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Analysis of the Move Structure of Published Research Article Introductions Written by EFL Advanced Writers

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Dedication

This work is dedicated to

Our parents

Precious supervisor

Families and relatives

Our friends and classmates

All the hard workers

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Above all, the greatest and special gratitude should go to Allah for the help to be in such a setting, and for the right path we have been through to meet good people and do good things.

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Abstract

The main goal behind setting this study is to examine the move structure existing in the introductions of the research article genre. The study follows a corpus analysis method. The corpus consists of 14 introductions of English research articles published in *Al Athar*, a periodical by the Faculty of Letters and Languages at Kasdi Merbah University, Ouargla. To select the sample, the systematic sampling strategy was adopted as a strategy. The results of the study revealed that writers' practice of the move diverges. Some writers do not use moves in their introductions, others use moves convenient to the nature of the topic. In addition, the findings revealed that writers adopt Swales' (2004) CARS model to a certain extent. The use of CARS moves varies from one introduction to another. Last, results show that writers do not give an equal importance to each single move. Certain moves are much more prevalent, and others are lesser.

Keywords: genre, move structure, move, RAIs, CARS model.

Résumé

L'objectif principal derrière cette étude est d'examiner la structure des mouvements existant dans les introductions du genre articles de recherche. La méthode de notre étude est d'analyse de corpus. Le corpus se compose de 14 introductions d'articles de recherche en anglais publiés dans *Al Athar*, un périodique présente la Faculté des Lettres et des langues à l'Université Kasdi Merbah, Ouargla. Pour sélectionner un échantillon, une stratégie d'échantillonnage systématique a été adopté. Les résultats de l'étude ont révélé que les écrivains divergent dans la pratique des mouvements. Certains auteurs n'utilisent aucun mouvement dans leurs introductions, d'autres

utilisent des mouvements propices à la nature du sujet. En outre, les résultats ont révélé que les auteurs utilisent le modèle de **création de l'espace de recherche** dans une certaine mesure, et l'utilisation de ce model varie d'une introduction à une autre. Enfin, les résultats montrent que les auteurs ne donnent pas une importance égale à chaque mouvement. Certains mouvements sont beaucoup plus répandus, alors que les autres mouvements le sont moins

Mots-clés: genre, structure de mouvement, mouvement, introductions des articles de recherche, modèle **création de l'espace de recherche**.

List of abbreviations

CARS:	Create a research space
CV:	Curriculum Vitae
EAP:	English for academic purposes
ESP:	English for specific purposes
Intro.:	Introduction
IMRD:	Introduction, methods, results, discussion
PISF:	Possible In Some Fields
RAI:	Research article introductions
SFL:	Systemic functional linguistics

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Appendix

General Introduction

1. Background of the Study

Writing is a paramount productive skill that is highly required in many contexts throughout life. Writing occurs in many types; among these types is academic writing, which is identified as any writing done for the purpose of fulfilling the requirement of academic institutions as university and college (Your Dictionary, 1996) This type of writing adheres to contain rules and practices. Academic writing involves the production of various text types known as "genres". The word genre is identified as a recognized type of a communicative event with a fixed communicative purpose (Swales, 1990). In academic circles, proficiency in writing many genres determines the students' success in today's research world. These include research papers, application letters, conference abstracts, and research article introductions. The latters are the focus of the present study.

Any scientific piece of research can be reported in a research article. Writing the article genre, like any other genre, is done following a fixed rhetorical organization. It starts by an introduction, which is the opening of any piece of writing, containing all the basic points of the paper. This section of an article can be seen as an independent subgenre. Trying to systematize the description of the various texts, some linguists have become interested in depicting the steps of producing a given genre, naming those steps as "moves". The sequence of moves in every genre is found to be fixed and conventional (Swales, 1980).

2. Statement of the Problem

Writers are often found not to adhere to the conventions of writing certain academic genres, including article introductions, while academic success in largely dependent on the production of texts that have predetermined text organization. Composing research articles introductions is a process of following a systematic outline. The latter is identified by the move structure. A noticeable number of linguists and scholars have revealed to a high extent the importance of studying the organizations of such academic research genre.

3. Purpose of the Study

Descriptive in perspective, the present study attempts to examine the move structure of introductions in published research articles written by Algerian writers in the field of linguistic studies. The goal is to investigate their conformity with the recognized standards of writing the specified genre. Ultimately, the researchers set to highlight discourse deviations and to contribute to the amelioration of English academic writing skills in foreign language contexts. Likewise, the aim is to enable both of teachers and students to have a clear idea about the systematic composition of research article introductions.

4. Research Questions

For the above mentioned objectives, the following research questions have been formulated:

What moves do writers use when writing research article introductions?

To what extent is the Swalian CARS model adopted?

Do writers give an equal importance to each single move?

5. Significance of the Study

The conducted present research is of a considerable significance. It plays a major role in enriching the academic writing field. It is of a key interest to authors and students since it provides a picture about the right and exact way to proceed on Research Articles

Introductions, and organize those introductions into coherent entities. In addition, the study highlights the value of genres in studying and teaching written discourse.

6. Research Methods

The research is of a descriptive – qualitative methodology. It is a descriptive-qualitative research since it provides a detailed description of the situation without making any changes, manipulation or intervention. The method of this project is a corpus analysis. That is to say analyzing a collection of academic written texts for linguistic purposes. The research investigates a corpus to arrive at a linguistic purpose. Through a sample selection strategy, the corpus is research article introductions written by EFL writers. The articles are published in *Al Athar*, which is one of the periodical journals in Kasdi Merbah Ouargla University.

7. Definitions of Key Terms

Genre: a genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized bt the expert members of the parent discourse community. Swales(1990, p.59)

Genre Analysis: the study of how language is used within a particular context. (Flowerdew, 2013, p. 150)

Research article: a piece of academic writing that consists of introduction, body and conclusion. (Oxford Advanced Learners Dictionary, 2013)

Move: a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse (Swales, 2004, p.29).

Review of Literature

Chapter One: The Concept of Genre and Genre Analysis

Introduction

By conducting this type of research project, the main thing that should be tackled first is the generic aspect of texts. This chapter aims to clarify the notion of genre in many ways. It first gives multifaceted definitions to the term. Then, it explains the approaches to and dimensions of genre. And at the end, it deals with the concept of genre analysis**.**

1.1. Defining Genre

According to *Webster's New World Dictionary* (1986), the word "genre" is a French word for "kind" or "type" and a Greek one for "to be born". The meaning results to "types" of meanings "to be born". Genre is a characterization of state where different sorts of something are generated and/ or produced. (As cited in Sayfouri, 2010)

Many researchers, scholars, and linguists took different positions towards the notion of genre, which makes of the word "genre" characterized by plenty of definitions. Flowerdew (2013) states that "The term 'genre' can be traced as far back as Aristotle" (p.138). He contends that this term is an old one which has been used in different fields. Genre has been used by the Greek to refer to divisions of literature e.g., poetry, drama and so on. And differently used in the field of applied linguistics and educational linguistics, he adds: "the term 'genre' is used to refer to different communicative events which are associated with particular settings and which have recognized structures and communicative functions" (p. 138).

From a discursive perspective, genre might be a text or discourse type, written or spoken, known by its striking features of both style and form. It can be referred to as any subdivision of a text type characterized by certain features different from other text types.

It is a concept which means different types of discourse determined by their constructions (Nunan, 1993). “A genre is a socially sanctioned type of communicative event, either spoken or printed” (Kramsch, 1998, p.62). It is one’s culture and society that identify their position and help comprehend a communicative event. In her discussion of culture, Kramsch (ibid) gives a “central role” to genre in culture because she claims that genre is the fact that meanings go with regard to society’s system of identification.

Swales (1981) narrowed the scope of defining this term to a very accurate one in which he declares that “genre is a more or less standardized communicative event with a goal or a set of goals mutually understood by the participants in that event and occurring within a functional rather than a social personal setting” (p.10). Martin (1984) and Swales (1990), being functional linguists, highlight this term as fulfillment of some distinctive purposes. That is to say, genre is the construction of different events, different purposes, that are expressed by language, being a communication means.

1.2. Approaches to Genre

In contemporary genre studies that is the academic study of genre theory, Hyon (1996) identifies three main approaches that complete one another. Genre notion has a noticeable existence in three focal areas and major approaches: ESP (English for specific purposes), Australian based educational linguistics (Australian genre studies), and North American new rhetoric studies.

1.2.1. The ESP Approach

ESP scholars had the belief that genre notion is used in order to analyze both of the spoken and written texts used in academic and professional settings. ESP scholars were highly interested in the communicative purposes of some kinds of genre such as: experimental research articles, university lectures…).According to Hyon (1996), ESP scholars based their interest on the formal characteristics of genre while they had a lesser

focus on the specialized functions of texts and the social context. These formal features are the structural and stylistic aspects of genre such as:(alliteration, anaphora, metaphor). Swales (1990) the leading figure in ESP research states that:

> Genre comprises a set of communicative events, the members of which share communicative purposes are recognized by the expert members of the discourse community, and thereby constitutes the rationale of the genre. The rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style (p.58).

ESP researchers claim that genre has characteristic features of style and form. Those characteristics are well known to those who use the genre. An example is usually research articles, which are characterized by the standardization of style and form and a known purpose.

1.2.2. The Austrialian School

Another theory which investigated genre is the Australian genre theory, which is grounded in systemic functional linguistics (SFL) developed by Halliday (1985). SFL explains the reason and the manner people use language in social contexts. Martin (1984) one of the linguists who deployed considerable efforts in developing extensively the notion of genre thinks of it as it refers to social processes in which the members of the culture interact in order to achieve those processes. He claims that the concept is both goal oriented and staged. It is goal oriented since the members of a one culture have evolved to achieve things, and staged because it is a process consisting of many steps for the event participants to achieve these goals.

This definition expresses that the Australian genre theory focus was laid on the social contexts in which genre appears. This theory linguists' focus was broad that it included all of the primary and secondary school genres, non professional and professional work places and community settings. According to Johns (2002), the Australian genre

theory was the most completely developed. Martin (1984), who developed extensively the genre notion, claimed that genres are referred to as social processes in which members of a culture interact with each other to achieve those processes.

1.2.3. The New Rhetoric

In contrast to the two previous approaches, New Rhetoric studies were concerned with analyzing the ethnographic description that was their main base of analysis. They were interested as well in the situational context and social action (Miller, 1984). It is due to the North American research that the New Rhetoric genre research emerged. This theory adopts all of humanist, social and cultural approaches in analyzing genre, using the supply of all disciplines of rhetoric, speech act theory, cross-cultural pragmatics, composition studies and professional writing.

1.3. Dimensions of Genre

1.3.1. Genre in Linguistics

Linguists have given a significant attention to genre. It is with linguistics that the term genre has got its strict definition. The term is frequently found among linguists of ethnographic or systemic persuasions. The ethnographer Hymes (1974) takes the following position towards genre:

> Genre often coincide with speech events, but must be treated as analytically independent of them .They may occur in, or as, different events. The sermon as a genre is typically identified with a certain place in a church service, but its properties may be invoked for serious or humorous effect in other situation. (p.61)

Hymes (ibid) has got a reason for separating genre and speech event analytically. Using the properties of a sermon for a humorous effect differs from delivering a sermon for a serious effect. The two genres have got different communicative purposes.

Preston (1989) claims that: it is not that speech events and genres need to be kept apart, but rather that situations and genres need to be. A closer position to the latter is the one of the ethnographer Saville-Troike (1982). She sees that genre refers to the type of communicative event and provides some examples as: jokes, stories, lectures, greetings and conversations.

1.3.2. Genre in Rhetoric

Rhetoric is the English word being derived from Greek "rhetorike". According to *Webster's New Dictionary* (1986), "Rhetoric means the art or science of using words effectively in speaking or writing". Malmkjaer (1991) claims that "rhetoric originates from the theory or study of how, by means of what linguistic devices a speaker or writer might best achieve this aim."(As cited in Linguistics Encyclopedia, p. 510)

Rhetorical scholars have given genre a more central position, especially among those who study the historical development of discourses in recurrent settings. Jamieson (1978) approaches genre as: "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." (p. 20)

Miller (1984) declares that the analysis of genre can demonstrate both of the social and historical aspects of rhetoric. He (ibid) states that:

> To consider as potential genres such homely discourse as the letter of recommendation, the user manual, the progress report , the ransom note , the lecture , and the white paper , as well as the eulogy, the apologia , the inaugural , the public proceeding , and the sermon , is not to trivialize the study of genres : it is to take seriously the rhetoric in which we are immersed and the situations in which we find ourselves (p. 165).

Miller argues that: “a rhetorically thorough definition of genre must not be centered around the substance or form of discourse, whereas on the actions is used to accomplish” (1984, p. 151). He gives a considerable attention to the centrality of genre in the scale of human affairs. She suggests that: “What we learn when we learn a genre is not just a pattern of forms or even a method of achieving our own ends. We learn more importantly what methods we may have (Miller, 1984, p. 165). Rhetoricians provide a valuable historical context for the study of genre movement. They changed the view that genre analysis is relative to constructing a classification of genres. Miller’s work strengthens the concept of genre as means of social context, operating not merely on communicative goals, but also explaining what those goals might be.

1.3.3. Genre and Register

There exist confusion between the term genre and register. It is vital to distinguish between the two terms, though they mostly overlap. Register is a type of language associated with a particular field of activity or profession. (Flowerdew, 2013). Even genres can be connected with a particular activity or profession, but genres are highly characterized by specific communicative events. Some examples of genre can be lectures, conversations, speeches, advertisements, conferences… and so forth. Lectures can be attended by students of math or any other students belonging to other fields, lectures represent a genre and not a register.

Halliday and Hassan (1985/1989) claim that “register is a configuration of meanings that are typically associated with a particular situational configuration of field, mode and tenor” (p. 38-39). Defining this concept simply, one can say that register is a set of linguistic choices having a connection with a particular situation. The situations of register are usually related to professional activities, such as: the language of teachers, the one of doctors, lawyers… It is obvious that teachers use a register different from that of doctors

or lawyers. Other examples of register are latent in: schools lessons, mosques services, doctors clinics…If one hears the expression of "Our lesson of today is about tenses", they can understand that this linguistic choice is relative to schools. Each field of activity or profession possesses its special register.

Register also varies in terms of ranks of formality. It appears in different ranks frozen, formal, consultative, casual, and intimate (Martin, 1961).This variation in the rank of language is in accordance to the social setting. For instance, when someone is speaking in formal setting in contrast to an informal one, he would probably use features of prescribed grammar; he would choose more formal words and refrains from using nonstandard words.

As it was mentioned above that genres are best featured by their communicative events, and that is what makes the difference between genre and register. Another distinctive feature of genre from register is the communicative purpose, thus Swales (1990) contends that "genre comprises a set of communicative events which share some set of communicative purposes" (p.58). A third distinctive feature, is that genre has characteristic features of form and style, recognized either overtly or covertly, for instance: the research article, which is a specific genre, has a known public audience and conventions about the layout form and style which are standardized (Dudley-Evans, 1990)

1.4. Genre Analysis

Analysing a given genre means investigating the communicative system used to deliver a spoken or written message expressed in a given area. Genre Analysis has to do with the examination of the institutional organization of a given communicative production (Hyland, 1992). He says "Genre Analysis is the study of how language is used within a particular context" (p. 150). Swales (1991) identifies genre analysis as the process of exploring discourse features of a communicative event and the attempt to uncover them

according to the writers practice and adopted moves. Genre analysis is where the focus of analysis is on the regularities of structure that distinguish the type of genre from another type. The results focus on the differences between the types. Theoretically speaking, Bhatia (1998) proposes a class of moves that a writer should consider while analyzing a genre:

1) To contextualize the given text.

2) To review the present literature.

3) To analyze the situation, and/or, the context of the text

4) To select a corpus.

5) To study the institutional context.

6) To analyze the text linguistically.

However, Frandsen et al, (2001) claim that there exist compulsory and optional moves in different texts within a given genre. Some genres can be labeled only by their moves, which is the case where writers cannot neglect those moves. In other cases, not adopting some moves is harmless and does not change the genre because they are used just as complements.

Conclusion

As a conclusion, the principal strands of the term "genre" have been explained. It was quiet necessary to go through this theoretical review in order to establish a background about how scholars identified the term genre, and developed approaches and dimension within it. In addition, the chapter explained what practically genre analysis means and how models of genre analysis are applied.

Chapter Two: Research Articles Introductions and the Move Structure

Introduction

This chapter accounts for the importance of academic genre. It deals with English RAs (research articles) in particular and it presents how scholars had and still have a great interest in it. This chapter focuses on one section in RA, which is introduction, and clarifies what has been said about its structure. Move Structure and Move Analysis are discussed in this part of the review of the related literature and is approached to Swales' CARS model as the adopted one in this research project.

2.1. Academic Genre

Acquiring the skill of writing and being good at it is valuable and of a great importance . This skill appears in numerous contexts. Hence, it is quite necessarily recommended that we know and learn about it (Rachael, 2003; Francine and Galko, 2001). Swales and Feak (2000) produced what they called "a network". "Genres of importance to the research world form networks" (p. 8). Genres of these networks have to do with "today's research world". They claimed that there are two types of genre, "open" and "supporting". The former refers to the type which is common and cooperative, and symbolic to a researcher's curriculum vitae (CV). An illustration could include theses and dissertations, books and monographs, research articles, conference posters, and so forth. Supporting genres are the ones which run as tools "to support and assist an academic or research career" (p. 8). This type of genres involves job application, job interview, submission letters, CV, and so on.

2.2. English Research Article

Holmes (1997) maintains that there are a lot classifications of the academic genre: abstracts, presentations, lectures, and dissertations. "It is, however, the Research Article

(RA) that has received the most attention with several studies focusing on its overall structure" (cited in Reflection, 2013, p.2). Many studies which deal with academic genres and producing academic genres had much more attention on RA than other type of genre. "Research Article (RA), in particular, its structure, social construction and historical evolution, has been focused upon through a large number of studies on academic writing over the past 20 years" (Habibi, p. 87). Scientific research articles as one entity and/or their sections, which are called subgenres or part-genres, are a genre upon which substantial studies and researches have been conducted (Swales, 2004; Swales & Feak, 2004; Martin, 2003; Dudley-Evans, 2000; Holmes, 1997; Hopkins & Dudley-Evans, 1988; Wood 1982 as cited in (Allen and Middleton, 2012).

2.3. RA Introductions

The issue of introductions is an issue that has been tackled through different pieces of writing, e.g., guides and manual. "Introductions to research articles (RAs) have become an important site for the analysis of academic writing", (Swales and Najjar, 1987, p. 175). "The RA Introduction has also been studied by Cooper (1985), Crookes (1986), and Taylor and Chen (1991)" (cited in Reflection, 2013, p. 191). There does not exist much more interest on the RA other sections like Methods or Results for they are often seen as simple and not of much complexity (ibid). Whereas, "Writing an introduction to a research article is not simply a wrestling with words to fit the facts, but is also strongly modulated by perceptions of the anticipated reactions" (Swales and Najjar, 1987, p. 176).

Swales' (1990) work on article introductions shows much knowledge on the organizational patterns of this sub-genre and demonstrates how many of academic genres went through analysis in different EAP (English for academic purposes) fields of study. Furthermore, the introduction section has been analyzed in various disciplines, such as in social science by Dudley-Evans and Henderson (1990) and Holmes (1995) (as cited in

Reflection, 2013). Samraj (2001) is an important figure who devoted her paper to report on an analysis of research article introductions from two ESP related fields: wildlife behavior and conservation biology. Through variations across disciplines, she demonstrated "important pedagogical implications", (p. 01) besides which she highlighted the study as a contribution to the comprehension of genre structure.

2.4. The Concept of Move and Move Analysis

In the ESP field, a massive number of studies tackled the Research article genre. A number of these studies highly concerned themselves with the organization of the different parts of the RA (introduction, method, results, discussion), (IMRD).The introduction section is a vital aspect of the RA that has been well studied by the linguist Swales (1981-1990). RAIs (Research Article Introductions) are mostly not written randomly. They are bounded by a set of moves which are divided into steps. The consistency of moves enhances in making the text both organized and well understood.

RAIs usually appear in a way that they are governed by a set of moves. Many are the linguists and scholars who gave a large interest in defining the notion of "move". This functional unit in a text used for an identifiable purpose (Swales, 1990). Swales and Feak (2000) defined a "move" as a "bounded communicative act that is designed to achieve one main communicative objective "within the larger communicative objective of the genre "(p.35)

The linguist Nwogu (1997) explained the term move as a text segment made up of a bundle of linguistic features which give the segment a uniform orientation and signal the content of discourse in it. And Yang and Allison (2003) stated that: a move is a semantic unit of text achieving a unified purpose in ESP genre analysis.

Linguists deployed efforts in analyzing the so called "the discoursal aspect" of move within introductions. They tried to know a lot about the flow of moves within introductions, as well as, to recognize about the moves that are present or absent during producing introductions. Conducting this procedure is named "Move analysis". It has become an important area of research; it is explained as a genre based approach used to identify the structure of RAs. It is considered to be a helpful tool in studying genre since moves are functional and semantic units of texts.

2.5. Swales' Move Models of RAIs

In the ESP field, Swales (1981, 1990) proposed a move model in order to analyze a specific genre. He first provided a four-move model, which is as follows:

Move 1 : Establishing field

(a) Showing centrality of the topic Or
(b) Stating current knowledge of the topic
or
(c) Ascribing key characteristics

Move 2: Summarizing previous research

(a) Strong author- orientation
(b) Weak author-orientation
(c) Subject orientation

Move 3: Preparing for present research

(a) Indicating a gap Or
(b) Question- raising Or
(c) Extending a finding

Move 4: Introducing present research

(a) Giving the purpose Or
(b) Describing present research

Figure 01: ***Swales First Model of RAIs (Swale 1981)***

The Swalian four-move model was epochal and periodical. It was subject to change. Some researchers as Crookes (1986) criticized it and showed its defects. According to

Crookes and the other researchers, the defect was in move 01 and move 02 which were hard to separate. For this reason, Swales revised his first model and proposed a conventional CARS model (1990).

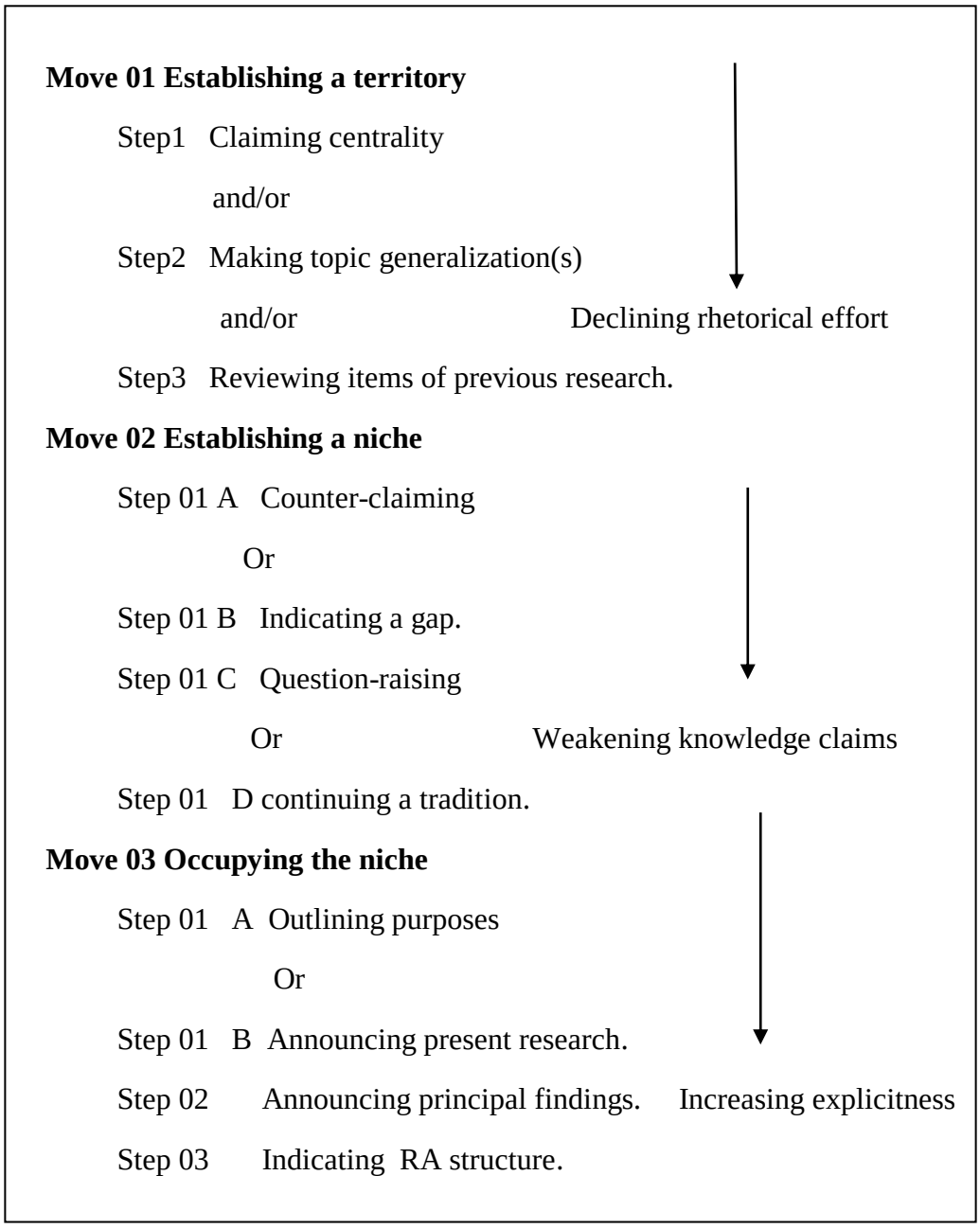

Figure 02: ***Swales' CARS model for RAIs***

In the Create-A-Research-Space (CARS) model (1990), Swales has combined move 01 and move 02 into Establishing a territory, because it was difficult to separate move1

and move2 , this later was the criticism of the researchers Bley-Vroman and Selinker,1984 and Crookes,1986)

In this further developed model, Swales employs three main moves. Each move is accomplished by a set of steps. The model is explained in the following way:

Move 01: Establishing a research territory (the situation)

This move is accompanied by three steps:

Step 01: the researcher shows the centrality, significance, and the problematic of his topic, he describes the research problem and provides evidences showing that the topic is worth-studying.

Step 02: the researcher makes topic generalizations, in other words, he provides statements about the predominant state of knowledge, the consensus, or the description of the phenomena.

Step 03: the researcher reviews items of the previous research, that is to say, he synthesizes prior research that supports the need to study the research problem.

Move 02: Establishing a Niche (the problem)

In this move the introduction writer tries to make clear arguments that his research is valuable. The steps used to achieve this move are as follows

Step 01a: Counter-claiming that is to introduce an opposing viewpoint or identify a gap in a prior research that has undermined the current argument. Or

Step 01 b: Introducing a gap: develop the research problem around the gap

Step 01 c: Question-raising: raising key questions about the consequences of gaps in prior research

Step 01 d: continuing a tradition: is explained into extending previous research to clarify a research problem.

Move 03: Occupying the Niche (the solution)

This move means saying by what means your study will contribute to new knowledge or new understanding in contrast to previous research. In this move, the writer describes as well the organizational structure of his paper. The steps that follow this move are:

Step 01 a: Outlining purposes (explaining the objectives of your study clearly) Or

Step 01 b: Announcing present research (Describing the aim of your study by indicating what the research is going to fulfill)

Step 02: Announcing principal findings: (Summarizing generally, and briefly the main findings).

Step 03: Indicating the RA structure (Stating how the remainder of your paper is organized)

2.6. Other Scholars' Models

In both of his models of RAIs (1981, 1990), Swales analyzed the move structure of science research article introductions. These two models have been widely applied in move analysis studies of other fields, such as: analyzing the move structure of dissertation introduction genre, the laboratory report, and medical research articles (Dudley-Evans, 1986; Bhatia, 1993; Nwogu, 1991, 1997).

2.6.1. Dudley Evans' Model

Dudley Evans (1986) analyzed the moves of the introduction section of student's dissertation in plant biology field. He got inspired by the Swalian first model (1981). This model is presented as follow:

Move 01: Introducing the field

Move 02: Introducing the general topic (within the field)

Move 03: Introducing the particular topic (within the general topic)

Move 04: Defining the scope of the particular topic by:

- Introducing research parameters
- Summarizing previous research

Move 05: preparing for previous research by:

- Indicating a gap in the previous research
- Indicating a possible extension of previous research.

Move 06: Introducing present research by:

- Stating the aim of the researchers
- Describing briefly the work carried out
- Justifying the research

Figure 03: ***Dudley-Evans' model (Dudley-Evans, 1986)***

Despite that both of Swales and Dudley-Evans models belong to the science field, there exist a difference in the move of establishing the field. In Swales' first model, there is only one move serving this purpose, whereas, in Dudley's model, there are 4 moves (Move 1 to Move4).

2.6.2. Bhatia's Model

Bhatia (1993) analyzed the move structure of students' laboratory reports introductions; she provided a simple model, which is shown in the following figure

Move1: stating the aim of the experiment

Move2: Establishing field

Move3: Explaining theory

Figure 04: ***Bhatia's model (Bhatia, 1993)***

2.6.3. Nwogu's Model

Nwogu's (1997) move model tackled the introduction section of the medical research article genre. Nwogu provided a framework for the whole medical research article. Only the model which concerns the introduction section will be introduced, since it is our area of focus in this research.

Move1: Presenting background information

By (1) Reference to established knowledge in the field

(2) Reference to main research problems

Move2: Reviewing Related Research

By (1) Reference to previous research

(2) Reference to limitations of previous research

Move3: Presenting New Research

By (1) Reference to research purpose

(2) Reference to main research procedure

Figure 05: ***Nwogu's model (Nwogu, 1997)***

2.6.4. Swales' Extended CARS Model

The model (2004) is considered to be the recent revised version. Swales made some modifications on it. The model consists of three important moves, recognized by certain steps that can be either obligatory or optional.

In move 01, writers establish a research area by providing a general overview of the research and then narrow it to what is specific. This is followed by move 02 "establishing a niche", where the writers choose among the three steps (indicating a gap, adding to what is known, presenting positive justifications). Next, to attain move 03, Swales puts 07 steps. Step 01 is announcing the present research. It is explained as informing about the current research. It is an obligatory step achieved either by description, or by providing purposes. Steps 02, 03and 04 are optional ones. Steps 05, 06and 07 are probable in some fields and not probable in others. The following framework represents the whole model.

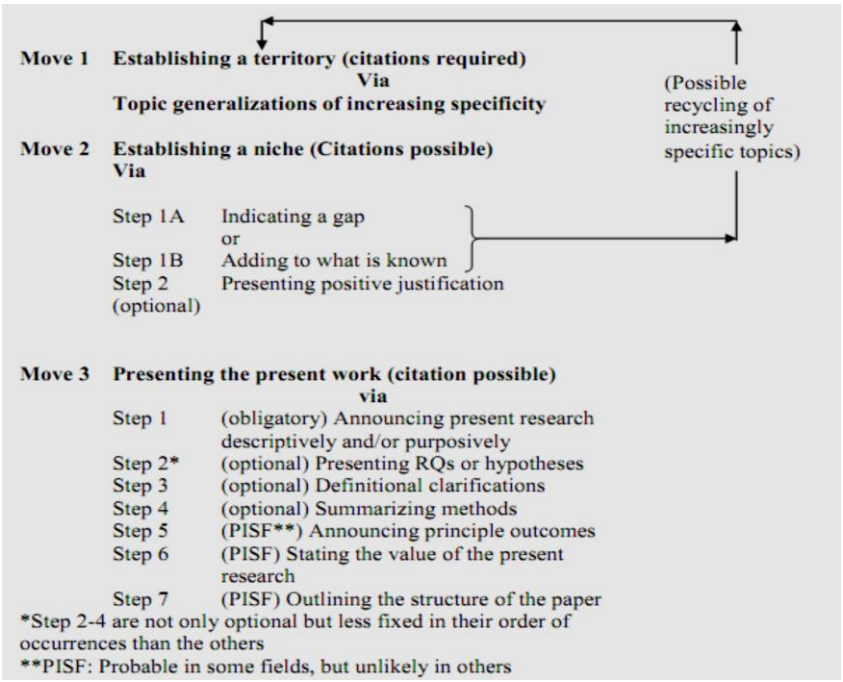

Figure 05: ***Swales' revised CARS model (Swales, 2004)***

Conclusion

In conclusion, the study was set out to explore the various academic genres and their types. Among these genres is the English research article, which has grabbed the attention of many scholars. Numerous are the linguists who centered their focus around the research article introduction section, which is considered to be the area of interest of this research. Linguists conducted the analysis of the move structure of these RAIs, as a result. They provided different move analysis frameworks of the introduction section. Most of these linguists were inspired by both of Swales' first model and his other conventional ones.

Chapter Three: Methodology, Results, and Discussions.

Introduction

The present study aims at examining the organizational patterns of introductions in RAs published in one of Algerian university journals in English. The preceding chapters have reviewed the relevant literature that constitutes the theoretical framework of the present study. This section deals with the methodology of the study and reports its findings. An account is given on the samples selected, the procedure followed and the data analysis, results obtained and the interpretation.

3.1. The Adopted Approach

The adopted methodological approach in this study is descriptive-qualitative. The study is descriptive because it involves gathering data that is relevant to the topic in order to be described. The collected texts are given description as they appear in real life. It is a qualitative research since it "refers to 'essences of people, objects, and situations' ", (Milers and Huberman, 1994. p. 09).

3.2. Corpus Description

The corpus consists of introductions of English RAs in *Al Athar*, a periodical by the Faculty of Letters and Languages at Kasdi Merbah University, Ouargla. The rationale behind choosing the periodical of Ouargla University in particular is the fact of examining the immediate context by evaluating the performance of writers in this context. First, the journal has been consulted to compile the texts. After that, English RAs which tackle linguistic studies of a theoretical or an applied nature were selected.

3.3. Sampling Strategy

The sample of the study comprises 14 introductions (See appendix). The periodical consists of over 500 articles, which appeared in 24 issues. Each issue has a number of articles in three different languages: Arabic, English, and French. Aiming at analyzing an English corpus, some articles have not been considered, either because they are not written in English or because they do not deal with linguistic issues, from 2004 to 2016. After having access to the articles, the random systematic sampling strategy has been adopted as a technique for sample selection. We decided upon 50% as a unit of the sample; that is to say, the corpus was planned to be half of the existing articles in a way the second article in each group of two articles has been selected. This means the strategy meant to select half number of the articles from article number 01 to article number 28; the articles had to be RAs in English and deal with linguistic studies.

3.4. Variables Related to Writers

3.4.1. Level of Education

This is one of the most considerable variables in this type of researches. In this study, this variable in the selected corpus is three different levels. Ten writers are lecturers at universities. They are from different Algerian universities. Three writers are PhD holders. One is a post graduate student, second year doctorate.

3.4.2. Native and Non-Native Writers

Being a native or a non -native writer is considered to be one of the variables in this piece of research. Some linguists believe that native writers do not proceed on their writings the same way non- natives do. The latters are considered to be EFL writers who are featured by a certain lack of experitise in writing. Hence, Swales created the CARS move model. Douglas (2007) noted: “the original aim of Swales’ work on moves analysis was to address the needs of advanced non native English speakers (NNSs) learning to read

and write research articles, as well as to help NNS professionals who want to publish their articles in English" (p.25). He aimed also to assist the writing of non natives and improve it especially at the discoursal level where they encounter difficulties.

3.5. Data Analysis Procedure

Launching the practical part of this research, the first task that was done is taking the introductions as a separate sub-genre and eliminating the other sections of RAs. To analyze the move structure of the selected texts, three main steps were followed:

- **Step 01: Reading the introductions**

In this step, the introductions have been read carefully. Attention was paid to the topic of the article and how writers proceeded on the topic in the introductions.

- **Step 02: Analysing the move structure**

The introductions were analyzed at the level of the move structure. This phase is an attempt to identifying the CARS model of moves. The analysis happened in three steps because the model is a three-move model.

a- Move 01 "*Establishing a territory*"

In this step, the task was to identify move 01. This move means to form a background of the topic through generalization of increasing specificity. Therefore, introductions were analyzed to identify move 01 plainly or via a topic generalization. In addition, it was necessary to identify any citations because citation is required in this move.

b- Move 02 "*Establishing a niche*"

Moving to the second move, introductions were examined at the level of two sub-moves. The analysis on the first sub-move was through indicating a gap **or** adding more information to what is already known and the second sub-move, which is optional, was to

present a positive justification. Citation in this move is possible; if any exist, they are identified.

c- Move 03 "*Presenting the present work*"

Identifying the third move, many sub-moves were taken into consideration. That is to say, CARS model represents the title "Presenting the present work" as a main description to the third move, but still it is accomplished by seven sub-moves. Introductions were analyzed at the level of any identification of those sub-moves. The following framework summarizes the structure of move 03.

Move 3 Presenting the present work (citation possible) via

Step1	**(**obligatory**)**	Announcing present research descriptive and/or purposively
Step2*	**(**optional**)**	Presenting RQs **or** hypothesis
Step3	**(**optional**)**	Definitional clarities
Step4	**(**optional**)**	Summarizing methods
Step5	**(**PISF****)**	Announcing principle outcomes
Step6	**(**PISF**)**	Stating the value of the present research
Step7	**(**PISF**)**	Outlining the structure of the paper

*****Step 2, 3, 4 are not only optional but less fixed in their order of occurrences than the others.

******PISF: **p**robable **i**n **s**ome **f**ields, but unlikely in others.

Figure 07: ***Third move in Swales' 2004 model.***

- **Step 03: Identifying the writers' own moves**

Concluding the data analysis procedure, the last step was identifying the writers' own moves. The research project aims at describing a corpus; if the writers did not adopt the CARS model, a description is given on how they composed their introductions. The description is in terms of what moves were disregarded, and what others were considered and used. If new moves were used, they are included in the description.

3.6. Reporting the Results and Discussion

After obtaining the results, reporting them has been stated in two forms, table form and explanation form. The table offers information on the writers' adaptation or disregard of the moves, and the explanation gives more details about the practice of the writers following the conventional model.

3.6.1. Table: The use of moves occuring in selected the introductions.

The table below reports the use of conventions by the writers when proceeding on the introductions.

	Move 01		Move 02		Move 03	
	Adoption	Elaboration	Adoption	Elaboration	Adoption	Elaboration
Intro 01	✓	-	x	✓	x	✓
Intro 02	✓	-	✓	-	x	✓
Intro 03	✓	-	✓	-	✓	-
Intro 04	✓	-	✓	-	✓	-
Intro 05	✓	-	✓	-	✓	-
Intro 06	x	✓	x	✓	x	✓
Intro 07	✓	-	✓	-	✓	-
Intro 08	✓	-	✓	-	✓	-
Intro 09	✓	-	x	-	✓	-
Intro 10	*	-	*	-	*	-
Intro 11	✓	-	x	-	✓	-
Intro 12	*	-	*	-	*	-
Intro 13	*	-	*	-	*	-
Intro 14	x	-	✓	-	✓	-

Note:

(✓= a move is used; x= a move is not used; - = none; *= something new)

3.6.2. Explanation

In this part, the aim is to explain further the practices of the writers and to evaluate the texts by reference to CARS model.

Intro. 01

Establishing a territory was clear in this introduction though the required citation was not used. Both move 02 and move 03 were not used. The introduction was large and it was much a review of literature than an introduction.

Intro. 02

The writer went successfully through topic generalization when writing "*The English language enjoys a great importance as a world language*" and then narrowed it into "*promoting learner autonomy in English language",* and they have given a citation at the end of this move. Move 02 was used by adding more to what is known. Whereas, move 03 was not used.

Intro. 03

Topic generalization existed in this introduction but there was no citation. The writer used both steps in move 02, and the citation, which is possible, was also used. Finally, move 03 was used where the author wrote "*Our study puts focus on…* ", and this was an obligatory sub-move.

Intro. 04

This introduction is to a high extent a typical one to Swales' model. The introduction was divided into three small paragraphs where each was a move. Establishing a territory, the paragraph started "*Historically speaking,…*" and then moved to citation. In the second

paragraph, indicating a gap was a clear sub-move, *"…raise a query…", "…a lack of…".* Move 03 appeared in the third paragraph, which started by "*This study investigates…*".

Intro. 05

The writer of this introduction used and stated move 01 very clearly, " *In the second half of the nineteenth century, modern linguistics made a shift from sentence to text as the fundamental linguistic unit of analysis*". S/he did not cite but carried on adding what is known, which was move 02, where there were citations. The second paragraph of the introduction started by move 03 in which it is said "*Therefore, the present paper aims to explain…*".

Intro. 06

This introduction started by a definition and then three citations were written. This introduction did not contain any of the main three moves of the model, but rather definitions and adding more information. There were no clear moves.

Intro. 07

Introduction number 07 was short; however, it was to some extent developed by the three moves. First, there was a territory established, but there was not a citation. Move 02 was accomplished via indicating a gap, and thereafter, the writer announced the present work.

Intro. 08

In this introduction, it is noticed that the writer used move 01; he established a research territory via topic generalizations of increasing specificity. Move 02 was also present through the use of the first step, indicating a gap. The writer showed an existing

deficiency in the research area, this can be understood via a statement in his introduction *"there remains yet a lot, to be done"*. Move 03 was used. It was accomplished by the use of the optional step: presenting research questions "*The questions that haunted experts in the matter were (and still are): how can such tests be constructed".*

Intro. 09

In this introduction, the writer established a research area (territory) by topic generalizations of increasing specificity. He first spoke in general about the research area: *"Within the last few decades, in an attempt to apprehend what constitutes knowledge of language…"*. Then, the writer increased specificity *"This relatively new approach, known as Discourse Analysis, occupies now a body of literature"*. Move 02 was not used in this introduction. Move 03 was present; it was fulfilled by the adaptation of the first optional step: *"What is discourse? What is Discourse Analysis? Why Discourse Analysis? …"*

Intro. 10

The writer of introduction 10 used no introduction. He developed certain key concepts of his research and explained them fully. There was no introduction section to conduct a move analysis on.

Intro. 11

Move 01 was clearly accomplished. Generalization that concerns the topic was *"Views on language teaching have changed significantly over recent years". An outcome of these changes has been a variety…"*. Then, s/he specified when he said "*One of these components, grammar, has sometimes been dealt with as an integrated part of language teaching…".* Move 02 was missing in this introduction. The writer did not establish a

niche and no gap was indicated. Move 03 was identified by the use of summarizing method step, where he gave a summary of methods.

Intro. 12

When consulting this introduction, one can notice that it included an abstract or a summary of the main points that are developed later on. The article has no introduction section. The writer developed the whole topic stated in the abstract in a form of paragraphs, without using any subtitles.

Intro. 13

In this article, the writer used no section entitled introduction. He first provided an abstract summarizing his main points. Then he developed many paragraphs with no titles. In the paragraphs he spoke about the main ideas related to the topic.

Intro. 14

In this introduction move 01 was not used. Move 02 was recognized through indicating a gap. The writer indicated a lack in the area of research when he said "*Both the term "political discourse" and the notion "political discourse analysis" are ambiguous…"*. Move 03 can be seen through the use of the obligatory step. This appeared in "*The possible interpretations of the two terms are explicitly referred to. Next, The interest of the paper shifts to …"*. The writer used as well another step in this move, "definitional clarifications". In the second paragraph of the introduction, there were certain definitions clarifying the topic's key concepts.

3.7. Recapitulation

In conclusion, the obtained findings helped to a high degree in answering all the research questions that were drawn. The findings could fulfill the enquiries.

Referring back to the first research question, which investigates the moves used by the writers, the analysis revealed important facts. It was found that the practice of the writers towards the use of move does diverge. Some writers have no tendency to use moves in their writings. As a result, the introduction appears in a way which contains no moves. This may be due to ignorance of moves, or due to the research field of specialty that requires using no moves. An example about this would be intro. 06. Writers as well use moves which are convenient to the nature of the topic under study. In other words, writers include in the introduction certain moves that are possible in some fields (PISF), but that are unlikely to be found in others. This is abbreviated as follow PISF. Hence, Swales described the three last steps of the third move as holding this particular feature, in which he used the acronym PISF (possible in some field)

Answering the second question that is an enquiry about the extent to which the writers use the Swalian CARS model, replies to this raised question can be extracted from the prior conducted analysis. It is noticeable that writers use to a certain extent the moves presented in the model, thus the use of moves differs from one introduction to another. It is prevalent that the first move, establishing a research territory, which is the one accomplished by topic generalizations of increasing specificity, is the one highly adopted in most of the introductions. This move is particularly taken for granted because most of the writers plan to provide a general overview of the research area at the beginning of their introductions, sometimes through explicit expressions and at times not. Examples about this point are found in introductions (01, 05, 07, 08, 09, 11, and 14). Unlike the first widespread move, the second is sometimes used and in other times disregarded or

replaced. When writers adopt this move, they frequently indicate an existing gap in the field of research, and sometimes add to what is known or present positive justifications about the topic. Examples are introduction 07 indicating a gap, introduction 02 adding to what is known. The third move is so often found at the end of introductions. Mostly, writers find it a suitable way to announce their present research by describing or providing purposes, this is the case in introductions number 03, 07, 14.

Even the step which comes after is considered to be workable for writers as it is the case in introductions number 8 and 9 where writers present research questions.
Another way that seems practical for writers is supplying the introductions at the end by some definitional clarifications showing the main key concepts that will be developed in the coming parts. The step of summarizing methods appears in a minor section of the sample, the case of intro. number 13.

Answering the third research question, it is obvious that writers do not give the same equal importance to each single move. Certain moves which seem to be present in some introductions are not necessarily found in others. This is the case of the first move that dominates most of the introductions. By contrast, the other moves have a decreased dominance. Writers are likely to use some moves and disregard others. The use of moves varies and never appears in a fixed manner.

Finally, it is noticed that all the introduction sections that were previously analyzed at the level of their existing moves, express in a way or another discoursal phenomenon in academic writing. Certainly, all of these analyzed entities unveil the authors' writing tendency, orientation, and even the field of specialty.

Conclusion

To sum up, this third chapter is merely concerned with the practical part of the study. The chapter included all the methodological techniques being adopted. At first, the corpus selection was identified, after that, both of the sample of the study and the sampling strategy were described in terms of indicating what the sample comprises of and which sampling strategy was followed. Continuing to proceed on this part of methodology, variables in relation to the writers were determined, and next a procedure of data analysis was conducted to reach the step of reporting results and providing explanation. Finally, a global summary was concluded with, where the results were recapitulated and all the research questions were answered.

Limitations and Further Research

Limitations of the Study

During conducting the study, this piece of research has encountered certain limitations. First, some inherent weaknesses existed in the sampling strategy in which problems occurred in the process of downloading three articles, where other versions appeared instead. The second weakness can be expressed in terms of having three articles of the sample which did not have an introduction section at all. This reduced quiet our opportunities to analyze more introductions, and obtain a broader perspective about the move practices of writers in RAIs.

Suggestions and Further Research

Based on the results of the present study, some suggestions and areas for further research are formulated. First, because of the stressed importance of genres in improving the academic writing, it is quiet recommended that lecturers prepare syllabi, in which they organize modules and activities dealing with academic genres. Second, as this study considers the RA introduction section its main base of analysis, we recommend other researchers, writers and students to conduct pieces of research tackling the other parts of the RA, such as *methods*, *results* and *discussions* in order to have more insights about this genre. Third, there exist many important academic genres on which other research projects should be undertaken. It is recommended that research deals with these genres, such as seminar paper, conference abstracts, presentations, theses, dissertations and laboratory reports.

General Conclusion

The aim of this study was to analyze the institutional organization of research article introductions in order to arrive at giving a description to a group of EFL writers' practice of using moves to structure their introductions. The study raised questions on: first, the moves usually used by writers; second, the frequent adoption of CARS model; and third, whether each move is given an equal attention as another move. These were answered through the use of a descriptive-qualitative methodology to analyze a sample of articles selected systematically from the totality of articles appearing in *Al Athar*, one of the journals published by Kasdi Merbah University. Operationally, the analysis was conducted by reference to Swales' revised three-move CARS model.

Through tabulations, a full description of all selected introductions was given. Then, emphasis was put on evaluating how writers preceded in constructing introductions in the light of the model opted for. Arriving at describing the results obtained, much was said about the writers' composition of introductions. The findings of the study show that to a certain extent writers proceed on their RAIs in reference with CARS model. The case of other writers is completely the opposite. They develop this sub-genre haphazardly and no explicit expressions to establish moves are used.

To conclude, the significance of this study was stated in order to demonstrate the valuable sense in the area of academic settings. Swalian first aim behind this model was improving one's performance of constructing this section of RAs. We, therefore, devoted our study to be a piece of academic work through which academic implications are suggested. Our implications appear in terms of teaching the phenomenon of Move Structure and highlight its importance for a better production of RAIs.

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Appendix

Research Article Introductions

Intro. 01

1. Introduction

To delimit the subject of study in argumentation, one will wander in a number of realms in search of a clear-cut definition of it. These realms do show some conflicting attitudes as regards the nature of arguments, depending on the general lines of vision, but despite the existing clashing views, a common core does exist. To start with, the word **argument**, which is almost used interchangeably with **argumentation**, denotes in most dictionaries, on the one hand, the act of disagreeing or questioning something (a dynamic sense), and on the other, the reason or reasons put forward to prove the truth or falsehood of something (a static sense). In either case, an element of disagreement is present since even in the second sense, no reason is given unless some objection to what one says is present.

In line with this general literal signification of argument, a number of theorists generally agree on regarding argumentation a justificatory attempt. Zarefsky (2001), for example, considers it as "the study of reason giving used by people to justify their beliefs and values and to influence the thought and action of others.

Its central concern is with rationality or reasonableness of claims put forward in discourse" (p.33). It appears in this definition that **reasonableness** is a cardinal element of argumentation, which adds a normative veil to it. In other words, analysing argumentative discourse involves a tacit evaluation of it in accordance with some pre-established criteria of reasonableness. Not far from this statement, Barnet and Bedau (2005) put argument under the

cover term **persuasion** and set it apart from the other forms of persuasion by its being dependent on reason: offering statements as reasons for other statements and not appealing, for instance, to other persuasive tools such as emotions or torture. Further, they distinguish argument from **dispute** by restricting the latter to the dictionary's dynamic sense of it. Finally, in an earlier definition, Baker and Huntington (1905) seem to focus on the same essential features of argumentation. For them "Argumentation is the art of producing in the mind of another person acceptance of ideas held true by a writer or speaker, and of including the other person, if necessary, to act in consequence of his acquired belief" (p.7). This definition alludes to the effect argumentation can produce on the others' thinking and actions, but it does not specify the tools used to achieve that effect.

In a more elaborate and technical discussion of the nature of argument, van Eemeren, Grootendorst and Kruiger (1987) attempt to provide a meticulous analysis of its central elements. In their view, still a broad view, there are seven general features that mark language as argumentation. These are briefly recapitulated below:

 Argumentatiin is basically a social activity,
 Argumentation is an intellectual activity essentially based on reason,
 Argumentation must involve the use of language,
 Argumentation pertains to a subject about which people hold colliding expressed opinions.
 argumentation has the objective of justifying or disproving an opinion,
 Argumentation comprises a constellation of statements, or ***arguments***,
 Argumentation seeks to convince an audience.

The authors, taking the seven features together, have come up with the following structural definition of argumentation: "Argumentation is a social [feature 1], intellectual [feature 2], verbal [feature 3] activity serving to justify or refute an opinion [features 4, 5], consisting of a constellation of statements [feature 6] and directed towards obtaining the approbation of an audience [feature 7]" (p.7).

This sketchy discussion shows the essential characteristics of the object of study in argumentation theory. It should be emphasized, however, that looking at argument is not that simple on the grounds that a number of theoretical distinctions in approaching argument can be made.

Intro. 02

The English language enjoys a great importance as a world language. It is spoken now by more than 508 million people. No one can consider himself as part of this globalization if he does not master two things: English and computing. Concerning the first skill, Burchfield believes that any literate, educated person on the face of the globe is deprived, if he does not know English. (Bruchfield, 1998: 14). In recent years plenty of innovation systems are implemented for the sake of better English learning. There is a change in the view of language learning from a set of rules to be transmitted to learners from teachers to a process in which the learner takes more responsibility in learning. By doing this, the learner becomes autonomous in language learning. Autonomy is one of the bases on which learner centeredness stands on because autonomy is a precondition for an effective learning. (Benson, 2001:24**)**. For this reason promoting learner autonomy is a desirable goal not only in Algerian educational system but in all countries in which English is taught as a second or foreign language. But first let us define learner autonomy.

Intro. 03

Introduction

The affective domain includes many factors: empathy, self-esteem, extroversion, inhibition, anxiety, attitudes, motivation, etc. Some of these may seem at first rather far removed from language learning, but when we consider the pervasive nature of language, any affective factor can conceivably be relevant to Second or Foreign Language Learning (S/FLL). Affective factors seem to be one of foreign language teachers' biggest worries. Further, the personality traits which influence the patterns of affective factors refer to the learner's perception of himself and, according to H. D. Brown (1973), include, as afore-

said, aspects such as: self-esteem, inhibition, extroversion, risk-taking, empathy and anxiety.

Our study puts focus on anxiety as one of the above affective variables. There is no doubt that this construct has been a matter of discussion in the last three decades and this is due to its persistent effects on FLL. Our ultimate objective of this investigation is to find out how foreign language students perceive and live anxiety. If it is the case, questions like how, when and why students feel this anxiety need be answered.

Intro. 04

1. Introduction

Historically speaking, the use of instructional media in the second/foreign language classroom has been a common practice for a long time, for instance, Price (1987) claimed that teachers used pictures to teach Latin in the seventeenth century. In modern times, teachers and materials developers have been paying more and more attention to the use of computer technology in classroom interaction. Therefore, the introduction of the slides projector, tape recorder, language laboratory, for example, are considered as a breakthrough in technology which can contribute to advances in learning outcomes as well.

In the algerian context of learning english as a Foreign Language (EFL), instructors regularly raise the query why the majority of the students are unable to speak english confidently and correctly. One among many reasons to take into consideration might be a lack of oral practice and interest, etc. So based on the question of how to increase the speaking confidence and competence, an in-depth interview was conducted with a group of EFL university students on the factors expected to enhance their speaking skills. Using computers and providing opportunities were among the key responses from the pilot study.

This study investigates whether computer (technology materials) can be adopted to enhance college EFL learners' speaking skills. Recently, many researchers view that using computer is really a significant event that can serve as a catalyst for promoting oral english in the secondary schools.

Intro. 05

Introduction

In the second half of the nineteenth century, modern linguistics made a shift from sentence to text as the fundamental linguistic unit of analysis. In the beginning, linguists considered sentence as the basic linguistic unit; but its limitations in linguistic studies make them change their minds. Werlich (1976) states that the sentence alone is unable to convey the whole communicated meaning in language. It needs to be related to the context in which it is used. This is why, Harris (1952) studies sentences as elements of extended texts and the relationship between text and context. Carstens (1997) asserts that studying the syntax of isolated sentences without referring to the context in which the speaker or writer constructs them is no longer useful. Therefore, linguists find that texts are the main linguistic units in describing language. Moreover, Halliday (1997) describes language as

an indefinite system which produces definite texts. That is to say, the “text” is the basic linguistic unit and not the “sentence”.

Therefore, the present paper aims to explain sentence limitations in describing language, and how texts become the main linguistic units instead. Hence, the terms “sentence” and “text” will be introduced first to see the difference between the two. After that, text linguistics will be described to explain how texts work and how they can be investigated. Then, discourse analysis will be explained to demonstrate the way texts are formalized and how they are related to the context in which they are used. And finally, context will be presented to illustrate its role in understanding language.

Intro. 06

INTRODUCTION

Sociolinguistics is a developing branch of linguistics and sociology which examines the individual and social variation of language (Spolsky, 2010). Just as regional variation of language can give a lot of information about the place the speaker is from, social variation tells about the roles performed by a given speaker within one community (ibid.). Sociolinguistics is also considered as a branch of sociology in that it shows the relationship between language use and the social basis for such use (Hudson, 1996). It differs from sociology of language in that the focus of sociolinguistics is the effect of the society on the language, whereas the latter’s interest is on the language’s effect on the society (Bell, 1976). Sociolinguistics is a practical, scientific discipline which researches into the language that is actually used in order to formulate theories about language change (ibid.).

Intro. 07

INTODUCTION

It appears too often that if students are able to manage language *usage*, this ability is restricted as to allowing them to interact appropriately ie to manage *use*. Judging their fluency just on the basis of the organization of formal elements within or above the sentence seems incomplete since the major objective is to see their language use tied to social practices. Here the focus is on the degree to which these learners are able to produce/interpret language according to some social conditions.

Intro. 08

INTRODUCTION

Testing within CLT has been the topic of a large body of literature, in particular by the proponents of the communicative approach to teaching (Morrow 1979, Canale & Swain 1980, Canale 1983, Swain 1984, Shohamy 1985, Davies in Hughes 1988, Mendelsohn 1989, Bachman & Palmer 1982, Bachman 1990, Celce-Murcia & Olshtain 2000 McNamara 2000, etc.). A lot of the mystical aura surrounding the components of the communicative competence has been removed, accordingly thanks to extensive endeavours. There remains, yet, a lot to be done.

The questions that haunted experts in the matter were (and still are): how can such tests be constructed? And once they are constructed, how can they be carried out?

Intro. 09

Within the last few decades, in an attempt to apprehend what constitutes knowledge of language, a remarkable shift of interest in the sentence and its components to a concern with stretches of language that transcend sentence boundaries and extend far to include the world in which language is used has arisen. This relatively new approach, known as Discourse Analysis, occupies now a body of literature, which probes into its nature, methods, scope and applications in a number of fields. Basically, any attempt to overview this sort of analysis tackles four main points: What is discourse? What is Discourse Analysis? Why Discourse Analysis? And what are its main lines of inquiry?

Intro. 10

No introduction

Intro. 11

Views on language teaching have changed significantly over recent years. An outcome of these changes has been a variety of methodological innovations with varying degrees of focus on the different language components. One of these components, grammar, has sometimes been dealt with as an integrated part of language teaching, that is taught within the framework of other skills, listening and speaking, for example (as is the case with the pattern-drills method) (Rivers & Temperley 1970). Sometimes it has been taught as a separate area of language teaching (Bright & Mc Gregor 1970). A multitude of methods have therefore been adopted and implemented in teaching English grammar. These methods, of course, differ as to the way they are carried out, curriculum guidelines, the syllabi and materials they select, the objectives they set and a myriad of other parameters (Hubbard 1983, Woods 1995).

Intro. 12

No introduction

Intro. 13

No introduction

Intro. 14

Introduction:

Both the term ‘political discourse’ and the notion ‘political discourse analysis’ are ambiguous. The possible interpretations of the two terms are explicitly referred to. Next,. The interest of the paper shifts to two confusions which are due to Shapiro’s (19810 and Graber’s (1981) definitions of political discourse. Actually, both definitions lead to the rise of confusions. This is demonstrated by the works of Diamond (1996) and Liebes and Ribak (1991).

Given these ambiguities and confusions, the right definition of political discourse must be sought. At first, it is shown that political discourse includes other participants, and

many other discourse do. Limiting the scope of political discourse ti its context is advantageous. It helps excluding other discourses which are at the boundary of politics. Political discourse is a class of genres, and not only one single genre.