to language. *English*, for example, is a language that overtly labels many relational roles [...]. *Tamil*, a language particular interest in the present paper, allows overt subjects omission, but almost always mentions the actor by a marker on the verb [...]. (JPr 18)

#### **Abstract**

3. *The sociolinguistic literature has frequently noted differences in how males and females communicate face-to-face and in writing, and more recently, through information and communication technologies.* (LS 1)

### Introduction

3. *Communication online and via mobile devices has come of age.* AS of 2010, there were an estimated 2.1 billion internet users and almost 5.3 billion mobile phone subscriptions (ITU, 2010), out of a world population of roughly 6.9 billion. In much of the world, *males* were initially more likely than *females* to utilize information and communication technologies (ICTs) [...]. (LS 1)

### Abstract

4. *Usage-based approaches to language acquisition argue that children acquire the grammar of their target language using general-cognitive learning principles.* (LS 2)

### Introduction

4. How *children* come to identify and restrict grammatical regularizes in their target language *is* a major challenge for factionalist theories of language acquisition that do not assume that children possess substantial innate grammatical knowledge. *The usage-based or emergentist approach appeal* to children's ability to [...]. (LS 2)

### Abstract

5. *Research on the development of speech processing in bilingual children has typically implemented* a cross-sectional design and relied on behavioral measures. (JPh 4)

### Introduction

5. *Studies of speech perception in monolingual infants have shown that* the ability to differentiate native speech sounds improves with language exposure [...]. This pattern of perceptual change in monolingual infants leads to questions regarding *the development of speech perception in infants to more than one language* from birth [...]. (JPh 4)

### Abstract

6. How does language experience shape *pitch processing*? Do speakers of tone languages, which use *pitch to signal lexical contrasts* (e.g., Mandarin Chinese), attend to pitch movements more closely than speakers of intonation languages (e.g., Dutch)? *Contradictory findings have been reported* in the literature. (JPh 6)

### Introduction

6. *The speech signal is rich in information, only some of which encodes linguistics meaning. The status of this information varies across languages, and it is the task of the listener to sort out those acoustic patterns that carry linguistics meaning from those that do not. [...]. (JPh 6)*

The examples below were the overlap point of Introduction move and Move 1 in the field of applied linguistics.

### Applied Linguistics

#### Abstract

1. *Cooperative learning has frequently been used in language classroom, from in-class task-based group work to group presentations. Research suggests that cooperative learning provides mutual support, as well as successful and effective learning outcomes of tasks. (ESP 6)*

#### Introduction

1. *In the last decades, cooperative learning has been promoted in language classrooms as a ways of increasing learning and teaching efficiency, leaner motivation, and communication and collaboration between learners. Learning with peers provides learners with plenty of opportunities of practice the target language via the exchange of ideas. [...]. (ESP 6)*

#### Abstract

2. *With the increasing number of business professionals operating globally, knowledge of successful English lingua franca in business contexts (BELF) has become an important element in overall business know-how. (ESP 29)*

#### Introduction

2. *The use of English as a lingua franca (ELF) in international business has gained increasing attention among researchers of business communication, business discourse, and English for Specific Purposes [...]. (ESP 29)*

### Abstract

3. *Learner beliefs have traditionally been considered stable and static. According to recent research, however, they are dynamic and variable. Under this theory, the current study explores the effects of study of study abroad on beliefs. (SYS 7)*

### Introduction

3. *Teachers and learners often agree that one of the best ways to learn a foreign language is to study abroad (Isabelli, 2004; Kuntz and Belnap, 2001; Pollegrino, 1998). Studying abroad offers a different level and type of language input, opportunities for interaction, and exposure to the target culture. [...]. (SYS 7)*

### Abstract

4. *Among a number of urban adolescents in Malaysia, going online is a much valued practice. They are regularly drawn to the Internet to engage in activities across school, nonschool, mainstream and alternative domains. (SYS 27)*

### Introduction

4. *Increasingly the Internet has become a natural as well as necessary part of the everyday lives of many people. Loyal netizens include adolescents who are regularly drawn to the internet to engage in activities across school, nonschool, mainstream and alternative domains. [...]. (SYS 27)*

### Abstract

5. *Content and Language Integrated Learning (CLIL) represents an increasingly popular pedagogic approach that has evolved in response to the recognized need for plurilingual competence in Europe. (AL 5)*

### Introduction

5. *The idea of teaching subject matters through more than one language is not new; indeed the very foundations of formal education in Europe were multilingual (Lewis 1976; Adams 2003; Braunmuller and Ferraresi 2003). [...]. (AL 5)*

### Abstract

6. *The call for longitudinal evidence on the efficacy of written corrective feedback (WCF) for ESL (English as second language) writers has been made repeatedly since Truscott (1996) claimed that it is ineffective, harmful, and should therefore be abandoned.*(AL 9)

### Introduction

6. *The call for longitudinal research into the efficacy of written corrective feed-back (WCF) can be traced back to the debate between Truscott and Ferris in the mid- to late 1990s. In 1996, Truscott claimed that error correction in ESL (English as a second language) writing programmes should be abandoned because it is ineffective and harmful. [...].* (AL 9)

The overlap point of Introduction move and Move 1 in both fields nearly reached 50%. This meant that nearly half of writers in both fields gave prominence to establishing the context or territory of the research in both abstracts and introductions within the same articles.

The use of tense in Introduction move and Move 1 was interesting. The most frequent tense and aspect used in abstracts and introductions were present simple, present perfect and past tense, respectively. The present tense and present perfect tended to occur with a general topic being discussed and previous research and studies in general. The past tense tended to be used for a specific research or studies.

A closer look at the overlap point between Introduction move and Move 1 revealed that the writers in the two disciplines used the same key words both in abstracts and introductions as underlined in the examples above. The amount of the information was the different point. The condensed form of abstract could explain why there was less information in abstracts than in introductions. Introduction section was provided more space to explain the research context in more detail. The writers could provide references to previous research or citations too.

It could be concluded that the use of linguistic features in Introduction move and Move 1 was similar in both fields. The space provided for abstract section and introduction section affected the amount of the information. The writers in the two disciplines used the similar strategies to write Introduction move in abstracts and Move 1 in introductions.

#### **4.3.2 The Overlap between Purpose move and Move 3 Step 1:**

##### **Announcing Present Research Descriptively and/or Purposively**

Hyland (2000) defined Purpose move as a way to indicate purpose, articulate thesis or hypothesis, or otherwise outline the intention behind the paper. Swales (2004) stated that Move 3 Step 1 is announcing present research descriptively and/or purposively. From these definitions, Purpose move in research article abstracts and Move 3 Step 1 in research article introductions have similar communicative purpose.

There were 79 and 83 occurrences of Purpose move in abstracts in the fields of linguistics and applied linguistics, respectively. The instances of Move 3 Step 1 in introductions were 85 and 89 in the fields of linguistics and applied linguistics, respectively. The overlap of Purpose move and Move 3 Step 1 within the same articles was found in 67 articles in linguistics field and in 75 articles in applied linguistics field. It was noticeable that the number of these overlaps was more than 60%. It was an indication of the importance of these moves that more than half of writers from both fields were likely to give information about the purpose of the study both in research article abstracts and introductions. The examples below were the overlaps of Purpose move and Move 3 Step 1 in the fields of linguistics and applied linguistics.

## Linguistics

### Abstract

1. *The article examines* ways in which participants achieve face in Iranian dissertation defenses, while doing interactional work in their roles as candidate, examiner or supervisor. (JPr 1)

### Introduction

1. *This article reopens* the discussion about the nature of 'face', and examines specific instances of actual talk to see how participants conjointly constitute meaning and action in dissertation defenses (henceforth DDs). (JPr 1)

### Abstract

2. *This research was conducted* as a follow-up of a previous study by *Agnoletti and Defferrard*, who analyzed linguistic productions collected using a quasi-experimental method and then demonstrated the existence of interlocutory scripts specific to *flirtatious encounters*. (JPr 33)

### Introduction

2. *The aim of the present article was to study* the initiation, development, and outcome of a first encounter situation that we will call a *flirtatious encounter*. [...] (JPr 33)

### Abstract

3. *This paper examines* the modification of nominal compounds by attributive adjectives in English. It draws on a distinction between compound-external (i.e. syntactic) and compound internal (i.e. morphological modification). (LS 10)

### Introduction

3. *This study presents* a corpus-based analysis of morphological and syntactic modification patterns in *English adjective + nominal compound structures*. Of the two types of modification, morphological modification is the more unusual one. [...]. (LS 10)

**Abstract**

4. *This paper considers the use and representation of Australian hypocoristics* (e.g., choccie → chocolate, arvo → afternoon). (LS 13)

**Introduction**

4. *The current paper focuses on Australian hypocoristic*, such as choccie, arvo, and brekkie. These are colloquial forms that have the same denotation and often share some of the same form as the standard word that they denote, [...]. (LS 13)

**Abstract**

5. *The goal of this paper was to examine* intrinsic and extrinsic factors contributing to the development of *speech perception* in monolingual and bilingual infants and toddlers. (JPh 3)

**Introduction**

5. *One goal of the current study was to examine* the relationship between language input and brain development during the first few years of life to determine which changes in *speech perception* [...]. (JPh 3)

**Abstract**

6. *This study was designed to examine the feasibility of using the spectral mean* and/or spectral skewness to distinguish between alveolar and palate-alveolar fricatives produced by individual adult speakers of English. (JPh 5)

**Introduction**

6. *The purpose of this study was to examine the feasibility of the two spectral moments* that have shown the strongest empirical support in groups studies, the spectral mean and the spectral skewness, for distinguishing between /s/ and /ʃ/ in typical adult speakers of English. [...]. (JPh 5)

**Applied linguistics****Abstract**

1. *This paper seeks to analyse discourse patterns of legal opinions in two languages* and cultures- namely, Legal Problem Question Answers



(LPQs) in the UK academic writing context and Pareri (Ps) in the Italian professional writing context. (ESP 8)

### Introduction

1. *The purpose of this paper is to present a generic description of discursive practices in law* as they emerge from two different international academic and professional contexts of written communication. [...]. (ESP 8)

### Abstract

2. *Thus article examines* the language-related challenges that first-year students face when adjusting to the demands of *English-medium* higher education in Hong Kong. (ESP 12)

### Introduction

2. *The purpose of the study described below was* therefore to understand the nature of the challenges posed by *English-medium* degree studies and, on the basis of this understanding, to refine or reform EAP provision [...]. (ESP 12)

### Abstract

3. *This paper attempts to contribute a fuller understanding of the nature of language learner agency* by considering it as a complex dynamic system. The purpose of the study was to explore detailed situated data to examine to what extent it is feasible to view learner agency through the lens of complexity theory. (SYS 2)

### Introduction

3. *In an attempt to contribute towards a greater understanding of the nature of learners agency, this paper examines situated,* holistic case study data in order to consider whether agency may best be conceived of as a complex dynamic system. [...]. (SYS 2)

### Abstract

4. *This article describes a research project into the self-efficacy and anxiety* of college English students at four universities in China. (SYS 9)

### Introduction

4. *This study aimed to examine issues relating to writing self-efficacy and anxiety.* Motivational models of language learning frequently include effort variables, and orientations or reasons for language learning [...]. (SYS 9)

### Abstract

5. *The aim of the present investigation was to explore the role of language aptitude* for L1 proficiency in speakers who experienced a break with their L1 setting prior to puberty. (AL 6)

### Introduction

5. *The purpose of the present study was to explore the role of language aptitude* in pre-pubescent L1 attrition among Spanish-Swedish bilinguals. In particular, our aim was to examine the relationship between language aptitude and L1 grammatical intuition and processing. [...]. (AL 6)

### Abstract

6. *This study investigated the effects of three factors* (the number of collocates per node words, the position of the node word, synonymy) on learning collocations. (AL 25)

### Introduction

6. *In order to shed further light on this issue, the present study examines three specific factors* to the explicit learning of collocation in a classroom setting. [...]. (AL 25)

With a closer look at the overlap between Purpose move and Move 3 Step 1, the writers in both fields preferred to use ‘*this*’ more than using ‘*the*’ as the diectic item to introduce the inquiry type or genre. The preference of using ‘*this*’ was prominent both in abstracts and introductions. Santos (1996) explained that the preference of using ‘*this*’ was the writers’ effort to incorporate the abstract into the body of the paper. For the inquiry type or genre, the three most common choices were ‘*paper*,’ ‘*study*’ and ‘*article*’. The common reporting verbs that followed the inquiry

type or genre were ‘*examine*,’ ‘*investigate*’ and ‘*explore*’. Another way to express the purpose of the study was by using the overt nominal reference to the function of Purpose move such as ‘*aim*,’ ‘*goal*’ and ‘*purpose*’. It was noticeable that this strategy was found to be used in introductions more than in abstracts.

For the tense choices, the use of present tense and past tense were used extensively. Most writers tended to use the same tense choice in both abstracts and introductions. Nevertheless, few writers chose different tenses in both parts. For example, they used present tense in abstracts and used past tense in introductions. To express the purpose of the study, the similar key concepts of each article were found in both abstracts and introductions as underlined in the above examples.

In conclusion, it was found that the writers from both fields used similar linguistic features in the overlap points between Purpose move and Move 3 Step 1 such as the use of deictic item, the inquiry type or genre, the reporting verbs, the overt nominal reference, and tense choices.

#### **4.3.3 The Overlap between Method Move and Move 3 Step 4:**

##### **Summarizing Methods**

Method move is defined by Hyland (2000) as a way of providing information on design, procedures, assumption, approach, data, etc. ‘Move 3 Step 4: Summarizing methods’ by Swales’ (2004) CARS model functions to provide an account of the procedures or methods of the research. According to the definitions provided, the two moves shared the similar communicative purpose.

There were 80 and 86 occurrences of Method move in the fields of linguistics and applied linguistics, respectively. There were 66 and 57 occurrences of Move 3 Step 4 in the fields of linguistics and applied linguistics, respectively. The overlap of

Method move and Move 3 Step 4 within the same articles was found in 54 and 47 articles in the fields of linguistics and applied linguistics, respectively. It was noticeable that the number of the overlap point was more than 50% in linguistics, while it was just a bit under 50% in applied linguistics. As with Purpose moves, half of writers from both fields were likely to give information about the method of the study both in research article abstracts and introductions. The examples below were the overlap between Method Move and Move 3 Step 4 in the both disciplines.

### **Linguistics**

#### **Abstract**

1. *The data for analysis is taken from two PhD defense sessions conducted at Iranian universities.* Selected segments of talk from the Question and Answer sessions during these dissertation defenses were analyzed to investigate how participants achieve face. (JPr 1)

#### **Introduction**

1. *The data is taken from two recorded PhD defences conducted in Iran.* Evidence thus adduced will provide empirical grounds for the analysts' understanding of the participants' relational work. [...]. (JPr 1)

#### **Abstract**

2. *Adopting a qualitative research approach, I collected data from a series of group discussion and recall interviews with a group of Persian learners of English Literature and Translation.* (JPr 3)

#### **Introduction**

2. *I apply qualitative principles to both the research methodology and the data analysis* to go beyond the traditional dominance of focusing on CSs frequency and classification, and also to investigate the whole process of the construction of strategy usage in L2 oral communication. (JPr 3)

#### **Abstract**

3. *Sixty children (N=60) aged 4-and 6-years participated in a sentence recall/lexical* priming experiment that manipulated the frequency with

which the target verbs occurred in the finite sentential complement construction in English. (LS 2)

### Introduction

3. *Children aged 4- and 6- years participated in a sentence recall/lexical priming task.* In the task, children were presented with pictures that were described by a finite complement clause construction [...]. (LS 2)

### Abstract

4. *One hundred and eighty- five children aged from 2;3 to 6;0* belonging to two distinct SES groups (higher-and lower –SES) and subdivided into four age-group participated in a picture naming task eliciting the production of obligatory and variable liaisons. (LS 19)

### Introduction

4. *To test this predictions, we carried out* a picture naming task which required the production of obligatory and variable liaisons by a sample of *French-speaking children aged between 2;3 and 6;0* whose parents' occupation contrasted greatly in terms of SES.(LS 19)

### Abstract

5. *Bi-syllabic nouns, which form tone sandhi domains, were elicited* within template sentences. These nouns vary in (1) lexical tone of the sandhi domain-initial syllable; (2) laryngeal contrast in the stop onset of the second syllable; and (3) discourse context (i.e., with focus vs. without focus). (JPh 8)

### Introduction

5. *We thus observe two bi-syllabic homophones* /t<sup>h</sup>ʃɪŋo/ (meaning ‘frog’ and ‘name of a Chinese university’, respectively) with basically the same pitch contour, which are derived from two different underlying tonal sequences: high-Falling + high- Falling vs. high-Falling+ low-Rising. (JPh 8)

### Abstract

6. *This acoustic study examines sound (vowel) change* in apparent time across three successive generations of 123 adult female speakers ranging in age from 20 to 65 years old, representing three regional varieties of American English, typical of western North Carolina, central Ohio and southeastern Wisconsin. (JPh 14)

### Introduction

6. *The present paper tracks the sound change* over apparent time intervals not included in the above study and examines productions of two age groups immediately preceding and immediately following the ‘‘parents:’’ adults in their 20s (21–33 years old) and those in their late 50s (51–65 years old).(JPh 14)

### Applied Linguistics

#### Abstract

1. To explore the lexico-grammar of Discussions, *this article relies on two small corpora*, one of physics research articles and the other of student physics laboratory reports. The article employs both a clause by clause analysis and concordancing software to identify the key ways of expressing these meanings. (ESP 9)

#### Introduction

1. *I draw below on two corpora: physics RAs and undergraduate physics laboratory reports.* I consider these together because I regard laboratory reports as a pedagogical form of the experimental RA to the extent that they share the same organization and both discuss experimental results.[...]. (ESP 9)

#### Abstract

2. *The article is based on the findings of a longitudinal study which tracked the university careers of 28 students from a range of backgrounds via in-depth, semi-structured interviews conducted at regular intervals over their three years of study.* (ESP 12)

#### Introduction

2. *The participants in the study all took a compulsory 42-hour EAP course in the first term.* This was a generic course in that the syllabus, assignments and core teaching materials (an in-house-produced textbook) were common to all first-year students irrespective of discipline. [...]. (ESP 12)

#### Abstract

3. *Belief questionnaires were administered to 70 English language learners* while studying abroad in the United States. *Learners were asked to reflect* on their beliefs prior to arrival and at the time of the questionnaire administration to investigate what beliefs may change due to study abroad. *The learners were divided* into two groups

according to their amount of time thus far abroad to see if amount of time abroad has an effect on belief changes. *Factor analysis identified* three underlying dimensions of the learner belief system, which concerned the teacher's role, learner autonomy, and self-efficacy. (SYS 7)

### Introduction

3. Recognizing the potential benefits of employing a mixed method design in exploring the changes in learner beliefs, *the present study combines both quantitative (survey questions) and qualitative introspective (interview)* measures to capture changes in language learning beliefs that *are* attributable to different lengths of study abroad. *Mixed methods research has been endorsed* by researchers both in social science and SLA for various reasons such as methodological triangulation (Dornyei, 2007; Miles and Huberman, 1994). *We believe that a mixed method approach* is appropriate for investigating a complex phenomenon such as changes in beliefs. (SYS 7)

### Abstract

4. *The teachers were observed and interviewed over a period of 18 months*; the observations provided insights into how they taught grammar, while the interviews explored the beliefs underpinning the teachers' classroom practices. (SYS 8)

### Introduction

4. *In this study, therefore, we attended to core and peripheral beliefs, examined the influence of language teachers' contexts* on their work and elicited beliefs through the analysis of observed teaching; in doing so, we believe, *we were able to investigate* more deeply and in more realistic ways the relationship between language teachers' beliefs and practices. (SYS 8)

### Abstract

5. *A total of 113 Korean-speaking learners of English with different years of English instruction participated in* a picture-based comprehension tasks. (AL 8)

### Introduction

5. To fill the gap in the existing research on L2 long-distance wh-questions, *this study examined the comprehension* of subject and

object bi-clausal wh-questions by Korean-speaking learners of English. [...]. (AL 8)

### Abstract

6. *Video enhanced chatscripts produced by university learners of German* (N= 23) engaged in dyadic task-based chat interaction were coded and analyzed for syntactic complexity (ratio of clauses to c-units), productive use of grammatical gender, and lexical diversity (Index of Guiraud). (AL 13)

### Introduction

6. Accordingly, *this study uses screen capture video records* of learners interaction in order to more closely explore the relationship between planning time and L2 performance in SLA- specifically, the linguistic complexity and lexical diversity of L2 *output* in a chat environment. (AL 13)

An analysis of these overlap points revealed that there was a variety of lexical items used to express the methodology such as ‘*data,*’ ‘*subjects,*’ ‘*procedures,*’ ‘*materials*’ and ‘*instruments*’. The preferable tense choices were past tense and passive voice. However, some writers used present tense to describe the methodology. Activity verbs were prevalent such as ‘*apply,*’ ‘*provide,*’ ‘*test,*’ ‘*control,*’ ‘*train,*’ ‘*employ,*’ ‘*analyze,*’ ‘*use*’ and ‘*take*’. These activity verbs were in the form of passive voice. The self- reference words ‘*I*’ and ‘*we*’ were found.

The writers in both fields used similar linguistic features to describe methodology and procedural choices in both abstracts and introductions. However, the condensed nature of abstracts limited the amount of information. Thus, the methodology found in introduction provided more details than those in the abstracts because there was no limitation of words in introductions. Citations were another feature that could be found in introductions while citations were rarely found in



abstracts. It could be said that the amount of information was the causative difference between Method Move and Move 3 Step 4.

#### **4.3.4 The Overlap between Product Move and Move 3 Step 5:**

##### **Announcing Principal Outcomes**

According to Hyland (2000), Product move is to inform the main findings or results, the argument, or what was accomplished. Swales' (2004) 'Move 3 Step 5: Announcing principles outcomes' addresses the significant findings generated by the research. It is quite clear that the two moves have similar communicative purposes.

There were 92 and 87 occurrences of Product move in abstracts in the fields of linguistics and applied linguistics, respectively. There were 12 occurrences of Move 3 Step 5 in introductions in linguistics, but none in applied linguistics. The overlap between Product move and Move 3 Step 5 within the same articles was found in 12 linguistics articles. There were, obviously, no overlap points in the field of applied linguistics. It could be seen that the writers in linguistics seldom mentioned the result in their introductions while those in the field of applied linguistics did not discuss results in their introductions. The examples below showed the overlaps between Product move and Move 3 Step 5 in the field of linguistics.

#### **Linguistics**

##### **Abstract**

1. *The findings indicate that responses to failed humor go well beyond the typical groans or fake laughter, that are often asserted as prototypical reactions in the literature, with laughter, metalinguistic comments, and interjections as the most common responses. In addition, no significant differences were found in response types according to age or gender; however, very strong effects were found for social relationship, with negative reactions more common among intimates and neutral reactions preferred by acquaintances and strangers. (JPr 28)*

### Introduction

1. *The findings indicate that responses to failed humor go well beyond the typical groans or fake laughter, that are often asserted as prototypical reactions in the literature. In addition, no significant differences were found in response types according to age or gender; however, very strong effects were found for social relationship. (JPr 28)*

### Abstract

2. *A group of US English speakers shows the opposite tendency, confirming that task performance is under cultural, and therefore perhaps linguistic, influence. (LS 3)*

### Introduction

2. *Mopan speakers again tend to categorize these objects together with their mirror image counterparts – exactly as would be the case if making a linguistic description of them within an intrinsic frame of reference. Results on the same task are also reported from US English speakers, who overwhelmingly distinguish the three-dimensional objects of the task from their mirror-images, as is predicted by use of the relative FoR—an extrinsic frame – in US English, [...]. (LS 3)*

### Abstract

3. *The result shows that wo, “I”, for the second person pronoun serves a communicative purpose by having speakers take the listeners’ perspective; on the other hand, ni, “you”, for the first person pronoun is for information-providing purposes, which invites listeners to a subjective experience. Speakers involve their hearers to orient them to the co-construction of discourse through selections of the personal pronouns wo and ni. (LS 12)*

### Introduction

3. *The result shows that speakers involve their hearers to orient them to the co-construction of discourse through selections of the personal pronouns wo and ni. (LS 12)*

### Abstract

4. *Significant results have been obtained, showing that certain discursive functions (in the realms of discourse management and discourse content), earlier identified as speakers’ intentions, indeed have an observable effect on the listeners. The addition of an empirical*

dimension has yielded results which are more comprehensive, more robust and more refined than the results previously obtained through use of qualitative methods alone. (LS 18)

### Introduction

4. *To conclude, the three constructions LD, SM, and OF are marked, but to different degrees and fulfilling different functions. LD and OF are more prominently marked than is SM. In addition, of the three, only LD is utilized to mark not only the sentence topic but also the discourse topic. (LS 18)*

### Abstract

5. *Experiment 1, a visual cloze test, demonstrates that our set of reduced words cannot be guessed just on the basis of their semantic/syntactic context. Experiment 2 replicates the earlier finding that reduced words can only be recognised in their contexts. Experiment 3 shows that the reduced words were less well recognised if the context is presented visually in the form of orthographic transcriptions. (JPh 22)*

### Introduction

5. *The results of a cloze test on written materials (our Experiment 1) suggest that their ‘full context’ did not contain many syntactic/semantic cues. In Experiment 2, we replicated the Ernestus et al. (2002) context benefit results with a number of improvements in the experimental design, including only context fragments that are not strongly semantically or syntactically biasing. In Experiment 3, we presented the auditory target words together with a (visual) orthographic transcription of their sentential contexts. [...] (JPh 22)*

### Abstract

6. *The results revealed significant effects of regional dialect on the distributions of pauses, pitch accents, and phrasal–boundary tone combinations. Significant effects of talker gender were also observed on the distributions of pitch accents and phrasal–boundary tone combinations. (JPh 31)*

### Introduction

6. *The results revealed that while some aspects of prosody (speaking rate) seem to be common across both varieties and genders, other elements of prosody (distribution and frequency of pauses, pitch*

accents, and phrasal–boundary tone combinations) vary across dialects and genders. (JPh 31)

The analysis of these overlap points revealed that there was a variety of lexical items used to express the findings. The most common opening nouns were ‘*result*,’ ‘*finding*,’ ‘*analyses*’ and ‘*data*’. The use of *that*-complement clauses was one outstanding linguistic feature to highlight the findings. The combination of present tense and past tense was found extensively. The use of present tense to report results conveyed the intention to generalize the results of their study to be widely accepted. The most common reporting verbs were ‘*show*,’ ‘*indicate*,’ ‘*find*,’ ‘*suggest*’ and ‘*reveal*’. The use of past tense tended to focus on a specific matter. In addition, the use of passive voice was widely used. The use of self-reference word ‘*we*’ and ‘*I*’ were found both in abstracts and introductions.

To conclude, the writers in the field of linguistics used similar linguistic features to express the results in both abstracts and introductions. Nevertheless, the condensed nature of abstracts limited the amount of information, so their results appeared in abstracts were limited.

#### **4.3.5 The Overlap between Conclusion Move and Move 3 Step 6: Stating the Value of the Present Study**

Hyland (2000) defined Conclusion move as a device to interpret or extend result beyond the scope of the article, draw inferences, point to applications or wider implication. The function of ‘Move 3 Step 6: Stating the value of the present study’ by Swales’ (2004) CARS model is to claim the significance or contribution of the study being reported. According to the definitions, Conclusion move and Move 3 Step 6 have similar communicative purposes.

There were 57 and 69 occurrences of Conclusion move in abstracts in the fields of linguistics and applied linguistics, respectively. There were 14 and 25 occurrences of Move 3 Step 6 in linguistics and applied linguistics, respectively. There were 6 and 17 instances of overlaps between Conclusion move and Move 3 Step 6 within the same articles in the fields of linguistics and applied linguistics, respectively. The examples below were the overlap between Conclusion move and Move 3 Step 6 in the fields of linguistics and applied linguistics.

### Linguistics

#### Abstract

1. The findings **may have** some implications for enhancing communication competence across linguistic and cultural boundaries in instructional contexts. (JPr 7)

#### Introduction

1. While it **is** fully acknowledged here that linguistic and sociocultural differences do create difficulties, the large body of research on repairs in both SLA and CA may be informative about the various mechanisms for dealing with communication problems in ITAs' instructional discourse. (JPr 7)

#### Abstract

2. The findings **suggest that** the proficiency level relates to the way pragmatic markers are used both generally and across contextual variations. (JPr 10)

#### Introduction

2. Considering the relevance of PMs to communicative competence, it **would be** meaningful to examine how PMs as an important linguistic parameter are used by learners at different proficiency levels. The speculation that non-native learners more competent with PM of the target language are more capable in spoken interaction than those less competent is yet to be proved with more empirical evidence. Moreover, comparisons of the use of PMs across various contexts **can add** to our knowledge of both PM use in general and the development of learners' language ability. [...] (JPr 10)

### Abstract

3. *This study contributes to identifying forms and functions of parental accounting strategies on reality TV, and especially the role of emotion, while also advancing our understanding of how identity work is accomplished through narrative responses. (JPr 12)*

### Introduction

3. *The analysis contributes to our understanding of how parents discursively attempt to establish positive self-presentation through saving face (and, more specifically, how they are depicted or constructed as saving face), in an extremely public and heightened performance context: that of a reality television show designed to modify parenting practices. [...] (JPr 12)*

### Abstract

4. *It is argued that the apparent paradoxes are actually cases of shifting perspectives or points of view on the part of the speaker and that Vantage Theory provides an elegant and motivated account of otherwise perplexing behavior. (LS 27)*

### Introduction

4. *I suggest that VT offers an especially useful perspective for handling the interrelationships of these factors and resolving the seeming paradoxical behavior of pairing a demonstrative determiner with a proper noun with unique reference for a given context. (LS 27)*

### Abstract

5. *Our results also have implications for consonant feature specifications and their phonetic implication in general. (JPh 8)*

### Introduction

5. *Examining such a link would sharpen our understanding of the relation between phonological contrast and phonetic implementation, which, in turn, should advance our knowledge of the interface between phonetics and phonology in general.[...] (JPh 8)*

### Abstract

6. *Overall, the present study suggests that the communicatively driven and the prosodically driven hyper-articulations are intricately intertwined in ways that reflect not only interactions of principles of*

gestural economy and contrast enhancement, *but also* language-specific prosodic systems, which further modulate how the three kinds of hyper-articulations are phonetically expressed. (JPh 23)

### Introduction

6. *Expanding our knowledge of both clear speech effects and prosodic strengthening effects in Korean will therefore provide us a better and more balanced insight into the different types of hyper-articulation in general*, and it will serve as a basis for understanding cross-linguistic similarities and differences of hyper-articulation in particular, by allowing us to compare Korean data with already-existing data in English and other languages. (JPh 23)

### Applied Linguistics

#### Abstract

1. *The outcomes of the study may aid specialized EU translation teachers in designing course syllabuses* by highlighting which elements of translation competence to focus on. (ESP 2)

#### Introduction

1. *It is hoped that the study will raise translation teachers' awareness of the importance of analyzing students' translation performance* and help (specialized) translation teachers design their own syllabuses as well as compile teaching materials which match their students' level of competence and needs. (ESP 2)

#### Abstract

2. *The key formulas are described and suggestions made* regarding their pedagogical presentation. (ESP 22)

#### Introduction

2. *We hope to demonstrate that this approach can provide pedagogically and linguistically useful information* and therefore constitute a useful addition to our range of methods for studying formulaic language. (ESP 22)

#### Abstract

3. *It is argued that* attention to the relative influence of core and peripheral beliefs on teachers' practices allows for more complex understandings of tensions in teachers' work. *Claims are also made*

*here for the benefits of grounding the study of tensions* between stated beliefs and classroom behaviours in the qualitative analyses of teachers' actual classroom practices. *Some implications of this study for language teacher education are also discussed.* (SYS 8)

### **Introduction**

3. *The perspective on the study of tensions we advance here positions them as a valuable focus for both research and teacher development.* (SYS 8)

### **Abstract**

4. *Based on the trends observed, the paper concludes with some implications for ESL education, in Malaysia and other similar contexts.* (SYS 27)

### **Introduction**

4. *The findings have implications for the ESL context* where insights into adolescents' engagement in literate activities online are particularly relevant for the teaching and learning of English, a medium of navigation in cyberspace. [...] (SYS 27)

### **Abstract**

5. *This raises the question to what extent* foreign language learners who have minimal exposure to naturally-occurring spoken interactions in English could effectively master the use of discourse particles if they solely rely on these textbooks. (AL 2)

### **Introduction**

5. *Rather, the present study contributes to the important discussion of the appropriate language models for EFL learners* and illustrates how a spoken corpus of intercultural encounters can be exploited to investigate the natural usage of particles in an ever-increasing number of intercultural communities around the globe, where the language backgrounds of speakers are becoming more and more diverse and complex. (AL 2)

### **Abstract**

6. *Findings also suggest the usefulness of treating interviews and narratives not as one-off* (i.e. single or isolated) telling, but as one in a series (whether in a single setting or cross time) (AL 19)



## Introduction

6. Sharing an interest in immigrant experience, identity, and self-presentation, the present study **contributes to** L2 interview and narrative research by calling for increased attention to the active work speakers engage in as they represent their social worlds. [...]. (AL 19)

The analysis of the overlap point between Conclusion move and Move 3 Step 6 in the fields of linguistics and applied linguistics revealed that the writers used some references to the findings, such as *'the finding (s)'* and *'the result (s)'*. They also used references to genre like *'paper'* and *'article'*, and to the type of inquiry such as *'experiment,' 'analysis'* and *'study'*. Another strategy found in this move was the reference to the function of the conclusion such as *'implication,' 'conclusion,' 'application,' 'contribution'* and *'discussion'*. Self-reference words such as *'I,' 'we'* and *'our'* were used.

The distinctive linguistic feature of this move was the dominant use of present simple verbs. The use of present tense intended to make the implication of the findings sound more general, more current and more applicable. The use of modal auxiliaries referring to possibility and ability was also found such as *'will,' 'may'* and *'would'*. Some reporting verbs like *'suggest,' 'contribute,' 'provide,' 'raise'* and *'demonstrate'* were used to express how to apply the results.

To conclude, the writers in the fields of linguistics and applied linguistics used similar linguistic features to articulate the application of their results in both abstracts and introductions. Nevertheless, the limited amount of words in abstracts resulted in curtailed details. The writers could explain more about the application of the results in introduction section.

### 4.3.6 The Overlap between Criticism of Previous Research and Move 2

#### Step 1A: Indicating a Gap

According to Hyland (2000), Introduction move establishes the context of the paper and the motives behind the research or discussion. The use of Introduction move was found 47 and 44 abstracts in the fields of linguistics and applied linguistics, respectively. Hyland also described this move as an optional move. However, the interesting characteristic of Introduction move was the presence of gap in descriptions of the context. There were 14 instances of gap in the fields of linguistics and applied linguistics.

Swales' (2004) 'Move 2 Step 1A: Indicating a gap' functions to point out the insufficiency or the absence of research on the topic area of study. There were 56 and 57 occurrences of Move 2 Step 1A in the fields of linguistics and applied linguistics, respectively. However, despite the frequent use of these moves, the overlap between the 'Criticism of previous research' and Move 2 Step 1A was found only 11 in linguistics field and 12 in applied linguistics field. The examples below were the overlap from the fields of linguistics and applied linguistics.

#### Linguistics

##### Abstract

1. However, we still know comparatively little about the role of gestures in the actual process of communication. The present study offers a systematic investigation of speakers' gesture use before and after addressee feedback. (JPr 11)

##### Introduction

1. However, face-to-face dialogue does not just consist of verbal communication, of course. Co-speech gestures play an important part in it (Bavelas and Chovil, 2000; Clark, 1996; Kendon, 2004; McNeill, 1992). Although their role in interaction and communication has

*received quite some attention in recent decades, **not much is known about co-speech gestures in the context of addressee feedback.***(JPr 11)

#### Abstract

2. ***Yet information about doctors' health is limited, especially in Latin America.*** (JPr 16)

#### Introduction

2. Furthermore, in the last two decades, the study of doctor–patient discourse has gained relevance (Cicourel, 1985), *but that is not the case with informal communication among doctors, of which there are **only few studies.*** The discussion forum provides an excellent opportunity to explore that kind of communication. (JPr 16)

#### Abstract

3. ***The existing literature, however, still leaves us an incomplete picture of the nature of the relation between pragmalinguistic competence and sociopragmatic competence in*** the development of L2 learners' pragmatic competence, as the research findings suggest two conflicting patterns: pragmalinguistic competence precedes sociopragmatic competence and vice versa (Rose, 2000). (LS 11)

#### Introduction

3. ***The existing literature, however, still leaves us an incomplete picture of the nature of the relation between pragmalinguistic competence and sociopragmatic competence in*** the development of L2 learners' pragmatic competence, as the research findings suggest two conflicting patterns: pragmalinguistic competence precedes sociopragmatic competence and vice versa (Rose, 2000).(LS 11)

#### Abstract

4. ***Despite these advances, in our knowledge, the developmental dynamic of the differences still has to be described and explained.*** (LS 19)

#### Introduction

4. ***However, the evolution of the differences with age has not been studied in detail.***(LS 19)

#### Abstract

5. ***Several subsequent studies have been unable to replicate the result*** for speakers of American English, or have done so only partially. These studies have largely dealt with the acoustic signal. (JPh 12)

### Introduction

5. Several subsequent studies were **unable to replicate** these results, or did so only partially (Arvaniti, 2006; Blankenship, 1992; Colavin, 2007; Lee, 1990; Yoo & Blankenship, 2003).(JPh 12)

### Abstract

6. The processing of speech reduction **remains one of the major challenges** to automatic speech recognition (ASR) systems, as speech reduction often results in a considerable number of automatic transcription errors.(JPh 16)

### Introduction

6. Corresponding speech regions **need to be further studied** in order to gain deeper insight in the complexity of spontaneous speech specific reduction phenomena, to increase our understanding of the general mechanisms underlying pronunciation variation and last but not least, to contribute to better acoustic speech models for ASR in the future. (JPh 16)

### Applied Linguistics

#### Abstract

1. However, few studies to date have investigated the use – and effects of – English in advertising in Eastern European countries. (ESP 23)

#### Introduction

1. However, little is known about the role of English in advertising in Eastern and Central European countries (but see, e.g., corpus analyses by Griffin (2001), for Bulgaria; Kelly-Holmes, 2005, for the Czech Republic; Ustinova, 2006, 2008; Ustinova & Bhatia, 2005, for Russia). As far as we know, there have been and comprehension, on the part of salient target groups in countries in these regions.(ESP 23)

#### Abstract

2. As there is little research on the use of the English language within the European Union for ESP pedagogic purposes, as part of a larger scale analysis, the aim of this study is to explore the structures and functions of lexical bundles in English EU texts, and to draw conclusions regarding their relevance for language courses on English for EU purposes. (ESP 25)

### Introduction

2. Most studies on the use of English in EU documents have focused on aspects of language policy and translation. **Only a handful of studies have explored the use of English from a language pedagogic point of view.** These studies either focused on a single genre, for example, EU project proposals (Tribble, 2000), or applied a fairly small corpus in their analyses (Jablonkai, 2009; Trebits, 2008, 2009a, 2009b), and therefore failed to provide generalisable results.(ESP 25)

### Abstract

3. Previous research into willingness to communicate (WTC) in L2 has focused primarily on its trait dispositions that remain stable across contexts **and its situated nature is under explored.** (SYS 14)

### Introduction

3. If any of these cognitive predictors or environmental conditions are changed or removed, it is likely to incur a change in the WTC level. **Although only a handful of studies have examined WTC as situated in actual L2 classroom context** (de Saint Le'ger and Storch, 2009; MacIntyre and Doucette, 2010), the present study has made a first attempt to investigate the situated and dynamic nature of this construct in the L2 classroom context from an ecological perspective. (SYS 14)

### Abstract

4. Despite the many guidelines for such planning, **there are few accounts documenting the ways in which these have been used by secondary content teachers.** (SYS 15)

### Introduction

4. **However, there are few descriptive accounts detailing the ways in which this input has been used by secondary content teachers** to plan for students' language and content needs.(SYS 15)

### Abstract

5. **While language aptitude has been investigated actively within second language research, there is a current dearth on the effects of aptitude in cases of attrition.** (AL 6)

### Introduction

5. While research to date on pre-pubescent attriters has focused primarily on the effects that degree of L1 contact (e.g. Hakuta and D'Andrea 1992) and L2 proficiency (Yeni-Komshian et al. 2000) exert on L1 maintenance, there is a dearth of knowledge about the role of language aptitude in attrition. (AL 6)

### Abstract

6. Few studies, however, have examined patterns in partial word form learning as a method of assessing learnability and improving our understanding of allocation of processing resources during word-level input processing. (AL 14)

### Introduction

6. With few exceptions (Meara and Ingle 1986; Schmitt 1998; Barcroft 2000b, 2008), little research has addressed the issue of patterns in partial word form learning.(AL 14)

The analysis of these overlap points showed that the writers from both fields used the non-past tenses (*simple present, present perfect*) to express the gap in previous research. The lexical entries used in this move were attitudinal verbs (*remained, underinvestigated*), attitudinal nouns (*absent*), evaluative adjectives (*a handful, incomplete, only, limited*), evaluative adverbs (*unfortunately, still*), negation devices (*little, few*), and contradiction connectors (*however, nevertheless*). These lexical words, to a certain extent, shared some common semantic features of negative evaluation. When the writers from both fields mentioned about gaps in both abstracts and introductions, they used the same strategies. However, the limited space for abstracts resulted in condensed information. From the examples above, we could see that the writers had greater opportunities in introductions to insert the references or citations when they expressed the gap in research article introductions and provided more details about the criticism of previous research.

#### 4.3.7 Conclusion

There were similarities in the overlap between research article abstracts and introductions in both disciplines. The three high frequency of overlap points were Purpose Move and Move 3 Step 1, Method Move and Move 3 Step 4, and Introduction Move and Move 1. It could be assumed that the writers from both fields were concerned to give information about purposes, methods and research contexts both in their abstracts and introductions within one article. The outstanding difference between the two disciplines was the overlap between Product Move and Move 3 Step 5. There were 12 overlap points of the two moves in the field of linguistics, but there were no overlap point between the two moves in the field of applied linguistics. This was clearly because there were no instances of Move 3 Step 5 in introductions in the field of applied linguistics.

The overlap between Purpose move and Move 3 Step 1 was more than 60% and it was the highest overlap point in both disciplines. Most writers from both fields were likely to give information about the purpose of the study both in research article abstracts and introductions. The writers from both disciplines also used similar linguistic features in Purpose move and Move 3 Step 1 such as the use of deictic items, the inquiry type or genre, reporting verbs, overt nominal references, and tense choices. The overlap between Method move and Mover 3 Step 4 was the second high frequency, with more than 50 % overlap in linguistics field, while it nearly reached 50% in applied linguistics field. The writers in both fields used similar linguistic features to express methodology in both abstracts and introductions. The overlap between Introduction move and Move 1 was third in frequency in both fields and reached nearly 50% in both fields. This meant that nearly half of the writers in both

disciplines gave prominence to establishing the context or territory of the research in both abstracts and introductions within the same articles. The linguistic features used in the overlap were similar in both disciplines. The overlap between Conclusion move and Move 3 Step 6 within the same articles was found only a few in both disciplines. The nature of applied linguistics field tended to support the insertion of applications or implications of the results. The occurrence of criticism of previous studies in the abstracts was only 14 instances from each discipline, but it was found in more than 50% of introductions. Therefore there were only a few overlap of gap identification the two moves. When the writers from both fields mentioned about gaps in abstracts and in introductions, they used the same strategies. The linguistic features used in both disciplines were quite similar. However, the limited space for abstracts resulted in condensed information and the writers had greater opportunities to insert more detail, including references and citations, in their introductions. The noticeable difference was the absence of Move 3 Step 5 in introductions in applied linguistics field, leading to a complete absence of overlap between Product Move and Move 3 Step 5.

#### **4.4 Interview Data**

According to Biber (2007), the analyses of interview data was another way to understand the social context of the discourse. Hyland (2000) also used the semi-structured interview format to encourage the informants to speak generally about communication and publication practices in their fields. In the present study, semi-structured interviews were conducted using two open-ended questions focusing on the



informants' research article abstracts and introductions. The two open-ended questions were illustrated as follows.

Question 1: What elements do you include in your research article abstracts?

Question 2: What elements do you include in your research article introductions?

Interviewees were six writers who had published research articles in international journals, three writers each from the fields of linguistics and applied linguistics.

**Table 4.26 The Biodata of the Six Informants**

Informants	Nationalities
Linguistics informant 1	Thai
Linguistics informant 2	American
Linguistics informant 3	French
Applied linguistics informant 1	Thai
Applied linguistics informant 2	Thai
Applied linguistics informant 3	Chinese

The interview data was transcribed and was classified into the moves and steps as follows.

**Table 4.27 The Results of Move Patterns from Linguistics Informants**

Informants	Abstracts	Introductions
1	I-M-Pr-C	[1] [3.1]
2	P-M-Pr-C	[1] [3.2]
3	I-P-M-Pr-C	[1] [3.2] [3.4]

For research article abstracts, the Method move, Product move and Conclusion move were prominent among the three informants in linguistics field. Introduction move and Purpose move were optional. For research article introductions, the informants were aware that Move 1 and Move 3 were the important points to discuss in their introductions. For the steps level, two out of three informants addressed the research questions and hypotheses in the introduction section. One informant also summarized the methods in introduction section. Only one informant was concerned to address the purpose or objective of the study.

**Table 4.28 The Results of Move Patterns from Applied Linguistics Informants**

<b>Informants</b>	<b>Abstracts</b>	<b>Introductions</b>
1	I-M-Pr-C	[1] [3.1] [3.2] [3.3]
2	I-P-Pr-C	[1] [21A] [3.1] [3.2]
3	I-P-M-Pr-C	[1] [21A][3.1] [3.2]

In research article abstracts, the Introduction move, Product move and Conclusion move were prominent among the three informants in applied linguistics field. Among all three informants, in their introductions, Move 1 and Move 3 were prominent. In the step level, all informants addressed the purpose of the study and research questions and hypotheses. In addition, two informants addressed ‘Move 2 Step 1A: Indicating a gap’ in their introductions. This finding was in line with the main study because Move 2 Step 1A was conventional in applied linguistics field.

The noticeable differences in research article abstracts between the two disciplines were Introduction move and Method move. Introduction move was prominent for the writers in applied linguistics, while it was not prominent in

linguistics. The applied nature of applied linguistics may be the cause of this difference because the writers in that younger field may have a greater need to acquaint their readers with their research context than those in established field. Method move was prominent in linguistics, but it was not prominent in applied linguistics. All writers in linguistics provided the methods in abstracts, but there was one writer in applied linguistics did not provide the methods. The writers in the field of linguistics saw Method move as one important aspect to inform readers but it had less importance for applied linguistics writers.

The outstanding difference in research article introductions between the two disciplines was the presence of Move 2 Step 1A in applied linguistics field. The writers in the younger field may be more eager to justify their research than those in established field. In the main study, this move was also conventional in applied linguistics field.

In conclusion, the interview data supported some points found in the main study, but the number of the informants was too small to generalize the result. It was the limitation of this part of the current research because it was quite difficult to schedule interviews within Thailand in both disciplines, so the researcher could gather only a few informants to interview. However, it could be assumed that the interview data gathering from the informant gave us more understanding the social context of the disciplinary discourse.

## **CHAPTER 5**

### **CONCLUSIONS AND DISCUSSIONS**

This study presented the analysis of research article abstracts and introductions in two related disciplines. The rhetorical characteristics as well as linguistic features were examined by using Hyland's (2000) model and Swales' (2004) CARS model. The relationship between abstracts and introductions was also explored. This chapter summarized the result of the study and discussed pedagogical implications. Finally, some suggestions for further research in the area of genre analysis and teaching writing were presented.

#### **5.1 Summary and Discussions**

Research Question 1 was "How are the move structures of the research article abstracts different or similar in linguistics and applied linguistics?" Hyland's (2000) model was applied to analyze the rhetorical organization of research article abstracts. It was found that the most frequent preference patterns among the writers in the field of linguistics were P-M-Pr-C, P-M-Pr, I-P-M-Pr and I-P-M-Pr-C. In the field of applied linguistics, the writers' preference patterns were P-M-Pr-C, I-P-M-Pr-C, P-M-Pr and I-P-M-Pr. Although there was variation in varieties of move patterns, the most frequent preference pattern between the two disciplines was P-M-Pr-C pattern.

The frequency of occurrence was used to identify whether a move was conventional or optional. The 60% cutoff of Kanoksilapatham (2005) was used to tell

whether a move was conventional or optional. The results of frequency of occurrence in the field of linguistics were found 45% of Introduction move, 79% of Purpose move, 80% of Method move, 92% of Product move, and 57% of Conclusion move. The results of frequency of occurrence in the field of applied linguistics were found 44% of Introduction move, 83% of Purpose move, 86% of Method move, 87% of Product move, and 69% of Conclusion move. It was found that there were three conventional moves in abstracts in linguistics, while there were four conventional moves in abstracts in applied linguistics field. Introduction move was optional in both disciplines. Purpose move, Method move and Product move were conventional in both disciplines. Conclusion move was the point of difference between the two disciplines because it was optional in linguistics field, while it was conventional in applied linguistics field. The nature of a soft-applied discipline may be the cause that writers in applied linguistics field addressed the Conclusion move more than those in linguistics field. The applied nature of applied linguistics may urge the writers to express the application of their findings with real world problem or with practical situation.

In terms of linguistic features, the writers from both disciplines used similar linguistic features to address Introduction move. For example, the instances of gap were also found in both disciplines and the use of the present simple tense was the most prominent.

In Purpose move, the writers from both disciplines used similar linguistic features such as deictic items, inquiry types or genres, and reporting verbs. Move embedding of Purpose move and Method move was also found in both disciplines.

In Method move, the move embedding of Method move and Product move was found too. The use of past tense and passive voice was prominent in this move. In addition, the use of self-reference words was found here. There was no difference of linguistic features used by the writers from both disciplines.

In Product move, similar linguistic features used by the writers from both disciplines such as opening nouns, reporting verbs, self-reference words, and the use of *that*-complement. The one difference point was the preference for present tense among the writers in linguistics field. The linguistics writers tended to use present tense more than those in applied linguistics. The theoretical nature of linguistics which was in the soft-pure domain may be the reason that their writers treated their findings as general truth. Thus, this disciplinary variation may be caused by the nature of disciplines.

In Conclusion move, the use of nominal references to Conclusion move was different. Linguistics writers used '*conclusion,*' '*discussion,*' and '*implication,*' while applied linguistics writers used terms such as '*implication for teachers*' and '*the pedagogical implications*'. The findings may be interpreted that the writers in the field of applied linguistics may intend to communicate with teachers by selecting the particular or specific words. The differences found in the two disciplines could be explained by the different domain that the two disciplines were involved with. Linguistics is concerned with theories that account for and explain the phenomena of language use, while applied linguistics is defined as a practice-driven discipline that addresses language-based problems in real world or in practical situation. The disciplines they belonged to may affect the choice of vocabulary.

Research Question 2 was “How are the move structures of the research article introductions different or similar in linguistics and applied linguistics?” CARS model proposed by Swales (2004) was employed to analyze the introductions. The most preferred move sequences in linguistics field was 1-3, 1-2-3, and 1-3-2, which were found in 36%, 29%, and 19% of introductions, respectively. In applied linguistics, the most preferred move sequences were 1-2-3, 1-3, and 1-3-2, which were found in 44%, 29%, and 18% of introductions, respectively. The findings may point out that the writers in the field of linguistics may not concern much about ‘Move 2: Establishing a niche’.

The frequency of occurrence of each move and step was summarized as follows. Move 1 and Move 3 were frequent and obligatory in research article introductions in the two disciplines with the frequency of occurrence ranging from 98%- 100%. Move 2 was optional in the field of linguistics with the frequency of occurrence at 57%, but it was obligatory in the field of applied linguistics with the frequency of occurrence at 67%. Move 1, Move 2 and Move 3 were very likely to be cyclical, especially in longer introductions.

With reference to the step level, ‘Move 1 Step 1: Claiming centrality’ was found more frequently in applied linguistics (41%) than linguistics (15%). According to Swales (1990, p. 144), centrality claims were ‘appeals to the discourse community whereby members are asked to accept that the research about to be reported is part of a lively, significant or well-established research area’. The less frequent use of Move 1 Step 1 in linguistics field may be the result of the maturity of the discipline. The linguistics writers may assume that readers were familiar with the context of the topic discussed. In contrast, scholars in applied linguistics field may feel more obligated to

claim the importance of a topic because of the younger nature of the field. This finding was in line with Ozturk (2007) about the established and emerging fields of second language acquisition and second language writing. Ozturk (2007) explained that the researchers working within this emerging field felt the need to provide more theoretical background in order to familiarize the readers. Kanoksilapatham (2012) also pointed out that the maturity of the discipline of civil engineering resulted in the less frequent use of Move 1 Step 1. She explained that the readers were more familiar with contributions of civil engineering, which were established and visible everywhere. Therefore, to civil engineers, announcing the significance of research may be unnecessary. Kanoksilapatham's explanation may be applied with the less frequent use of Move 1 Step 1 in linguistics field. For the explanation of the high frequency of occurrence of this step in applied linguistics field, since it was the younger field, the writers may feel a greater need to establish the worthwhileness of their research of their area to increase readership.

According to Swales (2004), 'Move 1 Step 2: Making topic generalization' is the step in which scholars demonstrate knowledge of the field by presenting established general knowledge related to the topic. Move 1 Step 2 was found more frequent in linguistics field (40%) than in applied linguistics field (17%). Most linguistics writers may be aware that their knowledge was established so they could present the established knowledge in their field. In contrast, few applied linguistics writers addressed their established knowledge or most writers failed to mention it as established knowledge.

'Move 1 Step 3: Reviewing previous studies' is accomplished through the use of citations together with formulaic phrases referring to previous studies. The



presence of this step indicated that the writers were contextualizing their study within existing literature. This step was optional and found low frequency of occurrence in the fields of linguistics and applied linguistics (32% and 35%, respectively). The writers in both established and younger fields contextualized their study with the existing literature at similar levels. It could be said that there was no disciplinary variation of using this step.

‘Move 2 Step 1A: Indicating a gap’ is used to justify current research by evaluating previous research. This step was found more frequently in the field of applied linguistics (67%) than linguistics (56%). The presence of this move in linguistics field was optional, while it was obligatory in applied linguistics field. The writers in younger field or applied linguistics may be eager to justify their research more than those in the more established linguistics field. ‘Move 2 Step 2: Presenting positive justification’ was found only 1% in both disciplines. The result contradicted with research done on three engineering subdisciplines (Kanoksilapatham, 2012) that the presence of Move 2 Step 2 occurred 41% in biomedical engineering. It could be assumed that presenting the positive justification about the research may be not the main characteristic of the scholars in soft-pure and soft-applied domains.

Move 3 involves a number of steps. ‘Move 3 Step 1: Announcing present research descriptively and/or purposively’ is explicitly stating the purpose or objective of the research. The step was found the most frequently in the field of linguistics (85%) and applied linguistics (89%). Based on the frequencies of occurrence, this step was obligatory in both fields, so there was no disciplinary variation on this step. The writers from both established and younger disciplines were aware that announcing present research was necessary. It was conventional practice in academic

writing of the two disciplines to address the purpose or objective of the present research, regardless of the maturity or the younger of the disciplines.

The frequency of occurrence of ‘Move 3 Step 2: Presenting research questions or hypotheses’ in applied linguistics field (63%) was much higher than in linguistics field (39%). This step was obligatory in applied linguistics, but it was optional in applied linguistics, so there was disciplinary variation in this step. Most writers in younger field may feel more obligated to address their questions in the introduction parts, while some writers in the established field did it. Applied linguistics writers may want to attract their readers by the questions or hypotheses from the beginning or they may want to make their readers clear about what they were going to prove or answer. In this case, some linguistics writers may present their questions or hypotheses in another section.

The frequency of ‘Move 3 Step 3: Definitional clarifications’ was very low (6% and 9% in linguistics and applied linguistics, respectively) in both disciplines, and therefore this step was optional in both disciplines. There was no disciplinary variation.

The frequency of occurrence of ‘Move 3 Step 4: Summarizing methods’ in linguistics (66%) was higher than applied linguistics (57%). This step was obligatory in linguistics field, but it was possibly optional in applied linguistics field. However, the frequency of occurrence in applied linguistics was nearly up to 60 %. It could be said that there was disciplinary variation, but only by a slight margin because the range of frequency was very narrow. It could be concluded that the summarizing methods was quite important for both disciplines. Most writers from both disciplines preferred to summarize research methods in their introductions. Summarizing

methodology could be the general practice for the writers in the field of linguistics and applied linguistics. The finding was in line with Kanoksilapatham (2011) that the writers in civil engineer summarized methodology in 67% of cases. It could be assumed that the writers in linguistics field and civil engineer prefer to address their methods in introduction part. For the writers in applied linguistics, to summarize the methodology may increase in the near future.

The frequency of occurrence of ‘Move 3 Step 5: Announcing principal outcomes’ was interesting because the presence of this step was 12% in linguistics field yet there was no instance in applied linguistics field. This was a marked disciplinary variation. Few writers in the established field of linguistics addressed the principal findings in introduction, while no writer in applied linguistics, a less established field, did this. Instead, they kept the result to present only in result section. The writers in applied linguistics field may wish their readers read their articles through the result section. This may be a strategy that the writers in less established field practiced.

The frequency of occurrence of ‘Move 3 Step 6: Stating the value of the present research’ in linguistics field (14%) was lower than in applied linguistics field (25%). This step was optional in both disciplines and there was no disciplinary variation in this step. However, the writers in applied linguistics field tended to state the value of the present research more than those in linguistics field. This may be caused by the younger age of applied linguistics field. They may need to attract the readers’ interest or claim their research values. The applied nature of the discipline that was closely connected to real world issues may require explicit justification in terms of practical justification.

The frequency of occurrence of ‘Move 3 Step 7: Outlining the structure of the paper’ in linguistics field (23%) was higher than in applied linguistics field (7%). This step was optional in both disciplines, so there was no disciplinary variation. However, this step was found more frequently in linguistics field than applied linguistics field. Some writers in established field might tend to help their readers rapidly locate what they would like to read in advance.

One deviation of the CARS model proposed by Swales (2004) was found. The deviation was *the limitation of the study*. The *limitation of the study* could not be put in any moves or steps in Swales’ (2004) CARS model. However, the element was found only once in each discipline.

In conclusion, the use of Move 1 Step 1, Move 1 Step 2 and Move 1 Step 3 was optional in both disciplines. However, the occurrence of Move 1 Step 1 was found more frequently in the field of applied linguistics than linguistics, while the occurrence of Move 1 Step 2 was more frequent in the field of linguistics than applied linguistics. The use of Move 1 Step 3 was similar. The nature of an established and a younger field may be the explanation for the differences. Move 2 Step 1A was also found as disciplinary variation because it was obligatory in applied linguistics field but it was optional in linguistics field. For Move 3, the disciplinary variations were found in Move 3 Step 2, Move 3 Step 4, and Move 3 Step 5. The cause of variation was the frequency of occurrence which resulted in optional or obligatory step. As to similarities in Move 3, Move 3 Step 1 was obligatory step in both disciplines. Move 3 Step 6 and Move 3 Step 7 were optional steps in both disciplines.

Based on Swales’ (2004) CARS model, Move 3 Step 1 is obligatory step and the occurrence of Move 3 Step 1 in the present study was also obligatory. There was

no deviation found in this step. Swales (2004) pointed out that Move 3 Step 2 is optional, but the occurrence of this step in the field of applied linguistics in the present study was obligatory (63%). However, the occurrence of this step in linguistics field was accorded with Swales' (2004) CARS model. The result of the present study showed no deviation from Swales' (2004) CARS model in Move 3 Step 3, Move 3 Step 5, Move 3 Step 6, and Move 3 Step 7. The deviation also found in Move 3 Step 4 in the field of linguistics because the occurrence in this step showed the obligatory (66%).

About linguistic features, the findings were in line with Pho's (2009), who found that linguistic features varied more across moves than disciplines which meant that the same move in two different disciplines had similar distribution patterns of a certain linguistic features. In the present study, similar patterns of linguistic features were found in the same move in the two disciplines. For example, the use of non-past tense was prominent in Move 1 Step 1 in both disciplines. Therefore, linguistic features did vary across moves but not across disciplines. In other words, disciplines may be not the factors of linguistic features variations. The similarity of linguistic features between the two disciplines could be explained in that the two disciplines were related fields in which language was their subject matter.

Research Question 3 was "What are the moves and steps that the research article abstracts and introductions share and do not share in the two disciplines?" Bhatia (1993) mentioned about the overlap between the two genres before. In the present study, the overlap points were found between the two genres. There were six overlap points: Introduction move and Move 1, Purpose move and Move 3 Step 1,

Method move and Move 3 Step 4, Product move and Move 3 Step 5, Conclusion move and Move 3 Step 6, and the criticism of previous research and Move 2 Step 1A.

The findings revealed that the three highest frequency overlap points in both disciplines occurred in Purpose Move and Move 3 Step 1, Method Move and Move 3 Step 4, and Introduction Move and Move 1. It could be assumed that the writers may add the information about context of the paper, the purpose of the paper and the methods of the study both in research article abstracts and introductions within one research article. The findings were in line with Samraj (2005) that abstracts and introductions may not always be distinctive in communicative purpose and rhetorical structure. Her findings also suggested that there was a certain degree of similarity in both communicative purpose and ensuing rhetorical organization of the two genres in Conservation Biology. Bhatia (1993) mentioned about the overlap between the two genres before too.

However, the disciplinary variation was also found in the present study. Product move was conventional (87%) in applied linguistics abstracts, but there was no presence of the corresponding Move 3 Step 5 in applied linguistics introductions; therefore, there was no overlap point between the Product move and Move 3 Step 5. Product move was also conventional (92%) in linguistics abstracts, and there were 12 instances of Move 3 Step 5 in introductions, so there were 12 overlap points between the two moves in linguistics field. This was the most noticeable disciplinary variation between the two disciplines. Some writers in established field mentioned about the principal findings in introductions, but none of the writers in the younger field addressed their main findings in their introductions. They may desire the readers to read it thoroughly in the result section.

For linguistic features, the findings revealed that the linguistic features used in the overlap points were similar in both fields. For example, the use of present tense, present perfect tense, and past tense were prominent in Introduction move and Move 1. The present tense and present perfect were used to address the general topic being discussed. The past tense was used to mention specific research or studies. The difference point was the amount of the information because of the condensed nature of abstracts. The relevant information was presented more in details in introductions while it was shortened and condensed when it appeared in abstracts.

## **5.2 Pedagogical Implications**

The genre analysis of the research article abstracts and introductions in the fields of linguistics and applied linguistics has some important pedagogical implications for EFL instruction in general and for linguistics and applied linguistics in particular. Swales' (1981) genre analysis was designed to help non-native speakers of English to read and write research articles. The data set of linguistics and applied linguistics research article abstracts and introductions is only a small part of academic English, but it is hoped that the contribution of this research should be not limited to the field of linguistics and applied linguistics. Rather, it should extend to other disciplines in soft-pure and soft-applied domains. The results generated from this research show how genre analysis can be applied in the teaching of EFL. The study identified the frequency of occurrence of each move and the typical organizational pattern and provided the novice writers in the two disciplines with the basic knowledge on how to start crafting their own research article abstracts and introductions.

At present, English is one of the most dominant languages in all academic activities. It is necessary to prepare EFL learners to meet the needs and challenges of academic settings. Learners should be exposed to and should engage in a variety of academic genres to learn rhetorical variation, not only across genres but also across academic disciplines. They should also be guided to make an appropriate choice of rhetorical or linguistic features to suit the demands of the academic settings in which they are likely to operate. Generic competence will enable learners to gain understanding of the practices and conventions of particular communicative tasks. Flowerdew (2001) found that the most problematic errors made by non-native speakers were not surface language errors such as article use or subject-verb agreement, but it was the inappropriate structure of the introduction/literature review and the discussion/conclusion sections of the research articles. Therefore, an investigation of rhetorical structures (i.e. how to structure a research article) of current research articles written in English and published in prestigious journals will provide information which will assist non-native speakers in writing more acceptable papers.

The present study informs the readers about abstract and introduction sections which have been based on the authentic data from the corpus, that is, real papers that have been accepted and published in both disciplines. The structure of each section was presented both in describing what the main moves were and strategies that could be used to express each move. Such information is rarely included in writers' manuals or writing handbooks. When it is mentioned, it is normally generalized across various disciplines. The findings of the present study would generally benefit postgraduate students in the areas of linguistics and applied linguistics and non-native English researchers in making their research articles more acceptable for publication.



Moreover, the findings of the present study would benefit to other people like EFL/ESL/ESP teachers, and researchers in other disciplines. Students could use the basic framework provided in this study to generate their own papers, to make sure that their writing follows the conventions in their disciplines, and to be more likely to have their papers accepted by international English-medium scholarly journals.

The analysis of rhetorical characteristics of research article abstracts and introductions from two related disciplines in this study revealed some disciplinary variations. These differences may be useful in teaching English in Thailand, especially for advanced EFL learners in Thailand who are likely to be involved with academic writing and might need to publish their research articles in English. The students in the classroom may come from various disciplines. Activities in the classroom may begin with students collecting research article abstracts and introductions published in high impact factors journal in their disciplines. Then the teachers can propose models for abstracts and introductions and let the students identify the moves and steps according to linguistic signals from each move. After that they can compare and contrast the similarities and differences found from other disciplines. From this process, the students can learn the rhetorical structure and linguistic features of research articles in their particular disciplines and would become aware of the disciplinary variations. When they have to write their own abstracts and introductions, they could plot the rhetorical structure and select the linguistic features that are suitable for its communicative purpose of each move and step.

### 5.3 Direction for Further Research

This study provides insights into how abstracts and introductions from the two related disciplines are written and what disciplinary variations take place. These findings raise the question of any variations in the research article abstracts and introductions between the professional writers and novice writers. Novice writers at the undergraduate level in some fields need to do a small research project to submit before they graduate. Their small research projects have the pattern of IMRD structure in which an abstract is included. The comparison of the research articles written by professional writers and novice writers may give us the useful findings or the variations which can be used as pedagogical implication. The level of variations can be identified in the dimension of cross-cultural and cross-linguistic variations. These variations would help facilitate the task of writing research article abstracts and introductions by non-native speakers, who can be aware of differences and learn to acculturate themselves when writing in English. Another interesting aspect is a research study comparing research article published in different periods of time. For example, a researcher would choose the research articles published in 10 years before to compare with the research article published in the present time. This study may capture the trend of writing research article abstracts and introductions with a particular period of time. The finding may shed more light on the disciplinary variations.



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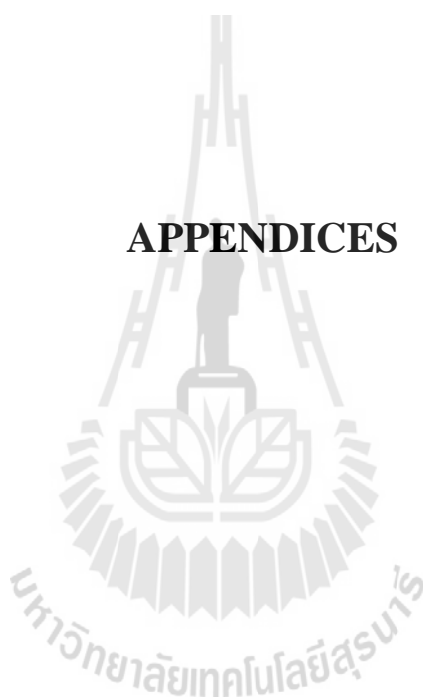


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**APPENDICES**



## APPENDIX A

### List of research articles for pilot study

#### 1. Linguistics

##### Article Number 1

Weber, A., Broersma, M., & Aoyagi, M. (2011). Spoken-word recognition in foreign-accented speech by L2 listeners. *Journal of Phonetics*, 39(4), 479-491.

##### Article Number 2

Ingvalson, E. M., McClelland, J. L., & Holt, L. L. (2011). Predicting native English-like performance by native Japanese speakers. *Journal of Phonetics*, 39(4), 571-584.

##### Article Number 3

Lampropoulou, S. (2011). Having a say: direct speech representation in Greek youth storytelling. *Journal of Pragmatics*, 43(14), 3374-3386.

##### Article Number 4

Tutton, M. (2011). How speakers gesture when encoding location with English on and French sur. *Journal of Pragmatics*, 43(14), 3431-3454.

##### Article Number 5

Garza, A. C. (2011). Locative and orientation descriptions in Tarascan: topological relations and frames of reference. *Language Sciences*, 33(6), 1006-1024.

##### Article Number 6

Fehringer, C. (2012). The lexical representation of compound words in English: evidence from aphasia. *Language Sciences*, 34(1), 65-75.

#### 2. Applied Linguistics

##### Article Number 1

Hyon, S. (2011). Evaluation in tenure and promotion letters: constructing faculty as communicators, stars, and workers. *Applied Linguistics*, 32: 389-407.

**Article Number 2**

Wolter, B. and Gyllstad, H (2011). Collocational links in the L2 mental lexicon and the influence of L1 intralexical knowledge. *Applied Linguistics*, 32(4): 430-449.

**Article Number 3**

Chang, C.-F., & Kuo, C.-H. (2011). A corpus-based approach to online materials development for writing research articles. *English for Specific Purposes*, 30(3), 222-234

**Article Number 4**

Rubio, M. (2011). A pragmatic approach to the macro-structure and metadiscoursal features of research article introductions in the field of agricultural sciences. *English for Specific Purposes*, 30(4), 258-271.

**Article Number 5**

Serrano, R., Llanes, À., & Tragant, E. (2011). Analyzing the effect of context of second language learning: domestic intensive and semi-intensive courses vs. study abroad in Europe. *System*, 39(2), 133-143

**Article Number 6**

Huang, K.-M. (2011). Motivating lessons: A classroom-oriented investigation of the effects of content-based instruction on EFL young learners' motivated behavior and classroom verbal interaction. *System*, 39(2), 186-201

## APPENDIX B

### List of research articles for this analysis

#### Articles from Journal of Pragmatics

1. Don, Z. M., & Izadi, A. (2011). Relational connection and separation in Iranian dissertation defences. *Journal of Pragmatics*, 43(15), 3782-3792.
2. Nao, M. (2011). The pragmatic realization of the native speaking English teacher as a monolingual ideal. *Journal of Pragmatics*, 43(15), 3770-3781.
3. Jamshidnejad, A. (2011). Functional approach to communication strategies: An analysis of language learners' performance in interactional discourse. *Journal of Pragmatics*, 43(15), 3757-3769.
4. Dittrich, W. H., Johansen, T., & Kulinskaya, E. (2011). Norms and situational rules of address in English and Norwegian speakers. *Journal of Pragmatics*, 43(15), 3807-3821.
5. Copland, F. (2011). Negotiating face in feedback conferences: A linguistic ethnographic analysis. *Journal of Pragmatics*, 43(15), 3832-3843.
6. Van Bergen, G., van Gijn, R., Hogeweg, L., & Lestrade, S. (2011). Discourse marking and the subtle art of mind-reading: The case of Dutch *eigenlijk*. *Journal of Pragmatics*, 43(15), 3877-3892.
7. Chiang, S.-Y. (2011). Pursuing a response in office hour interactions between US college students and international teaching assistants. *Journal of Pragmatics*, 43(14), 3316-3330.
8. Eriksson, G. (2011). Follow-up questions in political press conferences. *Journal of Pragmatics*, 43(14), 3331-3344.
9. Atoofi, S. (2011). Poetics of repetition in ordinary talk: A case among Persian heritage language teachers and their students. *Journal of Pragmatics*, 43(14), 3362-3373.
10. Wei, M. (2011). Investigating the oral proficiency of English learners in China: A comparative study of the use of pragmatic markers. *Journal of Pragmatics*, 43(14), 3455-3472.
11. Holler, J., & Wilkin, K. (2011). An experimental investigation of how addressee feedback affects co-speech gestures accompanying speakers' responses. *Journal of Pragmatics*, 43(14), 3522-3536.

12. Gordon, C. (2011). Impression management on reality TV: Emotion in parental accounts. *Journal of Pragmatics*, 43(14), 3551-3564.
13. Pojanapunya, P., & Jaroenkitboworn, K. (2011). How to say “Good-bye” in Second Life. *Journal of Pragmatics*, 43(14), 3591-3602.
14. Kamoen, N., Holleman, B., Nouwen, R., Sanders, T., & van den Bergh, H. (2011). Absolutely relative or relatively absolute? The linguistic behavior of gradable adjectives and degree modifiers. *Journal of Pragmatics*, 43(13), 3139-3151.
15. Proctor, K., & Su, L. I. W. (2011). The 1st person plural in political discourse—American politicians in interviews and in a debate. *Journal of Pragmatics*, 43(13), 3251-3266.
16. Gallardo, S., & Ferrari, L. (2010). How doctors view their health and professional practice: An appraisal analysis of medical discourse. *Journal of Pragmatics*, 42(12), 3172-3187.
17. Saito, J. (2010). Subordinates’ use of Japanese plain forms: An examination of superior–subordinate interactions in the workplace. *Journal of Pragmatics*, 42(12), 3271-3282.
18. Sethuraman, N., & Smith, L. B. (2010). Cross-linguistic differences in talking about scenes. *Journal of Pragmatics*, 42(11), 2978-2991.
19. Grassmann, S., & Tomasello, M. (2010). Prosodic stress on a word directs 24-month-olds’ attention to a contextually new referent. *Journal of Pragmatics*, 42(11), 3098-3105.
20. Aarne, P., & Tallberg, I.-M. (2010). Visual check back in children with Specific Language Impairment. *Journal of Pragmatics*, 42(11), 3106-3113.
21. Filipi, A., & Wales, R. (2010). The organization of assessments produced by children and adults in task based talk. *Journal of Pragmatics*, 42(11), 3114-3129.
22. Kampf, Z. (2009). Public (non-) apologies: The discourse of minimizing responsibility. *Journal of Pragmatics*, 41(11), 2257-2270.
23. Clarke, M. (2009). The discursive construction of interpersonal relations in an online community of practice. *Journal of Pragmatics*, 41(11), 2333-2344.
24. Watermeyer, J., & Penn, C. (2009). The organization of pharmacist–patient interactions in an HIV/Aids clinic. *Journal of Pragmatics*, 41(10), 2053-2071.
25. Van der Houwen, F. (2009). Formulating disputes. *Journal of Pragmatics*, 41(10), 2072-2085.
26. Fukuda, K. (2009). A comparative study of metaphors representing the US and Japanese economies. *Journal of Pragmatics*, 41(9), 1693-1702.



27. Le, E. (2009). Editorials' genre and media roles: Le Monde's editorials from 1999 to 2001. *Journal of Pragmatics*, 41(9), 1727-1748.
28. Bell, N. D. (2009). Responses to failed humor. *Journal of Pragmatics*, 41(9), 1825-1836.
29. Lin, Y.-H. (2009). Query preparatory modals: Cross-linguistic and cross-situational variations in request modification. *Journal of Pragmatics*, 41(8), 1636-1656.
30. Leung, C. B. (2009). Collaborative narration in preadolescent girl talk: A Saturday luncheon conversation among three friends. *Journal of Pragmatics*, 41(7), 1341-1357.
31. Dunn, C. D. (2010). Information structure and discourse stance in a monologic "public speaking" register of Japanese. *Journal of Pragmatics*, 42(7), 1890-1911.
32. Plug, L. (2010). Pragmatic constraints in Usage-based Phonology, with reference to some Dutch phrases. *Journal of Pragmatics*, 42(7), 2014-2035.
33. Saint-Dizier de Almeida, V., & Agnoletti, M.-F. (2010). How to pick up a stranger: Study of interlocutory processes in a flirtatious encounter. *Journal of Pragmatics*, 42(6), 1637-1646.
34. Bada, E. (2010). Repetitions as vocalized fillers and self-repairs in English and French interlanguages. *Journal of Pragmatics*, 42(6), 1680-1688.
35. Kaimaki, M. (2011). Transition relevance and the phonetic design of English call openings. *Journal of Pragmatics*, 43(8), 2130-2147.

#### **Articles from Language Sciences**

1. Baron, N. S., & Campbell, E. M. (2012). Gender and mobile phones in cross-national context. *Language Sciences*, 34(1), 13-27.
2. Kidd E. (2010). Lexical frequency and exemplar-based learning effects in language acquisition: evidence from sentential complements. *Language Sciences*, 32, 132-142.
3. Danziger, E. (2011). Distinguishing three-dimensional forms from their mirror-images: Whorfian results from users of intrinsic frames of linguistic reference. *Language Sciences*, 33(6), 853-867.
4. Bohnemeyer, J. (2011). Spatial frames of reference in Yucatec: Referential promiscuity and task-specificity. *Language Sciences*, 33(6), 892-914.
5. Pérez Báez, G. (2011). Spatial frames of reference preferences in Juchitán Zapotec. *Language Sciences*, 33(6), 943-960.

6. Hernández-Green, N., Palancar, E. L., & Hernández-Gómez, S. (2011). The Spanish loanword *lado* in Otomi spatial descriptions. *Language Sciences*, 33(6), 961-980.
7. Soto, V. V. (2011). The “uphill” and “downhill” system in Meseño Cora. *Language Sciences*, 33(6), 981-1005.
8. O’Meara, C. (2011). Spatial frames of reference in Seri. *Language Sciences*, 33(6), 1025-1046.
9. Eggleston, A., Benedicto, E., & Balna, M. Y. (2011). Spatial frames of reference in Sumu-Mayangna. *Language Sciences*, 33(6), 1047-1072.
10. Berg, T. (2011). The modification of compounds by attributive adjectives. *Language Sciences*, 33(5), 725-737.
11. Chang, Y.-F. (2010). ‘I no say you say is boring’: the development of pragmatic competence in L2 apology. *Language Sciences*, 32(3), 408-424.
12. Hsiao, C.-h. (2011). Personal pronoun interchanges in Mandarin Chinese conversation. *Language Sciences*, 33(5), 799-821.
13. Kidd, E., Kemp, N., & Quinn, S. (2011). Did you have a choccie bickie this arvo? A quantitative look at Australian hypocoristics. *Language Sciences*, 33(3), 359-368.
14. Feiz, P. (2011). Traveling through space in Persian and English: a comparative analysis of motion events in elicited narratives. *Language Sciences*, 33(3), 401-416.
15. Cheng, T., Cheung, H., & Huang, S. (2011). The use of headed and headless DE-marked referential expressions in Chinese mother-child conversation. *Language Sciences*, 33(3), 435-458.
16. Hacker, P. M. S., & Bennett, M. R. (2011). Isms are prisms: a reply to Keestra and Cowley. *Language Sciences*, 33(3), 459-463.
17. Atifi, H., Mandelcwaig, S., & Marcoccia, M. (2011). The co-operative principle and computer-mediated communication: the maxim of quantity in newsgroup discussions. *Language Sciences*, 33(2), 330-340.
18. Netz, H., Kuzar, R., & Eviatar, Z. (2011). A recipient-based study of the discourse functions of marked topic constructions. *Language Sciences*, 33(1), 154-166.
19. Chevrot, J.-P., Nardy, A., & Barbu, S. (2011). Developmental dynamics of SES-related differences in children’s production of obligatory and variable phonological alternations. *Language Sciences*, 33(1), 180-191.
20. De Vogelaer, G., & De Sutter, G. (2011). The geography of gender change: pronominal and adnominal gender in Flemish dialects of Dutch. *Language Sciences*, 33(1), 192-205.

21. De Backer, M. (2010). Lexical neutralisation: a case study of the lexical opposition 'day'/'night'. *Language Sciences*, 32(5), 545-562.
22. McGloin, N. H., & Konishi, Y. (2010). From connective particle to sentence-final particle: a usage-based analysis of shi 'and' in Japanese. *Language Sciences*, 32(5), 563-578.
23. Nagata, H. (2010). Chomsky's derivation-by-phase theory as applied to judgments of the grammaticality of Japanese double accusative sentences. *Language Sciences*, 32(4), 427-446.
24. Van Compernelle, R. A. (2010). The (slightly more) productive use of ne in Montreal French chat. *Language Sciences*, 32(4), 447-463.
25. Simon, E., Chambless, D., & Kickhöfel Alves, U. (2010). Understanding the role of orthography in the acquisition of a non-native vowel contrast. *Language Sciences*, 32(3), 380-394.
26. Chang, Y.-F. (2011). Interlanguage pragmatic development: the relation between pragmalinguistic competence and sociopragmatic competence. *Language Sciences*, 33(5), 786-798.
27. Riddle, E. M. (2010). Vantage Theory and the use of English demonstrative determiners with proper nouns. *Language Sciences*, 32(2), 225-240.
28. Tribushinina, E. (2010). Vantages on scales: a study of Russian dimensional adjectives. *Language Sciences*, 32(2), 241-258.
29. Fabiszak, M. (2010). An application of MacLaury's Vantage Theory to abstract categories: identity and the process of categorisation. *Language Sciences*, 32(2), 276-290.
30. Grace, C. A., & Głaz, A. (2010). Iberian Spanish "macho": vantages and polysemy in culturally defined meaning. *Language Sciences*, 32(2), 323-334.

#### **Articles from Journal of Phonetics**

1. Sundara, M., & Scutellaro, A. (2011). Rhythmic distance between languages affects the development of speech perception in bilingual infants. *Journal of Phonetics*, 39(4), 505-513.
2. Bosch, L., & Ramon-Casas, M. (2011). Variability in vowel production by bilingual speakers: Can input properties hinder the early stabilization of contrastive categories? *Journal of Phonetics*, 39(4), 514-526.
3. Shafer, V. L., Yu, Y. H., & Datta, H. (2011). The development of English vowel perception in monolingual and bilingual infants: Neurophysiological correlates. *Journal of Phonetics*, 39(4), 527-545.

4. Garcia-Sierra, A., Rivera-Gaxiola, M., Percaccio, C. R., Conboy, B. T., Romo, H., Klarman, L., Kuhl, P. K. (2011). Bilingual language learning: An ERP study relating early brain responses to speech, language input, and later word production. *Journal of Phonetics*, 39(4), 546-557.
5. Haley, K. L., Seelinger, E., Callahan Mandulak, K., & Zajac, D. J. (2010). Evaluating the spectral distinction between sibilant fricatives through a speaker-centered approach. *Journal of Phonetics*, 38(4), 548-554.
6. Braun, B., & Johnson, E. K. (2011). Question or tone 2? How language experience and linguistic function guide pitch processing. *Journal of Phonetics*, 39(4), 585-594.
7. Wang, B., & Xu, Y. (2011). Differential prosodic encoding of topic and focus in sentence-initial position in Mandarin Chinese. *Journal of Phonetics*, 39(4), 595-611.
8. Chen, Y. (2011). How does phonology guide phonetics in segment-f<sub>0</sub> interaction? *Journal of Phonetics*, 39(4), 612-625.
9. Kim, H., Maeda, S., & Honda, K. (2011). The laryngeal characterization of Korean fricatives: Stroboscopic cine-MRI data. *Journal of Phonetics*, 39(4), 626-641.
10. Smith, B. L., & Hayes-Harb, R. (2011). Individual differences in the perception of final consonant voicing among native and non-native speakers of English. *Journal of Phonetics*, 39(1), 115-120.
11. Tilsen, S. (2011). Effects of syllable stress on articulatory planning observed in a stop-signal experiment. *Journal of Phonetics*, 39(4), 642-659.
12. Shosted, R. K. (2011). An articulatory-aerodynamic approach to stop excrescence. *Journal of Phonetics*, 39(4), 660-667.
13. Carignan, C., Shosted, R., Shih, C., & Rong, P. (2011). Compensatory articulation in American English nasalized vowels. *Journal of Phonetics*, 39(4), 668-682.
14. Jacewicz, E., Fox, R. A., & Salmons, J. (2011). Vowel change across three age groups of speakers in three regional varieties of American English. *Journal of Phonetics*, 39(4), 683-693.
15. Drager, K. K. (2011). Sociophonetic variation and the lemma. *Journal of Phonetics*, 39(4), 694-707.
16. Adda-Decker, M., & Snoeren, N. D. (2011). Quantifying temporal speech reduction in French using forced speech alignment. *Journal of Phonetics*, 39(3), 261-270.
17. Meunier, C., & Espesser, R. (2011). Vowel reduction in conversational speech in French: The role of lexical factors. *Journal of Phonetics*, 39(3), 271-278.

18. Bürki, A., Fougeron, C., Gendrot, C., & Frauenfelder, U. H. (2011). Phonetic reduction versus phonological deletion of French schwa: Some methodological issues. *Journal of Phonetics*, 39(3), 279-288.
19. Mitterer, H. (2011). Recognizing reduced forms: Different processing mechanisms for similar reductions. *Journal of Phonetics*, 39(3), 298-303.
20. Pitt, M. A., Dilley, L., & Tat, M. (2011). Exploring the role of exposure frequency in recognizing pronunciation variants. *Journal of Phonetics*, 39(3), 304-311.
21. Tucker, B. V. (2011). The effect of reduction on the processing of flaps and /g/ in isolated words. *Journal of Phonetics*, 39(3), 312-318.
22. Janse, E., & Ernestus, M. (2011). The roles of bottom-up and top-down information in the recognition of reduced speech: Evidence from listeners with normal and impaired hearing. *Journal of Phonetics*, 39(3), 330-343.
23. Cho, T., Lee, Y., & Kim, S. (2011). Communicatively driven versus prosodically driven hyper-articulation in Korean. *Journal of Phonetics*, 39(3), 344-361.
24. Plag, I., Kunter, G., & Schramm, M. (2011). Acoustic correlates of primary and secondary stress in North American English. *Journal of Phonetics*, 39(3), 362-374.
25. Mielke, J., Olson, K. S., Baker, A., & Archangeli, D. (2011). Articulation of the Kagayanen interdental approximant: An ultrasound study. *Journal of Phonetics*, 39(3), 403-412.
26. Jaeger, M., & Hoole, P. (2011). Articulatory factors influencing regressive place assimilation across word boundaries in German. *Journal of Phonetics*, 39(3), 413-428.
27. Harrington, J., Hoole, P., Kleber, F., & Reubold, U. (2011). The physiological, acoustic, and perceptual basis of high back vowel fronting: Evidence from German tense and lax vowels. *Journal of Phonetics*, 39(2), 121-131.
28. Nielsen, K. (2011). Specificity and abstractness of VOT imitation. *Journal of Phonetics*, 39(2), 132-142.
29. Kuzla, C., & Ernestus, M. (2011). Prosodic conditioning of phonetic detail in German plosives. *Journal of Phonetics*, 39(2), 143-155.
30. Van Hoof, S., & Verhoeven, J. (2011). Intrinsic vowel F0, the size of vowel inventories and second language acquisition. *Journal of Phonetics*, 39(2), 168-177.
31. Clopper, C. G., & Smiljanic, R. (2011). Effects of gender and regional dialect on prosodic patterns in American English. *Journal of Phonetics*, 39(2), 237-245.

32. Voyer, D., & Voyer, S. D. (2011). Perceptual asymmetries and stimulus dominance in dichotic listening with natural fricatives. *Journal of Phonetics*, 39(2), 246-252.
33. Oh, E. (2011). Effects of speaker gender on voice onset time in Korean stops. *Journal of Phonetics*, 39(1), 59-67.
34. Schuppler, B., Ernestus, M., Scharenborg, O., & Boves, L. (2011). Acoustic reduction in conversational Dutch: A quantitative analysis based on automatically generated segmental transcriptions. *Journal of Phonetics*, 39(1), 96-109.
35. De Boer, B. (2011). First formant difference for /i/ and /u/: A cross-linguistic study and an explanation. *Journal of Phonetics*, 39(1), 110-114.

### Articles from System

1. Ziętek, A. A., & Roehr, K. (2011). Metalinguistic knowledge and cognitive style in Polish classroom learners of English. *System*, 39(4), 417-426.
2. Mercer, S. (2011). Understanding learner agency as a complex dynamic system. *System*, 39(4), 427-436.
3. Ho, M.-c. (2011). Academic discourse socialization through small-group discussions. *System*, 39(4), 437-450.
4. Allen, D. (2009). A study of the role of relative clauses in the simplification of news texts for learners of English. *System*, 37(4), 585-599.
5. Alptekin, C., & Erçetin, G. (2009). Assessing the relationship of working memory to L2 reading: Does the nature of comprehension process and reading span task make a difference? *System*, 37(4), 627-639.
6. Mueller, C. M. (2011). English learners' knowledge of prepositions: Collocational knowledge or knowledge based on meaning? *System*, 39(4), 480-490.
7. Amuzie, G. L., & Winke, P. (2009). Changes in language learning beliefs as a result of study abroad. *System*, 37(3), 366-379.
8. Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37(3), 380-390.
9. Woodrow, L. (2011). College English writing affect: Self-efficacy and anxiety. *System*, 39(4), 510-522.
10. Harrington, M., & Carey, M. (2009). The on-line Yes/No test as a placement tool. *System*, 37(4), 614-626.
11. Shin, S. J. (2009). Negotiating grammatical choices: Academic language learning by secondary ESL students. *System*, 37(3), 391-402.

12. McMullen, M. G. (2009). Using language learning strategies to improve the writing skills of Saudi EFL students: Will it really work? *System*, 37(3), 418-433.
13. Mori, R. (2011). Teacher cognition in corrective feedback in Japan. *System*, 39(4), 451-467.
14. Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. *System*, 39(4), 468-479.
15. Gray, S. (2009). From principles to practice: Teachers' uptake of principles from instructed language learning to plan a focus on language form in content lessons. *System*, 37(4), 570-584.
16. Kasahara, K. (2011). The effect of known-and-unknown word combinations on intentional vocabulary learning. *System*, 39(4), 491-499.
17. Hamada, M., & Koda, K. (2011). Similarity and difference in learning L2 word-form. *System*, 39(4), 500-509.
18. Malcolm, D. (2009). Reading strategy awareness of Arabic-speaking medical students studying in English. *System*, 37(4), 640-651.
19. Wong, L. L. C., & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System*, 39(2), 144-163.
20. Qi, Y., & Ding, Y. (2011). Use of formulaic sequences in monologues of Chinese EFL learners. *System*, 39(2), 164-174.
21. Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ESL learners. *System*, 39(2), 202-214.
22. Halenko, N., & Jones, C. (2011). Teaching pragmatic awareness of spoken requests to Chinese EAP learners in the UK: Is explicit instruction effective? *System*, 39(2), 240-250.
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## APPENDIX C

The two open-ended questions used in the present study

Question 1: What elements do you include in your research article abstracts?

Question 2: What elements do you include in your research article introductions?



## APPENDIX D

### Move Pattern of Research Article Abstracts and Introductions

#### Journal of Pragmatics

Journal of Pragmatics	Abstracts	Introductions
1	P-M-Pr	[3.1][3.4][3.2][3.4][1][3.1][2.1A][1]
2	P-M-Pr	[1][3.1][2.1A][3.1][3.6][3.4]
3	P-I-M-Pr	[1][3.1][2.1A][1][2.1A][3.1][3.4]
4	I-M-Pr-C	[1][3.1][3.2]
5	P-M-Pr-C	[1][3.1][3.7][1][2.1A][3.4]
6	P-M-Pr	[1][3.1][3.7][1][3.1]
7	P-M-Pr-C	[1][3.1][3.4][3.6][1][2.1A][1][3.1][1][3.6][3.2]
8	P-M-Pr	[1][2.1A][3.1][3.2][1][3.1]
9	P-M-Pr	[3.1][3.3][3.6][1]
10	P-M-Pr-C	[1][2.1A][3.1][1][2.1A][3.6][3.1][3.2]
11	I-P-Pr-C	[1][2.1A][1][2.1A][1][2.1A][1][2.1A][3.4]
12	I-M-Pr-C	[1][3.1][3.6][1]
13	P-M-Pr-C	[1][3.1][1][3.1][1][2.1A][1][3.4]
14	I-M-Pr-C	[1][3.1][1][3.1][1][3.1][1][3.4]
15	I-P-M-Pr-C	[1][3.1][3.2][1][3.1][1][3.1]
16	I-P-M-Pr	[1][2.1A][3.1][2.1A][3.4][3.2][3.4][3.3][3.1]
17	I-P-Pr-C	[3.1][1][3.1][1][2.1A][3.1][3.2]
18	I-P-Pr	[1][3.4][3.2]
19	I-M-Pr-C	[1][2.1A][1][3.4]
20	I-P-M-Pr	[3.1][1][3.4][1][3.4][1][2.1A][3.4][3.1]
21	P-M-Pr	[3.1][3.4][1][3.4]
22	I-P-M-Pr	[1][2.1A][1][2.1A][3.1][1][2.1A][1]
23	M-C	[3.1][1]
24	I-P-M-Pr-C	[1][2.1A][1][3.4][3.1]
25	P-M-Pr	[1][3.4][3.7]
26	P-M-Pr-C	[1][3.4][1][3.1]
27	P-M-Pr-C	[1][3.1][1][2.1A][1][3.4][3.7]
28	I-P-M-Pr	[3.1][2.1A][3.4][3.5][3.7][1][3.4]
29	P-M-Pr-C	[1][2.1A][3.1]
30	I-P-M-Pr	[1][3.4][1]
31	I-P-M-Pr	[1][2.1A][3.6][3.4][3.1][3.7]
32	P-Pr-C	[1][3.1][2.1A][1][3.1][1][3.1][3.7]
33	P-M-Pr	[3.1][2.1A][3.4][1][3.6][1]
34	I-M-Pr-C	[1][3.1][3.2]
35	I-P-M-Pr-C	[1][3.2][3.7]

## Language Sciences

Language Sciences	Abstracts	Introductions
1	I-P-M-Pr	[1][3.4][1][3.1][1][3.1][3.4][1][3.4][1][3.1][1][3.4][1][3.4][1][3.4][3.2]
2	I-P-M-Pr	[1][3.1][1][3.1][3.4]
3	I-Pr	[1][2.1A][1][3.4][1][3.5]
4	M-Pr-C	[3.1][1][3.3][1][3.2][1][3.1][2.1A][1][3.7]
5	P-Pr	[3.1][3.5][3.2][3.1][3.7][1][3.4][1][3.4][3.3][1][3.2]
6	I-M-Pr	[1][3.1][3.4][3.7][1][3.4]
7	Pr	[1][2.1A][3.1][1][3.6][1][3.7][1][3.4][3.3]
8	P-Pr	[1][3.5][3.7][1][3.4]
9	M-Pr-C	[3.1][1][3.4][3.3][3.4][3.7][1]
10	P-M-Pr-C	[1][3.1][2.1A][1][3.1]
11	I-P-M	[1][2.1A][1][2.1A][3.4][1][2.1A][3.4][3.2]
12	I-P-M-Pr	[1][3.4][3.5][3.7]
13	P-M-Pr	[1][3.1][1][3.2][3.1]
14	P-M-Pr-C	[1][2.1A][3.4][1][3.1]
15	I-M-Pr	[1][2.1A][3.1][1][2.1A][3.1][1][2.1A][1][2.1A][3.2][3.5]
16	P	[1]
17	P-M-PR	[1][3.1][1][3.4][1][3.2]
18	P-M-Pr	[1][3.1][1][2.1A][3.4][1][3.5]
19	I-P-M-Pr-C	[1][2.1A][1][3.1][1][3.1][1][3.2][3.4]
20	I-P-Pr	[1][3.1][3.7][1]
21	P-M-Pr-C	[1][2.1A][3.1][3.4][1][3.7]
22	P-M-Pr	[1][3.1][1][3.1][1][3.1][1][3.7][1][2.1A][3.1]
23	P-M-Pr-C	[1][3.1][3.4][3.5]
24	P-M-Pr	[1][3.1][1][2.1A][3.1][2.1A][3.1][3.6][1]
25	P-M-Pr	[1][3.1][3.2][1][3.4][1][3.4][3.2][3.6]
26	I-P	[3.1][2.1A][1][2.1A][3.1][1][2.1A][1][2.1A][3.1][3.2]
27	P-C	[1][3.1][1][3.6]
28	P-M-Pr-C	[1][2.1A][3.6][3.7][1][2.1A][3.1][3.2][1][3.2]
29	P-Pr	[1][3.1][3.4][1][3.4][1][3.4]
30	P	[1][3.4][1]



## Journal of Phonetics

Journal of Phonetics	Abstracts	Introductions
1	I-M-Pr-C	[1][2.1A][3.1][1][3.4][3.2]
2	I-P-M-Pr-C	[1][2.1A][1]
3	P-I-M-Pr-C	[1][3.1][3.4][3.5][3.2]
4	I-P-M-Pr	[1][3.4][1][3.4][3.2][3.1][2.1A][3.4][3.2][3.1][2.1A] [3.1][3.2][3.1][3.2]
5	P-M-Pr-C	[1][3.1]
6	I-P-M-Pr-C	[1][3.1][3.2][2.1A][1][3.4]
7	P-M-Pr-C	[1][2.1A][1][3.1][2.1A][3.2]
8	P-M-Pr-C	[1][3.1][3.6][1][3.4][1][2.1A][3.1][3.2][3.4][3.1]
9	P-M-Pr-C	[1][3.1][1][3.4][3.7]
10	I-P	[1][2.1A][3.1][3.4]
11	P-M-Pr-C	[1][3.1][1][3.2]
12	I-P-Pr-C	[1][2.1A][1][2.1A][1][3.4]
13	I-P-M-Pr-C	[1][3.2][1][2.1A][1][3.1][1][3.2]
14	M-Pr-C	[3.1][1][3.1][1][3.1][3.4][3.1]
15	M-Pr-C	[1][3.1][1][3.4]
16	I-M-Pr-C	[1][3.1][2.1A][3.1][3.4][3.7][1][3.2]
17	P-M-Pr	[1][3.1][3.4][3.2][1][3.4][3.1]
18	I-M-Pr-M-Pr-C	[1][3.1][3.4][1][3.2][3.4][1][3.4]
19	I-P-Pr	[1][3.1][1][3.4][3.2]
20	I-P-M-Pr	[1][3.1][3.4]
21	P-M-Pr-C	[1][3.1][1][3.1][3.4][1][3.2]
22	I-P-M-Pr-C	[1][3.1][1][2.1A][3.4][3.5][3.1]
23	P-Pr-C	[1][3.1][2.1A][3.1][2.1A][3.6][3.2]
24	P-Pr-C	[1][2.1A][3.1][3.5][3.7][1][2.1A][3.1]
25	I-M-Pr	[1][3.1][3.4][3.2][3.1]
26	P-M-Pr-C	[3.1][1][2.1A][3.4][3.2]
27	P-M-Pr-C	[1][2.1A][1][3.4]
28	I-P-Pr	[1][2.1A][3.1][3.4][3.1][3.4]
29	P-M-Pr-C	[1][2.1A][1][2.1A][1][2.1A][3.1][1][3.4]
30	I-P-M-Pr-C	[1][3.1][3.4]
31	I-P-M-Pr-C	[1][2.1A][1][2.1A][1][3.1][3.4][3.5]
32	M-Pr-C	[1][2.1A][1][2.1A][3.1][3.4]
33	I-M-Pr-C	[1][2.1A][3.1][3.2]
34	I-P-M-Pr	[1][3.1][1][2.1A][1][2.1A][3.4][3.7]
35	M-Pr	[1][2.2][3.1]

### English for Specific Purposes

English for Specific Purposes	Abstracts	Introductions
1	M-P-Pr-C	[1][2.1A][1][3.4][3.6][1][3.4][1][2.1A][3.1][3.2]
2	P-M-Pr-C	[1][2.1A][3.1][3.4][3.6][3.1][1][2.1A][3.1][3.2]
3	I-P-M-Pr	[1][3.1][3.6][3.7][1][2.1A][1][3.1][2.1A][3.6]
4	P-Pr	[1][3.1][3.2][1][2.1A][1]
5	M-Pr	[1][3.1][1][3.2]
6	I-P-M-Pr	[1][3.1][3.4][3.1][3.6][1][2.1A][1][2.1A][3.1][1][3.3][3.2]
7	I-M-Pr	[1][2.1A][3.1][3.7][1][2.1A][3.1]
8	P-M-Pr-C	[1][3.1][3.4][3.6]
9	I-P-M-Pr	[1][3.1][1][3.4][3.6]
10	I-P-M-Pr-C	[1][3.1][2.1A][1][3.2][1][3.4][3.1][1]
11	I-P-M-Pr-C	[1][2.1A][3.1][3.2][1]
12	P-M-Pr-C	[1][2.1A][1][3.1][3.4]
13	P-M-Pr-C	[1][2.1A][1][3.4][3.2][3.6]
14	P-I-Pr	[1][3.4][3.6][3.3][3.4][3.6]
15	I-P-M-Pr-C	[1][2.1A][3.1][3.7][3.4][2.1A][3.1][3.4][1][3.2][1][3.4]
16	P-M-Pr-C	[1][2.1A][1][2.1A][1][3.1][3.2][3.4]
17	P-M-Pr	[3.1][1][3.3]
18	P-M-Pr	[1][2.1A][3.1][1][3.6]
19	I-P-M-Pr-C	[1][2.1A][3.4][3.1][1]
20	P-Pr-C	[1][2.1A][3.4][3.7][1][2.1A][3.2]
21	I-P-M-Pr-C	[1][2.1A][1][2.1A][1][3.1][3.7][1][3.1][3.4][3.2]
22	I-P-M-Pr-C	[1][2.1A][3.1][3.6][1][3.3][1][3.1][1]
23	I-P-M-Pr-C	[1][2.1A][3.1][1][3.1][3.2]
24	P-M	[1][3.1][3.4][3.1][3.2]
25	P-Pr-C	[1][2.1A][3.1][1][2.1A][1][3.1][3.2]
26	P-M-Pr-C	[1][3.1][1][3.1]
27	I-M-Pr-C	[1][3.1][3.6][1][2.1A][1][2.1A][1][3.1]
28	I-M-Pr	[1][3.1][1][3.1][1][2.1A][3.4][3.2]
29	I-P-M-Pr-C	[1][3.1]
30	P-M-Pr-C	[1][3.1][3.4][1][3.1][1][3.4]

## System

System	Abstracts	Introductions
1	P-Pr-C	[3.1][2.1A][1][3.2][3.4][3.2]
2	P-M-Pr-C	[1][3.1][1][3.1][1]
3	P-M-Pr-C	[1][2.1A][1][2.1A][3.1][1][2.1A][1][2.1A][1][3.1][1][2.1A][1][3.1][3.2]
4	P-M-Pr-C	[1][2.1A][3.1][1][2.1A][1][2.1A][3.1][1][3.1][3.2]
5	I-P-Pr-C	[2.1A][1][2.1A][1][2.1A][1][3.1][3.2][3.4]
6	I-P-M-Pr-C	[1][3.1][1][3.1][3.4][3.2][1][3.1][1][3.1][3.2]
7	I-P-M-Pr-C	[1][2.1A][1][3.1][1][2.1A][1][2.1A][3.1][3.4]
8	P-M-Pr-C	[1][3.1][3.4][3.6][1][3.4]
9	P-M-Pr	[1][2.1A][3.4][1][2.1A][1][2.1A][1][3.1][3.2]
10	P-M-Pr-C	[1][3.1][3.4][1][3.1][3.4][3.2]
11	P-M-Pr-C	[1][3.4][1][2.1A][1][3.1][3.4]
12	P-M-Pr-C	[1][3.1][1][2.1A][1][3.1][3.2]
13	M-P-C	[1][2.1A][3.1][1][3.6][3.2]
14	I-P-M-Pr-C	[1][2.1A][3.1][1][3.1][3.2]
15	I-P-M-C	[3.1][1][2.1A][1][3.1][1][3.1][1][2.1A][1][3.1][3.4][3.2]
16	P-M-Pr	[1][3.1][3.4]
17	P-M-Pr-C	[1][2.1A][3.1][3.4][1][2.1A][3.2][3.4]
18	I-M-Pr-C	[1][2.1A][3.4][1][3.4][1][2.1A][2.2][3.4][3.2]
19	P-M-Pr-C	[1][2.1A][1][2.1A][1][2.1A][1][2.1A][3.2]
20	I-M-Pr-C	[1][2.1A][3.1][3.4][1][3.2]
21	P-Pr-C	[1][2.1A][1][3.1][3.4][1][3.1][1][2.1A][3.2]
22	P-M-Pr-C	[3.1][1][3.1][1][2.1A][3.1][3.2]
23	I-P-Pr-C	[1][3.1][1]
24	I-P-M-Pr-C	[1][3.2][3.4][1][2.1A][1]
25	P-M-Pr	[3.1][1][3.1][3.2]
26	P-M-Pr-C	[1][2.1A][3.2][1][2.1A][3.1]
27	I-P-M-Pr-C	[1][3.1][3.2][3.6][1][3.1]
28	I-P-M-Pr-C	[1][2.1A][3.1][1]
29	I-P-M-Pr-C	[1][3.1][3.2]
30	I-P-M-Pr-C	[1][2.1A][1][3.1][1][2.1A][1][3.1][3.2]
31	P-M-Pr-C	[1][3.1][3.2][3.4][1][3.1][1][3.1][1][3.1][3.4]
32	P-M-Pr-C	[1][2.1A][1][3.1][1][3.1][1][3.2]
33	I-P-M-Pr-C	[1][2.1A][3.2]
34	I-P	[1][3.1][1]
35	I-P-M-C	[1][3.1][1]

### Applied Linguistics

Applied Linguistics	Abstracts	Introductions
1	I-P-I-P-M-Pr-C	[1][2.1A][3.1][1][3.3][1][2.1A][3.4][3.2][3.1]
2	I-P-Pr-C	[1][2.1A][3.1][3.4][1][2.1A][1][3.4][3.6]
3	M-Pr	[1][2.1A][3.4][3.1][1]
4	P-M-Pr-C	[1][2.1A][3.4][3.1][3.6][1][3.4][1][3.4][3.2]
5	I-P-M-Pr	[1][3.3][3.1][1][3.6]
6	I-P-M-Pr-C	[1][2.1A][3.1][1][3.1][2.1A][3.2][3.4]
7	Pr	[3.1][1][2.1A][3.4][3.1][3.4]
8	I-P-M-Pr-C	[1][3.1][1][2.1A][3.4][3.2]
9	I-P-M-Pr	[1][2.1A][3.1][1][3.1][3.2]
10	I-P-M	[3.1][3.4]
11	P-M-Pr	[1][2.1A][3.1][1][2.1A][1][2.1A][1][3.1][3.2][3.4]
12	I-M-Pr	[1][3.1][1][3.1][1][3.1]
13	P-M-Pr-C	[1][3.4][1][3.6][3.4][3.2]
14	I-P-M-Pr	[1][2.1A][1][3.1][1][3.6][3.1][3.4][1][3.1][3.4][3.2]
15	P-M-Pr	[1][3.1][3.4][1][2.1A]
16	I-P-M-Pr	[1][2.1A][3.1][1][3.3][3.2]
17	M-Pr	[1][3.2][1][2.1A][1][3.1][3.4][3.2]
18	M-C	[3.1][1][3.4][3.1][3.4]
19	P-M-Pr-C	[1][3.4][1][3.6][3.3][3.4]
20	P-M-C	[1][3.1][1]
21	I-M-C	[1][3.1][3.7][1][2.1A][3.1]
22	P-M-Pr-C	[1][2.1A][1][2.1A][3.1][3.2]
23	P-M-Pr-C	[1][3.1][3.4][3.1][1][3.1][3.4][1][3.6]
24	P-M-Pr	[1][3.1][3.2]
25	P-M-Pr-C	[1][2.1A][3.1][2.1A][1][2.1A][1][2.1A][3.3][3.2] [1][2.1A][1][2.1A][3.1][3.2]
26	P-M-Pr	[1][3.1][1][3.4][1][3.4][3.2]
27	I-P-Pr-C	[1][3.1][3.2][2.1A][3.1][3.7][1][3.2][3.6][3.2][1] [3.1][3.2]
28	I-P-Pr-C	[1][3.1][1][2.1A][1][3.4][3.2]
29	P-M-Pr	[1][3.2][3.4][1][3.4]
30	P-Pr-C	[1][2.1A][3.1][1][3.4][3.6][3.4]
31	M-Pr-C	[1][3.4][2.1A][3.6]
32	I-M-C	[1][2.1A][1][2.1A][3.1][3.2]
33	P-M-Pr	[1][3.1][1][2.1A][1][3.1][3.4][3.2]
34	M-Pr-C	[1][3.1][3.4][2.1A][1][3.4][3.2]
35	M-Pr	[1][3.1][3.2][3.4][3.6][1][3.4]

## **CURRICULUM VITAE**

Miss Watinee Suntara was born in Ubonratchathanee, Thailand in June 1973. She graduated from Thammasat University and received her Bachelor Degree in English Language and Literature in 1996. In 2000, she obtained her Master Degree in Comparative Literature from Chulalongkorn University, Thailand. In 2006, she received the second Master Degree in Teaching English as Foreign Language from Thammasat University. She works in Mahidol University, Kanchanaburi Campus since 2003.

