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**Move Analysis of Journal Research Articles Abstracts:  
*The Case of Applied Linguistics and Language Learning  
& Technology***

*A Dissertation submitted in partial fulfillment of the Requirements for  
'Magister' Degree in Applied Linguistics and ESP*

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## ***Dedication***

*I dedicate my work first to my dear parents who encourage me all the time, my sisters, and my brother Youcef to whom I owe respect and love. I would also thank my friends who contributed morally to the achievement of this work.*

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## **List of Abbreviations**

AL: Applied Linguistics

AWL: Academic Word List

EAP: English for Academic Purposes

EGP: English for General Purposes

EFL: English as a Foreign Language

EPC: English for Professional Communication

EOP: English for Occupational Purposes

ESL: English as a Second Language

ESP: English for Specific Purposes

BBC: British Broadcasting Corporation

LLT: Language Learning and Technology

L1: The First Language or the Mother Tongue

L2: The Second Language

UK: The United Kingdom

USA: The United States of America

## List of Tables

1.1 Academic Genres .....	11
1.2 Genre-based Theories .....	19
1.3 Examples of Genres and Text Types .....	23
2.1 Articles abstracts from both Journals .....	46
2.2 The Impact Factor and Ranking of AL Journal .....	49
2.3 LLT Impact Factor .....	51
2.4 Top Linguistic Journals .....	52
2.5 Theoretical Framework of the Study .....	57
2.6 The Spreadsheet Format .....	62
3.1 Move Occurrences in AL and LLT Journals .....	72
3.2 Conventional Moves in AL and LLT Journals .....	73

## List of Figures

1.1 ESP and EAP Classification .....	13
1.2 A Concordance Output from AntConc .....	28
2.1 A Concordance Output from WordSmith Tools .....	64
2.2 Getting Started .....	65
2.3 The First Step of Saving the Results .....	66
2.4 The Second Step of Saving the Results .....	66
2.5 The Third Step of Saving the Results .....	67
2.6 The Fourth Step of Saving the Results .....	67
2.7 A Plain Text Concordance Format .....	68
2.8 A Picture Concordance Format .....	68
3.1 A Concordance Line of The Word <i>Previous</i> in AL .....	76
3.2 A Concordance Line of The Word <i>Studies</i> in LLT .....	77
3.3 A Concordance Line of The Word <i>Issue</i> in AL .....	78
3.4 A Concordance Line of The Word <i>Issue</i> in LLT .....	78
3.5 A Concordance Line of The Word <i>Aim</i> in AL .....	79
3.6 A Concordance Line of The Word <i>Method</i> in AL .....	80
3.7 A Concordance Line of The Word <i>Method</i> in LLT .....	81
3.8 A Concordance Line of The Word <i>Findings</i> in AL .....	81
3.9 A Concordance Line of The Word <i>Findings</i> in LLT .....	82
3.10 A Concordance Line of The Word <i>Suggest</i> in AL .....	83
3.11 A Concordance Line of The Word <i>Suggest</i> in LLT .....	83

## **Abstract**

This study tries to compare abstracts published in Applied Linguistics and Language Learning & Technology journals. There have been many researches that were conducted in comparative genre analysis such as Santos' study (1996). But few studies have been carried out in the Algerian context. The present study is divided into three chapters. The first one is called Review of Literature on ESP and Genre, whereas the second one is entitled Methodology and Data Collection in which the topic, motivation, research questions, hypotheses are introduced. The third chapter is designed to review the results which have been obtained, their interpretation, and the pedagogical implications which could be applied by Algerian teachers , ESP practitioners and institutions. Moreover, information on the way data is collected has been elaborated. The research aims to explore different rhetorical structures and move occurrences in research articles abstracts. The study consists of forty research articles abstracts selected from Applied Linguistics and Language Learning & Technology journals. Santos (1996) model is employed for the analysis. The results reveal that AL and LLT write their abstracts similarly. International abstracts are, thus, more informative and methodical because they fall into the five moves as they are presented by Santos. The findings justify the need for developing the Algerian academia and universities.

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**Keywords:** abstract, article, Dos Santos, journal, move.

## Résumé

Cette recherche tente de comparer les résumés publiés dans deux journaux internationaux : Linguistique Appliquée et Apprentissage Des Langues et de La Technologie. Il ya eu de nombreuses recherches qui ont été menées dans l'analyse comparative de genre comme l'étude de Santos (1996). Mais peu d'études ont été menées dans le contexte algérien. La présente étude est divisée en trois chapitres. Le premier est appelé Examen de la Documentation sur ESP et Genre, tandis que le second est intitulé méthodologie et la collection des données dans lequel le sujet, la motivation, des questions de recherche, des hypothèses sont introduites. Le troisième chapitre est conçu pour examiner les résultats qui ont été obtenus, leur interprétation et les implications pédagogiques qui pourraient être appliquées par les enseignants et les institutions algériens. En outre, des informations sur la façon dont les données sont collectées a été élaboré. La recherche vise à explorer les différentes structures rhétoriques et les occurrences des étapes utilisée dans les résumés des articles de recherche. L'étude se compose de quarante de résumés sélectionnés à partir de Linguistique Appliquée et Apprentissage Des Langues et de La Technologie. Santos (1996) modèle est utilisé pour l'analyse. Les résultats révèlent que AL et LLT écrire leurs résumés de façon similaire. Résumés internationaux sont, par conséquent, plus informatif et plus méthodique, car ils tombent dans les cinq étapes tels qu'ils sont présentés par Santos. Les résultats justifient la nécessité de développer le milieu universitaire algérienne.

**Mots clés:** article, Dos Santos, journal, résumé



تحاول هذه الدراسة المقارنة بين الملخصات التي نشرت في مجلتين مهمتين وهما "اللغويات التطبيقية" و"تعلم اللغة و التكنولوجيا". كانت هناك العديد من الأبحاث التي أجريت في مجال الدراسات المقارنة خاصة مقارنة أنواع النصوص مثل دراسة سانتوس (1996). ولكن إذا عدنا إلى الوسط الجزائري نجد أن القليل من الباحثين يركزون على مثل هذا النوع من النصوص أي الملخصات. وتنقسم هذه الدراسة إلى ثلاثة فصول. صمم الأول للتعريف بالجانب النظري و إعطاء لمحة عن مجمل المصطلحات التي تصعب على القارئ فهمها. الفصل الثاني يشرح موضوع البحث و أسباب اختياره كما يبين المنهجية المتبعة للحصول على النتائج المرجوة. الفصل الثالث فيعطي لمحة عن النتائج المتحصل عليها و مناقشتها و التوصيات التربوية للأساتذة و المؤسسات الجزائرية يقدر عدد الملخصات بأربعين ملخص مأخوذين من المجلتين المذكورتين سابقا و ذلك لتحليلها من حيث اللغة و المعنى لكل المراحل و بنيتها الخطابية المتعارف عليها دوليا و الذي جعلها سببا في نجاح العديد من المجالات التجارية و بعد الدراسة وجد أن كل من "اللغويات التطبيقية" و "تعلم اللغة و التكنولوجيا" تتبع نهج و منهجية لأنها تحتوي بنية خطابية موحدة في كتابة هذا النوع من النصوص. وبالتالي فملخصاتها أكثر معلوماتية على المراحل الخمسة كما قدمها سانتوس (1996) كما أظهرت النتائج ضرورة تطوير العمل الأكاديمي الجزائري كما ونوعا و لا يتم هذا إلا بتكثيف الجهود أساتذة و مؤسسات و ذلك للحاق بركب الجامعات الكبرى

المصطلحات الأساسية دوس سانتوس مجلة مقال ملخص

## Table of Contents

• Dedication .....	I
• Acknowledgements .....	II
• List of Abbreviations .....	III
• List of Tables .....	IV
• List of Figures .....	V
• Abstract .....	VI
• Table of Contents .....	IX
<b>General Introduction .....</b>	<b>2</b>
<b>- Chapter One</b>	
<b>REVIEW OF THE LITERATURE ON ESP AND GENRE</b>	
1.1 Introduction .....	9
1.2 English as the Language of Publication .....	10
1.3 Language of Science and Academia .....	11
1.4 English for Academic Purposes .....	11
1.5 ESP and EAP Classification .....	12
1.6 Genre Definition .....	13
1.6.1 Genre in Folklore Studies .....	13
1.6.2 Genre in Literary Studies .....	14
1.6.3 Genre in Three Traditions .....	14
1.6.3.1 ESP Analysis .....	14
1.6.3.2 New Rhetoric Studies .....	16
1.6.3.3 Australian Genre Theory .....	18
1.7 Discourse Communities vs. Speech Communities .....	20

1.8 Communicative Purposes .....	21
1.9 Genre vs. Text Type.....	22
1.10 Genre colonies .....	23
1.10.1 Genre Sets .....	23
1.10.2 Genre Chains .....	24
1.10.3 Genre Networks .....	24
1.11 History of a Research Article .....	24
1.12 Abstract .....	25
1.12.1 Definition .....	25
1.12.2 Abstract vs. Summary .....	26
1.12.3 Communicative Purposes of Abstracts .....	27
1.12.4 Types of Abstracts .....	27
1.12.5 Studies on abstracts .....	27
1.13 Corpus Linguistics .....	28
1.14 Corpus Linguistics vs. ESP .....	29
1.15 Genre Analysis .....	29
1.16 Definition of “Move .....	30
1.17 Move Analysis.....	30
1.17.1 Definition .....	30
1.17.2 Inter-Reliability in Move Analysis .....	31
1.18 Abstracts’ Move Analysis Models .....	32
1.18.1 Swales’ Model .....	32
1.18.2 Bhatia’s Model .....	33
1.18.3 Dos Santos’ Model .....	33
1.19 Conclusion .....	37

- **Chapter Two**

**METHODOLOGY AND DATA COLLECTION**

2.1 Introduction .....	40
2.2 Research Topic .....	41
2.3 Motivation .....	41
2.4 Research Questions .....	43
2.5 Hypotheses .....	43
2.6 Methodology .....	44
2.6.1 Framework of the Study .....	44
2.6.2 Description of the Corpus .....	45
2.6.3 Selection of Journals .....	46
2.6.3.1 Journal Citation Report .....	46
2.6.3.2 Thompson Reuters .....	47
2.6.3.3 Impact Factor .....	48
2.6.3.4 <u>Applied Linguistics</u> .....	49
2.6.3.5 <u>Language Learning &amp; Technology</u> .....	50
2.6.4 Selection of Abstracts .....	53
2.6.4.1 Types of research .....	54
(i) Descriptive vs. Analytical .....	54
(ii) Applied vs. Fundamental .....	54
(iii) Quantitative vs. Qualitative .....	54
(iv) Conceptual vs. Empirical .....	54
2.6.5 Coder Selection .....	55
2.6.6 Texts and Their Structures .....	55

2.6.7 Framework of the Corpus .....	55
2.6.8 Theoretical Framework of the Study .....	56
2.6.9 Corpus Analysis .....	58
2.6.9.1 Methods of Move Analysis .....	58
(i) Corpus-Based Move Analysis .....	58
(ii) Functional-Semantic Method .....	60
2.6.10 Analysis Tools .....	61
2.6.10.1 WordSmith Tools .....	63
2.6.10.2 Concord .....	63
2.6.10.3 Analysis Steps .....	64
(i) Saving Text .....	64
(ii) Getting started .....	65
(iii) Saving Results .....	65
2.6.11 Statistics .....	68
2.7 Conclusion .....	69

## **- Chapter Three**

### **DATA ANALYSIS**

3.1 Introduction .....	71
3.2 Results .....	71
3.3 Discussion .....	85
3.3.1 Discussion of the First and the Second Findings .....	85
3.3.2 Discussion of the Third Finding .....	89
3.3.3 Discussion of the Fourth Finding .....	92

3.4 Pedagogical Implications .....	93
3.4.1 The Role of the Teacher and the ESP Practitioner .....	93
3.4.2 The Role of Institutions .....	98
3.5 Conclusion .....	100
<b>General Conclusion .....</b>	<b>102</b>
• Bibliography .....	106
• Appendices.....	114
• Appendix 1.....	116
• Appendix 2 .....	127

# **General Introduction**

## General Introduction

English is an important language. It is a vital means of scientific communication. English speaking widespread has been essentially instantiated by a progressive increase in academic scientific publications in English, along with a correlation decrease in works published in other languages. In science, communication is very important for sharing ideas. In order to achieve this sharing; linguistic competence is of a paramount importance. Moreover, foreign learners need to be familiar with the rhetorical and the discursal features of written English. More importantly, writers need an ability to participate in a whole range of skills to adapt to and acquire a wide spectrum of new genres.

An abstract is a crucial element in any academic work. It is widely used in journals, especially the commercial ones wherein a good abstract writing is considered as the readers' and clients' motivator to the whole article. Salager-Meyer (1990) noted that the abstract is a concise and accurate representation of the contents of a document. A well-prepared abstract enables its reader to quickly survey the basic content of a document. Moreover, it enables him to understand the key points, the concepts and the terminology discussed and used in the research. It summarizes documents. Therefore, it is difficult to be written. It is a quite complicated task to review a research in or less than 150 words. In this study, retrieved abstracts of articles published in an international journal called Applied Linguistics (Oxford Journals) are compared with abstracts in Language Learning & Technology.

Writing is a problematic skill. Unlike speaking, writing is governed by less flexible rules. Genre analysis is chosen for its paramount importance. In the university level, both teachers and students recognize the necessity for a good system of communication within the university or with the outer world. Hence, they become aware of the need to take new roles and engage with knowledge in new ways. They know that they are going to read or write new genres as well as communicate with or within new discourse communities.



According to Skulstad ( 1999), one should aim at developing further the students' understanding of genre by sensitizing them to the correlation between language, culture and the patterns of language use and norms in a discourse community in which these genres and rhetorical patterns are used .

There is a great deal of research that has been done on academic genres. Many studies are particularly done on research articles. These studies have focused on the overall organization of various parts of those research articles such as the introduction (swales, 1990), the result sections (Brett, 1994), discussions (Hopkins& Dudley Evans, 1988) and abstracts (Salager -Meyer, 1990, 1992). However, Algerian researchers either ignore or intentionally disregard such a kind of study.

Journal research articles abstracts are used as the corpus of the present study for many reasons. Admittedly, few journals written in English are published in the Algerian context. Though abstracts attract little attention of Algerian researchers, it is a crucial element in any document. Moreover, this section is often the last thing a student or a researcher writes but among the first things an examiner reads as Finn ( 2005) argues“ first impressions last”. A clear abstract can help make that fine impression a good one.

Furthermore, among the four skills of learning English, writing is one of the most essential academic skills needed by university students. In any domain, English abstracts are required. In the Algerian university, students are obliged to write abstracts; however, neither content nor organization is specified. In addition, the majority of students write their abstracts in much the same way they do it in Arabic.

Martin (2003) indicated that writing an effective abstract is a very difficult task for non-native students since it requires the mastery of the textual organization and other key linguistic features. Moreover, information on how to write a proper abstract may benefit not only teachers and learners at Mostaganem University, department of English but also teachers and learners in other contexts such as ESP practitioners who have become aware of the need for the appropriate description of the texts that students are expected to produce. In addition, genre analysis provides useful insights on vocabulary teaching.

The present study starts from many observations which indicate that though Algerian scholars participate and publish articles in international journals they still face difficulties in writing academic genres. This situation may lead to a lack of exchange of ideas and information between Algerian scholars and the outside world. Concerning an abstract writing, both teachers and students are not trained. So, this situation increases the level of subjectivity in theses and dissertations abstract writing. After reading some students' abstracts, it seems that they do not follow one specific convention. Their abstracts vary in both content and length. In addition, in other disciplines such as engineering, it has been observed that in international colloquia, where scholars are supposed to share knowledge, Algerian scholars rarely write their research article abstracts in English, the language of scientific communication.

This research compares abstracts' move organization published in two international journals called Applied Linguistics and Language Learning & Technology. The ultimate aim of this study is to answer the following questions:

- 1-What moves are found in articles abstracts published in Oxford Journals, journal of Applied Linguistics?
- 2- What moves are found in English abstract articles published Language Learning & Technology?
- 3- Do both journals differ from each other?
- 4- Do they differ from Santos' move patterns?

The following hypotheses are made:

- 1- Scholars in AL mention the topic, the purpose, the methodology and the conclusion.
- 2- Scholars in LLT mention the topic, the purpose, the methodology and the conclusion.
- 3- Both journals follow Santos' model (Santos' model and academia are globalised).
- 4- Both journals omit the sub-move of showing results.

The study is divided into three chapters which are called the review of literature, methodology and data collection, and data analysis. The first chapter is devoted to the

definition of the term genre, corpus linguistics, genre analysis, move analysis, genre in the three traditions, abstracts, and abstract vs. summary, etc. Moreover, detailed information is presented on the term “move”, move analysis, and the move patterns of modern theorists such as Swales, Bhatia and Santos.

Dos Santos has studied 94 abstracts journal articles in the field of applied linguistics. He has focused his interest on a niche of the academic genre: the researcher paper abstract. In particular, he states that members of any discourse community communicate their contribution to the field by publishing relevant research papers. He claims that abstracts are an important site for the visibility of scientific endeavour in so far as it makes the research widely known, more discussed, and more influential.

Dos Santos, in his analysis, came up with five moves. His model has been chosen as the theoretical framework of the study:

- Move 1– *situating the research;*
- Move 2 – *presenting the research;*
- Move 3 – *describing the methodology;*
- Move 4 – *summarizing the results;*
- Move 5 – *discussing the results.*

The use of Dos Santos’ model will enable the researcher to see whether applied linguistics abstracts writing follows this organization and structure. So, the findings will either support or refute Santos’ model.

The second chapter provides more insights on methodology and data collection. It describes the plan of action and how answers to the research questions would be obtained. The chapter begins by describing the framework of the study. Under this title, the corpus of the study, the selection of the journal, the selection articles abstracts, coder selection, the given texts and their structures, framework of the corpus analysis, the analysis tools and statistics are explained. Broadly speaking, this chapter is designed to make a link between the theoretical background and the practical side of this research.

More importantly, this study attempts to show the linguistic nature of rhetorical moves of articles abstracts. These articles belong to the field of applied linguistics

because it a discipline of interest to ESL, EFL, ESP teachers and learners so that the findings will be beneficial to them. This study analyzed 40 abstracts from two journals: Applied Linguistics and Language Learning & Technology journals (twenty articles abstracts from each journal). It seems a small corpus but it is difficult to deal with a lot of abstracts and lot of words as Sinclair (2000) pointed out, “small corpora are not necessarily bad; in some cases a small corpus is the right choice.”

The selection of the first journal is based on Journal Citation Report: Science edition of journals reports which covers about 6,166 leading international science journals. A number of quantitative measures such as a total cite, cited half-life immediacy, index, impact factor and the total articles used for ranking, evaluating, categorizing and comparing journals. Both journals are chosen according to their higher impact factor. They are among the top twenty influencing linguistics journals in the world.

In this study, the first task is to get samples from AL and LLT, twenty articles from each. The abstracts are chosen randomly as well as systematically. The content and the authors of these abstracts are not a factor in selecting them. A simple random selection is used. The content abstracts are systematically selected. To balance and harmonize the corpus, abstracts are chosen according to their research type. There are many research types: Descriptive vs. analytical, applied vs. fundamental, quantitative vs. qualitative and conceptual vs. empirical. In this study, empirical research abstracts have been chosen.

The third chapter gives detailed information on the results, the discussion as well as the pedagogical implications of the research findings. It answers the research questions. Some results support the hypotheses, whereas others refute them. Finally, in the conclusion, an overview of the research is presented and other further research questions are suggested.

## **CHAPTER ONE**

### **REVIEW OF THE LITERATURE ON ESP AND GENRE**

1.1 Introduction.....	9
1.2 English as the Language of Publication .....	10
1.3 Language of Science and Academia.....	11
1.4 English for Academic Purposes .....	11
1.5 ESP and EAP Classification .....	12
1.7 Genre Definition .....	13
1.6.1 Genre in Folklore Studies .....	13
1.6.2 Genre in Literary Studies .....	14
1.6.3 Genre in Three Traditions .....	14
1.6.3.1 ESP Analysis.....	14
1.6.3.2 New Rhetoric Studies .....	16
1.6.3.3 Australian Genre Theory .....	18
1.7 Discourse Communities vs. Speech Communities .....	20
1.8 Communicative Purposes .....	21
1.9 Genre vs. Text Type.....	22
1.10 Genre colonies .....	23
1.10.1Genre Sets .....	23
1.10.2 Genre Chains .....	24
1.10.3 Genre Networks .....	24
1.11 History of a Research Article .....	24
1.12 Abstract .....	25
1.12.1 Definition .....	25
1.12.2 Abstract vs. Summary .....	26
1.12.3 Communicative Purposes of Abstracts .....	27

1.12.4 Types of Abstracts .....	27
1.12.5 Studies on abstracts .....	27
1.13 Corpus Linguistics .....	28
1.14 Corpus Linguistics vs. ESP .....	29
1.15 Genre Analysis .....	29
1.16 Definition of “Move .....	30
1.17 Move Analysis.....	30
1.17.1 Definition .....	30
1.17.2 Inter-Reliability in Move Analysis .....	31
1.18 Abstracts’ Move Analysis Models .....	32
1.18.1 Swales’ Model .....	32
1.18.2 Bhatia’s Model .....	33
1.18.3 Dos Santos’ Model .....	33
1.19 Conclusion .....	37

## **CHAPTER ONE**

### **REVIEW OF THE LITERATURE ON ESP AND GENRE**

#### **1.1 Introduction**

Scientists belonging to academic discourse communities are characterized by the wish to communicate new knowledge to the other members of the academic community, and the main way of transmitting scientific research is by means of publication. English becomes the language of the global academic discourse. To publish articles and papers, researchers are obliged to master that language and the way it can be rhetorically used. However, publishing research articles in English is one of the most difficult activities that many non-native scholars face. As a result, studies shift from defining the formal features of language to describing the ways in which language is actually used in different contexts. The results of these studies give birth to English courses for specific groups of learners and contribute to the rise of English for Specific Purposes (henceforth ESP), an approach to the teaching of the English Language. ESP, the major rhetorical background of the present study, focuses on the analysis of genres which are used in different contexts.

There are other paths to the study of genre such as North American New Rhetoric studies and Australian systemic functional linguistics but ESP seems to be the most important one. The ESP research is initially characterised by the analysis of the ‘moves’ those realise professional genres such as research articles. So, this study aims to analyse a corpus of research article abstracts using move analysis. This chapter is designed to give an overview of genre-based researches and define the notions that are basically associated with these researches. It will first highlight the status of English in the international scientific communication and then introduce the notion of genre, abstract, move, move analysis as well as the move patterns that are generated by Swales (1990), Bhatia (1994) and Dos Santos (1996).

#### **1.2 English as the Language of Publication**

*“...quoted statistic is that about 80 per cent of world’s electronically stored information is currently in English. Figures of this kind relate to two kinds of data: information stored privately by individual firms and organizations, such as commercial businesses and security forces; and information made available through the internet, whether for sending and receiving electronic mail, participating in discussion groups, of providing and accessing database and data pages.”*

(Crystal, 114: 2003)

Throughout the 20th century, in the field of science, the international communication has shifted from the use of different languages to the monopoly of English. In the international periodical publications, 75 percent of the articles in social sciences and humanities and well over 90 percent in the natural sciences are written in English (Hamel, 2007: 53). This situation makes other languages such as French, German, Spanish and other national languages lose their attraction as languages of sciences.

Walter (1996) talked about the history of English. He claimed that in the past millennia, in the Occident, there were languages that have been used to articulate science such as Sumerian, Arabic, Latin, etc. In the 15th century, French, English, German, and Russian developed as languages of science, which reflect the plurilingualism system of that period (Ibid: 55). From enlightenment to modernity, the European countries allowed the use of local languages in scientific works.

At the beginning of the 20th century, French, English and German were the only languages of science although differentiated by disciplines. By the end of that century, things changed due to socioeconomic factors. After the Second World War, the rise of the United States with its political and economic power justifies the widespread of English. Finally, by the end of the 20th century, English use dominated in international journals with 75 per cent of world publications (Ibid: 60).

The English language dominance obliged speakers of other languages to publish only in that language. For a document or a research to be internationally accepted and read, they have to be written in English. However, publishing research articles in English is one of the most difficult activities that many non-native scholars carry on during their professional lives. This is mainly because they have not enough experience



in sending reports or documents to international journals where English is the only accepted language. In addition, although many national journals accept articles in other languages, the use of English tends to be considered as an advantage. Indeed, the use of that language can open up new doors to spread scholars' knowledge to a wide number of readers (Guardian et al., 2007: 29).

### 1.3 Language of Science and Academia

Scientific and academic texts should use a precise, impersonal and objective style. In addition, they should be pompous, authoritative, elitist, and humourless. In order to achieve a high degree of readership, the style should be persuasive and easier for non-native speakers to follow. Journals become less readable as they become more prestigious (Hartley, 2008: 4-5). There are many academic genres. Examples are grouped in **table 1.1**.

<i>Written genres</i>		<i>Spoken genres</i>	
Research articles	Book reviews	Lectures	Student presentations
Conference abstracts	Ph.D. dissertations	Seminars	Office hour sessions
Grant proposals	Textbooks	Tutorial sessions	Practicum feedback
Undergraduate essays	Reprint requests	Peer feedback	Dissertation defences
Submission letters	Editor response letters	Colloquia	Admission interviews

**Table 1.1:** Academic Genres (Hyland, 2006: 50)

### 1.4 English for Academic Purposes

Jordan (2000) stated that the term of English for Academic Purposes (henceforth EAP) has been coined by Tim Johns in 1974 and made its first published appearance in a collection of papers edited by Cowie and Heaton in 1977. By the time the journal English for Specific Purposes began in 1980, EAP was established as one of the two main branches of ESP (Ibid: 2). EAP is concerned with teaching English with the aim of improving students' research and study. It is about both undergraduate and postgraduate teaching. It is mainly about teaching materials, lectures, classroom tasks, classroom

interactions, research genres (journal articles, conference papers, etc.), as well as the administrative practices (Course documents to doctoral defences).

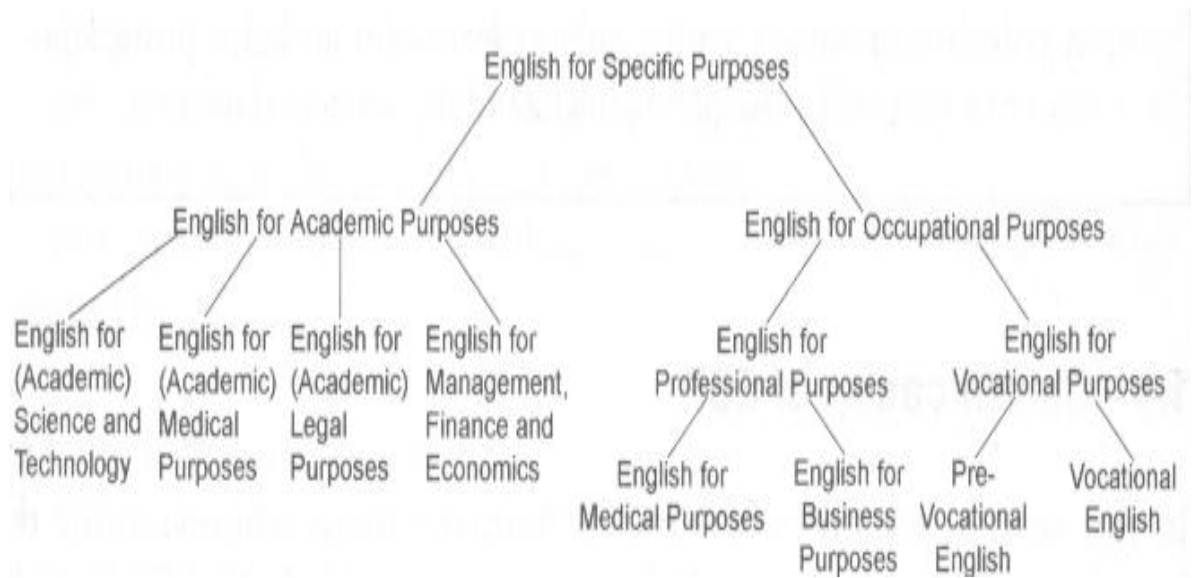
EAP scope has been deepened. With the emergence of international journals, academic texts changed and the needs of students became more sophisticated. Therefore, EAP researches seek to help students cope with those varied contexts and practices of academic communication.

English for Academic Purposes instruction and materials development, have to a large extent, been affected by the results of analyses of both oral and written discourses that students need to learn, procedure and comprehend. With the global growth of English in academic contexts, many postgraduate courses include modules on EAP. Braine (2002) said that language teachers and learners, especially non-native speakers, consider EAP courses as an efficient way to facilitate their thesis writing and dissertation supervision (Ruiz-Garrido et al., 2010: 12).

EAP studies and instructions are, thus helpful for the teaching of academic writing to both native and non native speakers of English. Through EAP courses, students will be better prepared for other disciplinary communities' membership. Moreover, students will be trained on the language of academia and the nature of the disciplinary knowledge they are engaged in. They will better understand the structure of the texts they learn and the genre they are going to produce (Samraj, 2002: 2).

### **1.5 ESP and EAP Classification**

ESP emerged from English Language Teaching (henceforth ELT). Then, ESP was divided into two branches which were English for Academic Purposes and English for Occupational Purposes (henceforth EOP). The diagram below shows a useful division of EAP and EOP. These distinctions are very important as they will affect the degree of specificity that is appropriate to any English course (Hutchinson & Walters, 1991: 16).



**Figure 1.1:** ESP and EAP classification (Dudley-Evans & St John 1998:6)

## 1.6 Genre Definition

In the last decade, a deal of attention has been given to the notion of genre and its application in language teaching and learning. The word genre is attractive but its definition is fuzzy. The issue is that it is used in different areas of study such as folklore, literary studies, linguistics, rhetoric, etc. One initial way of tackling the issue is to examine what scholars have actually said about genres in a number of fields.

### 1.6.1 Genre in Folklore Studies

Ben Amos (1976), a folklorist, considered genre as a classificatory category; for example, a story may be classified as a legend, myth or tale (Swales, 1990: 34). Another approach within folklore studies saw genres as forms. These forms are permanent. That is, they withstand the social variation and the technological development. For them legend and myths have not changed over history. Genre permanence is important in this approach. For instance, Malinowski (1960) proposed that genres have a socio-cultural value since they serve social and spiritual needs. Clearly, folklorists are interested in using classic exemplars of myth and legends to study ancient beliefs and values (ibid). Other folklorist refused the idea of *permanence*. Genre *evolution*, for them, is necessary to cope with a changing world (ibid: 35).

## **1.6.2 Genre in Literary Studies**

Literary theorists de-emphasize the idea of genre stability. Todorov (1976) insisted that a genre is the transformation of one or several genres by inversion, displacement, and combination (Ibid: 36). So, genres according to him evolve. Genre analysis, in this approach, is a condition for an appreciation of literature. It provides a communication system for the use of writers in writing and readers and critics in interpreting.

## **1.6.3 Genre in Three Traditions**

In her article entitled *Genre in Three Traditions: an Implication for ESL* (1996: 693-695), Sunny Hyon explained and compared the appropriate genre-based theories. She claimed that there are three different paths to the study of genre. These three focal areas are (a) ESP, (b) North American New Rhetoric studies and, (c) Australian systemic functional linguistics.

### **1.6.3.1 ESP Analysis**

English for Specific Purposes emerged after the Second World War<sup>1</sup>. There are many factors which lead to the emergence of ESP in language teaching. After the Second World War, English became more than ever an international language. It was used in all domains. It created a generation who knew exactly why they study English such as business men. Since then, English language teaching programs have been designed to fit the needs of those learners (Hutchinson & Waters, 1991:6).

In addition, a revolution in linguistics led to the appearance of ESP. Traditionally, linguistics studies focused on the description of structure and grammar rules of language (language usage)<sup>2</sup>. Later on, another conception of language emerged. Linguists found out that language differs from one context to another (language use). Hence, the English of business differs from the English used in other contexts. Swales

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<sup>1</sup> It took place in Europe. It lasted from 1939-1945. It led to the victory of English speaking countries such as Britain and United States of America.

<sup>2</sup> Widdowson distinguished between the function of linguistic item as an element in a linguistic system (usage) and its function as part of a system of communication. For example the progressive aspect may be studied as an item of grammar or usage (i.e. to consider how it compares with other aspects and tenses in English and the constructions in which it occurs) and in terms of its use (i.e. how it is used in discourse for performing such communicative acts as descriptions, plans, commentaries, etc.( Richards & Schmidt, 2002: 573).

(1985), an earlier ESP theorist, published an article in which he described the nature of scientific language. Most of the work at that time was in the area of English for Science and Technology. Rodgers (1989) asserted that new developments in educational psychology also contribute to the rise of ESP mainly by the idea of emphasizing the importance of learners and their attitudes (ibid: 7-8).

In the field of English for Specific Purposes, scholars framed genre as oral and written text types, which are defined by their formal properties as well as by their communicative purposes within social context. Swales (1990) gave his conception of the word 'genre':

*“A genre comprises a class of communicative purposes, these purposes are recognized by the expert members of the present discourse community thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences choice of content and style.”*

(Kinoksilapatham, 2007: 23)

So, genres are texts that contain a number of communicative purposes that address a certain audience such as teachers, students, etc. The shared set of communicative purposes give a different genre; however, minor changes or modifications help to distinguish sub-genres (Bhatia, 2008: 162). It is the purpose(s) that shapes the rationale of genre and thereby determines its content as well as its internal structure. Specialist members generally share the knowledge of not only the communication goals of their community but also the structure of genres in which they participate. They have greater knowledge of the conventional purposes and construction and use of genres than those who are non specialists. Though the writer has a lot of freedom to use linguistic resources, in any way, he must follow certain standard practices within the boundaries of a particular genre. Similarly, Bhatia (1993) defined the word 'genre'<sup>3</sup> as being the stretch of discourse that realises a specific communicative function which represents a stage in the development of an overall structure of information that is commonly associated with the genre (Roth, 1998: 30). He emphasized that a genre is piece of discourse that comprises purposes and used to realise communicative functions.

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<sup>3</sup> This study will consider the term "genre" as it was defined by Swales.

In ESP, researchers have focused on the implications of genre theory and analysis in English for Academic Purposes (henceforth EAP) and English for Professional Communication (henceforth EPC) classrooms. Scholars working in these contexts have proposed that genre-based applications 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 (Bhatia, 1993; Flowerdew, 1993; Swales, 1990a). To do so, ESP pedagogy is based on the teaching of genre structures and moves or and the grammatical features so that students will be able to control the organizational and stylistic characteristics of any given text (Hyon, 1996: 699).

In brief, in ESP tradition, genres are described as communicative events that are composed of communicative purposes, various structures, styles, content and intended audience. ESP scholars and Practitioners<sup>4</sup> pay much attention on the formal characteristics of genres and less attention to functions of texts and their surrounding social context. They studied many genres such as experimental research articles (Swales, 1989, 1990), medical abstracts (Salager-Meyer, 1990), etc.

### **1.6.3.2 New Rhetoric Studies**

Miller's article "*Genre as a Social Action*" shaped New Rhetoric theory. According to rhetorical scholars, there are two important elements: context and genre (Swales, 1990: 42). A rhetorically sound definition of genre must be centred not on the substance or the form of discourse but on the action it is used to accomplish. The definition of genre is based on the description of the situational context and the social purposes or actions that these genres fulfil within such a context institutional, ideological<sup>5</sup> or physical (Johns, 2010: 9). Consequently, rhetoricians follow ethnographic methods in their description of the academic or the professional setting surrounding the actions texts perform within such situations. Jamieson (1978) claimed

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<sup>4</sup> In the field of ESP, the term "practitioner" is used rather than "teacher" because an ESP work requires more than teaching. The ESP practitioner has five roles: teacher, course designer and materials provider, collaborator, researcher and evaluator (Dudley-Evans & St John, 1998:13).

<sup>5</sup> It is a fuzzy concept. It is defined in the dictionary of applied linguistics as being a set of concepts, doctrines and beliefs that forms the basis of a political, educational or economic system. The relationships between ideology, language, and discourse are a central focus of critical theory and critical linguistics (Richards & Schmidt, 2002: 245).

that the recurrence of similar forms participated in creating genres. What is posited is that:

*“A genre is a group of acts unified by a constellation of forms that recurs in each of its members .These forms , in isolation , appear in other discourses .What is distinctive about the acts in a genre is a recurrence of the forms together in constellation.”.*

(Ibid: 43)

A genre does not consist merely of series of acts in which certain rhetorical forms recur. Instead, a genre is composed of a constellation of recognizable forms bound together by an internal dynamic. The external situational demands are the reasons behind the dynamism of genres (Miller, 1984: 153). In this way, such a genre is completely tied to the situation in which it occurs.

Miller has furthered the discussion on genre analysis. New ideas have been introduced such as the goals of genres. She claimed that the appropriate definition of genre must be centred not on the substance or form of discourse but on the action it is used to achieve. In this way, genre has been considered as a tool used by people to arrive at their goals and ends.

In the teaching context, new rhetoric scholars try to help students and novice professionals understand the social functions or actions of genres and the contexts in which these genres are used. As a result, students will be able to select the rhetoric that is appropriate for their situations.

To sum up, rhetorician studies differs from ESP as they have focused more on the situational contexts in which genres occur and on their forms. Furthermore, they have placed special emphasis on the social purposes, or actions that these genres fulfil within these situations. For this reason, many researchers in New Rhetoric studies have used ethnographic rather than linguistic methods for analyzing texts such as describing participant observation, interviews, attitudes of informants and researchers toward the genre to be studied.

### 1.6.3.3 Australian Genre Theory

In this tradition, Australian or Sydney school, linguists pay more attention on the concept of genre. It has been studied by functionalists. The Australian tradition has developed independently from ESP and New Rhetoric traditions. It is based on the theory of language known as a *systemic functional linguistics*<sup>6</sup>, developed by the British-born scholar Halliday. This theory of language is based mainly on the relationship between language and its functions in social settings. Halliday called the key features that shape the language as *field* (the activity go on), *tenor* (the relationship between participants), and *mode* (the channel of communication. Halliday (1978) and Hassan (1989) claimed that these three elements determine the register of language. Starting from Halliday's ideas, Jim Martin developed theories of genre within a systemic functional framework. Unlike ESP and New Rhetoric scholars, Australian genre theorists have focused mainly on primarily and secondary genres with little attention to university and professional writings (Hyon, 1996: 654).

Genre studies raise many questions and controversies (Hyon 1996). One issue is how the word 'genre' relates to 'register' (Allison, 1999: 144). However, a clear distinction has been made. Couture (1986) differentiated between registers and genres. According to him, 'registers' being used when we are talking about the lexico-grammatical and discoursal-semantic patterns associates with situations and 'genres' being used when we are talking about membership of culturally recognizable categories. One genre may include different registers (Lee, 2001:46). While some scholars work mainly with one or the other term, many treat the concepts as complementary.

To sum up, ESP analysis focuses on move organization. The situational conditions and the contextual features have a great importance in New Rhetoric, whereas the Sydney school scholars base their analysis and pedagogy on the description of the lexico-grammatical features of genres. Here one can say that these traditions are complementary. A theory of genre is needed that base its analysis on the description of move organization, the contextual features, as well as the lexico-grammatical characteristics.

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<sup>6</sup> Hallidayan systemic-functional linguistics is a model used to refer to the close correlations between form and function. It considers language as a resource used for communication and not as a set of rules (Flowerdew & Wanb, 2009: 3).



Genre Schools	Principles	Authors
<b>ESP</b>	<ul style="list-style-type: none"> <li>-It is difficult to situate ESP with a particular linguistic or pedagogical tradition</li> <li>-Genres are defined by their formal properties as well as by their communicative purposes within social contexts.</li> <li>-The analysis is based on academic genres (research articles)</li> <li>-The analysis focuses on the vocabulary as well as the moves organization within genres so that university students will be able to control the organizational and stylistic characteristics of any given text.</li> </ul>	<ul style="list-style-type: none"> <li><b>-Swales 1990)</b></li> <li><b>-Bhatia (1993)</b></li> <li><b>-Dos Santos(1996)</b></li> </ul>
<b>New Rhetoric</b>	<ul style="list-style-type: none"> <li>-Genres are defined in terms of the social actions and purposes used to accomplish</li> <li>-Genres are dynamic</li> <li>- Teaching genres is based on the discussion of the rhetorical situation and not the description of the lexico-grammatical features.</li> <li>-Theorizing the ways in which genres are use for, schooling might assist students in acquiring , critiquing and using genres for their own purposes</li> </ul>	<ul style="list-style-type: none"> <li><b>-Miller (1984)</b></li> <li><b>- Jamieson (1978)</b></li> </ul>
<b>Sydney School</b>	<ul style="list-style-type: none"> <li>-It based on Systemic-Functional Linguistics</li> <li>-Genres are defined in terms of their lexico-grammatical features and the functions / meaning of language in context.</li> <li>- Australian genre theorists have focused mainly on primarily and secondary genres with little attention to university and professional writing</li> </ul>	<ul style="list-style-type: none"> <li><b>-Halliday (1978)</b></li> <li><b>- Jim Martin (1987)</b></li> </ul>

**Table 1.2: Genre-based theories<sup>7</sup>**

<sup>7</sup> It is a personal design of genre-based theories.

## 1.7 Discourse Communities vs. Speech Communities

People do not generally use language to communicate with the world at large. They communicate in a form of groups. In applied linguistics, the groups are called communities. One such grouping that is widely deployed to analyse written communication is discourse community. However, it is too difficult to make a clear distinction between discourse community and speech community. One initial way of tackling the issue is to examine what scholars have actually said about these two terms. A definition is given by Labov (1966). He asserted:

*“The speech community is not defined by any marked agreement in the use of language elements, so much as by participation in a set of shared norms; these norms may be observed in overt types of evaluative behaviour, and by the uniformity of abstract patterns of variation which are invariant in respect to particular levels of usage.”*

(Mullany, 2007: 84)

So, a speech community is a group of people who share linguistic norms. They may use a language in a different way but they style-shift in the same way. Though Labov's definition was criticized, it was widely used in ethnographic and qualitative studies. Saville-Troike (2003) went further than Labov's definition. According to her, speech community members must share the way they use, value, and interpret a language (Ibid: 85).

A discourse community differs from a speech community. According to Swales a discourse community has a broadly agreed set of common public goals. Those goals are either inscribed documents or indirectly agreed by the members of the community. A discourse community has mechanisms of intercommunication (discursive practices) among its members. These mechanisms change from one community to another such as meetings, newsletters, etc. A discourse community membership requires shared mechanisms so that its members will easily share information and provide feedback. Hence, the members use a set of specific number of genres. These genres have identical lexis. The terminology used in each discourse community is relevant to the goals of the community. Each community has a changing membership. Individuals may enter as well as leave such a community (Flowerdew & Wan, 2009: 2).

However, there are issues that are not well defined in relation to discourse community: how large a discourse community might be, whether speech is needed to maintain a discourse community and whether the purpose is the defining characteristic of a discourse community. There is a further question of whether shared goals are necessary to define a discourse community.

The word discourse community was widened to become ‘community of practice’, a term from socio-cultural theory rather than linguistics. This term was developed by Lave and Wenger. A community of practice has a clear definition. Eckert (2000) argued that a community of practice is defined by its membership and the shared practices that its members partake in. Moreover, Wenger (1998) claimed that in order to have a community of practice, three dimensions are needed: “mutual engagement”, “joint integrated enterprise” and “shared repertoire” (Mullany et.al, 2007: 88).

### **1.8 Communicative Purposes**

Since the 1960’s, a great interest in classifying texts emerged. Different parameters have been used for classifying texts: Linguistics features (e.g. Tarone et al 1981, Henderson & Hewings 1987, Biber 1988, Salager-Meyer 1994), situational features (e.g. Halliday 1978, Halliday & Hasan 1989) and functional features (e.g. Swales 1990, Bhatia 1993, Eggins 1994, Eggins & Martin 1997, Martin 1985, 1992, and 1984) (Askehave.I, 1999:13). However, the following lines focus on the functional approach which tried to classify texts according to their functional features or ‘*Communicative Purposes*’

*“Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realized, the exemplar will be viewed as prototypical by the parent discourse community.”*

(Swales, 1990: 58)

According to Swales, there is a realisational relationship between the communicative purpose and the genre. It is the communicative purpose(s) that shapes a given genre and determines its internal structure. By focusing on the communicative purpose(s) of genres, the analyst will follow an independent investigation rather than an

easy classification based on stylistic features and inherited values such as typifying research articles as simple reports of experiments ( Swales, 1990:46). Swales added:

*“While news broadcasts are doubtless designed to keep their audiences up to date with events in the world (including verbal events), they may also have purposes of moulding public opinion, organizing public behaviour (as in an emergency), or presenting the controllers and paymaster of the broadcasting organization in a favourable light.”*

(Askehave, 1999: 17)

Genres may have two different types of communicative purposes: official purposes and hidden purposes. The official purposes can be easily recognized, whereas the hidden ones are indirectly found or achieved.

### **1.9 Genre vs. Text Type**

Genre and text type are notions that are widely used within genre-based researches. However, less attention is given to the relationship between them. Some scholars use them interchangeably though there is not a universal agreement that they refer to the same aspects of text. Biber (1989) made a distinction between genre and text type. A difference is made on the bases of external and internal criteria. Clearly, genre characterizes a text on the basis of external criteria. Thus:

*“...a text that is written or spoken by a particular person, for a particular audience, in a particular context for a particular purpose and viewed by the discourse community as being an example of the particular genre.”*

(Paltridge, 2002: 74)

A genre is context-bound (extralinguistic), whereas text type characterizes text on the basis of internal linguistic criteria (language style). University essays, reports, lectures, for instance are genres whereas, exposition, problem-solution, argument are text types. Genre and text type represent different yet complementary perspectives on texts. An illustration of this opinion is given by Bloor (1998). According to him, the genre of story may include narrative as well as description type of text. Other examples were introduced by Hammond et al. (1992). These examples are listed in the following table:

Genres	Text types
Recipe Personal letter Advertisement Police report Student essay Formal letter Formal letter News item Health brochure Student assignment Biology textbook Film review	Procedure Anecdote Description Description Exposition Exposition Problem-Solution Recount Procedure Recount Report Review

**Table 1.3:** Examples of genres and text types (based on Hammond et al. 1992)

Admittedly, many genres may share the same type. The genres of advertisements and police reports may both share the text type of description. In addition, a single genre may be associated with more than one text type; in this case, formal letter is associated with both exposition and problem- solving text types. The difference is known through the linguistic characteristics of each one.

### 1.10 Genre colonies

A genre never exists in isolation. Genres are linked and interrelated .They overlap in terms of both purpose and users. They represent a huge range which Swales (2004) refers to as “constellation” and Bhatia (2004) a “colony” of academic discourse. These genres can be related to each other in three ways: genre sets, genre chains and genre networks.

#### 1.10.1 Genre Sets

Genres are never found in isolation. Devitt (1991) introduced the concept of “genre sets” to refer to an entire constellation that a particular individual genre engages in either productively or receptively. Some of these genres may depend on others; some may be alternatives to others (Hyland, 2006:55). Textbook, report, Essay, online tutorials are an example of genre sets since they dominate the genre lives of students in any field of study.

### 1.10.2 Genre Chains

It is about the way, texts cluster together in a given social context. Genre, for instance, may follow each other in a chronological order. Such as when applying for funding:

Read **funding announcement**



Research funding body through **web site**



Prepare **research proposal**



Write an **application form**



Read **response letter**

### 1.10.3 Genre Networks

In his book entitled “**English for Academic Purposes**”, Hyland claimed:

*“...genre networks are the totality of genres employed in a particular domain at any one time. While this totality is constantly changing, it nevertheless links text users to a network of prior texts according to their group membership, and provides a system of coding options for making meanings...”*

(Hyland, 2006: 56)

Genres interact with each other and respond to another in a particular setting. This idea refers to Bakhtin’s notion of intertextuality<sup>8</sup>. Earlier utterance transforms addresses and accommodates earlier utterances in some way. A Quoting in writing a dissertation is one example. Such references can be articles, books, websites, etc.

### 1.11 History of a Research Article

*The Philosophical Transactions of Royal Society* (1661) was the first published research article. Ard (1983) proposed that scientific article appeared as a result of the informative letters that scientists shared. The first articles were written in a narrative

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<sup>8</sup> The term intertextuality was developed by Bakhtin, a philosopher, to refer to the factors that make the use of one text depend on knowledge of other texts because texts do not appear in isolation, but in relation to other texts (Bazerman, 2004:53).

style. Some of them include salutations such as “Sir” then, research articles became an independent genre. From 1893-1900 the average length of articles was around 700 words to around 500. By 1980, the average increased and reached about 10000. Research articles, then, acquire a standard structure known as IMRAD to refer to introduction, method, results and discussion (Swales, 1990: 20).

Writing is a very complex type of activity and as such should be the focus of systematic training for both native and non-native speakers. In particular, writing a scientific paper requires competence at several levels: 1) general lexico-grammatical skills; 2) knowledge of technical and sub-technical vocabulary; 3) knowledge of how to convey meaning in a coherent and cohesive text; 4) knowledge of the structural and rhetorical ‘habits’ that have been developing within the specific community. All of these competences are generally acquired through time and extensive contact with the language (Bianchi & Pazzaglia, 2007: 263-264). Far from being a simple question of grammar and vocabulary, the practice of research article writing is a complex activity. Particularly, articles writing is strictly related a discipline’s methodology and culture in which it has been produced.

## **1.12 Abstract**

One genre that has been widely studied is the research articles introductions such as Swales (1990). Other genres receive less attention. A research article abstract is a genre that has been neglected until the 1990’s (Swales, 1990; Bhatia, 1993). Since then a number of studies has been conducted, Santos (1996), Melander et al. (1997), Samraj (2002), etc.

### **1.12.1 Definition**

In the academic discourse community, researchers feel the urgency to communicate new knowledge to the other members of their community. This communication can take place through various channels; usually these are: presentation of papers at conferences, participation in seminars and publication in international journals. The latter is undoubtedly the major channel of communication for the researcher. Thus, publishing a research article (RA) is an important step and has an enormous impact on academic communication.

An abstract requires as much attention as possible. It is among the last things to write but it is the first thing that the examiner reads. In addition, it is widely used in scientific and academic discourse (Paltridge & Startfield, 2007: 16). Bhatia (1993) claimed that the American Psychological Institution defines abstract as an abbreviated accurate representation of the content of a document preferably prepared by its author. The abstract is, thus a short but important piece of writing. It orients what the author has done as well as where the writer is scholarly placed. (Kachru & Nelson, 2006: 299)

*“It is a report of completed scientific research presented and published in the form of journal article research papers; scientific presentation as well as PhD theses ...: usually following set textual patterns; an abstract briefly presents the major points covered in the paper.”*

(Frey, 2010:1)

Clearly, an abstract is a report of completed works. Each one has its own organizational characteristics. It may consist of one to four or five lines that is, from 200 to 260 words depending on the length of the paper. Moreover, it contains a list of 5-15 key words listed in an alphabetical order (Ibid). Scholars argue that a research article is the genre, but the abstract is only a part of that genre and following Ayers (1993), abstracts<sup>9</sup> are a *part-genre* (Dudley-Evans, 2000: 5). The abstract is seen as a genre that is important just like the other genres:

*“...Academia, as a set of global set of local communities with different disciplinary cultures ..... encompasses a set of written genres that maintain conventionalized forms and functions (e.g. PhD dissertations, **abstracts**, book reviews)”*

(Roth, 1998: 30)

### **1.12.2 Abstract vs. Summary**

In technical documentation, the words abstract and summary are often used interchangeably to mean the same thing. However; they differ in their purpose and wording. That is, an abstract presented to an expert audience is usually found in

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<sup>9</sup> Research article abstracts have been referred to as a part-genre by Dudley-Evens. However, following Swales (1990), I will refer to research article abstracts as a genre.



specialized documents such as journal papers, conference papers, whereas, summary is presented to a less specialized audience (Heather, 2005: 65).

### **1.12.3 Communicative Purposes of Abstracts**

Abstracts are mainly used to inform the reader about the general content as well as aims, methods, results and conclusions of the whole document to convince him to read or drop it. Thus, they help him to decide on the quality of document's content. Through reading abstracts, the reader will be able to understand the full text (Frey & Kaplan, 2010: 2). In addition, he will better remember the key issues and findings. Abstract mentioning allows the supervisors to review the technical work without becoming logged in details (Ibid).

### **1.12.4 Types of Abstracts**

There are three types of abstracts. Each one is identifiable by its internal purpose: descriptive, informative, and critical abstracts (Ruban, et al., 2007: 234-235). A *descriptive* abstract is an outline of the work rather than a summary so that the reader will be either motivated or demotivated to read the entire document. It is like a table of content. It makes no judgement about the work, nor does it include any results or conclusions of the research. However, they contain the key words found in the text, the purpose and the scope of the research. They are mainly short. They are around 100 words or less.

On the one hand, the *informative* abstracts provide sufficient information in which the writer identifies the main arguments, findings, results and the conclusion of the research. They are detailed in nature so that their length is usually around 150 to 500 words. On the other hand, *Critical* abstracts introduce the main findings as well as the judgement and comment on the study's validity. These abstracts are around 400-500 words.

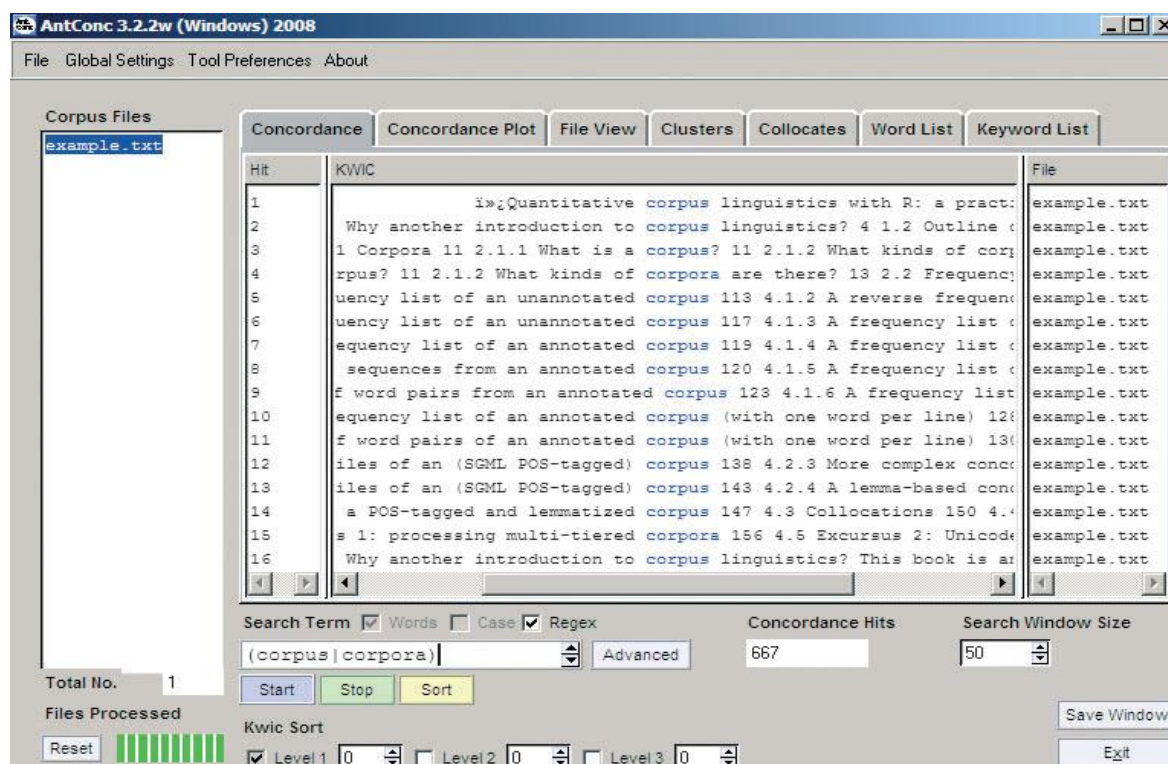
### **1.12.5 Studies on Abstracts**

Studies on abstracts emphasized mostly on the rhetorical organization and the linguistic features of abstracts (Samraj, 2002:42). Gretz (1985) studied the lexicogrammatical characteristics of abstracts. She found that abstracts are characterized by the use of past tense. In 1993, Bhatia's research revealed that abstracts include:

introduction (purpose), method, results and conclusion. Bhatia's findings were furthered by other researchers such as Salager-Meyer. Melander (1997) studied abstracts from different disciplines and Introduced in different languages. Another study of Santos (1996) analysed linguistic abstracts and postulated a five-move model to account for the overall organization (See page 33). In the Algerian context, however, research article abstract has not been researched as a text genre as much as one might expect. It has not been the subject of any guidebook or academic course. Furthermore, little information is presented on how it should be written and the structure it should follow.

### 1.13 Corpus Linguistics

Corpus linguistics refers a method of carrying out a linguistic analysis of any given corpus. This latter is supposed to be a databank of language which is naturally occurred. This language can be spoken, written or a mixture of the two (Cook, 2003:73). It is about those regularities and language patterns which can be analyzed systematically. At the beginning, corpus analysts, used to collect data, read and manually analyze them but with the advance of technology, the analysis is carried out with the help of computers and software such as concordancers. An example of concordance is given in **figure 1.2**.



**Figure 1.2:** A concordance output from AntConc

The analysis can be either quantitative or qualitative. In the quantitative analysis, the researcher aimed at determining the frequency of certain linguistic phenomena. The qualitative analysis aims at describing the linguistic phenomena irrespective of their frequency such as describing the common context of such a word or a phrase (Ibid: 15).

#### **1.14 Corpus Linguistics vs. ESP**

Researches done on specialized texts are an effective tool for the improvement of the pedagogical practices and the design of ESP teaching materials. In his commentary on ESP courses, Govioli (2006) said that working out the basic items to be dealt with is a key teaching problem. So, ESP corpora can solve this problem. A corpus-based research on business letters, for instance, can have a positive impact on the design of syllabi and materials of ESP courses since it provides course designers with the frequent items used in business context. Under this spirit, Coxhead (2002) compiled an Academic Word List (henceforth AWL) which contains those vocabulary items which are useful to learners. AWL becomes an important tool in teaching EAP (Upton & Cohen, 2007: 5).

#### **1.15 Genre Analysis**

Genre analysis is the study of a situated linguistic behaviour in institutionalized academic or professional settings, whether in terms of typification of rhetorical action as in Miller (1984), regularities of staged, goal oriented social processes as in Martin (1987) or in terms of consistency of communicative purposes as in Swales (1990), (Bhatia,2002:22). Kuhn (1970) asserted that academia, as a community with its own culture, encompass a set of written genres that maintain conventionalized forms and functions (e.g., Ph. D. dissertations, abstracts, book reviews, research papers). In that respect, genre analysts have been concerned with the problem of how to provide inexperienced members (who have little or no academic literacy in English) with the information they need to participate in academia.

## 1.16 Definition of “Move”

The term ‘move’ is basically used in ESP approach, which is based on move analysis. That approach was first introduced by Swales. This latter defines move as a semantic unit, which serves his purposes for genre analytic approach (Martin, 2000:7). Moreover, in his article called “*The Textual Organization of Research Papers Abstracts*”, Dos Santos (1996) said, “*A move has to be considered as a genre stage which has a particular minor communicative purpose of the genre*” (Prabripoo, 2009:19).

That is, Santos considers the term ‘move’ as a structure or group of words that have communicative purpose(s) which serves the major communicative purpose(s) of the whole genre. In addition, some move types occur more frequently than others and can be described as conventional, whereas others which less frequent are describes as optional. Each move may have sub functions that complete its functions. These sub-functions are called “steps” by Swales (1990), whereas Bhatia (1993) called them “strategies” (Kinoskilapatham, 2007: 24). Moves vary in length. A move contains at least one proposition (Ibid: 24). Crook (1998) proposed that a move can be realized by different linguistic units such as utterance, sentence, or paragraph (Swales, 2004: 229).

## 1.17 Move Analysis

Move analysis is mostly used in ESP in which texts are divided and analysed in terms of their move or thematic organisation. The following lines will provide more insights on the definition of the word move, move analysis, methods of move analysis and inter-reliability within move analysis.

### 1.17.1 Definition

Move analysis is a top-down<sup>10</sup> approach used most often by applied linguists for the analysis of discourse structure. Genre analysis using rhetorical move was originally

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<sup>10</sup> There are two different ways in which humans analyze and process language as part of comprehension and learning: top-down and bottom-up processing. The former, involves the making and testing of predictions about the text based on prior experience and background knowledge, whereas, the latter relates to the decoding of individual linguistic units and the building of textual meaning from the smallest unit to the largest one (Brodin, 138:2001).

developed by Swales who aims at describing the communicative purposes of texts by dividing them into discourse units (Kanoksilapatham, 2007: 23). In move analysis, the researchers analyse texts' moves and/or the sub moves that are functional units, which together fulfil the overall communicative purpose of the genre (Ibid). Connor & Mauraen (1999) emphasised that some move types occur more frequently than other in a genre and can be described as conventional. The moves which are less frequent are optional ones.

Move analysis, for instance, represents a research article as a hierarchically organized text made up of distinct sections. Each section can be divided into moves and each move can be broken down into steps such as Swales model (1990). Swales claimed that applied linguistics introduction section composed of three basic moves which are:

- Establishing a territory
- Establishing a niche
- Occupying a niche

Each move is divided into steps. Swales framework was globally used from different angles. It extended to other sections in different disciplines (medicine, Peng 1987, chemical engineering, Posteguilo 1999). Paltrige (1994) claimed that ESP researchers specify move boundaries according to their form and content (Ibid: 27). That is, in the analytical framework of ESP move analysis, the identification of textual boundaries between moves in each section is based on content and linguistic criteria.

### **1.17.2 Inter-Reliability in Move Analysis**

Inter-reliability is a crucial element in move analysis. It is about the researchers' judgment on the coding of the discourse components (Ibid). Raymond (1982) claimed that inter-reliability should be strictly embedded in move analysis so that researchers will achieve near perfect results. It assumes at least two coders. Crooke (1986) proposed that students might not be appropriate as coders, possibly due to their lack of understanding of the topics. So, the coders should have expertise in the discipline such as PhD candidates. Moreover, to achieve inter-reliability, researchers must discuss the coding results of their study with other analysts.

## **1.18 Abstracts' Move Analysis Models**

Several scholars have investigated textual organization and specific genre like Swales (1990), Salager-Meyer (1990), Bhatia (1993, 1996), Kaplan (1994), Dos Santos (1996) and Candlin (1999). Amongst these scholars, Swales made an important contribution to genre theory by suggesting that genres are located within their discourse communities. According to Swales discourse communities develop, use, and modify written genres in response to the recurrent rhetorical situations they face. These groups communicate their norms and values and conduct their affairs through the appropriation and use of particular forms of discourse. Each genre, according to Swales, is structured into moves. A move is an evidence of a peculiarity in a precise part of the text.

### **1.18.1 Swales' Model**

Swales (1990) model for research article introduction- *CARS* -points out the following moves (Kinoksipathan, 2007: 28):

#### **Move1 - Establishing a territory (obligatory)**

Step 1-Claiming centrality (and/or)

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

Step 3-Reviewing items of previous research

#### **Move 2 -Establishing a niche**

Step 1A-Counter-claiming (and/or)

Step 1B-Indicating a gap (and/or)

Step 1C-Question-raising (and/or)

Step 1D-Continuing a tradition

#### **Move 3 -Occupying the niche (obligatory)**

Step 1A-Outlining purposes (and/or)

Step 1B-Announcing present research (and/or)

Step 2 -Announcing principal findings (and/or)

Step 3 -Indicating RA structure

### **1.18.2 Bhatia's Model**

The Austrian abstracts basically mirror Bhatia's (1993) four move structure for abstracts. According to him, an abstract gives information on the following aspects of the research article it is describing (Hesamodi, 2009: 111):

- What the author did
- How the author do it
- What the author found
- What the author concluded

So, Bhatia believes that the research article abstract to be comprised of the following moves:

- Introducing the purpose
- Describing the methodology
- Summarizing the results
- Presenting the conclusions

### **1.18.3 Dos Santos' Model**

Dos Santos' framework has been exploited to investigate 94 abstracts journal articles in the field of applied linguistics. He has focused his interest on a niche of the academic genre: the researcher paper abstract. In particular, he states that members of any discourse community communicate their contribution to the field by publishing relevant research papers. He claims that abstracts are an important site for the visibility of scientific endeavour in so far as it makes the research widely known, more discussed, and more influential (Dos Santos, 1996: website<sup>11</sup>).

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<sup>11</sup> [Http//Santos:// Cat.inist.fr/? a madele = affiche N&C psidt = 2875652](http://Santos://Cat.inist.fr/?a_madele=affiche_N&C_psidt=2875652)

Dos Santos, in his research paper, has investigated the structure research article abstracts. He started his analysis by skimming each abstract focusing on the overall organization and trying to relate each sentence to Swales' model. In his model, the *move* has been chosen as the unit of analysis (Prabirpoo, 2009: 20). In addition to the four discussed in previous studies such as Bhatia(1994), he also postulates a move called 'Situating the research', where writers present current knowledge in the field and can optionally delineate a problem in the research area. He maintains that this move serves the function of attracting a readership. Dos Santos, in his analysis, came up with five moves (Ibid). Each move, usually, has sub-moves:

- Move 1– situating the research;
- Move 2 – presenting the research;
- Move 3 – describing the methodology;
- Move 4 – summarizing the results;
- Move 5 – discussing the results.

In his study on applied linguistics' abstracts, Do Santos claimed that an abstract contains five moves. These moves, he added, are released through a number of sub-moves. A move may consist of three or four moves. His model is elaborated in the following lines:

Move 1 — Situating the research

Sub-move 1 A - Stating current knowledge  
and/or

Sub-move 1 B - Citing previous research  
and/or

Sub-move 1 C - Extended previous research  
and/or

Sub-move 2- Stating a problem

Move 2 — Presenting the research

Sub-move 1 A - Indicating main features  
and/or

Sub-move 1 B - Indicating main purpose

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and/or

Sub-move 2- Hypothesis raising

Move 3 – Describing the methodology

Move 4 – Summarizing the results

Move 5– discussing the research

Sub-move 1 - Drawing conclusions

and/or

Sub-move 2 - Giving recommendations

The first move – *situating the research* – locates the research in terms of research field and topic. It provides orientation to the reader. The obligatory element in move 1 is sub move **1A** – *stating current knowledge* – because authors need to identify a precise field by stating a given topic. An example<sup>12</sup> is given below:

-Current research has supported the existence of a critical period.....

The explanation of previous researches is presented in the sub-move **1B** – citing previous research. The sub-move **1C** – extending previous research – highlights the authors' choice to precede his/her research with current research trend.

-Extending the research done on errors, we attempt to.....

In sub-move 2 – stating a problem – where current knowledge is evaluated and usually it is shown that previous research studies in a precise field have not been successful yet or are still incomplete. This sub move typically indicates a new direction for a research.

-Few studies have been done on.....

-This study sought to analyse learners' difficulties in writing their research's abstract...

The second move – *presenting the research* – in a certain way, justifies the paper itself, providing its basic features and its main purpose. The second move can take a

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<sup>12</sup> Examples are mine. Moreover, some examples have been taken from other studies.

descriptive or a purposive form. The sub-move **1A** – *indicating main features* – explains the structure of the article:

-This study investigates.....

Sub-move **1B** – *indicating main purpose* – explains the purpose of the paper. In the second sub move-raising hypotheses- the researcher exhibits the tentative answers to his research questions.

-The purpose of the study is to determine.....

The second sub-move is called *raising hypotheses*. In this sub-move, the researcher expresses tentative and expected answers to his research question. A sub-move of this kind will include modals such as *may, could...*

In the third move, the researcher is asked to the methodology. That is, he gives the design of the study in terms of subjects, procedures, materials, instruments, variables according to the type of experimentation. Some examples are demonstrated as follows:

-This study examines the responses of 60 Spanish, Chinese and German 12 learners to English sentences.....

-This paper is concerned with how advanced 12 learners of English interpret.....

-This study investigates the listening comprehension of 388 high-intermediate listening proficiency (LILP) and low- inter-mediate listening proficiency (LILP) Chinese students of English as a foreign language

-Using three information transfer tasks and intervening discussion sessions, we attempt to investigate the actual.....

The fourth move which is called summarizing the results summarizes briefly the main findings of the research paper. These results are most of the time written in a discursal way than in a numerical or statistical way.

The last move - *discussing the research*-- related to the reported findings. It has two sub moves. In first sub-move the researchers answer the questions. Usually, this sub- move presents verbs like suggest, interpret, provide, conclude, etc. On the other hand, the second sub-move -*giving recommendations*- outlines suggestions for further reading or investigations. So that the researcher may say:

-implications and conclusions of the results of foreign language learning are drawn....

## 1.19 Conclusion

Overall, this chapter pictures the theoretical background of the study. It sheds more light on many concepts such as ESP, genre analysis, move analysis, abstracts, etc. Researchers (e.g. Hyon 1996) identified three approaches to genre. The approach informed by Systemic Functional Linguistics is used by many researchers (e.g. Halliday 1995) who study the broad genres of schooling, such as description, narration, exemplification, and argumentation, in the Australian school contexts. The New Rhetoric approach is developed by a number of researchers (e.g. Devitt 2004) in North America who are more interested in the social and ideological significance than in the rhetorical organization and the language features of genres. The English for Specific Purposes approach is often favored by researchers (e.g. Swales) who are interested in genre as a tool for teaching discipline-specific writing to L2 learners in professional or academic settings. In this study, ESP is chosen as the theoretical background. The ESP research is based on the move analysis of different genres. So, abstracts of research articles are used as a corpus in this study.

In any piece of writing, an abstract requires as much attention as possible. It is among the last things to write but it is the first thing that the examiner reads. Abstracts have previously been studied by many scholars. Some studies emphasized on the rhetorical organization and the linguistic features of abstracts (Samraj, 2002:42). Gretz (1985) studied the lexico-grammatical characteristics of abstracts. In 1993, Bhatia's research revealed that abstracts include: introduction (purpose), method, results and conclusion. Bhatia's findings were furthered by other researchers such as Salager-Meyer. In addition, Dos Santos (1996) introduced a different model of analyzing abstracts. The corpus of the present study is going to be analysed following Santos' model because it is a recent one. It has been used by many researchers. The model consists of five moves which are situating *the research*, *presenting the research*, *describing the methodology*, *summarizing the results* and *discussing the results*. Each move is realised through a set of sub-moves. So, the corpus has been analysed following those moves and sub-moves.

## **CHAPTER TWO**

### **METHODOLOGY AND DATA COLLECTION**

2.1 Introduction .....	40
2.2 Research Topic .....	41
2.3 Motivation .....	41
2.4 Research Questions .....	43
2.5 Hypotheses .....	43
2.6 Methodology .....	44
2.6.1 Framework of the Study .....	44
2.6.2 Description of the Corpus .....	45
2.6.3 Selection of Journals .....	46
2.6.3.1 Journal Citation Report .....	46
2.6.3.2 Thompson Reuters .....	47
2.6.3.3 Impact Factor .....	48
2.6.3.4 <u>Applied Linguistics</u> .....	49
2.6.3.5 <u>Language Learning &amp; Technology</u> .....	50
2.6.4 Selection of Abstracts .....	53
2.6.4.1 Types of research .....	54
(i) Descriptive vs. Analytical .....	54
(ii) Applied vs. Fundamental .....	54
(iii) Quantitative vs. Qualitative .....	54
(iv) Conceptual vs. Empirical .....	54
2.6.5 Coder Selection .....	55
2.6.6 Texts and Their Structures .....	55

2.6.7 Framework of the Corpus .....	55
2.6.8 Theoretical Framework of the Study .....	56
2.6.9 Corpus Analysis .....	58
2.6.9.1 Methods of Move Analysis .....	58
(i) Corpus-Based Move Analysis .....	58
(ii) Functional-Semantic Method .....	60
2.6.10 Analysis Tools .....	61
2.6.10.1 WordSmith Tools .....	63
2.6.10.2 Concord .....	63
2.6.10.3 Analysis Steps .....	64
(i) Saving Text .....	64
(ii) Getting started .....	65
(iii) Saving Results .....	65
2.6.11 Statistics .....	68
2.7 Conclusion .....	69

## **CHAPTER TWO**

### **METHODOLOGY AND DATA COLLECTION**

#### **2.1 Introduction**

This chapter describes the methodology of the research and the way data are collected. In order to ensure reliability of the results as well as eliminate writer's bias, data collection should strictly follow a well designed scientific method. The chapter explains the research topic, motivation, research questions and hypotheses. It describes the guideline of the study: the framework of the study, the corpus of the study, the selection of the journal, the selection articles abstracts, coder selection, the given texts and their structures, the framework of corpus analysis, the analysis tools and statistics. Clearly, the researcher uses a scientific method of sampling. This sampling is based on a systematic as well as a random selection of abstracts which are taken from two highly qualified journals called Applied Linguistics and Language Learning & Technology. The choice of the appropriate journals goes through a complicated process. The selection is based on Journal Citation Reports which present statistics, evaluate, rank and compare the world's leading journals. These reports are published by Tompson Reuters, an information business company. Moreover, these journals, Applied Linguistics and Language Learning & Technology, talk about familiar topics. Topics which belong to applied linguistics, the researcher's field of work.

In this study, abstracts are analysed in terms of the organisation of their moves and how these moves are linguistically expressed, especially the key words which characterise each move. Correspondingly, a suitable method should be chosen. There are two move analysis methods: corpus-based and semantic-functional move analysis methods. In a corpus-based move analysis method, moves are identified in terms of both content and form. Moves analysis is, thus, based on the description of the way content is linguistically expressed. So, to achieve better results, the first method is used in the study. It is handled by analyzing the meaning of each sentence to see which move it expresses. To facilitate move identification, the concordance of the key words such as problem, result, conclusion, suggestion are utilized to see the context in which they occur. Consequently, the identification of moves becomes easier.

#### **2.2 Research Topic**

English is an important language. It is a vital means of scientific communication. English-speaking widespread has been essentially instantiated by a progressive increase in academic scientific publications (Hamel, 2007: 53). The spread of science, technology and the globalization of economy made English as a language of international communication (Ruiz- Garrido et al., 2010:1). In science, communication is very important for sharing ideas. In order to achieve this sharing; linguistic competence is of a paramount importance. Moreover, foreign learners need to be familiar with the rhetorical and discourse features of written English. More importantly, writers need an ability to participate in a whole range of skills to adapt to and acquire a wide spectrum of new genres such as emails, reports, research articles, abstracts, etc.

The genre of 'abstract' is chosen as the subject of this study. An abstract is a concise and accurate representation of the content of a document. A well prepared abstract enables the readers to quickly survey the basic content of a document ( Kachru & Nelson, 2006: 299). Moreover, it enables him to understand the key points, the concepts and the terminology discussed and used in the research. So, abstract summarizes documents. Therefore, it is difficult to be written. It is difficult to review a research in no more or less than 150 words. In this study, retrieved abstracts of articles published in an international journal called Applied Linguistics (Oxford Journals) are compared with abstracts found in Language Learning & Technology.

### **2.3 Motivation**

Writing is a problematic skill. Unlike speaking, writing is governed by less flexible rules. In the university level, both teachers and students recognize the necessity of a good system of communication within the university or with the outer world. They need to take new roles and engage with knowledge in new ways. They know that they are going to read or write new genres as well as communicate with or within new discourse communities. Swales (2004:1) expounded that a deep knowledge of the use of genres is more likely to be prevalent.

There is a great deal of research that has been done on academic genres. Many studies are particularly done on research articles. These studies have focused on the



overall organization of various parts of those research articles such as the introduction (swales, 1990), the result sections (Brett, 1994), discussions (Hopkins & Dudley Evans, 1988) and abstracts (Salager-Meyer, 1990, 1992). However, move analysis has not been done in the Algerian context.

Concerning an abstract writing, both teachers and students are not trained. So, this situation increases the level of subjectivity in theses and dissertations abstracts writing. After reading some students' abstracts, it seems that they do not follow one specific convention. Their abstracts vary in both content and length. In addition, it has been observed that in international colloquia, where scholars are supposed to share knowledge, Algerian scholars, especially those belong to scientific disciplines such as engineering; rarely write their research article abstracts in English, the language of scientific communication.

This research is an attempt to develop students' understanding of genres by sensitizing them to the correlation between language, culture<sup>13</sup>, the patterns of language use and norms in a discourse community in which these genres and rhetorical patterns are used. Journal research articles abstracts are used as the corpus of the study for many reasons.

Clearly, an abstract is a crucial element in any document; however, it attracts little attention from Algerian researchers. Furthermore, among the four skills of learning English, writing is one of the most essential academic skills needed by university students. In any domain, English abstracts are required. In the Algerian university, students are obliged to write abstracts; however, neither content nor organization is specified. In addition, the majority of students write their abstracts in the same way they do it in Arabic. Information on how to write a proper abstract may benefit not only teachers and learners at Mostaganem University, department of English but also teachers and learners in other contexts such as ESP practitioners who have become aware of the need for the appropriate description of the texts that students are expected to produce. In addition, Genre analysis provides useful insights on vocabulary teaching.

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<sup>13</sup> It is a tricky concept. It has many definitions. However, Richards & Schmidt (2002:138) gives a simple one. According to them, it is about the practices, codes and values that mark a particular nation or group: works of literature, art, music, etc. In the above lines, this concept means the culture of the discourse community and not the society as a whole.

## 2.4 Research Questions

Kerlinger proposed that a research problem should be stated clearly in a question form (Kothari, 2004: 28-29). So, this study tries to answer the following questions:

- 1- What moves are found in articles abstracts published in Oxford Journals, journal of Applied Linguistics?
- 2- What moves are found in English abstract articles published Language Learning & Technology?
- 3- Do both journals differ from each other?
- 4- Do they differ from Santos' move pattern?

## 2.5 Hypotheses

Generally, a hypothesis has been defined as a tentative supposition (Marczyk et al., 2005). Good and Han defines the word hypothesis as follows:

*“A hypothesis states what we are looking for. A hypothesis looks forward. It is a proposition which can be put to a test to determine its validity. It may prove to be correct or incorrect.”*

(Good & Han, 2005:55)

The research is designed to test the following hypotheses:

- 5- Scholars in AL mention the topic, the purpose, the methodology, and the conclusion.
- 6- Scholars in LLT mention the topic, the purpose, the methodology, and the conclusion.
- 7- Both journals follow Santos' model (Santos' model and academia are globalised).
- 8- Both journals omit the sub move of showing results.

## 2.6 Methodology

The term methodology<sup>14</sup> here refers to the plan of action showing how answers to the research questions would be obtained. It is about the design of the study. It pictures the procedure by which the analysis is carried out such as the framework of the study, the description of the corpus, the journal selection, the coder selection, etc.

### 2.6.1 Framework of the Study

In order to achieve objective results, the researcher finds it necessary to show how the research is carried out:

- 1- Studying the appropriate bibliography and previous researches on move analysis so as to be equipped with the necessary knowledge, skills, and methodology to construct the study.
- 2- Choosing the adequate journals. The corpus consists of 40 abstracts. Twenty abstracts from each. Then, selecting the best move patterns. So, Dos Santos 'moves model (1996) is adopted as the theoretical framework of analyzing all abstracts. This model has been chosen because it is a recent one. It has been referenced by many authors and researchers such as Saichon Prabripoo (2009), Jiraporn Onelpee (2008), Amelia Maria Cava (2007), Pedro Martin Martin (2003), etc. The researcher is the only coder of the corpus.
- 3- Deciding on the analysis of the corpus which comprises 20 journal articles abstracts which were published from 2008 to 2009. The journals namely are Applied Linguistics, and Language Learning & Technology journals. The selection is based on journal impact factor as well as the availability of these abstracts. The impact factor and ranking have been published in journal citation report 2009 by Thompson Reuters.

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<sup>14</sup> In the study, the term methodology used to mean the plan and the procedure of collecting data.

- 4- Downloading all the samples from the internet and storing them in a computer in order to analyse the move frequencies of these abstracts. The analysis will indicate which moves are frequently used in those abstracts. Move identification and organization will allow the observer distinguish which model has been followed in those journals.
  
- 5- Printing out all the articles abstracts from the computer and analysing their organization. The analysis is based on the abstract move patterns of Santos (1996).
  
- 6- Investigating and analyzing the data to answer the research questions. Then, Move frequencies of journals are explored. The results of the analysis will answer the questions and test the correctness of hypotheses.

### **2.6.2 Description of the Corpus**

This study attempts to show move organization and frequency in research articles abstracts. These articles belong to the field of applied linguistics because it is a discipline of interest to ESL, EFL, ESP teachers and learners so that the findings will be beneficial for them. This research analyzed 40 abstracts from two journals: Applied Linguistics and Language Learning & Technology, twenty abstracts from each journal. It seems a small corpus but it is difficult to deal with a lot of abstracts and words as Sinclair (2000) pointed out, small corpora are not necessarily bad; in some cases a small corpus is the right choice.

The name of each journal	Number of abstracts
--------------------------	---------------------

<u>Applied Linguistics</u>	20
<u>Language Learning and Technology</u>	20
Total	40

**Table 2.1:** Articles abstracts from both Journals.

### 2.6.3 Selection of Journals

The selection of journals is based on Journal Citation Reports (2009): Science edition of journals reports which covers about 6,166 leading international science journals. A number of quantitative measures such as a total cites, impact factor, cited half- life immediacy index and the total articles used for ranking, evaluating, categorizing and comparing journals. Journals are chosen according to their higher impact factor. They are among the top twenty linguistics’ journals in the world. To give more insights on the context of selecting the journals, journal citation report, Thompson Reuters and impact factor are defined in the following lines.

#### 2.6.3.1 Journal Citation Report

*Journal Citation Reports*<sup>®</sup> is a multidisciplinary database. It presents statistics, evaluates, ranks and compares the world’s leading journals. It covers over 7,500 leading international science, technology, and social sciences journals from more 3,300 publishers in over 60 countries. The evaluation is objective and quantitative. “[It]<sup>15</sup> presents statistical data that systematically provides an objective and quantitative way...” (Kanoksilapatham, 2005:271). The measure includes total cites, impact factor, cited half-life, immediacy index and total articles. *JCR* has many functions:

- It helps Librarians to support selection or removal of journals from their collections, and determine how long to keep each journal in the collection before archiving it.

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<sup>15</sup> The emphasis is mine.

- Publishers and editors can compare journals' influence in the marketplace.
- It helps Authors to distinguish the most appropriate, influential journals in which to publish, as well as to evaluate the status of journals in which they have published.
- Professors and students can discover where to find the appropriate references related to their respective fields.

To sum up *Journal Citation Report* shows the:

- Most frequently cited journals in a field
- Highest impact journals in a field
- Largest journals in a field

### **2.6.3.2 Thompson Reuters**

*Thompson Reuters* is an information<sup>16</sup> business company. It has been founded in 1982. It is located in USA and UK. It aims at improving the standards of journalism and providing trusted information for news agencies and newspapers for example<sup>17</sup> BBC, Al-Jazeera, Al-Arabiya and the like. The staff of the company consists of experienced people from the world of business, politics, diplomacy and journalism. To ensure its independence and freedom from any bias in the gathering of information and news, the company followed certain Trust Principles. The principles have been established in 1941, during the Second World War (website)<sup>18</sup>. The Trust Principles are:

1. Thomson Reuters shall at no time pass into the hands of any one interest, group or faction.
2. That the integrity, independence and freedom from bias of Thomson Reuters shall at all times be fully preserved.

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<sup>16</sup> It provides trusted information for news agencies.

<sup>17</sup> The examples are mine.

<sup>18</sup> <http://go.thomsonreuters.com/jcr.it>.

3. Thomson Reuters provides unbiased and reliable news services to newspapers, news agencies, broadcasters and other media subscribers and to businesses governments, institutions, individuals and others with whom Thomson Reuters has or may have contracts.
4. Thomson Reuters pays due regard to the many interests which it serves in addition to those of the media; and
5. That no effort shall be spared to expand, develop and adapt the news and other services and products so as to maintain its leading position in the international news and information business (website)<sup>19</sup>.

*Thompson Reuters* received many awards. The company rose to 39th in the 2010 Top 100 Global Brands. It ranked the second for Financial Data Services in the year's (2011) Fortune World's Most Admired Companies list and the first overall for Innovation, Social Responsibility and Global Competitiveness (website)<sup>20</sup>.

### **2.6.3.3 Impact Factor**

The impact factor is the average number of times articles that are published in a specific journal in the two previous years have been cited in a particular year. (Kanoksilapatham, 2005: 271). Another definition is given below in which the impact factor is said to be measured through journals' influence and the annual amount of the published papers.

*“The impact factor is simply one measure of a journal's influence (there are many others). It is a weighted measure -- of citations per paper -- and as such it is an attempt to compare journals of the same subject area that publish different numbers of papers each year”* (Website)<sup>21</sup>

### **2.6.3.4 Applied Linguistics**

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<sup>19</sup> [http://thomsonreuters.com/about/trust\\_principles/](http://thomsonreuters.com/about/trust_principles/)

<sup>20</sup> [http://thomsonreuters.com/about/corporate\\_responsibility/community/](http://thomsonreuters.com/about/corporate_responsibility/community/)

<sup>21</sup> <http://www.timeshighereducation.co.uk/story.asp?storycode=413923>

Oxford Journals is a division of Oxford University Press which is the department of Oxford University. It publishes about 230 journals belonging to different disciplines. It is publishing for more than 500 years old. Applied Linguistics is one of Oxford Journals. It is a journal that publishes issues related to language. It provides articles of higher quality. The articles are edited by professional applied linguists such as Ken Hyland and Jane Zuengler.

Applied Linguistics makes a connection between fields, theories, research methods and scholarly discourses. It welcomes issues which belong to different research areas such as bilingualism, multilingualism, computer-mediated communication, conversation analysis, corpus linguistics, critical discourse analysis, etc. interestingly, the journal has a forum in which publishers can deepen the discussion, share knowledge and react to readers' comments. It is published four times per year (website)<sup>22</sup>.

To publish an article, many conditions should be followed. Articles must be written in English. They should be original. Moreover, a guideline is provided. The guideline explains the journal tradition on paragraph writing (punctuation, spelling, spacing, quoting, etc.) and methodology (bibliography, indexing, etc). However, no information on abstract writing has been mentioned. The following table illustrates Applied Linguistics' impact factor and ranking (Ibid).

	Impact factor	Ss: linguistics
2009	1.469	<u>15</u> out of 92
2008	2.217	<u>5</u> out of 68

**Table 2.2:** The Impact Factor and Ranking of Applied Linguistics

### **2.6.3.5 Language Learning & Technology**

Language Learning & Technology is an effective journal. It began the publication in July 1997. It is exclusively an e-journal<sup>23</sup>. It is published three times per year (February, June, and October). It contains well organized and highly effective

<sup>22</sup> [www.oxfordjournals.org/our\\_journals/aplij/about.html](http://www.oxfordjournals.org/our_journals/aplij/about.html)

<sup>23</sup> It is published only on the World Web



articles. Methodology and publication conditions such as originality are listed on the official website of the journal. The staff of the journal consists of experienced scholars in the field of second language education and computer-assisted learning.

It discusses issues related to technology and second language education. The focus is on language teaching and learning and how they are improved by technologies. It has been listed among the most readable journals all over the world. In 2007, it was among the top twenty journals. The following table proves that fact:

Rank	Journal Title	Cites in 2007 to Journal	Impact Factor for 2007	# of Articles in 2007
1	Journal of Engineering Education	638	3.000	28
2	Academy of Management: Learning and	338	2.796	20

	Education			
3	Scientific Studies of Reading	427	2.676	15
4	Review of Educational Research	1760	2.600	16
5	Journal of American College Health	1059	1.940	59
6	American Educational Research Journal	1501	1.930	29
7	Health Education Research	1801	1.786	81
8	Computers & Education	773	1.602	123
9	Journal of the Learning Sciences	567	1.571	15
10	Journal of Educational and Behavioral Statistics	519	1.361	16
11	AIDS Education and Prevention	1217	1.359	42
12	Journal of Research in Reading	262	1.340	27
13	Sociology of Education	1249	1.290	16
14	<b>Language Learning &amp; Technology</b>	169	1.222	18
15	Journal of Research in Science Teaching	1754	1.148	61
15	Reading Research Quarterly	1167	1.148	27
17	Educational Evaluation and Policy Analysis	653	1.062	14
17	Elementary School Journal	651	1.062	20
19	Learning and Instruction	795	1.029	52
20	Harvard Educational Review	844	1.000	25

**Table 2.3:** LLT Impact Factor (website<sup>24</sup>)

The following table lists the top 20 publications ranked by their five-year impact, defined as the total number of citations in 2009 made to papers published in the journals in 2004-08, divided by the number of citable items (research articles and reviews) from 2004 to 2008.

Top journals in Linguistics				
<i>Data provided by Thomson Reuters from its Journal Citation Reports – Social Sciences, 2009</i>				
Journal	Articles in 2009	Total cites in 2009	Impact factor	Five-year impact

<sup>24</sup> [http://sciencewatch.com/dr/sci/09/mar15-09\\_1D/](http://sciencewatch.com/dr/sci/09/mar15-09_1D/)

1	Journal of Memory and Language	60	5,173	3.221	3.814
2	Computational Linguistics	17	1,467	2.212	3.722
3	<b>Language Learning and Technology</b>	12	562	2.531	3.575
4	Brain and Language	64	4,721	2.973	3.105
5	Studies in Second Language Acquisition	19	956	1.323	2.881
6	Language	24	2,309	1.886	2.794
7	Journal of Speech, Language and Hearing Research	111	3,591	2.347	2.714
8	Cognitive Linguistics	29	489	0.814	2.560
9	Journal of Fluency Disorders	17	535	2.188	2.425
10	Journal of Communication Disorders	37	1,157	1.639	2.276
11	Language and Cognitive Processes	55	1,634	2.000	2.233
12	Mind and Language	26	825	2.091	2.173
13	Modern Language Journal	39	1,200	1.914	2.040
14	Linguistic Inquiry	23	1,691	1.450	2.020
15	<b>Applied Linguistics</b>	23	1,086	1.469	1.991
16	Second Language Research	13	502	1.281	1.924
17	Journal of Phonetics	32	1,166	1.525	1.902
18	Applied Psycholinguistics	31	1,001	1.238	1.887
19	International Journal of Language and Communication Disorders	45	670	1.330	1.859
20	American Journal of Speech-Language Pathology	30	825	1.879	1.829

**The table 2.4:** Top Linguistics Journals(website)<sup>25</sup>

In this study, the first task is to get samples from AL and LLT, twenty articles from each. The content and the authors of these abstracts are not a factor in selecting them. To insure that the coder has an expertise in the focused discipline, journals which belong to the coder's area of research are chosen. Crookes (1986) conducted a study in which he cautioned that students might not be appropriate as coders, possibly due to

<sup>25</sup> It is retrieved from <http://www.timeshighereducation.co.uk/story.asp?storycode=413923>

their lack of understanding of the topics of scientific research articles (Kanoksilapatham, 2005: 273). For that reason, journals of familiar disciplines are selected. The second task is to put all the downloaded abstracts in a Microsoft Word and make two copies. One copy is put in the research as appendix and the other used to analyse the moves.

#### **2.6.4 Selection of Abstracts**

Abstracts are chosen randomly as well as systematically. According to Kazdin (1992) random selection is a procedure in which all people or texts have an equal chance to be chosen as the subjects of such a study. To do so; the population must be narrowly defined. The researcher must define the population of interest then randomly select his informants. Consequently, a representative sample would be gained (Marczyk et al., 2005:54).

*“.....use random selection when choosing a sample of research participants from the population of interest. This helps to ensure that the sample is representative of the population from which it was drawn”*

(Ibid: 274)

Authors' names and titles of research articles abstracts are chosen randomly. Later on, these authors' names and titles are deleted. The content abstracts are systematically selected. To balance and harmonize the corpus, abstracts are chosen according to their research type. There are many research types: Descriptive vs. analytical, applied vs. fundamental, quantitative vs. qualitative and conceptual vs. empirical. Empirical research abstracts have been chosen. It is best suited to Santos model. This approximation gives better results, answers the research question and tests the correctness of the hypotheses. In his book entitled “**Research Methodology: Methods and Techniques**”, Kothari listed many types of research.

##### **2.6.4.1 Types of research**

Kothari (2004:2-4) mentioned many types of research: Descriptive vs. analytical, applied vs. fundamental, quantitative vs. Qualitative and conceptual vs. empirical.

##### **(i) Descriptive vs. Analytical**

Descriptive or Ex post facto research is used in social sciences and business research. This type of research is based on surveys and fact-finding enquiries of different kinds. The purpose of this research is the description of such a state of affairs such as the frequency of shopping. In this way, the researcher only reports what is happening without taking into account the variables. In analytical research, facts and information analyzed to come up the evolution of the material.

**(ii) Applied vs. Fundamental**

Researchers use an applied research to overcome a problem facing a society or any industrial or business organization. Whereas, fundamental/basic research is concerned with gathering information and knowledge in order to formulate or modify such a scientific theory.

*“...basic research is directed towards finding information that has a broad base of applications and thus, adds to the already existing organized body of scientific knowledge.”*

(Kothari, 2004: 3)

**(iii) Quantitative vs. Qualitative**

Quantitative research is concerned with the study of phenomena that can be expressed in terms of quantity. Qualitative research is based on the study of phenomena that cannot be analyzed in terms of numbers such as “Motivation Research”. This kind of research is used in behavioural sciences wherein researchers deal with objects that cannot be measured. Interviews and tests are used in qualitative researches.

**(iv) Conceptual vs. Empirical**

Conceptual research is concerned with abstracts ideas. It is used by philosophers to develop or reinterpret existing concepts. Empirical type of research is based on experience and observation. Its conclusions could be verified by experiment. The researcher must first have hypotheses. Then, he must come up with facts in order to either approve or disapprove them. In addition, the researcher has a strict control over the variables and their effects.

*“Such research is thus characterized by the experimenter’s control over the variables under study and his deliberate manipulation of one of them to study its effects.”*

### **2.6.5 Coder Selection**

In order to achieve inter-reliability, move analysis requires at least two coders. However, in this study the researcher, a magister student, takes the responsibility for coding all the abstracts.

### **2.6.6 Texts and Their Structures**

After downloading all the abstracts, the titles and the authors' names are deleted. The corpora of this study comprised of 7000 running<sup>26</sup> words which seems to be a reasonable number. They have been electronically counted. The abstracts are short, accurate and concise.

### **2.6.7 Framework of the Corpus**

After getting the corpus, they are printed out and coded by the researcher. The corpus is analysed to highlight the organization and frequency moves within the abstracts. The analysis is based on Santos (1996) move patterns.

Santos's model is chosen as the theoretical framework of the analysis for the following reasons: Santos is a competent linguist who published many articles in well known journals such as English for Specific Purposes. He comes up with his own move patterns. This model is widely used by researchers to capture the textual organization of many abstracts from many disciplines.

The cut off frequency of 60% of occurrence is arbitrary established as a potential measure of move stability (Kanoksilapatham, 2005: 272). Clearly, a conventional move must occur in 60% of the appropriate sections in the corpus. If the frequency falls below 60%, it is considered optional. To see if a particular move is conventional or optional, Kanoksilapatham asserted that the frequencies of each move in each section must be recorded to determine if a particular move occurred frequently enough to be considered conventional.

---

<sup>26</sup> The number of words is calculated using Microsoft Word.

Training session is conducted for the coder to become acquainted with the use of the coding system to assure that she clearly understand how to code any text using the coding scheme or the spreadsheet format (See page 62). Following this training, the coder codes the selected texts representing the five conventional sections of a research article abstract. The coding is repeated several times. In addition, key words such as results, discussion, problem, method are put in Wordsmith software in order to see the context<sup>27</sup> in which they occur. As a result, the identification of the move becomes faster. After the coding of each section is completed, the coder checks the results to identify any coding differences. Difference in coding leads to repetition and clarification of the criteria for coding assignments.

### **2.6.8 Theoretical Framework of the Study**

The corpus of the study is analysed following Dos Santos model. The model consists of five moves, each move is realized through sub-moves or what Swales (1990) called 'steps'. The following table<sup>28</sup> groups the five moves:

---

<sup>27</sup> It is meant the linguistic context in which these words occur. In other words, the sentences in which these words can be found.

<sup>28</sup> A personnel design of Dos Santos' model.

---

**The five move**

---

**Move 1 :**

**Situating the research**

Sub-move 1 A:

Situating current knowledge

And /or

Sub-move 1B:

Citing previous research

And /or

Sub-move 1 C:

Extended previous research

And /or

Sub-move 2:

Stating the problem

**Move 2 :**

**Presenting the research**

Sub-move 1 A:

Indicating main features

And /or

Sub-move 1B:

Indicating main purpose

And/or

Sub-move 2:

Hypothesis raising

**Move 3 :**

**Describing the methodology**

**Move 4 :**

**Summarizing the results**

**Move 5 :**

**discussing the research**

Sub-move 1:

Drawing conclusions

And /or

Sub-move 2 :

Giving recommendations

---

**Table 2.5:** Theoretical Framework of the Study

---



## **2.6.9 Corpus Analysis**

The corpus consists of 40 abstracts. It is analysed following Santos' model. Move analysis is easy to be carried out. However, move identification and move boundaries are difficult to be found. As a result, it is necessary to find a method for the analysis of the corpus. When the method is chosen, the identification and the frequency of each move will be easily recognized and counted.

### **2.6.9.1 Methods of Move Analysis**

There are two ways in which moves could be analyzed. Researchers may follow either Functional-Semantic or Corpus-Based move analysis.

#### **(i) Corpus-Based Move Analysis**

Scholars within Corpus-based move analysis looked at move boundaries in terms of form as well as content. There many studies that follow this method .Gledhill (2000) studied the occurrence of “was to”. His study revealed that “was to” used to signal the onset of introduction's third move, occupying the niche (Lewin et.al, 2001: 144). Consequently, moves are identified in terms of both content and form. Moves analysis is, thus, based on the description of the way content is linguistically expressed.

#### **• Corpus-Based Move Analysis Steps**

Step1: determine rhetorical purposes of the genre.

Step2: determine rhetorical function of each text segment in its local context: identify the possible move types of the genre

Step3: Group functional and /or semantic themes that are either in relative proximity to each or often occur in similar locations in representative texts. These reflect the specific steps that can be used to realize a broader move.

- Step 4: conduct pilot-coding to test and fine tune definitions of move purposes.
- Step 5: develop coding protocol with clear definitions and examples of move types and steps.
- Step 6: code full set of texts; with inter reliability check to confirm that there is clear understanding of move definitions and how moves / steps are realised in texts.
- Step 7: add any additional steps and/moves that are revealed in the full analysis.
- Step 8: revise coding protocol to resolve any discrepancies revealed by the inter reliability check or by newly discovered moves/steps and re-code problematic areas.
- Step 9: conduct linguistic analysis of move features and/or other corpus facilitated analyses.
- Step10: describe corpus texts in terms of typical and alternate move structures and linguistic characteristics

Adapted from (Kinoskilapathanm, 2007:34)

This method has been criticized by some scholars. Paltridge (1994) concludes that there are non linguistic rather than linguistic reasons for generic stating of texts. He asserts that cognition, mainly intuition, is another way of grouping genres and identifying move boundaries. He advocates another method called the functional-semantic method (Flowerdew, 2008: 120).

## (ii) Functional-Semantic Method

Kwan (2006) provides a useful introduction to the functional-semantic methods used in carrying out move analysis. In the functional-semantic methods, the identification of moves is based on cognitive judgement (ibid: 92). This definition is strictly linked to the theoretical definition of 'move' which says each move has a local function but contribute to the whole purpose of the text being analyzed. (Martin, 2010:32).

Consequently, the identification of move boundaries is based on intuition rather than the reliance on the linguistic criteria. Paltridge (1994:287) claimed that the structural division of texts should be seen as a research for cognitive boundaries in terms of convention, appropriateness and content rather than as a search for linguistically defined boundaries (Martin, 2005:63). Swales (2004:229) asserted that: "*It [move] is a functional, not a formal unit .Sometimes, however, grammatical features can indicate the type or nature of a move*". It is a cognitive rather than linguistic sense that guides the perception of textual divisions. Swales division of textual boundaries was, thus content-based. He based his division on the use of broad content-based terms such as 'establishing the niche'. This view was supported by Bhatia who claimed that scholars should take into account the psychological factors in their description of textual boundaries. "*these regularities must be seen as cognitive in nature because they reflect the strategies that a particular discourse.....use in the construction and understanding of that genre*" (Bhatia, 1993:21). So, Swales, Bhatia draw on categories based on content to determine textual boundaries.

Although the functional-semantic method provides a practical guide and furthers genre-abased analysis, but it missed an important area, the linguistic criteria. It is through language that any move expresses its function. Moreover, Corpus-based move analysis neglects intuition which has an important role in the identification of moves and the classification of genres. Consequently, these methods are complementary rather than contradictory. Each one completes the other.

To identify moves structure and organization, corpus-based methods have been used in the study. That is, content and form are the parameters that are used in move identification. This method used by writing the key words in Wordsmith Tools concordance software. These key words are chosen randomly such as the nouns

'result', 'conclusion' 'suggestions' which seem as a helpful way to identify the move in which they occur.

### **2.6.10 Analysis Tools**

The analysis tools are:

1. The researcher is the only coder
2. The Criteria for an abstract organization focused on the communicative purposes which are developed by Santos (1996). They are used to identify an abstract move patterns.
3. A coding scheme is designed by the researcher which used in coding.
4. A Spreadsheet is used to collect all the coding results. The spreadsheet is designed as follows :



### 2.6.10.1 WordSmith Tools



WordSmith Tools is a set of programs. It enables the researcher to look at how words behave in his texts or those of others. The tools are Wordlist, Concord and KeyWords ( Scott, 2010: 2).

The WordList tool lets the researcher see a list of all the words or word-clusters in a text. The concordancer, Concord, shows any word or phrase in context so that the researcher can see what sort of words it is mentioned with. By using KeyWords, the key words could be investigated in a text. These tools have been widely used by Oxford University teachers and students for their own lexicographic work in preparing dictionaries, by language teachers and students, and by researchers investigating language patterns in lots of different languages in many countries world-wide.

### 2.6.10.2 Concord



It is a program through which the concordance of such words can be achieved. The word concordance means a set of examples of a given word or phrase, showing the context in which it occurs (Ibid:5). A concordance of *give* might look like this:

```
... could not give me the time ...  
... Rosemary, give me another...  
... would not give much for that ...
```

A concordancer searches through a text or a group of texts and then shows the concordance as output. This can be saved, printed, etc. The concordance of the word 'may' is given in the following page:

N	Concordance	Set	ag	ord #	#	s.
2	or history, and art <w VMO>may be only a small part of	B		378	0	78
3	Books and catalogues <w VMO>may contain criticism; but	C		391	0	91
4	but their writers <w VMO>may think of themselves as	T		397	0	97
5	their books <w VMO>may never be identified as	Be passive		418	0	18
6	as art criticism <w VMO>may be disputable. </p> <div2	B		505	0	05
7	that her friend <w VMO>may be right. The resources	B		1,280	0	80
8	publications. There <w VMO>may, however, be questions in	B		1,376	0	76
9	it seems that she <w VMO>may have chosen the wrong	C		1,549	0	49
10	Even though critics <w VMO>may not be as learned as	B		2,007	0	07
11	artefacts which <w VMO>may or may not be categorised	Be passive		3,103	0	03

5,570 Set

**Figure 2.1:** A Concordance from Wordsmith Tools

### 2.6.10.3 Analysis Steps

Analysis steps mean the procedure through which WordSmith software is used. The steps are presented in an elaborated way because the electronic analysis of linguistic data is recent in the Algerian context. So, information on how data is analyzed will be helpful for other Algerian researchers.

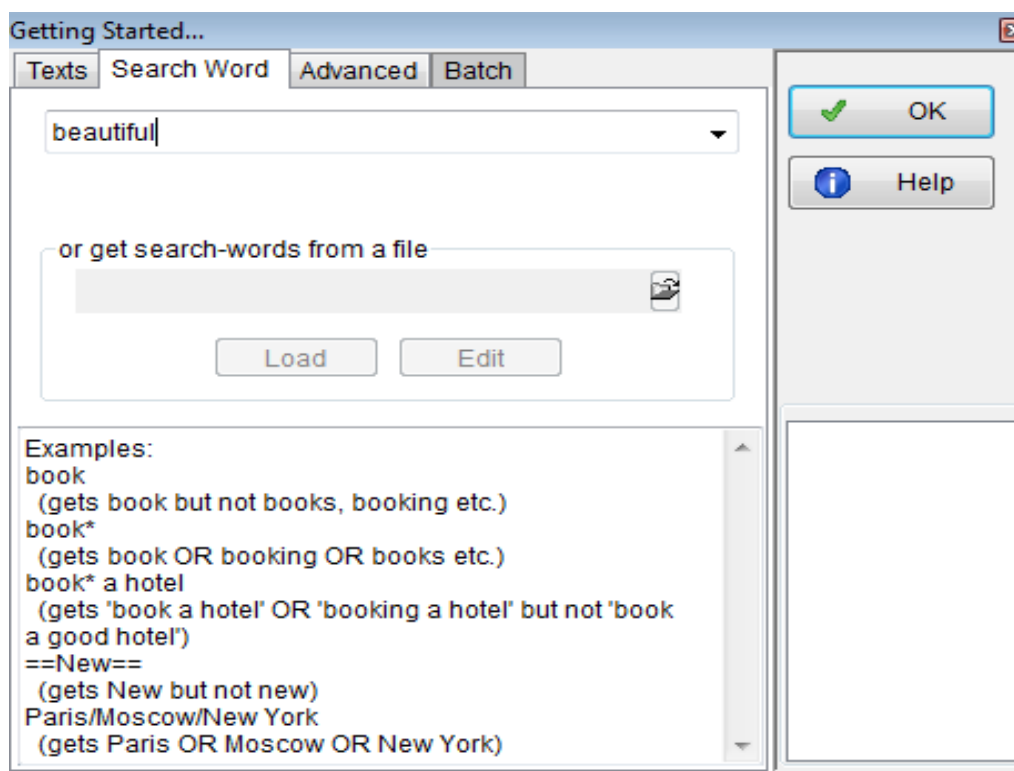
#### (i) Saving Text

In WordSmith plain text files are needed, texts should be saved in the form of \*.txt<sup>29</sup>. Any Word **.doc** files will look crossed out and should not be used: they should be converted to .txt first. **Pdfs** should not be chosen either; they have a special format.

<sup>29</sup> In French, it is called “text brut”

## (ii) Getting started

When Wordsmith software is opened the researcher must select which tool is going to be used. In the case of Concord tool (See page 63), the table below appears. A word or phrase must be written which Concord will search for when making the concordance. Then, the bottom OK must be pressed. The example is given below:



**Figure 2.2:** Getting started

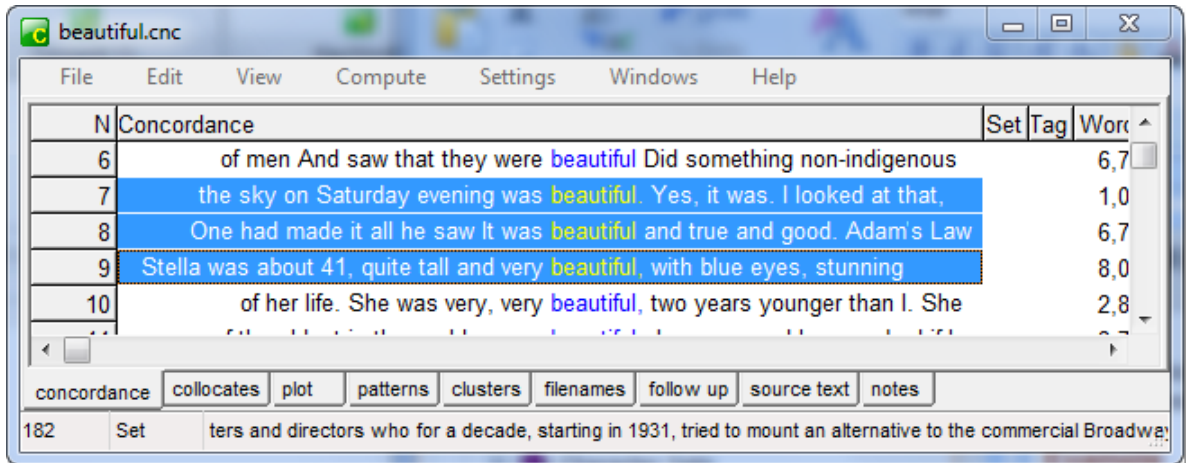
## (iii) Saving Results

The researcher can block an area of data, by using the cursor arrows and Shift, or the mouse, then press Ctrl/Ins or Ctrl/C to copy it to the clipboard. Then, he can go to a word processor, and paste or "paste special" the blocked area into a text. This is usually easier than saving as a text file (or printing to a file) and can also handle any graphic marks.



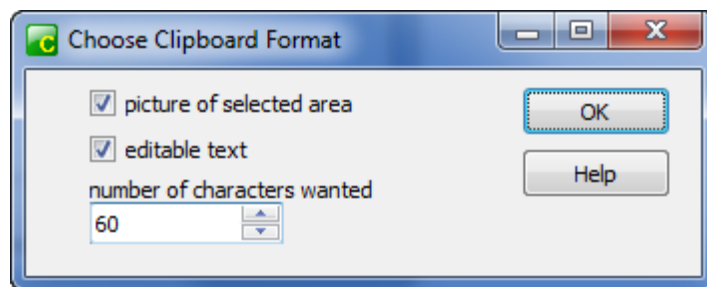
**Example:**

The table shows the concordance of the word ‘beautiful’. Some data are selected. Lines of a concordance are chosen, just the visible text, no Set or Filenames information.



**Figure 2.3:** The First Step of Saving the Results

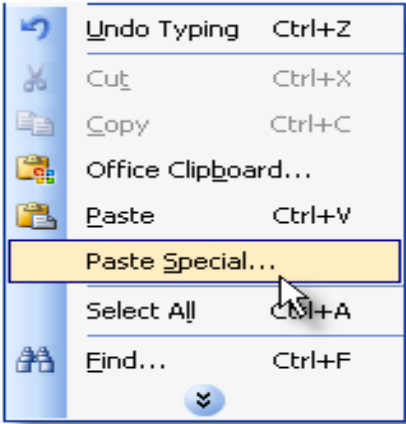
In the case of a concordance, since concordance lines are quite complex, the researcher will be asked whether a *picture* of the selected screen lines is wanted, it looks like this in MS Word. To do so, the researcher must hold down Control and press Ins or C.



**Figure 2.4:** The Second Step of Saving The Results

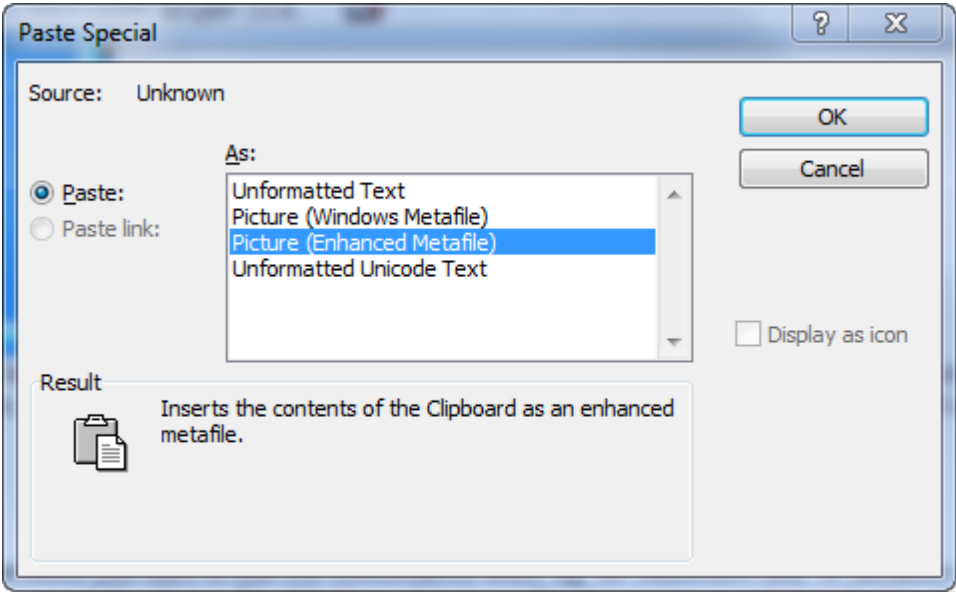
When OK is pressed, the data goes to the Windows "clipboard" ready for pasting into any other application, such as Excel, Word, Notepad, etc. For all other types of

lists, such as word-lists, the data are automatically placed in the Clipboard in both formats, as a picture and as text. The researcher can choose one format and they will look quite different from each other! In addition the researcher should choose "Paste Special" in Word or any other application to choose between these formats.



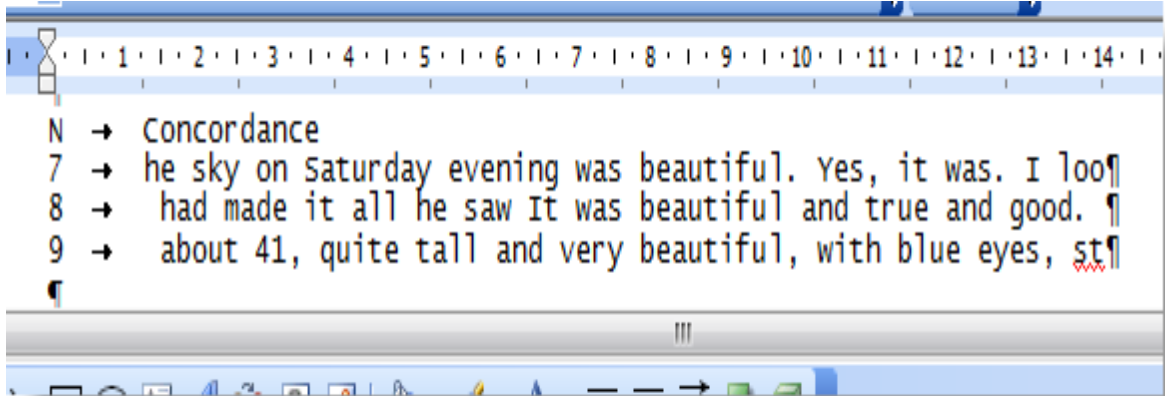
**Figure 2.5:** The Third Step of Saving the Results

And then, for the picture format, a researcher will probably use this picture format for his dissertation. In this concordance, he gets only the words visible in the concordance line (not the whole line). What he is pasting is a graphic which includes screen colours and graphic data. If he subsequently clicks on the graphic, he will be able to alter the overall size of the graphic and edit each component word or graphic line (Scott, 2010: 316).



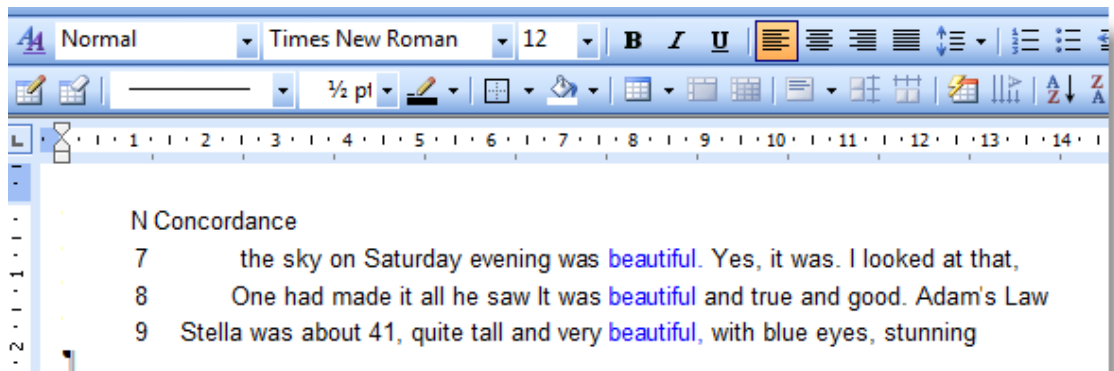
**Figure 2.6:** The Fourth Step of Saving the Results

In the following example, the concordance or other data are copied as plain text, with a tab between each column. It is copied in Microsoft Word or Notepad. The results of this study are presented following that format:



**Figure 2.7:** A Plain Text Concordance Format

When a concordance is copied as picture format the following table will appear.



**Figure 2.8:** A Picture Concordance Format

### 2.6.11 Statistics

To minimize the impact of bias and artefact on the validity of the findings, a *mean* used to calculate the occurrence of moves. A mean is simply an average score (Marczyk et al., 2005: 92). Frequency or move occurrences are used to calculate numbers and percentages of the moves which are used in journal article abstracts. The procedure is done as follows:

The moves identified in Applies Linguistics and Language Learning & Technology journal are counted and then calculated as a percentage by using the formula:

$$\text{Percentage of each move} = \frac{\text{number of occurrences of that move} \times 100}{\text{Total number of abstracts in each journal}}$$

## **2.7 Conclusion**

The focus of this chapter is, obviously, research design and methodology. It is about the corpus and the manner it has been collected and analysed. The method used in the analysis is called corpus-based move analysis method. The selection of the appropriate journal was a very difficult task. Journal Citation Report helps the researcher to find the appropriate journals. The choice of titles and authors was random, whereas the selection of abstracts was systematic. The systematic choice balances the corpus as well as gives validity to the findings of the study. All abstracts belong to empirical research type. Moreover, information has been given on the way the corpus has been electronically analysed. WordSmith Tools is manipulated in the analysis. It is a set of programs. It enables the researcher to look at how words behave in his texts or those of others.

The study is based on Concord program through which the context of words is discovered. Consequently, the identification of moves becomes easy and rapid. In addition, the chapter defines the concepts related to the corpus, for instance, Applied Linguistics and Language Learning & Technology journals, Journal Citation Report, impact factor, Thompson Reuters, etc.

## **CHAPTER THREE: DATA ANALYSIS**

3.1 Introduction .....	71
3.2 Results .....	71
3.3 Discussion .....	85
3.3.1 Discussion of the First and the Second Findings .....	85
3.3.2 Discussion of the Third Finding .....	89
3.3.3 Discussion of the Fourth Finding .....	92
3.4 Pedagogical Implications .....	93
3.4.1 The Role of the Teacher and the ESP Practitioner .....	93
3.4.2 The Role of Institutions .....	98
3.5 Conclusion .....	100

## **CHAPTER THREE: DATA ANALYSIS**

### **3.1 Introduction**

This chapter describes the findings, the discussion and the pedagogical implications. This study analyses abstracts of research articles published in two international journals: Applied Linguistics and Language Learning and Technology. Oxford Journals is a division of Oxford University Press which is the department of Oxford University. It publishes about 230 journals belonging to different disciplines including Applied Linguistics. The latter publishes issues related to language. It provides articles of a higher quality. Language Learning & Technology is an effective journal. It contains well organized and highly effective articles.

In the results section, The rhetorical moves of Applied Linguistics and Language Learning & Technology abstracts are identified. Their frequency is illustrated through numbers and percentages. It is found that AL and LLT authors write abstracts similarly. Furthermore, they follow Dos Santos model, the theoretical framework of the study. Then, it is followed by a descriptive analysis of the way moves are organized. Moreover, the discussion section sheds more light on the interpretation of the way abstracts have been organised. Such a discussion leads to interesting conclusions. In order to validate the study, pedagogical implications and suggestions are introduced in the final section. The suggestions are supposed to be a guideline for language teachers, ESP practitioners, and educational institutions to improve the students' academic writing skills.

### **3.2 Results**

Under this title, the researcher presents the results of move analysis which is carried out on research article abstracts. **The table 3.1** pictures move occurrences in Applied Linguistics and Language Learning & Technology journals. The table is about move frequency in both journals.

	<b><u>Applied Linguistics</u></b>	<b><u>Language Learning &amp; Technology</u></b>
--	-----------------------------------	--

FIVE MOVES	Frequency	%	Frequency	%
<u>Move 1 :</u> Situating the research	-	-	-	-
<u>Sub-move 1A:</u> Situating current knowledge	<b>12</b>	<b>60</b>	<b>20</b>	<b>100</b>
<b>And /or</b>	-	-	-	-
<u>Sub-move 1B:</u> Citing previous research	08	40	04	20
<b>And /or</b>	-	-	-	-
<u>Sub-move 1C:</u> Extended previous research	04	20	01	05
<b>And /or</b>				
<u>Sub-move 2:</u> Stating the problem	07	35	06	30
<u>Move 2:</u> Presenting the research	-	-	-	-
<u>Sub-move 1A:</u> Indicating main features	1	05	0	0
<b>And /or</b>	-	-	-	-
<u>Sub-move 1B:</u> Indicating main purpose	<b>14</b>	<b>70</b>	12	<b>60</b>
<b>And/or</b>	-	-	-	-
<u>Sub-move 2:</u> Hypothesis raising	0	0	0	0
<u>Move 3 :</u> Describing the methodology	<b>18</b>	<b>90</b>	17	<b>85</b>
<u>Move 4 :</u> Summarizing the results	<b>13</b>	<b>65</b>	17	<b>85</b>
<u>Move 5 :</u> Discussing the research	-	-	-	-
<u>Sub-move 1:</u> Drawing conclusions	12	<b>60</b>	10	<b>50</b>
<b>And /or</b>	-	-	-	-
<u>Sub-move 2:</u> Giving recommendations	06	30	05	25
Total	20	100	20	100

**Table 3.1:** Move Occurrences in AL and LLT Journals

The cut off frequency of 60% is the measure of move stability. A conventional move must occur in 60% of the appropriate sections in the corpus. If the frequency falls below 60%, it is considered optional. So, to see if a particular move is conventional or optional, the frequencies of each move in each section must be recorded to determine if a particular move occurred frequently enough to be considered as a conventional one. (Kanoksilapatham, 2005: 272). Following the percentage of 60%, the conventional moves in Applied Linguistics and Language Learning & Technology are detected. The following table shows the results of that detection:

FIVE MOVES	<u>Applied Linguistics</u>		<u>Language Learning &amp; Technology</u>	
	Frequency	%	Frequency	%
<u>Move 1 :</u> Situating the research	-	-	-	-
<u>Sub-move 1A:</u> Situating current knowledge	12	60	20	100
<u>Move 2 :</u> Presenting the research	-	-	-	-
<u>Sub-move 1B:</u> Indicating main purpose	14	70	12	60
<u>Move 3 :</u> Describing the methodology	18	90	17	85
<u>Move 4:</u> Summarizing the Results	13	65	17	85
<u>Sub-move 1:</u> Drawing conclusions	12	60	10	50

**Table 3.2:** Conventional Moves in AL and LLT Journals



a- **Applied Linguistics**

- In move 1, the first sub-move -*situating current knowledge*- is conventional.
- In move 2, the sub-move -*indicating main purposes*- occurred 70% which is an enough percentage to be considered an obligatory sub- move.
- The move called *describing the methodology* is conventional because it is mentioned 18 times or 90% of the total number of abstracts.
- Move 4 -*summarising the results*- is conventional. It occurs 13 times.
- In move 5, the first sub-move is common. It occurs 12 times.

b- **Language Learning & Technology**

- In move 1, the first sub-move – *situating current knowledge* –is conventional. It is mentioned 20 times
- In move 2, the sub-move –*indicating main purposes* – is an obligatory sub-move since it has been mentioned 12 times.
- The so-called *describing the methodology* move occurred 17 times or 85%. It is a conventional move and;
- There is another obligatory move. Move 4 -*summarising the results* - mentioned 85% of the total number of abstracts.
- In move 5, the first sub-move is less common. It occurs 10 times only.

In Applied Linguistics, in move 1, the obligatory sub-move 1 A: *stating current knowledge* occurred 12 times which means 60 % of the total number of abstracts. In the sample of 20 abstracts it was found that the stating of current knowledge is the most frequent rhetorical unit in this group. In this sample of 40 abstracts it is found that, in both groups, the majority of *stating current knowledge* sub-moves are very short, sometimes constituted by only one simple sentence where the author describes very briefly the most relevant details on the topics which they are going to deal with.

[AL: Abstracts 3]

*Discourse particles are ubiquitous in spoken discourse.*<sup>30</sup>

[LLT: Abstract 3]

*This paper discusses the use of a web-based concordancing program.*<sup>31</sup>

In LLT, the sub-move called stating current knowledge occurs in 12 abstracts analyzed except other abstracts (e.g.: 2, 5, 8) which starts with an explicit exposition of the previous findings that are carried out in previous times. The remaining abstracts starts with an explicit exposition of the methods which were employed (e.g. abstracts: 16, 18, 20)

In Language Learning & Technology, the sub-move mentioned above occurs 20 times, 100%. It is a great number compared to the other moves. It is mentioned in all abstracts. Two examples are given below, one example from each journal:

[AL: Abstract 7]

*“This article reports on an intervention study of reading comprehension among young – beginner learners of French as foreign language (1.2) in England. A number of factors are currently contributing to low achievement in reading among this population of learners although research into reading strategies is extensive, and.....”*<sup>32</sup>

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<sup>30</sup> <http://appliedjournals.org/content/31/2/260.abstract>

<sup>31</sup> <http://llt.msu.edu/vol13num3/ducatelomicka.pdf>

<sup>32</sup> <http://appliedjournals.org/content/29/1/90.abstract>

[LLT: Abstracts 6]

*“This paper reports on an investigation of podcasting as a tool for honing pronunciation skills in intermediate language learning. We examined the effects of using podcasts to improve pronunciation in second language learning and how students’ attitudes changed toward pronunciation over the semester. A total of 22 students in .....”<sup>33</sup>*

The second sub-move 1B-citing previous research. It used to refer to the previous researches which are done on the topic that is going to be discussed. It occurs 8 times or 40% in AL. In LLT, it occurs 4 or 20 %.

[AL: Abstracts 10]

*“.....Previous research has often portrayed non-native-English-speaking (NNES) students in US doctoral programs as disadvantaged because of the presumed primacy of English in their academic pursuits. This study examines NNES .....”<sup>34</sup>*

This sub-move has been easily identified. Words such as ‘previous’ and “studies” are used as lexical markers of that move. Those words are frequently employed in this sub-move.

N Concordance

- 1 . The results confirm those of previous studied that teachers?
- 2 speak English as their first language. Previous research has often portrayed
- 3 Previous research on second language
- 4 Derridean interpretation of one of my previous long-term, ethnographic

**Figure 3.1:** A Concordance Line of the Word *Previous* in AL

[LLT: Abstract 1]

*“..... few empirical studies explore their impact on learning outcomes. We provide a microgenetic account of learners’ responses to corpus-driven instructional units for German modal particles and pronominal da-compounds.....”<sup>35</sup>*

<sup>33</sup> <http://lt.msu.edu/vol13num3/ducatelomicka.pdf>

<sup>34</sup> <http://appliedj.oxfordjournals.org/content/31/5/671.abstract>

<sup>35</sup> <http://lt.msu.edu/vol12num3/belzvyatkina.pdf>

N Concordance

1 extemporaneous podcasts. Future **studies** might seek to delineate more  
2 CMC remain to be explored in future **studies**.  
3 . Drawing on insights from the case **studies**, we outline a working definition  
4 of its effectiveness through case **studies** of three students and their use  
5 along with diagnostic feedback. Most **studies** on AWE have been conducted  
6 evaluations of its validity; however, **studies** on how effectively AWE is used  
7 teaching for some time, few empirical **studies** explore their impact on learning

**Figure 3.2:** A Concordance Line of the Word *Studies* in LLT

The sub-move 1C- *Extended previous research*- occurred several times in the first journal. However, it is mentioned only once in the second journal.

[AL: Abstracts 8]

*“....Expanding on the research of Barcroft (2000b, 2008), the present study examined partial word form learning in L2 German and Spanish while testing for effects of number of syllables in target words. Production data .....”*<sup>36</sup>

[LLT: Abstract 15]

*“This paper describes a corpus-based approach to teaching and learning spoken grammar for English for Academic Purposes with reference to Bhatia’s (2002) multi-perspective model for discourse analysis: a textual perspective, a genre perspective and a social perspective. From a textual perspective, corpus-informed.....”*<sup>37</sup>

In move 1, the second sub-move *-stating the problem-*occurs 07 times, 35% in Applied Linguistics and 30% in the second journal. It is an optional move in both journals. This sub-move tells the reader about the problematic of the whole research.

[AL: Abstract 1]

*“The widespread use of a local variety of English, Singapore colloquial English, or Singlish, has become somewhat of a controversial issue in*

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<sup>36</sup> <http://appliedj.oxfordjournals.org/content/31/5/623.abstract>

<sup>37</sup> <http://llt.msu.edu/vol13num1/perezllantada.pdf>

*Singapore especially in the eyes of the Singapore Government for example , in 2002 the Singapore government launched the speak good English movement (SGEM) with objective of promoting the use of standard English among Singaporeans . Furthermore, Singapore’s newspapers have recently suggested that the responsibility for halting the deterioration (perceived or real) of .....”<sup>38</sup>*

Moreover, this sub-move is characterised by the use of the word “issue”. This word has been put in Wordsmith Tools. Its concordance is mentioned below:

N Concordance

- 1 of gaining important insights into this **issue**. Data from the study not only
- 2 become somewhat of a controversial **issue** in Singapore especially in the

**Figure 3.3:** A Concordance Line of the Word *Issue* in AL

[LLT: Abstract 1]

*“....Thus, we address the issue of authentication in corpus-driven language pedagogy. Finally, we illustrate how an ethnographically supplemented developmental learner corpus may contribute to second language acquisition research via dense documentation of micro-changes in learners’ language use over time.”<sup>39</sup>*

N Concordance

- 1 learners of English, a key **issue** is how to decide which features of
- 2 assisted course. To address the **issue** of oral proficiency, we compare
- 3 are designed. Thus, we address the **issue** of authentication in corpus-driven

**Figure 3.4:** A Concordance Line of the Word *Issue* in LLT

The second move called presenting the research, the obligatory sub-move 1A - *indicating main features*- mentioned only once in AL but it is omitted in LLT abstracts. This move is used to indicate the structure of such an article.

[AL: Abstract 1]

*“....Furthermore, Singapore’s newspapers have recently suggested that the responsibility for halting the deterioration (perceived or real) of the standards of*

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<sup>38</sup> <http://appliedjournals.org/content/29/3/381.abstract>

<sup>39</sup> <http://appliedjournals.org/content/29/3/381.abstract>

*English rest with Singapore's English language teachers. The case study presented in this paper offers one lens from which to view a policy-to –practice connection by outlining the impact of language policy on the beliefs and classroom practices of three primary school teachers concerning the use of Singlish in their classrooms.....*<sup>40</sup>

It seems that the sub-move 1B-*indicating main purposes*- received a great deal of attention in international journals. It occurs 14 times, 70% in AL, whereas LLT abstracts contain 12 occurrences, 60%.

[AL: Abstract 20]

*“...conversational grammar affects the role of what is the major variety in the EFL classroom, Standard English (SE). My aim in this paper is threefold. First, I briefly discuss some neglected conversational features in relation to SE, concluding that the contrast between the grammars of conversation and SE is so stark that the notion of SE is problematic in talking of the spoken language. Second, I consider what this contrast implies for EFL teaching, arguing that for authentic conversation to be taught effectively it is necessary to reduce the role of SE to ‘a core variety’ that has its place in teaching writing while conversational grammar might serve as the underlying model in teaching speech...”*<sup>41</sup>

The word ‘aim’ is frequently used in that sub-move:

N Concordance

1 classroom, Standard English (SE). My aim in this paper is threefold. First, I

**Figure 3.5:** A Concordance Line of the Word *Aim* in AL

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<sup>40</sup> <http://appliedjournals.org/content/29/3/381.abstract>

<sup>41</sup> <http://appliedjournals.org/content/29/4/672.abstract>

[LLT: Abstract 18]

“.....This paper reports on a study of the use of self-repair among learners of German in a task based CMC environment. *The purpose of the study was two-fold. The first goal sought to establish how potential interpretations of CMC data may be very different depending on the method of data collection and evaluation employed. The second goal was to explicitly examine the nature of CMC self-repair in the task-based foreign language CALL classroom....*”<sup>42</sup>

In move 2, the second sub-move 2 -*raising hypotheses* - is not mentioned in both journals. The third move called methodology occurs 18 times, 90 % in Applied Linguistics and 17 times, 85% in Language Learning & Technology. This sub-move indicates the research methodology mainly in terms of the procedures, the instruments the informants, the materials; etc. It seems that it is the longest move compared to the other sub-moves. The second example which belongs to LLT contains 70 words<sup>43</sup>.

[AL: Abstract 13]

*“...The analyses illuminate the lexical shape of summonses in conjunction with prosody, body posture, gestures, and classroom artefacts. As demonstrated, a simple structure of summoning provided a handy method for soliciting and establishing the teacher's attention, and facilitated the novices' participation in classroom activities from early on. Importantly, however,....*”<sup>44</sup>

The concordance of the word ‘method’ is shown below. This word is a linguistic marker which could be used as a tool of move identification.

N Concordance

- 1 of summoning provided a handy **method** for soliciting and establishing
- 2 in partial word form learning as a **method** of assessing learnability and
- 3 . This paper aims to propose a new **method** for producing multilingual

**Figure 3.6:** A Concordance Line of the Word *Method* in AL

[LLT: Abstract 15]

*“....From a textual perspective, corpus-informed instruction helps students identify grammar items through statistical frequencies, collocational patterns, context-sensitive meanings and discursal uses of words. From a genre*

<sup>42</sup> <http://llt.msu.edu/vol12num1/smith/>

<sup>43</sup> They have been counted electronically, using Microsoft Word.

<sup>44</sup> <http://appliedjournals.org/content/30/1/26.abstract>

*perspective, corpus observation provides students with exposure to recurrent lexico-grammatical patterns across different academic text types (genres). From a social perspective, corpus models can be used to raise learners' awareness of how speakers' different discourse roles, discourse privileges and power statuses are enacted in their grammar choices. ....*<sup>45</sup>

N Concordance

- 1 may be very different depending on the **method** of data collection and evaluation
- 2 on the students? response to this **method** of instruction. Data resulting

**Figure 3.7:** A Concordance Line of the Word *Method* in LLT

The move of summarizing the result has 13 frequencies in the first journal but it occurs 17 times in the second one. It is in the fourth move of summarizing the results that the authors make new knowledge claims by reporting on the main results obtained in the experiment or the effects observed.

[AL: Abstract 5]

*“...Three UK university lectures in the BASE corpus, using a version of the MIP procedure developed by the Pragglejaz group (2007). **The main findings are that metaphor is used repeatedly throughout all three lectures , but that are few elaborated or developed metaphors ; those there are tend to Be short unconnected with later metaphors and used primarily to solve local rather than global purposes ...***<sup>46</sup>

These are stated most frequently in English by means of a sentence initiated with an inanimate noun (e.g. the findings, the analyses, the results, etc.) On other occasions, the main findings are directly reported with no lexical signals:

N Concordance

- 1 limited Swedish (L2) resources. The **findings** are discussed in terms of their
- 2 before and after the intervention and **findings** compared with a group of 54
- 3 the Pragglejaz group (2007). The main **findings** are that metaphor is used

**Figure 3.8:** A Concordance Line of the Word *Findings* in AL

<sup>45</sup> <http://ilt.msu.edu/vol13num1/perezllantada.pdf>.

<sup>46</sup> <http://appliedjournals.org/content/29/3/428.abstract>



[LLT: Abstracts 5]

*“...The study found that simple assertions were most prevalent (a) with dyads at the lower level of instruction and (b) when dyads had a relatively short amount of time to chat. Additionally, interpersonal, sociocultural behaviors (e.g., joking, off-task discussions) were more likely to occur (a) amongst dyads at the advanced level and (b) when they had relatively more time to chat. Implications explain how tasks might mitigate the potential ...”<sup>47</sup>*

N Concordance

- 1 and evaluation methods employed. The findings also suggest a possible
- 2 and open-ended question. The findings reveal that text chats supported
- 3 on group makeup and dynamics. Findings suggest that such complex
- 4 with their Japanese key pals. The findings suggest the crucial role of
- 5 effectiveness in improving writing. The findings show that, although the

**Figure 3.9:** A Concordance Line of the Word *Findings* in LLT

In the last move discussing the research, the first obligatory sub-move drawing conclusions is mentioned 60% of the total number of all abstracts AL. Moreover, it occurs 6 times, 30% in LLT. Such a sub-move is mainly about discussing the results. That is, it figures the interpretation of the results. In the Conclusion sub-move of the sample analyzed, the writers make their final claims about the importance of their research by summarizing the main implications drawn from the results obtained. An example is given below:

[AL:Abstract 2]

*“...critically examines the arguments as they apply to the specific case of male - female differences in linguistic behaviour. **It concludes that the relevant linguistic research evidence does not on balance support the new biologism ; that evidence is more adequately accounted for using the socio-cultural approaches which most linguistic researchers favour...**”<sup>48</sup>*

To identify this sub-move, the function of each sentence is detected as well as the verb ‘suggest’ is employed as a linguistic marker.

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<sup>47</sup> <http://lt.msu.edu/vol13num1/perezllantada.pdf>

<sup>48</sup> <http://appliedjournals.org/content/31/2/173.abstract>

N Concordance

- 1 not receiving the intervention .Results **suggest** that strategy about changes in
- 2 of language policy, but also **suggest** how these discussions become

**Figure 3.10:** A Concordance Line of the Word *Suggest* in AL

[LLT: Abstract 12]

*“...The study concluded that it was not easy to provide corrective feedback and to attend to linguistic errors in a timely fashion during the meaning-based interaction. The long-term effect of focus-on-form procedures on L2 development through CMC remain to be explored in future studies”*<sup>49</sup>

N Concordance

- 1 methods employed. The findings also **suggest** a possible difference in the
- 2 process and student production **suggest** that corpus-informed instruction
- 3 group makeup and dynamics. Findings **suggest** that such complex activity may
- 4 their Japanese key pals. The findings **suggest** the crucial role of offline

**Figure 3.11:** A Concordance Line of the Word *Suggest* in LLT

The last sub-move -giving recommendations- occurs 06 times in AL as opposed to 09 times in LLT .

[AL: Abstract 5]

*“...These locally available resources allowed children to upgrade their summonses and to indicate their communicative projects, in spite of their limited Swedish (L2) resources. The findings are discussed in terms of their implications for understanding participation in L2 classroom interactions as being a matter of delicately calibrated collaborative accomplishments....”*<sup>50</sup>

[LLT: Abstract 18]

*“...The findings also suggest a possible difference in the nature of self-repair across face-to-face and SCMC environments. In view of the results, this paper calls for CALL researchers to abandon the reliance on printed chat log files when attempting to interpret SCMC interactional data....”*<sup>51</sup>

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<sup>49</sup> <http://llt.msu.edu/vol12num3/lee/>

<sup>50</sup> <http://appliedjournals.org/content/29/3/428.abstract>

<sup>51</sup> <http://llt.msu.edu/vol12num1/smith/>

The percentages mentioned in **table 3.1** reflect similarities and differences between both journals. Move 1: sub-move 1A – *situating current knowledge* – is more frequent. It occurs 12 times in AL. LLT contains 20 occurrences. This fact reflects journals' tendency towards informing readers about the issues to be dealt with. In addition, International journal writers tend to reflect on previous researches done on the topic they worked on.

Furthermore, the sub-move 1A- indicating main feature which belongs to the second move – *presenting the research* – is nearly neglected. It occurs only once in AL but it is omitted in LLT journal. The sub move *-indicating main purposes* - plays an important role in both journals. Researchers in both journals neglect the sub-move of *-raising hypotheses*. It is omitted in both journals. Moreover, other moves such as methodology and showing results have a great importance. The abstract writers mention the procedure, the instruments by which they carried out the research and results they gained. Moreover, publishers pay less attention to the fifth move mainly the second sub-move giving recommendations.

However, there is a slight difference. AL writers tend to base their studies on previous researches done on the topic they are working on but LLT scholars miss this side. Starting from the results mentioned above one can easily notice if both journal differ from Dos Santos' move patterns (1996). The results show that Applied Linguistics and Language Learning & Technology follow Santos' model since the majority of moves and sub-moves have been mentioned in their abstracts.

The results support the first hypothesis because writers in both journals organize their abstracts similarly, much attention has been paid to *stating current knowledge, indicating main purposes, describing the methodology, summarising the result and drawing conclusions*.

Moreover, both journals follow Santos' model. Dos Santos carried his study on 95 abstracts belonging to the field of applied linguistics. In his study, he introduced his model which contains the five moves. Applied Linguistics and Language Learning & Technology abstracts follow Santos' move patterns. This result supports the third hypothesis.

Academia is, thus, globalised. It is this movement of globalization which leads researchers to unify their works in both form and content<sup>52</sup>. It is proposed that international journals hide the researches' results. To increase clients' curiosity and achieve commercial objectives, journals hide the move of *summarising result*. However, the percentages refute that hypothesis because the results have been mentioned in both journals.

### **3.3 Discussion**

Under the title of discussion, results are going to be interpreted. It is found that abstracts in Applied Linguistics and Language Learning & Technology are written similarly. Moreover, both journals follow Dos Santos model which is chosen as the theoretical framework of the study. Finally, the analysis reveals that the move of *summarising the results* occurs in the majority of abstracts. So, what could those findings denote?

#### **3.3.1 Discussion of the First and Second Findings**

In this present study, most of Applied Linguistics and Language Learning & Technology abstracts contain the five moves that occur in Santos move patterns. This may explain that in international journals, an abstract writing is totally important just like other genres. In the international journal writers tend to vary moves within their abstracts. They are considered as the users' motivators to the whole paper. They are informative, short and straight to the point. They focus on the topic, purpose(s), methodology, result(s) and conclusion. The majority of moves have an equal importance.

The way writers talked about their works reveals an interesting point. Writers in both journals are aware of the importance of the subjects they deal with and the way they talked about them. A good writing begins by a good idea. Without an interesting idea, even the most skillful writing will result in a weak piece. Fresh ideas and interesting topics are the reasons behind the success of any kind of publication. Examples are given below:

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<sup>52</sup> I mean, researchers dealt with issues which are globally studied.

[AL: Abstract 7 ]

*This article reports on an intervention study of reading comprehension among young – beginner learners of French as foreign language (1.2) in England.*<sup>53</sup>

[LLT: Abstract 4 ]

*“Automated writing evaluation (AWE) software is designed to provide instant computer-generated scores for a submitted essay along with diagnostic feedback.”*<sup>54</sup>

Indicating the gap or stating the problem has not been mentioned in the majority of abstracts (7 times in AL as opposed to 6 times in LLT). However, this result may reflect authors’ tendency towards highlighting the contradiction among the findings in earlier studies and their doubt on the validity of untested assumptions and lack of knowledge about certain theories. To concretise this fact, examples are mentioned in the following lines:

[AL: Abstract 3]

*“Yet despite their pervasiveness very few studies attempt to look at their use in the pedagogical setting.”*<sup>55</sup>

[LLT: Abstract 1]

*“few empirical studies explore their impact on learning outcomes”.*<sup>56</sup>

Purposes received a considerable amount of attention in the majority of abstracts. It is obligatory to mention the purpose of such a study so that readers will be able to distinguish the issues being studied. The problematic is explained through a set of purposes. It is through these purposes that issues are better understood and moves are identified. Moreover, setting aims motivates readers to check the whole copy to see the extent to which they have been achieved. Linguistic markers are one factor of identifying purposes and aims of such a study. Verbs are one example such as the verb “aim”

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<sup>53</sup> <http://appliedjournals.org/content/29/1/90.abstract>

<sup>55</sup> <http://appliedjournals.org/content/31/2/260.abstract>

<sup>56</sup> <http://ilt.msu.edu/vol12num3/belzvyatkina.pdf>

[AL:Abstract 15 ]

*This paper **aims** to propose a new method ...*<sup>57</sup>

[LLT:Abstract 11 ]

*The study, ..**aimed** at determining suitable assessment .....*<sup>58</sup>

Hypotheses are very important. Research activities are designed to verify hypotheses and not to discover a solution of the problem. However, they are omitted in the corpus. It is purposefully omitted. To raise readers' curiosity and activate journals' commerce, authors leave out this sub-move. This is why, abstracts are short and straight. They save researchers' time and provide an effective source of future research ideas.

Moreover the results show that Applied Linguistics and Language Learning & Technology authors are more familiar with using experiments in their researches since they do write perfectly and scientifically the methodology and the results so if readers are interested and want further research they can look for more details within the papers. They want to show and convince the readers the importance and the credit of their study and how it makes changes in the world. Drawing on conclusions is also important for some of them. They wanted their names to be recorded and their researches to be taken by readers as references in their studies.

[LLT: Abstract 3]

*“With limitations inherent in the design of AWE technology, language teachers need to be more critically aware that the implementation of AWE requires well thought-out pedagogical designs and thorough considerations for its relevance to the objectives of the learning of writing.”*<sup>59</sup>

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<sup>57</sup> <http://appliedjournals.oxfordjournals.org/content/30/1/70.abstract>

<sup>58</sup> <http://llt.msu.edu/vol12num2/kolschcolnik/>

<sup>59</sup> <http://llt.msu.edu/vol13num1/bloch.pdf>

It appears, then, that the rhetorical structure of AL is quite similar to those found in LLT in the sense that the same moves or communicative categories are discernible, albeit in varying proportions and with a lesser degree of difference. This result reveals an interesting point. The tendency towards describing the methodology and result(s) indicates journals' objective of engaging a great number of readers. Describing the methodology is first in importance in Applied Linguistics and second in Language Learning & Technology. The explanation of methodology will benefit not only researchers in that field but also L1 and L2 learners. The majority of learners need to know how a research is done scientifically, which methods or techniques are relevant and which are not because they face problems when dealing with research methodology. This idea is supported by Kothari (2008:8). He claimed that it is necessary for the researcher to know not only the research methods/techniques but also the methodology. In the following lines, an excerpt from an abstract is provided to show how an author presented his methodology.

[LLT: abstract 6]

*"We examined the effects of using podcasts to improve pronunciation in second language learning and how students' attitudes changed toward pronunciation over the semester. A total of 22 students in intermediate German and French courses made five scripted pronunciation recordings throughout the semester. After the pronunciation recordings, students produced three extemporaneous podcasts. Students also completed a pre- and post-survey based on Elliott's (1995) Pronunciation Attitude Inventory to assess their perspectives regarding pronunciation. Students' pronunciation, extemporaneous recordings, and surveys were analyzed to explore changes over the semester. Data analysis revealed that students' pronunciation did not significantly improve in regard to accentedness or comprehensibility, perhaps because the 16-week long treatment was too...."*<sup>60</sup>

The similarity of AL and LLT in organizational structure can be ascribed to many factors. First, they belong to the same field, applied linguistics. Second, they are written by same language. Finally, both journals are international and publish articles simultaneously.

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<sup>60</sup> <http://lt.msu.edu/vol13num3/ducatelomicka.pdf>

### 3.3.2 Discussion of the Third Finding

Results show that AL and LLT abstracts follow Dos Santos model. It has been claimed that a move can be realized through one move or a set of sub-moves. For instance, move 1 is realized through four sub-moves which are *stating current knowledge, citing previous research, extending previous research* and *stating a problem*. Applied Linguistics and Language Learning and Technology journals follow Dos Santos' model (1996) because the majority of abstracts include the five moves. The results of this research are comparable with those found in Santos' study.

The similarity between both journals and Dos Santos model indicates the extent to which academia is globalised. This movement of globalization touches all domains: linguistics, economy, business, policy, etc. It aims at the use of one international system of communication. For historical, economic and political factors, English has been chosen to be the language of that kind of communication. This fact has been supported by Crystal:

*“There is the closest of links between language dominance and economic, technological, and cultural power, too, and this relationship will become increasingly clear as the history of English is told”*

(Crystal, 2003:7)

So, a globalised model of English writing will facilitate knowledge exchange between nations. It seems that Dos Santos model is chosen because it is the one which is best suited to writers' scholarship and business. It is informative and convincing. It motivates the reader to know more about the content of the paper. Moreover, it contains information on the subject to be studied, purposes, methodology, results, and conclusion. Such a kind of information would satisfy researchers' thirst and reduce their methodological problems. As a result, abstracts are less complicated. They are understandable.

This study has slight differences compared with Santos' study, namely moves order. The findings reveal a different moves' arrangement. That is, in many abstracts, moves are organized in a different way. In the following lines, an abstract<sup>61</sup> is taken from Applied Linguistics in which Santos' sub-moves are mentioned but their arrangement is totally different.

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<sup>61</sup> <http://applied.oxfordjournals.org/content/29/1/1.abstract>



[AL: Abstract 18]

### **Methodology**

*Advocating a position of self-critique, whereby we revisit our old research sites to dis-assemble our prior thinking in relation to our current cognitions,*

### **Current knowledge**

*this paper offers among other things, a critical revisitation and Derridean interpretation of one of my previous long-term, ethnographic Endeavours:*

### **extending previous research**

*my extended work with the memories and life histories of patients suffering from Alzheimer's disease.*

### **Purposes**

*Gathered over the span of three and a half years. This body of research was devoted to countering several psycholinguistic strains characterizing Alzheimer speech.*

### **Problematic**

*Revisiting That work given my current cognitions raises among other things Derridean question about Originals if it seemed that the scholarship first produced was the original', is the (present)paper Produced as a result of critical re-visitation an original of a different , receding(or progressing) Kind ?.....*

*Situating current knowledge, indicating main purposes, methodology, results and drawing conclusions* are frequently mentioned in both journals, sub-move 1-situating current knowledge (AL: 60%, LLT: 100%), sub-move 2 in move 2 indicating main purposes, (AL: 70%, LLT: 60%), move 3: the methodology (AL: 90%,LLT:85%), and move 4 summarizing the results ( AL: 65%, LLT: 85%). So, it can be implied that these moves are very essential in abstract writing in the field of applied linguistics. They are obligatory in the scientific writing of any abstract. An example<sup>62</sup> is given below:

[LLT: Abstract 18]

[Move 1: sub-move1]

*This paper reports on a study of the use of self-repair among learners of German in a task based CMC environment.*

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<sup>62</sup> <http://llt.msu.edu/vol12num1/smith/>

[Move 2: sub- move 2]

*The purpose of the study was two-fold. The first goal sought to establish how potential interpretations of CMC data may be very different depending on the method of data collection and evaluation employed. The second goal was to explicitly examine the nature of CMC self-repair in the task-based foreign language CALL classroom.*

[Move 3]

*Paired participants (n=46) engaged in six jigsaw tasks over the course of one university semester via the chat function in Blackboard. Chat data were evaluated first by using only the chat log file and second by examining a video file of the screen capture of the entire interaction.*

[Move4]

*Results show a fundamental difference in the interpretation of the chat interaction which varies as a function of the data collection and evaluation methods employed.*

[Move 5-sub move1]

*The findings also suggest a possible difference in the nature of self-repair across face-to-face and SCMC environments.*

[Move 5-sub move 2]

*In view of the results, this paper calls for CALL researchers to abandon the reliance on printed chat log files when attempting to interpret SCMC interactional data.*

The results of the study confirm the first two hypotheses. In Applied Linguistics and Language Learning & Technology journals, authors write their abstracts similarly. In others words, writers mentioned, the topic, the purposes, the methodology and the results of their studies. They are familiar with using experiments in their researches since they do write scientifically the methodology and the results so if readers are interested and want further research they can look for more details within the papers. They want to show the credit and the importance of their studies and how it center effect and make changes in the world.

Applied Linguistics and Language Learning & Technology abstracts follow Dos Santos' model (1996) because the majority include the five moves. This model is chosen because it is the one which suits their scholarship and business. This model is informative and convincing. It motivates the reader to know more about the content. Moreover, it helps writers to best control the conciseness and preciseness of their language. This kind of language fits the needs of their writers or clients.

*“The language of the periodical press after 1660 developed as a pragmatic negotiation between the demands of the first , readers , who increasingly perceived themselves as a both private individuals and as part of a wider public ;second ,printers and advertisers, who were also keen to profit from wider circulation....”*

(Conboy, 2010: 33)

### 3.3.3 Discussion of the Fourth Finding

The move of *–summarizing the results–* which is usually used in stating the main findings of the studies refutes the last hypothesis. It occurs frequently though it is hypothesized that it has been deleted in international abstracts. In both journals, authors state their findings. This is probably due to the need to show the validity of the experimental procedures they used. Additionally, information on the finding will benefit the researchers, especially who have not the access to the whole copy, make comparisons between different studies. The move of summarizing the results is mentioned in both journals by means of a sentence initiated with a noun (e.g. the findings, the results, etc).

[AL: abstract 5]

*“...The main **findings** are that metaphor is used repeatedly throughout all three lectures , but that are few elaborated or developed metaphors...”<sup>63</sup>*

[LLT :abstract 10]

*“...The **findings** suggest the crucial role of offline collaborative dialogue, the interactional modes in which the episodes occur, and the unique discourse structure of metalanguage episodes concerning online and offline interactions...”<sup>64</sup>*

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<sup>63</sup> <http://appliedj.oxfordjournals.org/content/29/3/428.abstract>

<sup>64</sup> <http://llt.msu.edu/vol12num1/kitade/>

### **3.4 Pedagogical Implications**

The study reveals a number of differences as well as similarities between Applied Linguistics and Language Learning & Technology abstract writing. Both journals follow Dos Santos' model, the theoretical framework of the study. This model provides the readers with the appropriate knowledge on the topic, purposes, methodology, results and conclusion. At every stage of their writing life, the Algerian students struggled to write some texts in middle school, in high school, as undergraduates, as graduates, and as published scholars. Although writers master the English language but when it comes to writing academic genres things differ. The results of this study have pedagogical implications for writing courses for Algerian students, educators, or people who are interested in any kind of writing. So, what is really required of the Algerian writers who need to write abstracts and other academic genres?

#### **3.4.1 The Role of the Teacher and the ESP Practitioner**

ESP teachers should be more aware of the nature of ESP teaching. ESP is mainly about the teaching of English which concerned with specific disciplines and needs. The lessons are determined by learners' reason for leaning. To be a good ESP teacher and enhance learners' skills, one must perform different roles as a teacher, a collaborator, a course designer and materials provider, a researcher, and an evaluator (Johns & Dudley-Evans, 1991: 298).

The first role, a teacher, is synonymous with an EGP teacher. Moreover, to be a competent one, an ESP practitioner must work in parallel with field specialists<sup>65</sup> as well as with learners who master the specialized content. Though, an ESP teacher remains a teacher of language but he must have the fundamentals of the discipline. In this way, a mutual sharing will carry out. The ESP practitioner teaches his students the language and the students, in return, will give him the specialized content and the appropriate materials such as business emails and information on the workplace.

Moreover, ESP teachers must be course designers and materials providers. Providing business emails or research articles and asking students to analyze them will be very helpful. Students will master the conventions of writing emails as well as the linguistic structures which realized them.

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<sup>65</sup> They are the people who master the specialty such as chemistry.

Teaching materials are very central to writing instructions (Hyland, 2004: 86). They could be printed; audio, visual, digital, etc. Materials are the first contact that learners have with the English language and foreign texts. Exercises of analyzing texts will evolve learners' control of those texts as well as the structures and vocabularies which realize them. Furthermore, learners will know how to create meaning for particular readers in particular contexts (ibid).

To improve learners' texts writing, teachers can bring models in their classroom. If students are asked to analyze and compare texts, they will be sensitized to the fact that writing differs across genres. This is mainly achieved through Swales' and Feaks' process of *consciousness raising*. It is a process which helps students create and reflect on writing by helping them to focus on how text works as discourse rather than on its content (ibid: 88). They focus on the formal aspects of those texts such as the lexical, grammatical, and rhetoric features and how to use them in the construction of different genres.

The ESP practitioner's role as 'a researcher' is especially important because it makes him aware of the specialized content, the materials needed, and the appropriate grammatical structures, functions, discourse structures, skills, and strategies. Consequently, stagnation is not an option for an ESP teacher. The final role is given to the latter that of 'an evaluator'. A teacher in an ESP teaching context must be a competent evaluator. He must vary his assessment activities and test their validity and deepen his knowledge in this area of research. A research, for instance, can be held on the effectiveness of ESP courses in improving students' writing skills.

Genre studies, especially the analysis of research articles, help Algerian researchers publish articles in international journals and better the ranking of Algerian universities because world universities are ranked by several indicators of academic or research performance, including stiff winning Nobel Prizes, highly cited researchers, papers published in famous journals, papers indexed, major citation indices and other academic performance of an institution<sup>66</sup>. Consequently, the design of curricula should be based on the findings of those genre studies.

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<sup>66</sup><http://www.shanghairanking.com/ARWU-Methodology-2011.html>

Genre-based pedagogy should be used in teaching. It is empowering and enabling (Kay & Dudley-Evans, 1998: 312). It makes the students aware of the world around them. They can enter into a particular discourse community and discover how they organize texts. Indeed, students will better their writing practices and decrease their difficulties and fears. In an ESP teaching, learners will better learn how to distinguish between different genres in different contexts (ibid).

It has been claimed that genres are compulsory in teaching ESL and ESP students. Genres provide a detailed way to distinguish different types of English and give a framework on which the teaching of grammar and discourse are based.

*“They [genres] offer students a sense of the generic models that are regularly revisited in English speaking culture, illuminating ways in which they are adopted or accommodated in long bodies of text in which several distinct genres may be found”*

(Christie, 1999: 762)

Clearly, genres offer models, their dynamic nature, the culture of the discipline in which they are produced as well as the genres they embedded with. Teaching genres in the educational context, informs the students on the vocabularies and meanings which are valued in English-speaking communities. Moreover, they form a basis for reflecting on the ways knowledge and information are organized in the English language (Ibid).

So, besides having a proficient grasp of the English language which genres are written in, students need to be able to read the social situations which determine the ways these genres are written in. Admittedly, novice academic students' writing abilities can be developed by leading them to explore social and discursive practices within their disciplinary culture (Motta-Roth, 2009: 333). To achieve such a thing, many requirements are needed.

In the ESP context, students need to better understand the working environment and nature of communications skills in the workplace. Furthermore, trainers should go beyond language in classroom context. This is mainly achieved by providing scenarios in which learners interact and play different roles. Additionally, students may visit the professional workplace in which they find out the roles, processes of writing, the languages spoken and the context of the professional world ( Flowerdew & Wanb, 2009: 14).

Novice writers can be educated to develop an academic identity by informing them on the subjects they have to write, to whom and for what purpose. Students should regularly work with the concept of authorship by writing texts that hold connection with the activities of their daily academic life (Halliday, 1996: 13).

In addition, units on vocabulary building and lexical selection should be incorporated into ESL writing course. Vocabulary has tended to be the neglected component in academic ESL courses; however, the results of this study, especially the way moves are identified, indicate that this area deserves closer attention. This could be done in several ways: through the use of vocabulary exercises, through requiring students to keep a vocabulary notebook based on their readings and lectures; and through emphasis on the importance of lexical selection and elicitation or presentation of synonymous forms of expression. Moreover, textbooks which deal with vocabulary for academic purposes would be valuable in an academic writing course, thus:

*“In genre pedagogy, it is important that learners and teachers get to know the social situation of the relevant genres of each target-community”.*

(Motta-Roth, 2009: 333)

Researchers should conduct analyses of different genres, make the results of their studies available and accessible and help teachers to be aware of the needs of their students so that to be better equipped to make and take the appropriate decisions in different pedagogical contexts (Dudley-Evans & Kay, 1998: 212-213). Moreover, teachers can use publications which bring together theory and practice for example, Lowis and Wray (1995), Flowerdew (1993) provides suggestions for pedagogical activities (ibid). Examples are given below:

- **Pedagogical Activities**

To develop learner’s generic abilities, classroom exercises are provided below:

- a- Reconstructing a Text:**

It is an activity in which groups of students construct a text from a set of given paragraphs by identifying the correct and logical arrangement of information.

**b- Comparing Texts:**

The teacher presents a variety of examples and asks students to identify the move structures and comment on the differences in the organization, inclusion, exclusion or embedding of those move structures.

**c- Identifying Content:**

The teacher can provide the students with a modal (list of moves). Students, then, can be asked to identify the obligatory and common moves.

**d- Relating Content:**

The aim of this activity is to make the Students more aware of the relationships between one part of a text with another.

**e- Creating a Discussion Topic:**

This kind of exercises gives the students a greater opportunity for spoken interaction. They are less text-based and teacher-centered. A topic can be the reasons and consequences of any incident such as diseases. Consequently, students will learn the logical order of things.

**f- Language Focus:**

It makes students aware of the lexical phrases which are representative of the move structure. Students can be asked to identify in an abstract, for instance, the key lexical phrases which help them identify particular move structures.



### 3.4.2 The Role of Institutions

Algerian universities should encourage publications and other research activities by devoting multidisciplinary<sup>67</sup> and multilingual<sup>68</sup> journals in which researchers of different backgrounds will be able to publish their works easily and frequently. In this way, they are going to be familiar with the activity of publication and journals will attract a great number of readers and clients.

Moreover, universities can conduct a great business and be one source of Algerian national welfare such as Oxford, Harvard, Cambridge universities. Technology creates a new type of learners who prefer reading short and thin things. Students, especially the digital ones, lean towards articles. Big books are, in the contrary, rarely read. Multidisciplinary and multilingual journals would, thus, benefit and increase universities' budgets instead of relying on government grants. The conditions of institutions, researchers, scientific activities will be improved as well.

In addition, universities must organize workshops, conferences, etc. Workshops are mostly designed to acquire knowledge and skills. Workshops can provide the opportunity of sharing knowledge and the contact with expert teachers. Teachers often need the help of experts to familiarize with such topics such as portfolio<sup>69</sup> assessment, classroom research, teaching genres, etc. They develop teachers' practical skills instead relying on theoretical instructions. They raise teachers' motivation. Because workshops are interactive, teachers may build personal relationships with other teachers with whom he/she would later collaborate (Richards & Ferrell, 2005: 23-24).

Furthermore, a continuous organization of national and international conferences on interesting topics will give the researchers the opportunity to free their thinking and be familiar with the practice of an abstract writing. Consequently, the publication of their journals will increase and the rank and the quality of the Algerian universities will be improved.

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<sup>67</sup> It means involving several academic disciplines and professional specializations.

<sup>68</sup> It means the use of several languages.

<sup>69</sup> It is purposeful collection of work that provides information about someone's efforts, progress or achievement in a given area. It is a learning as well as assessment tool (Richards & Schmidt, 2002: 406).

The study that is carried out in these papers provide a key solution on the way academic writing could be improved and a model of genre analysis on which other researchers could base their works on. In the following lines, steps are raised by the European Congress of scientific research. They concretise the validity of the results that are found in this study. The same steps are mentioned. They are published in its website<sup>70</sup>:

**Title:** should be accurate. It should contain about 10 to 12 words. It must a comprehensive one. A good title should attract readers and to be accurate (Hartley: 2008, 24). To facilitate computer search and retrieval, titles should include some key words such as “*Move Analysis of Research Articles Abstracts*”. Moreover it should not be written in capital letters or contain difficult words such as **Title** acronyms, abbreviations, etc.

**Author:** He must be the person who carried out the study.

**Main Text:**

**“Why did you start”** -stating the current knowledge or state- of -the art.

**“What did you try to do”**- aims and objectives. It is about the aim of the study. The researcher may add hypotheses rising.

**“What did you do”**–the method used in the research. In short paragraph the researcher nearly Introduce his methodology, the context in which he carried out his research, the procedures, the instruments, etc.

**“What did you find “**– results. This entails the indication of the main important results not all of them.

**“What does it mean”** – the conclusions made at the end of his study. Why the findings are important and their potential implications. These conclusions should be reasonable.

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<sup>70</sup> [www.muris-pt/m\\_congress/tip\\_%20Writing\\_a\\_good\\_abstract.doc](http://www.muris-pt/m_congress/tip_%20Writing_a_good_abstract.doc).

To write an influential abstract, it must be concise and precise. It must be informative. In other words, it must contain lot of information. It must be easier to be read and reached. In addition, it must be generally welcomed by readers and authors. Generally speaking, an abstract is a succinct summary of the entire paper. The abstract should briefly describe the topic posed in the paper, the purposes, the methods used to answer the research questions, the results obtained, and the conclusions. It should be possible to determine the major points of a paper by reading the abstract. Although it is located at the beginning of the paper, it is easiest to write the abstract after the paper is completed.

### **3.5 Conclusion**

The purpose of the present study is to capture the rhetorical structure commonly followed in Applied Linguistics and Language Learning & Technology abstracts . As it is shown by this study, Swales' move analysis, originally conducted on introductions of research articles, has been successfully extended to other sections of other professional texts such abstracts which is generally defined as a report of completed works. It summarises documents. An abstract requires as much attention as possible. It is among the last things to write but it is the first thing that the examiner reads. Therefore, the present study is conducted to investigate the appropriate organisation of the abstracts' rhetorical moves.

This chapter is called Data Analysis. It groups the results, the discussion and the pedagogical implications. The results reveal that Applied Linguistics and Language Learning & Technology organize their abstracts similarly. In international journals, writers afford much attention to presenting current knowledge, indicating purposes, the methodology, summarizing the results, and the conclusion. Furthermore, they follow Santos move patterns. The discussion of the results discloses interesting points. The results of this study have pedagogical implications for writing courses for Algerian students, educators, or people who are interested in any kind of writing.

# **General Conclusion**

## General Conclusion

Nowadays, English imposes itself as the language of science. To access to world knowledge, one should master that language. Researchers have little chance outside English. Such a global intellectual communication is mainly done through journals articles. The key of having a paper published in any prestigious publication is to be able to write in the manner that is expected by the readership and publishers. International journals require accurate and scientific genres. This point was justified by the analysis' results of Applied Linguistics and Language Learning & Technology abstracts. Thus, Algerian scholars and students need to develop skills that will enable them to acquire a more comprehensive mastery of new genres so that they will better participate in the global scientific communication.

The study began first by stating the fundamental theoretical background in which definitions of different concepts were mentioned such as genre, abstract, move, etc. To give readers more insights on the field of genres, a comparison was made between different genre theories such as ESP, the Sidney School, and New Rhetoric School. The second chapter was called Data Collection and Methodology. It was designed to define the source of abstracts, the way they have been collected, the model which was chosen as the theoretical framework. In addition, it was about the corpus, the procedure, and the instruments which were used such as WordSmith Tools. Finally, the third chapter summarised the results, their analysis, the discussion and the pedagogical implications

The study aimed to highlight the primary convention that was used in international journals. It was designed to answer the following research questions:

- 1-What moves are found in articles abstracts published in Oxford Journals, journal of Applied Linguistics?
- 2- What moves are found in English abstract articles published Language Learning & Technology?
- 3- Do both journals differ from each other?
- 4- Do they differ from Santos' move pattern?

To answer the research questions mentioned, a corpus of 40 abstracts has been collected. They have been taken from two important journals: Applied Linguistics and Language Learning & Technology. The selection of journals was based on Journal Citation Reports: Science Edition of journals reports. It presented statistics, evaluated, ranked and compared the world's leading journals. Abstracts were chosen randomly as well as systematically. Authors' names and titles of research articles abstracts were chosen randomly. Later on, these authors' names and titles were deleted. The content of abstracts was systematically selected. To balance and harmonize the corpus, abstracts were chosen according to their research type.

Santos (1996) model was chosen as the theoretical framework of the analysis for the following reasons. He came up with his own move patterns. This model was widely used by researchers to capture the textual organization of many abstracts from many disciplines. It included five moves. Each move was realised through a number of sub-moves. Moves were identified according sentences' functions or relying on the linguistic markers. The latter was electronically investigated using computer software called WordSmith Tools which was an integrated string of programs for looking at how words behaved in texts. Researchers may use the tools, such Concord, to find out how words were used in their texts or those of others.

Under the title of discussion, results were interpreted. It was found that abstracts in Applied Linguistics and Language Learning & Technology were written similarly. Both journals focused on presenting the topic, stating the purposes, the methodology, summarising the results and drawing on conclusions. Moreover, both journals followed Dos Santos model that was chosen as the theoretical framework of the study. Finally, the analysis revealed that the move of *summarising the results* occurred in the majority of abstracts.

The discussion of the findings indicated that in international journals, an abstract writing was totally important just like the other genres. Furthermore, writers tended to vary moves within their abstracts. They were considered as the users' motivators to the whole paper. In both journals, writers were aware of the importance of the subjects they dealt with and the way they talked about them. A good writing began by a good idea. Moreover, the similarity between both journals and Dos Santos model reflected the extent to which academia was globalised. Finally, suggestions were given for teachers

and institutions on the way students writing abilities could be improved. Teachers should use genre-based pedagogy and activities in their classroom. Moreover, the results revealed that Algerian university journal should cope with the demands of the world. The government should give grants for the development of the Algerian university.

There were many difficulties which the researcher faced such as the lack of ESP books, textbooks, and articles, especially the ones which talked about move analysis and the difficulty of accessing to the recent articles carried out in the field of ESP. It was very difficult to obtain Santos' article '*The Textual Organization of Research Papers Abstracts*' from which the theoretical framework of the study could be found. It was taken from other references. The model was chosen because it was a recent one in which Santos analyzed applied linguistics abstracts. Moreover, it was hard to conduct move analysis with few books since it has not been carried out in the Algerian context.

The study gave an overview of the textual organization of research abstracts. However, other studies were needed to give clear insights on the linguistic description of these moves and how other international journals write their abstracts. Furthermore, information on how native language influenced second language genre writing is required. In addition, a research is needed on how students' academic writing could be improved.

ESP teaching has been used in the Algerian context. However; the assessment of its efficacy has not been carried out, especially the evaluation of how an ESP course improved students writing abilities. Move analysis of other genre is necessary such as introductions, and different research's sections in other disciplines. Finally, a research could be done on journal's editors' feedback to authors' mistakes.

In brief, this study tried to increase learners' understanding of academic writing and broaden students' perspective of textual variation with research articles abstracts writing. The study highlighted the fact that writing is a complex construct, consisting of a range of knowledge sets and processes. In addition, rhetorical organizations were not static but dynamic, impacted by many factors such as disciplinary conventions. Therefore, learners should be trained and encouraged to be observers, analytical, and sensitive when faced with research articles abstracts in their disciplines.

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**Appendices: Samples of Research Articles  
Abstracts**

**Appendix 1: Abstracts from Applied  
Linguistics**

**Appendix 2: Abstracts from Language  
Learning & Technology**

# Appendix 1

## **APPENDIX 1**

### **A- Abstracts from Applied Linguistics**

#### **Abstract 1**

The widespread use of a local variety of English, Singapore colloquial English, or Singlish, has become somewhat of a controversial issue in Singapore especially in the eyes of the Singapore Government for example , in 2002 the Singapore government launched the speak good English movement (SGEM) with the objective of promoting the use of standard English among Singaporeans . Furthermore, Singapore’s newspapers have recently suggested that the responsibility for halting the deterioration (perceived or real) of the standards of English rest with Singapore’s English language teachers. The case study presented in this paper offers one lens from which to view a policy-to – practice connection by outlining the impact of language policy on the beliefs and classroom practices of three primary school teachers concerning the use of singlish in their classrooms. The results confirm those of previous studied that teachers’ reactions to language policy is not a straightforward process and as such it is important to understand the role teachers play in the enactment of language policy.

#### **Abstract 2**

In recent years there has been a striking shift in both academic and popular discourse on the subject of male female differences it is increasingly common for biological explanations to be proposed for differences that had previously been treated by most investigators as effect of socio-cultural factors .This article critically examines the arguments as they apply to the specific case of male -female differences in linguistic behaviour. It concludes that the relevant linguistic research evidence does not on balance support the new biologism ;that evidence is more adequately accounted for using the socio-cultural approaches which most linguistic researchers favour .

#### **Abstract 3**

Discourse particles are ubiquitous in spoken discourse. Yet despite their pervasiveness very few studies attempt to look at their use in the pedagogical setting. Drawing on data from an intercultural corpus of speech and text book database. The present study compares the use of discourse particles by expert users of English in Hong Kong with

their description and presentations in textbooks designed for learners of English in the same community. Specifically, it investigates the similarities and differences in the use of the discourse particle *well* between the two datasets in terms of its frequency of occurrence, its positional preference and its discourse function. Results from the analysis show that there are vast differences as regards how the particle *well* is used in real-world examples and how its use is described and presented in teaching materials. 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.

#### **Abstract 4**

This paper draws on the vygotskian methodological construct of micro genesis to study construct of micro genesis is drawn upon to refer to both the methodological tool to investigate Language learning instances as observed in short periods of time (i.e. minutes), and also to refer to those observed language learning instances as the object of study. The sociocultural approach to Second language (SLL) (Lantolf and Appel 1994; Donato 2000; Lantolf 2000; Lantolf and Thorne 2006) underpinning this investigation sees interaction as the enabling process that becomes essential for the individual to achieve learning and development. I refer to learning as the Process through which participants are able to change, transform (i.e. develop) their use and /or understanding (see Wells 1999: 111) of the target language pairs/trios of students were audio recorded while collaborating to complete three language tasks in the classroom during an academic semester in a UK university. Micro genetic analysis of the data (transcribed protocols) allowed us to gain further understanding of collaborative activity and of the importance of language as a mediational tool to co-construct meaning and learning opportunities. The results show that although each instance of micro genesis is unique there are certain characteristics and patterns shared by the various instances identified in the data set the investigation also highlights the importance of studying discourse markers to help us identify the learners' second language (L2) forward, and which following van Lier (2000:252), I refer to as micro genesis affordance.

### **Abstract 5**

It has been claimed in recent years that, one hand, metaphor occurs in UK university Lectures in ways that are likely to confuse ESL learners (Littlemore 2001, 2003) and on the other hand that US lecturers use it in highly structured ways, particularly involving linked clusters, to help organize the lecture and indicate the opinions of the speaker (Corts and Pollio 1999; Corts and Meyers 2002). Both sets of claims are potentially useful to teachers of English for academic purposes (EAP). However, they both derive from studies with fairly narrow foci. There have to date been few studies examining at a more general level where metaphor occurs and how it is used in lectures. The present paper reports part of a small-scale study to develop a viable methodology for analyzing metaphor use generally in lecture it examines the incidence and use of metaphor in Three UK university lectures in the BASE corpus, using a version of the MIP procedure developed by the Pragglejaz group (2007). The main findings are that metaphor is used repeatedly throughout all three lectures , but that are few elaborated or developed metaphors ; those there are tend to Be short unconnected with later metaphors and used primarily to solve local rather than global purposes .the implications for EAP teaching are discussed .

### **Abstract 6**

It is generally accepted that formulaic sequences like *take the bull by the horns* serve an important function in discourse and are widespread in language it is also generally believed that these sequences are processed more efficiently because single memorized units, even though they are composed of a sequence of individual words, can be processed more quickly and easily than the same sequences of words which are generated creatively (Pawley and Syder 1983). We investigated the hypothesized processing advantage for formulaic sequences by comparing reading times for formulaic sequences versus matched nonformulaic phrases for native and nonnative speakers, it was found that the formulaic sequences were read more quickly than the nonformulaic phrases by both groups of participants . This result supports the assertion that formulaic sequences have a processing advantage over creatively generated language. Interestingly, this processing advantage was in place regardless of whether the formulaic sequences were used idiomatically or literally (e.g.*take the bull by the horns*=attack a problem vs. wrestle of animal) . The fact that the results also held for

nonnatives indicates that it is possible for learners to enjoy the same type of processing advantage as natives.

#### **Abstract 7**

This article reports on an intervention study of reading comprehension among young – beginner learners of French as foreign language (1.2) in England. A number of factors are currently contributing to low achievement in reading among this population of learners although research into reading strategies is extensive, and there is some evidence of success in reading strategy longitudinal interventions such as this one .A sample of 62, 11-12 year olds underwent a programme of reading strategy instruction lasting 14 months. Measures were taken of French reading comprehension reading strategy use and attitudes towards French before and after the intervention and findings compared with a group of 54 students not receiving the intervention .Results suggest that strategy about changes in strategy use, and improved attitudes towards reading.

#### **Abstract 8**

Previous research on second language (L2) vocabulary learning has examined the relationship between word properties and learnability (e.g. Ellis and Beaton 1993). 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. Expanding on the research of Barcroft (2000b, 2008), the present study examined partial word form learning in L2 German and Spanish while testing for effects of number of syllables in target words. Production data from an L1-to-L2 translation task (administered after a learning phase) were analyzed to determine percentage of partial versus fully produced words; amount of word produced in partial words; fragment length in partial words; and word-internal location of target letters. Results indicated production of approximately 49 percent more partial words than whole words, a high percentage of one-letter fragments, and privileging for word-initial position for both languages.

**Abstract 9**

This article examines how Spanish-speaking Latina (im)migrants position themselves relative to US language policies. Drawing from interviews with 15 Latin American women in the USA, we illustrate how understandings of language policy are constructed through individuals' reports of everyday experiences and framed within the constraints of contemporary language politics and ideological debates. Building on recent shifts in language policy research towards the study of how individuals engage with language policy issues, we argue for a close analysis of interview talk as a way of gaining important insights into this issue. Data from the study not only illustrate the existence of multiple frames for individual understandings of language policy, but also suggest how these discussions become terrains for the personal negotiation of identities within a broader socio-political context that is overwhelmingly anti-immigrant.

**Abstract 10**

Since the mid-20th century, graduate schools in the USA have witnessed a growing participation of international students, many of whom do not speak English as their first language. Previous research has often portrayed non-native-English-speaking (NNES) students in US doctoral programs as disadvantaged because of the presumed primacy of English in their academic pursuits. This study examines NNES doctoral students' participation in US academia, and in doing so, challenges this assumption. Drawing on the concepts of communities of practice (Lave and Wenger 1991; Lave 1996; Wenger 1998) and capital (Bourdieu 1977, 1991), the study analyzes how linguistic competence plays out in NNES students' participation in three different disciplines. We argue that language competence as cultural capital does not have the same value across different disciplines and may not always be critical to NNES students' academic success. Furthermore, despite their keen awareness of their differences from their native-speaking counterparts, the NNES doctoral students in this study had other forms of cultural capital with which they claimed legitimacy and recognition in their disciplinary communities.

### **Abstract 11**

Coinciding with the global boom in commercial English language teaching is the development of a sizeable publishing industry in which UK-produced textbooks for the teaching of English as an international or foreign language are core products. This article takes the view that these ‘curriculum artefacts’ can also be understood as ‘cultural artefacts’ in which English is made to mean in highly selective ways. The article focuses specifically on representations of the world of work in textbooks from the late 1970s until the present and shows how they have drawn consistently on evolving discourses of the new capitalism. It argues that students are repeatedly interpellated in these materials to the subject position of white-collar individualism in which the world of work is overwhelmingly seen as a privileged means for the full and intense realization of the self along lines determined largely by personal choice. The article concludes by suggesting that such materials have increasingly constructed English as a branded commodity along lines which are entirely congruent with the values and practices of the new capitalism.

### **Abstract 12**

The present study evaluates the relative effectiveness of three types of input-based approaches for teaching English polite request forms to sixty Japanese learners of English: (a) structured input tasks with explicit information; (b) problem-solving tasks; and (c) structured input tasks without explicit information. Treatment group performance was compared with control group performance on pre-tests, post-tests, and follow-up tests consisting of a discourse completion test, a role-play test, a listening test, and an acceptability judgement test. The results revealed that the three treatment groups performed significantly better than the control group. However, the group that received the structured input tasks with explicit information did not maintain the positive effects of the treatment between the post-test and follow-up test on the listening test component.

### **Abstract 13**

This paper explores L2 novices’ ways of soliciting teacher attention, more specifically, their summonses. The data are based on detailed analyses of video recordings in a Swedish language immersion classroom. The analyses illuminate the lexical shape of summonses in conjunction with prosody, body posture, gestures, and classroom



artefacts. As demonstrated, a simple structure of summoning provided a handy method for soliciting and establishing the teacher's attention, and facilitated the novices' participation in classroom activities from early on. Importantly, however, the local design of the summonses was influenced by the competitive multiparty classroom setting. The analyses illustrate how the novices upgraded their summonses by displaying a range of affective stances. Different aspects of the students' embodied actions were employed as ways of indexing affective stances, for example 'tired', 'resigned', or 'playful', that in the local educational order created methods that invited the teacher's attention and conversational uptake. These locally available resources allowed children to upgrade their summonses and to indicate their communicative projects, in spite of their limited Swedish (L2) resources. The findings are discussed in terms of their implications for understanding participation in L2 classroom interactions as being a matter of delicately calibrated collaborative accomplishments.

#### **Abstract 14**

In this article, I present an analysis of talk-in-interaction from an introductory Japanese as a foreign language classroom at an American university. An examination of the data revealed language play (LP) to be a highly salient feature of the participants' interactions. LP has come into increasing focus in the second language acquisition research of the last decade. Research in L1 has long shown the prevalence of LP in both the language data available to the learner and learner language production (e.g. Garvey 1984, [1977] 1990), and recent research in L2 has shown that LP is also a prominent characteristic of the language production of both child and adult L2 learners (Kramsch and Sullivan 1996; Cook 1997, 2000, 2001; Lantolf 1997; Sullivan 2000; Tarone 2000; Broner and Tarone 2001; Belz 2002a, 2002b; Bell 2005; Cekaite and Aronsson 2005; Kim and Kellog 2007). Adopting Cook's (2000) definition of LP, I use conversation analysis to examine instances of LP in the participants' interactions. Analysis focuses specifically on the ways in which LP functions within the context of the language learning classroom to provide 'affordances' (van Lier 2000, 2004) for language learning, and to become a resource for sequence-organization. The analysis shows that by and through the fictional world of LP, the participants were able to engage in the teacher-assigned pedagogical activities on their own terms. In the discussion, I argue that LP is potentially of great benefit to the linguistic development of second language learners—echoing Cekaite and Aronsson's argument in favor of a *ludic* model of

language learning, in which they contend that ‘we need to take non-serious language more seriously’ (2005: 169)

#### **Abstract 15**

Multilingual lexicons are needed in various applications, such as cross-lingual information retrieval, machine translation, and some others. Often, these applications suffer from the ambiguity of dictionary items, especially when an intermediate natural language is involved in the process of the dictionary construction, since this language adds its ambiguity to the ambiguity of working languages. This paper aims to propose a new method for producing multilingual dictionaries without the risk of introducing additional ambiguity. As a disambiguated intermediate language we use the so-called Universal Words. A set of more than 200,000 unambiguous Universal Words have been constructed automatically on the basis of the well-known English lexical database WordNet. This approach is being used for the construction of a five language-dictionary in the field of cultural heritage within the framework of the PATRILEX project sponsored by the Spanish Research Council.

#### **Abstract 16**

Using conversation analysis and situated learning theory, in this paper we analyze the peer dyadic interactions of one adult learner of English in class periods 16 months apart. The analyses in the paper present microgenetic and longitudinal perspectives on the learner's increasing participation in his classroom communities of practice. The focus of the analyses is on the language practices for a social action that is not taught explicitly by the instructors—disengaging from teacher-assigned dyadic task interactions. The tasks from which the learner disengages are serial dyadic interaction tasks. In these tasks, a learner engages with a number of different classmates doing the same task consecutively. The serial dyadic interaction task design is shown to offer students ongoing opportunities to develop interactional routines for social actions and language practices needed to accomplish habitual actions such as opening and disengaging from their dyadic task interactions.

#### **Abstract 17**

The research reported in this paper explores the effect of direct and indirect cross-cultural contact on Hungarian school children's attitudes and motivated behaviour by means of structural equation modelling. Our data are based on a national representative

survey of 1,777 13/14-year-old learners of English and German in Hungary; 237 of the students learning English with the highest level of inter-cultural contact were selected for analysis. Our model indicates that for our participants, motivated behaviour is determined not only by language-related attitudes but also by the views the students hold about the perceived importance of contact with foreigners. The results of our study also reveal that the perceived importance of contact was not related to students' direct contact experiences with target language speakers but was influenced by the students' milieu and indirect contact. Among the contact variables, it was only contact through media products that had an important position in our model, whereas direct contact with L2 speakers played an insignificant role in affecting motivated behaviour and attitudes.

### **Abstract 18**

Advocating a position of self-critique, whereby we revisit our old research sites to dis - assemble our prior thinking in relation to our current cognitions, this paper offers among other things, a critical revisitation and Derridean interpretation of one of my previous long-term, ethnographic Endeavours: my extended work with the memories and life histories of patients suffering from Alzheimer's disease. Gathered over the span of three and a half years. This body of research was devoted to countering several psycholinguistic strains characterizing Alzheimer speech. Revisiting That work given my current cognitions raises among other things Derridean question about Originals if it seemed that the scholarship first produced was the original', is the (present)paper Produced as a result of critical re-visitation an original of a different , receding(or progressing) Kind ?uncovering ways in which I ,in retrospect, interpret Alzheimer's discourse from a Derridean perspective raises critical issues relating to our evolving cognition and knowledge-making practices. In other words what is the status of claims we make in the course of our research and How do these impact disciplinary ideologies, the paper also raises quasi-philosophical questions About the nature of 'text'.' original' and 'presences, and 'truths'

### **Abstract 19**

This paper draws on the vygotskian methodological construct of micro genesis to study construct of micro genesis is drawn upon to refer to both the methodological tool to investigate Language learning instances as observed in short periods of time (i.e. minutes), and also to refer to those observed language learning instances as the object of

study . The sociocultural approach to Second language (SLL) (Lantolf and Appel 1994; Donato 2000; Lantolf 2000; Lantolf and Thorne 2006) underpinning this investigation sees interaction as the enabling process that becomes essential for the individual to achieve learning and development. I refer to learning as the Process through which participants are able to change, transform (i.e. develop) their use and /or understanding (see Wells 1999: 111 ) of the target language pairs/trios of students were audio recorded while collaborating to complete three language tasks in the classroom during an academic semester in a UK university. Micro genetic analysis of the data (transcribed protocols) allowed us to gain further understanding of collaborative activity and of the importance of language as a mediational tool to co –construct meaning and learning opportunities. The results show that although each instance of micro genesis is unique there are certain characteristics and patterns shared by the various instances identified in the data set the investigation also highlights the importance of studying discourse markers to help us identify the learners' second language (L2) development, and which following van Lier (2000:252), I refer to as micro genesis affordance.

## **Abstract 20**

Owing to analyses of large spoken corpora the linguistic knowledge of conversation has grown in recent years exponentially. Up until now little of this knowledge has trickled down to the EFL classroom. One of the reasons, this paper argues, is the failure in the relevant literature to spell out clearly how teaching conversational grammar affects the role of what is the major variety in the EFL classroom, Standard English (SE). My aim in this paper is threefold. First, I briefly discuss some neglected conversational features in relation to SE, concluding that the contrast between the grammars of conversation and SE is so stark that the notion of SE is problematic in talking of the spoken language. Second, I consider what this contrast implies for EFL teaching, arguing that for authentic conversation to be taught effectively it is necessary to reduce the role of SE to 'a core variety' that has its place in teaching writing while conversational grammar might serve as the underlying model in teaching speech. I argue that such a redefinition of SE would best be implemented in a 'register approach' which shifts the emphasis from a monolithic view of language to a register-sensitive view thus acknowledging the fundamental functional diversity of language use. Third, I discuss some important issues arising from this approach and, finally, outline what may be gained by it.

# Appendix 2

## APPENDIX 2

### B- Abstracts from Language Learning & Technology

#### Abstract 1

Although corpora have been used in language teaching for some time, few empirical studies explore their impact on learning outcomes. We provide a microgenetic account of learners' responses to corpus-driven instructional units for German modal particles and pronominal *da*-compounds. The units are based on developmental corpus data produced by native speakers during interactions with the very learners for whom the units are designed. Thus, we address the issue of authentication in corpus-driven language pedagogy. Finally, we illustrate how an ethnographically supplemented developmental learner corpus may contribute to second language acquisition research via dense documentation of micro-changes in learners' language use over time.

#### Abstract 2

Although the foreign-language profession routinely stresses the importance of technology for the curriculum, many teachers still harbor deep-seated doubts as to whether or not a hybrid course, much less a completely distance-learning class, could provide L2 learners with a way to reach linguistic proficiency, especially with respect to oral language skills. In this study, we examine the case of *Spanish Without Walls* (SWW), a first-year language course offered at the University of California - Davis in both hybrid and distance-learning formats. The SWW curriculum includes materials delivered via CD-ROM/DVD programs, online content-based web pages, and synchronous bimodal chat that includes sound and text. The contribution of each of these components is evaluated in the context of a successful technologically assisted course. To address the issue of oral proficiency, we compare the results from both classroom and distance-learning students who took the 20-minute *Versant for Spanish* test, delivered by phone and automatically graded. The data generated by this instrument shows that classroom, hybrid, and distance L2 learners reach comparable levels of oral proficiency during their first year of study. Reference is also made to two other ongoing efforts to provide distance-learning courses in Arabic and Punjabi, two languages where special difficulties in their writing systems have an impact on the design of the distant-learning format. The rationale for offering language courses in either a hybrid or distance-learning format is examined in light of increasing societal

pressures to help L2 learners reach advanced proficiency, especially in less commonly taught languages (LCTLs).

### **Abstract 3**

This paper discusses the use of a web-based concordancing program using an interface design similar to the one used at the MICASE concordancing site to help students appropriately choose reporting verbs. Appropriate reporting verbs are important for asserting credible claims in academic papers. An interface was created that asked the students to make lexical, syntactic, and rhetorical choices based on a preset number of criteria related to the decisions writers make in choosing reporting verbs. Based on these choices, the interface could query a database of sentences that had been derived from a corpus of academic writing. The user would then be provided with a small sample of sentences using reporting verbs that matched the criteria that had been selected. The paper discusses how the assumptions about pedagogy for teaching about reporting verbs were incorporated into the design features of the interface and how the implementation of the concordancing site was integrated with the teaching of grammar and vocabulary in an L2 academic writing class. despite of

### **Abstract 4**

Automated writing evaluation (AWE) software is designed to provide instant computer-generated scores for a submitted essay along with diagnostic feedback. Most studies on AWE have been conducted on psychometric evaluations of its validity; however, studies on how effectively AWE is used in writing classes as a pedagogical tool are limited. This study employs a naturalistic classroom-based approach to explore the interaction between how an AWE program, *MY Access!*, was implemented in three different ways in three EFL college writing classes in Taiwan and how students perceived its effectiveness in improving writing. The findings show that, although the implementation of AWE was not in general perceived very positively by the three classes, it was perceived comparatively more favorably when the program was used to facilitate students' early drafting and revising process, followed by human feedback from both the teacher and peers during the later process. This study also reveals that the autonomous use of AWE as a surrogate writing coach with minimal human facilitation caused frustration to students and limited their learning of writing. In addition, teachers' attitudes toward AWE use and their technology-use skills, as well as students' learner characteristics and goals for learning to write, may also play vital roles in determining

the effectiveness of AWE. With limitations inherent in the design of AWE technology, language teachers need to be more critically aware that the implementation of AWE requires well thought-out pedagogical designs and thorough considerations for its relevance to the objectives of the learning of writing. Recommendation

### **Abstract 5**

Second language acquisition (SLA) researchers strive to understand the language and exchanges that learners generate in synchronous computer-mediated communication (SCMC). Doughty and Long (2003) advocate replacing open-ended SCMC with task-based language teaching (TBLT) design principles. Since most task-based SCMC (TB-SCMC) research addresses an interactionist view (e.g., whether uptake occurs), we know little about holistic language units generated by learners even though research suggests that task demands make TB-SCMC communication notably different from general SCMC communication. This study documents and accounts for discourse-pragmatic and sociocultural behaviors learners exhibit in TB-SCMC. To capture a variety of such behaviors, it documents holistic language units produced by intermediate and advanced learners of Spanish during two multimodal, TB-SCMC activities. The study found that simple assertions were most prevalent (a) with dyads at the lower level of instruction and (b) when dyads had a relatively short amount of time to chat. Additionally, interpersonal, sociocultural behaviors (e.g., joking, off-task discussions) were more likely to occur (a) amongst dyads at the advanced level and (b) when they had relatively more time to chat. Implications explain how tasks might mitigate the potential processing overload that multimodal materials could incur.

### **Abstract 6**

This paper reports on an investigation of podcasting as a tool for honing pronunciation skills in intermediate language learning. We examined the effects of using podcasts to improve pronunciation in second language learning and how students' attitudes changed toward pronunciation over the semester. A total of 22 students in intermediate German and French courses made five scripted pronunciation recordings throughout the semester. After the pronunciation recordings, students produced three extemporaneous podcasts. Students also completed a pre- and post-survey based on Elliott's (1995) Pronunciation Attitude Inventory to assess their perspectives regarding pronunciation. Students' pronunciation, extemporaneous recordings, and surveys were analyzed to explore changes over the semester. Data analysis revealed that students' pronunciation



did not significantly improve in regard to accentedness or comprehensibility, perhaps because the 16-week long treatment was too short to foster significant improvement and there was no in-class pronunciation practice. The podcast project, however, was perceived positively by students, and they appreciated the feedback given for each scripted recording and enjoyed opportunities for creativity during extemporaneous podcasts. Future studies might seek to delineate more specific guidelines or examine how teacher involvement might be adapted to the use of podcasts as a companion to classroom instruction.

### **Abstract 7**

This paper investigates learner response to a novel kind of intonation feedback generated from speech analysis. Instead of displays of pitch curves, our feedback is flashing lights that show how much pitch variation the speaker has produced. The variable used to generate the feedback is the standard deviation of fundamental frequency as measured in semitones. Flat speech causes the system to show yellow lights, while more expressive speech that has used pitch to give focus to any part of an utterance generates green lights. Participants in the study were 14 Chinese students of English at intermediate and advanced levels. A group that received visual feedback was compared with a group that received audio feedback. Pitch variation was measured at four stages: in a baseline oral presentation; for the first and second halves of three hours of training; and finally in the production of a new oral presentation. Both groups increased their pitch variation with training, and the effect lasted after the training had ended. The test group showed a significantly higher increase than the control group, indicating that the feedback is effective. These positive results imply that the feedback could be beneficially used in a system for practicing oral presentations.

### **Abstract 8**

In much of the literature on the exploitation of corpora for language learning, the learners are viewed as researchers, who formulate and test their own hypotheses about language use. Having identified difficulties encountered in corpus investigations by our intermediate-level students of Italian in a previous study, we have designed a semester-long apprenticeship in corpus use which does not demand of them the high level of language proficiency, attention to detail in observation, and logical rigour that we consider necessary for rewarding work in the learner-as-researcher role. Instead, we

introduce a corpus initially as an aid to the imagination in writing, and then to achieving accuracy through specific grammatical problem solving. We see this as the groundwork for subsequent development of the students' research skills with corpus data. This paper describes the approach we have adopted to the corpus apprenticeship and reports on an evaluation of its effectiveness through case studies of three students and their use of a corpus and bilingual dictionary as reference resources when writing. Drawing on insights from the case studies, we outline a working definition of corpus-consultation literacy for our learning context and identify some refinements to be made to our apprenticeship

### **Abstract 9**

This study reports on student initiated attention to form within the collaborative construction of a wiki among pre-service Non-Native Speaker (NNS) English teachers. Forty NNS pre-service teachers from a large Mexican university were observed over a period of a sixteen week semester in an online content-based course aimed at improving their language skills while studying about the cultures of the English-speaking world. A core element of the course was a wiki that was collaboratively created, developed, and revised throughout the course. Students were encouraged to focus on language accuracy while actively participating and interacting with their peers in varied ways. This article explores the degree to which these NNS EFL teacher candidates attempt to correct their own and others' grammar errors in a long-term collaborative task. The article also addresses the level of accuracy these participants achieve and the attention they pay to grammar revision versus content revision. Follow-up interviews with participants provided insight into the perception of the importance of grammar in the context of collaborative technologies among these NNS pre-service teachers.

### **Abstract 10**

In order to demonstrate how learners utilize the text-based asynchronous attributes of the Bulletin Board System, this study explored Japanese-as-a-second-language learners' metalanguage episodes (Swain & Lapkin, 1995, 1998) in offline verbal peer speech and online asynchronous discussions with their Japanese key pals. The findings suggest the crucial role of offline collaborative dialogue, the interactional modes in which the episodes occur, and the unique discourse structure of metalanguage episodes concerning online and offline interactions. A high score on the posttest also suggests the high

retention of linguistic knowledge constructed through offline peer dialogue. In the offline mode, the learners were able to collaboratively construct knowledge with peers in the stipulated time, while simultaneously focusing on task content in the online interaction. The retrospective interviews and questionnaires reveal the factors that could affect the benefits of the asynchronous computer-mediated communication medium for language learning.

#### **Abstract 11**

This paper reports on a pilot and a subsequent study that focused on the assessment of student writing in asynchronous text-stimulated forum discussions. The study, which was conducted in advanced English for Academic Purposes (EAP) courses, aimed at determining suitable assessment criteria for written academic discussions. In addition, the study tapped student attitudes toward forums, checked the effect of forum participation on student writing, and characterized the text-stimulated forum discussions. Based on a content analysis of the pilot data, the constructs of reflection and interaction were selected as assessment criteria to be evaluated in the main study. These criteria were found to be usable but insufficient for student assessment in the EAP courses. A questionnaire showed that the student attitudes were positive and that most students felt that their writing improved, even though an analysis of language complexity showed no significant improvement. A qualitative analysis of the transcripts revealed deep student involvement with the content and with their peers as well as an academic register interspersed with conversational interactions.

#### **Abstract 12**

Synchronous Computer-mediated communication (CMC) creates affordable learning conditions to support both meaning-oriented communication and focus-on-form reflection that play an essential role in the development of language competence. This paper reports how corrective feedback was negotiated through expert-to-novice collaborative efforts and scaffolding with 30 subjects working on three different tasks—jigsaw, spot-the-differences and open-ended question. The findings reveal that text chats supported the focus-on-form procedure through collaborative engagement. Despite the fact that the experts were able to provide step-by-step scaffolding at the right moment to call learners' attention to non-target-like-forms that resulted in error corrections, they needed to be made aware of not over-intervening as students reported interference between the expert's goals and the learner's. To maintain intersubjectivity,

the use of both L2 and L1 shaped the route taken by experts and learners alike to negotiate L2 forms for both syntactic and lexical errors. The study concluded that it was not easy to provide corrective feedback and to attend to linguistic errors in a timely fashion during the meaning-based interaction. The long-term effect of focus-on-form procedures on L2 development through CMC remain to be explored in future studies.

### **Abstract 13**

In recent years, synchronous online peer response groups have been increasingly used in English as foreign language (EFL) writing. This article describes a study of synchronous online interaction among three small peer groups in a Taiwanese undergraduate EFL writing class. An environmental analysis of students' online discourse in two writing tasks showed that meaning negotiation, error correction, and technical actions seldom occurred and that social talk, task management, and content discussion predominated the chat. Further analysis indicates that relationships among different types of online interaction and their connections with subsequent writing and revision are complex and depend on group makeup and dynamics. Findings suggest that such complex activity may not guarantee revision. Writing instructors may need to proactively model, scaffold and support revision-related online discourse if it is to be of benefit.

### **Abstract 14**

The value of waveform displays as visual feedback was explored in a training study involving perception and production of L2 Japanese by beginning-level L1 English learners. A pretest-posttest design compared auditory-visual (AV) and auditory-only (A-only) Web-based training. Stimuli were singleton and geminate /t,k,s/ followed by /a,u/ in two conditions (isolated words, carrier sentences). Fillers with long vowels were included. Participants completed a forced-choice identification task involving minimal triplets: singletons, geminates, long vowels (e.g., *sasu*, *sassu*, *saasu*). Results revealed a) significant improvement in geminate identification following training, especially for AV; b) significant effect of geminate (lowest scores for /s/); c) no significant effect of condition; and d) no significant improvement for the control group. Most errors were misperceptions of geminates as long vowels. Test of generalization revealed 5% decline in accuracy for AV and 14% for A-only. Geminate production improved significantly (especially for AV) based on rater judgments; improvement was greatest for /k/ and smallest for /s/. Most production errors involved substitution of a singleton for a

geminate. Post-study interviews produced positive comments on Web-based training. Waveforms increased awareness of durational differences. Results support the effectiveness of auditory-visual input in L2 perception training with transfer to novel stimuli and improved production.

### **Abstract 15**

This paper describes a corpus-based approach to teaching and learning spoken grammar for English for Academic Purposes with reference to Bhatia's (2002) multi-perspective model for discourse analysis: a textual perspective, a genre perspective and a social perspective. From a textual perspective, corpus-informed instruction helps students identify grammar items through statistical frequencies, collocational patterns, context-sensitive meanings and discursal uses of words. From a genre perspective, corpus observation provides students with exposure to recurrent lexico-grammatical patterns across different academic text types (genres). From a social perspective, corpus models can be used to raise learners' awareness of how speakers' different discourse roles, discourse privileges and power statuses are enacted in their grammar choices. The paper describes corpus-based instructional procedures, gives samples of learners' linguistic output, and provides comments on the students' response to this method of instruction. Data resulting from the assessment process and student production suggest that corpus-informed instruction grounded in Bhatia's multi-perspective model can constitute a pedagogical approach in order to i) obtain positive student responses from input and authentic samples of grammar use, ii) help students identify and understand the textual, genre and social aspects of grammar in real contexts of use, and therefore iii) help develop students' ability to use grammar accurately and appropriately.

### **Abstract 16**

This study investigates the performance of a spell checker designed for native writers on misspellings made by second language (L2) learners. It addresses two research questions: 1) What is the correction rate of a generic spell checker for L2 misspellings? 2) What factors influence the correction rate of a generic spell checker for L2 misspellings? To explore these questions, the study considers a corpus of 1,027 unique misspellings from 48 Anglophone learners of German and classifies these along three error taxonomies: linguistic competence (competence versus performance misspellings), linguistic subsystem (lexical, morphological or phonological misspellings), and target modification (single-edit misspellings (edit distance = one) versus multiple-edit

misspellings (edit distance > 1)). The study then evaluates the performance of the *Microsoft Word*® spell checker on these misspellings. Results indicate that only 62% of the L2 misspellings are corrected and that the spell checker, independent of other factors, generally cannot correct multiple-edit misspellings although it is quite successful in correcting single-edit errors. In contrast to most misspellings by native writers, many L2 misspellings are multiple-edit errors and are thus not corrected by a spell checker designed for native writers. The study concludes with computational and pedagogical suggestions to enhance spell checking in CALL.

### **Abstract 17**

This paper reports on a study that investigated the impact of two types of computer-mediated corrective feedback on the development of adult learners' L2 knowledge: (1) corrective feedback that reformulates the error in the form of recasts, and (2) corrective feedback that supplies the learner with metalinguistic information about the nature of the error. High intermediate and advanced adult learners of English (n=23) from an intact class at a Swedish university were randomly assigned to one of three conditions (two feedback conditions and one control) and were randomly paired with English native speakers. During task-based interaction via text-chat, the learners received focused corrective feedback on omission of the zero article with abstract non count nouns (e.g., employment, global warming, culture). Computer-delivered pretests, posttests and delayed posttests of knowledge (acceptability judgments) measured learning outcomes. Results showed no significant advantage for either feedback type on immediate or sustained gains in target form knowledge, although the metalinguistic group showed significant immediate gains relative to the control condition.

### **Abstract 18**

This paper reports on a study of the use of self-repair among learners of German in a task based CMC environment. The purpose of the study was two-fold. The first goal sought to establish how potential interpretations of CMC data may be very different depending on the method of data collection and evaluation employed. The second goal was to explicitly examine the nature of CMC self-repair in the task-based foreign language CALL classroom. Paired participants (n=46) engaged in six jigsaw tasks over the course of one university semester via the chat function in Blackboard. Chat data were evaluated first by using only the chat log file and second by examining a video file of the screen capture of the entire interaction. Results show a fundamental difference in

the interpretation of the chat interaction which varies as a function of the data collection and evaluation methods employed. The findings also suggest a possible difference in the nature of self-repair across face-to-face and SCMC environments. In view of the results, this paper calls for CALL researchers to abandon the reliance on printed chat log files when attempting to interpret SCMC interactional data.

### **Abstract 19**

In the context of a project developing software for pronunciation practice and feedback for Mandarin-speaking learners of English, a key issue is how to decide which features of pronunciation to focus on in giving feedback. We used naïve and experienced native speaker ratings of comprehensibility and nativeness to establish the key features affecting comprehensibility of the utterances of a group of Chinese learners of English. Native speaker raters assessed the comprehensibility of recorded utterances, pinpointed areas of difficulty and then rated for nativeness the same utterances, but after segmental information had been filtered out. The results show that prosodic information is important for comprehensibility, and that there are no significant differences between naïve and experienced raters on either comprehensibility or nativeness judgements. This suggests that naïve judgements are a useful and accessible source of data for identifying the parameters to be used in setting up automated feedback

### **Abstract 20**

This study investigated the potential impact of e-learning on raising overseas students' cultural awareness and explored the possibility of creating an interactive learning environment for them to improve their English academic writing. The study was based on a comparison of Chinese and English rhetoric in academic writing, including a comparison of Chinese students' writings in Chinese with native English speakers' writings in English and Chinese students' writings in English with the help of an e-course and Chinese students' writings in English without the help of an e-course. Five features of contrastive rhetoric were used as criteria for the comparison. The experimental results show that the group using the e-course was successful in learning about defined aspects of English rhetoric in academic writing, reaching a level of performance that equalled that of native English speakers. Data analysis also revealed that e-learning resources helped students to compare rhetorical styles across cultures

and that the interactive learning environment was effective in improving overseas students' English academic writing.