A GENRE ANALYSIS OF REVIEW ARTICLES IN APPLIED LINGUISTICS

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ABSTRACT

The aim of the present research was to draw on Swales' move analysis in order to analyze review articles in applied linguistics. This research was conducted using a mixed methods research approach (qualitative and quantitative methods). It adopted both genre analysis and corpus-based study to reach a comprehensible understanding of the review article genre in applied linguistics. More specifically, the objectives were: (1) to describe and analyze the review article genre in applied linguistics and propose a classification system for it, (2) to analyze and identify rhetorical move structures commonly used in the prevalent sections of review articles, (3) to identify and describe the argumentative patterns commonly employed in the thematic units of the Body section, and (4) to investigate attitude markers and self-mention resources used in review articles to indicate writers' stance, evaluation and authorial identity. To this end, the data were drawn from a randomly selected corpus of thirty-two review articles, published between 2000- 2007, from a discipline-related key journal in applied linguistics. Using both qualitative and quantitative approaches, the corpus was firstly described and classified into the three types of review articles namely (a) critical evaluative review article, (b) bibliographic review article, and (c) mixed-mode review article. Subsequently, the rhetorical move structures of the Abstract, Introduction and Conclusion sections were analyzed and discussed. The linguistic features were also highlighted for the moves in the three analytical sections. The findings indicated that there were four major moves in the Abstract section, three major moves in the Introduction section and three major moves in the Conclusion section. The rhetorical move structures of all three types of review articles were also compared to find out the similarities and differences between the three types of review articles. It was found that there were generic variations within these three types of review articles in terms of moves and strategies used in the analytical sections. The results

also revealed which argumentative pattern was employed in the theme-bound units. The scope for genre analysis of the thematic units was narrowed down to the analytical framework used by Hatim and Mason (1990) for argumentative discourses. The findings highlighted that the writers in the thematic units argued ideas, presented evaluation and left an authorial footprint of argumentation through different textual strategies. These strategies varied from counter argumentative to through argumentative strategies. The analysis of the thematic units indicated that argumentative discourses followed specific text type patterns which were highly recursive and complex. Finally, the two stance features, particularly attitude markers and self-mention resources of Hyland's (2005b) interaction taxonomy, were analyzed in review articles. These two features were investigated by Wordsmith tools version 6 (Scott, 2011). The overall frequency of the use of attitude markers and self-mentions and their relevant categories in the entire corpus were analyzed. The findings indicated that there were considerable variations in the use of two stance features across the different analytical sections and the two sub-corpora (i.e. the critical evaluative and bibliographic review articles). It is hoped that the results of this research will be of use to junior researchers and EFL postgraduates who seek to review the developments critically during their research writing.

ABSTRAK

Tujuan utama kajian ini adalah untuk menarik Langkah Analisis Swales mengikut urutan untuk menganalisis dan menghuraikan ulasan artikel dalam Linguistik Gunaan. Kajian ini mengguna pakai kedua-dua genre dan analisis korpus untuk memberi penerangan yang lebih mendalam tentang genre ulasan artikel. Objektif yang lebih khusus adalah : (1) untuk menyiasat dan mencadangkan satu sistem klasifikasi untuk ulasan artikel, (2) untuk menganalisis dan mengenal pasti struktur langkah retorik yang biasa digunakan dalam abstrak, pengenalan, dan kesimpulan ulasan artikel, (3) untuk menggambarkan dan menerangkan corak argumentatif yang biasanya digunakan dalam unit tematik bahagian kandungan ulasan artikel, (4) untuk mengenal pasti penanda sikap dan sumber sebutan diri yang digunakan dalam ulasan artikel untuk menunjukkan pendirian penulis, identiti penulis dan sikap. Untuk tujuan ini, data yang telah diambil daripada korpus yang dipilih secara rawak daripada tiga puluh dua ulasan artikel, diterbitkan di antara tahun 2000-2007, dari sebuah jurnal utama berasaskan disiplin yang berkaitan dalam Linguistik Gunaan. Menggunakan pendekatan kualitatif dan kuantitatif, korpus pertama yang diterangkan dan dikelaskan kepada tiga jenis ulasan artikel yang dinamakan (a) penilaian kritikal ulasan artikel, (b) bilbiografi ulasan artikel, dan (c) mod campuran ulasan artikel. Selepas itu, struktur langkah retorik bagi setiap bahagian Abstrak, Pengenalan dan Kesimpulan dianalisis dan dibincangkan. Ciri-ciri linguistik juga diketengahkan untuk langkah dalam tiga bahagian analisis. Dapatan kajian menunjukkan terdapat empat langkah utama dalam bahagian Abstrak, tiga langkah utama dalam bahagian Pengenalan dan tiga langkah utama dalam bahagian Kesimpulan. Struktur langkah retorik ketiga-tiga jenis ulasan artikel juga dibandingkan untuk mengetahui persamaan dan perbezaan antara ketiga-tiga jenis ulasan artikel. Didapati terdapat variasi generik dalam sub-genre ulasan genre artikel dari segi langkah dan strategi yang digunakan dalam tiga bahagian analisis yang lazim. Disamping itu,

penyelidik mengenalpasti yang mana corak argumentatif yang bekerja dalam unit tematik bahagian kandungan. Di peringkat ini, skop untuk analisis genre ulasan artikel telah ditumpukan kepada rangka kerja analisis yang digunakan oleh Hatim dan Mason (1990) untuk wacana argumentatif. Dapatan kajian mendedahkan, penulis ulasan artikel mengikut prosedur evolusi dalam membentangkan penilaian mereka dan mengumumkan pendapat kukuh dan komen mereka. Mereka menentang idea-idea dan meninggalkan jejak authorial penghujahan melalui strategi teks yang berbeza. Strategi ini berbeza-beza dari strategi argumentatif balas melalui strategi argumentatif. Menganalisis unit tema terikat mendedahkan bagaimana komen penulis dan membangkitkan sesuatu isu, bagaimana mereka menegaskan, bagaimana mereka membentangkan penilaian, bagaimana mereka memuji dan mengkritik tuntutan kerja-kerja cendiakawan lain dan bagaimana mereka mencadangkan penyelesaian yang mungkin atau mencadangkan penyelidikan lanjut. Analisis unit tematik menunjukkan bahawa hujah mengikuti jenis corak teks khusus yang rumit, panjang dan rekursi. Akhir sekali, penyelidikan keatas penggunaan ciri-ciri pendirian, terutamanya penanda sikap penulis dan sumber sebutan diri berdasarkan Hyland's (2005b) taksonomi diperhatikan. Penanda sikap dan sumber sebutan diri yang biasa dalam korpus telah disiasat dan diambil oleh penggunaan perisian seperti Wordsmith tools versi 6 (Scott, 2011). Keseluruhan kekerapan penggunaan penanda sikap dan sebutan diri dan juga kategori yang berkaitan mereka dalam seluruh korpus dianalisis. Perbezaan dan persamaan antara kedua-dua ciri pendirian yang digunakan dalam kedua-dua sub-corpora (penilaian kritikal dan ulasan bilbiografi artikel) telah ditegaskan dan dibincangkan.

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TABLE OF CONTENTS

CHAPTER 5: ANALYZING THE MACRO-ORGANIZATIONAL STRUCTURE OF REVIEW ARTICLES 195

CHAPTER 6: ANALYZING RHETORICAL MOVE STRUCTURES AND LINGUISTIC FEATURES OF REVIEW ARTICLES 229

LIST OF FIGURES

LIST OF TABLES

LIST OF SYMBOLS AND ABBREVIATIONS

ARAL   :   Annual Review of Applied Linguistics

EAP   :   English for Academic Purposes

ESP   :   English for Specific Purposes

EFL   :   English as a Foreign Language

M   :   Move

S   :   Strategy

M_n :   Infrequent number of Moves

RevA.   :   Review Article

RA   :   Research Article

CARS   :   Create A Research Space

CHAPTER 1: INTRODUCTION

1.1   An overview

In order to present a clear outline of the current research, it is necessary to explain the organization of this introductory chapter before attempts are made to delineate the fundamental concepts underpinning the present research. First, this chapter begins with a background. Second, this chapter describes the rationale for doing a genre-based research, then it describes the objectives of this study. After that, it represents the research questions which are based on the focus of this investigation. That is to say, based on the objectives and the rationale, the research questions will be formulated. Next, the importance and need for conducting the current research will be discussed with reference to the reasons behind choosing review articles in the field of applied linguistics as the data of this research, and the procedures in which the present research differs from other researches and the benefits that might be derived from this research. Subsequently, the last section describes the organization of this thesis.

1.2   Background

Over the last three decades, genre analysis was extensively used to investigate academic discourses by ESP researchers. This interest in genre analysis has to a large extent been motivated by pedagogical concerns especially the need to provide comprehensible patterns of academic discourses to assist EFL postgraduate students and junior researchers to understand and enter the discourse community and communicate effectively. A large number of genre-based studies have been devoted to research genres, their rhetorical structures and linguistic features. The central concept of genre defined by Swales (1990, p.58) as "a class of communicative events, the members of which serve a set of communicative purposes" puts an emphasis not only on the writer's communicative

purposes but also on the writer's intention. And the routes the writer takes in the text based on communicative needs also influence the structure of the text, both surface and deep structures of the text. Genre analysis has been undertaken by a number of scholars (e.g. Swales, 1981, 1990, 2004; Dudley-Evans, 1986; Martin et al., 1987; Hopkins and Dudley- Evans, 1988; Bhatia, 1982, 1987, 1993, 1997, 2004; Thompson, 1994; Paltridge, 1997; Hyon, 1996; Hyland, 2000, 2004 and to name a few others), mainly to examine research articles and other academic genres but also used for other types of genres such as sales promotional genres.

Academic discourses, as it has been contended, can be considered as "the ways of thinking and using language which exist in the academy" (Hyland and Diani, 2009, p. 1). In other words, we can say that academic discourses are the soul of academia and scholars cannot be alive without these discourses. These discourses shape the world of academics, students and all citizens. As a matter of fact, all kind of social activities of academics, scholars and educators rely on academic discourses in order to educate students, disseminate ideas, construct knowledge, argue and evaluate the ideas and developments in the related fields. It is, therefore, essential to note that we need to study these discourses as a goldmine of the social practices of academia. If we consider academic discourses as a general term like an umbrella, its subdivisions can be scholarly published books and hand books, dissertations, essays, conference presentations, plenary speeches, research articles, research reports, feature articles, commentaries and academic reviews.

Review genres might be classified into three groups namely: (a) Art Reviews, (b) Promotional Reviews, and (c) Academic Reviews. In the current study, only academic reviews have been selected due to the main focus of this research on the review article genre. One of the key academic review genres that EFL postgraduates and junior

researchers need to master is the review article genre and its classification into its text types. It is necessary to become familiar with its text types in order to find out if the review texts praise and criticize or provide an overview of developments in the related field. It is suggested that EFL postgraduates and junior researchers would better to read review articles not only to become familiar with the history of applied linguistics and the developments of its sub-fields, but to see the issues and gaps in the developments as well.

In fact, the review article genre not only provides an overview of previous works in this discipline but also evaluates the works skillfully with very critical eyes. In other words, one of the major functions of the review article genre is to evaluate the researchers' contributions. Much of the familiarity of junior researchers and postgraduates with a basic knowledge in their related field and with the evaluations of the review articles in that field is achieved through the review literature. As Bernal (1948) pointed out a large number of scientists (almost 76%) read and appreciated reviews. Besides, 'Annual Reviews' are the first or second most used sources in the different fields, and as it has been noted "the relatively high impact factor of review journals is well-known" (Garfield, 1987b, p. 118). Let's take another example, in Harris and Katter's (1968, p. 332) study, 'the Annual Review of Information Science & Technology' was served as the function of main source material for continuing education. Although the review article genre can be an evaluative-loaded genre and consists of hybrid texts, it also plays an important rhetorical role in creating a research gap, raising a research problem, evaluating the works and establishing "praise and criticism interactions" of authors (Hyland, 2000). The EFL postgraduates and junior researchers need to know how to categorize the review article genre based on its features, text types and its rhetorical structures and purposes.

Moreover, review articles and experimental research articles, as it has been discussed (Swales, 2004; Tarone et al., 1998), are considered to be the subgenres of the research genre. Although they are considered the subgenres of the research genre, they have different communicative purposes, distinctive characteristics and varying rhetorical structures. The most remarkable point is that even within the published research papers in a single discipline there are signs of conflict, or sometimes signs of solidarity within a community. According to Bhatia (1997), it is sometimes difficult to consider genres having static values especially in the current competitive academic settings. Because of the dynamic and changing nature of genres, there can be a mismatch between genres described in terms of these static values with the changing realities of the academic settings. Mixing of genres is often found, for example, in academic introductory chapters (Bhatia, 1997; Sorayyaei Azar, 2012). Although the research papers in literature and some humanities disciplines are less structured and even they do not follow a predictable text patterns, according to the norms and conventions of the discourse community they are acceptable and they are also often valued (Johns, 1997).

According to Hyland, we can see the clearest discoursal variation among soft and hard sciences (2009, as cited in Hyland and Diani, 2009, p. 63). In soft sciences like literature, applied linguistics, philosophy, and psychology one can find the text types contain more fluid discourses, while in hard sciences the text types contain highly structured genres. In the former, we can also find more discursive argument in a non-linear procedure particularly in academic review genres such as review articles, whereas in the latter one (i.e. hard sciences) we mostly often find experimental methods in a linear growth of knowledge. Academic review genres, particularly review articles, often contain hybrid texts. These hybrid texts can shift from one text type into another (Hatim and Mason, 1990, p. 129). They are often highly argumentative texts. The argumentative texts such

as review texts can be realized differently in various disciplines and different languages, as Hatch (1992) contends. It may contain complex generic patterns because everyone organizes ideas differently to make an argument. An author may follow certain patterns in his/ her academic discourse "characterized by a set of communicative purposes and identified by academic community in which they regularly occur" (Bhatia, 2004, p. 23), hence he/ she often organizes ideas to make an argument based on certain generic patterns.

In fact, one of the remarkable generic patterns introduced for argumentative texts is Hatim and Mason's (1990) model. Their model clarifies understandably the argumentative patterns in academic discourses. They introduced two patterns namely 'through-argumentation' and 'counter-argumentation'. In the former pattern, the writer's view is brought up to be argued through, whereas in the latter one, any given point/ view which is made by another scholar is cited to be opposed by the writer's claim. This analytical framework can be used significantly to investigate and identify argumentative patterns used in the review article genre. In the field of applied linguistics, such a framework can be used to find out how argumentative text type patterns are employed and know how the review texts are socially situated in this field.

After laying out the ground for the present research, the rationale for doing a genre-based research is described in the following section.

1.3   Rationale for doing a genre-based research on the review article genre

Academic institutions throughout the world can be joined to each other through modern academic communication. Scholars, junior researchers and postgraduate students working in these centers use research as an effective tool for disseminating ideas,

advancing knowledge, prompting progress and solving conflicts. The knowledge produced through effective research can be exchanged within the members of academic communities to broaden the boundaries of knowledge and to inform them of the latest findings and developments. Successful exchange of knowledge among scholars and the members of academic communities are made possible through participation mechanisms such as conferences, seminars, journals, academic reviews, correspondences, featured articles, shorter written communications and academic reports.

However, the effective processing of academic discourse necessitates the consciousness of norms and conventions that govern scholarly communication. In other words, junior researchers and EFL postgraduates as new members and participants of academic communication need to be competent in academic genres like the research genre and academic review genres. They need to possess the ability to process and produce scientific information, because it is necessary to be academically literate. Academic literacy, the ability to think critically and communicate scientific information effectively, is considered to be an important and necessary prerequisite for any academic activity.

One of the effective ways of knowledge exchange among the members of academic communities, EFL postgraduates and junior researchers is made possible through the review article genre. It can be considered a rich source of evaluation and argumentation. The review article writers follow an evolutionary procedure in presenting their evaluation and announcing their strong views and comments. They often argue ideas and leave an authorial footprint of argumentation through different textual strategies. These footprints can represent their viewpoints, evaluation and attitudes towards other scholars' claims. As it has been discussed, the review article genre contains highly complex, argumentative

and evaluative-loaded texts (Hyland and Diani, 2009). It seems that these features of the review article genre may complicate identification of their rhetorical structures. This instability and complexity of the review text types, in soft sciences particularly in linguistics and applied linguistics, may affect EFL postgraduate students' perception who are only familiar with few textual norms and conventions in one discipline and they thus become confused and cannot get the implicit discourse rules of the review article genre. It should be stated that being familiar with the review article text types and their textual norms and conventions helps EFL postgraduates and junior researchers understand the content and the evaluative-loaded review texts easily. Moreover, being familiar with the rhetorical move structures and linguistic features of the review article genre not only makes them aware of the developments of a research in applied linguistics, but also tries to give them an overall meaning to research and methods or theories in a certain domain of investigation defined by the review texts. The review articles also try to refer to new trends for future research and even point towards the issues of developments in the particular domain of investigation. Therefore, the review article genre can be a useful source of doing research for junior researchers and EFL postgraduates.

Recently, it should be stated that the expansion of journals and published papers in the academic setting, either on virtual websites of journals or hard copies, across different fields like linguistics and applied linguistics has led to an increasing number of academic review genres, the review article genre in particular. This increasing variety of academic review text types may also confuse EFL postgraduates and junior researchers due to their recursivity and complexity. Because the review article genre puts the results from several primary resources together and it conducts a research on its related literature to propose and present a coherent argument about an issue or an idea. So, it is considered as a rich source for the special point of view in a field. According to Grant and Booth, "the full

potential of these review types may be lost amongst a confusion of indistinct and misapplied terms" (2009, p. 91). Accordingly, it has been felt there is a need to pay much attention to the discoursal variation of the review article genre because the review article genre opens a window to the history of a research and it also contains the full potential for exchanging of knowledge among academics and EFL postgraduates.

As a result, due to the complexity and unsystematic review text types, there is a need to provide a comprehensible descriptive insight into the most common types of academic review genres, that is to say the review article genre. The review article genre can consolidate new research areas and show the issues in the development of a research. The postgraduate students and junior researchers need to read this type of genre in order to become aware of the history of that field and research gaps. Thus, conducting a research on the review article genre can highlight not only the genre-specific features that govern review articles but also clarifies writers' commonly-used argumentative patterns and textual strategies employed to show argumentation, evaluation and authorial identity. The findings of this type of research can also make EFL postgraduates and junior researchers aware of the macro and micro-organizational structures of the review article genre. The results of this type of study inform them how to express evaluative comments, how to praise and criticize issues and arguments in their academic writing, how to tell a history and give a summary, how to express one's own opinion and attitudes and finally how to review developments critically. Although several genre-based studies have been conducted on academic discourses and academic review genres, the review article genre is a neglected one. To the researcher's knowledge, there have been only few genre-based studies addressed the review article genre (e.g. Grant & Booth, 2009; Myers, 1991; Noguchi, 2001, 2006; Swales, 2004). It should also be added here that the corpora of the previous studies were not in the field of applied linguistics. The previous studies, for

example Noguchi's (2001, 2006, 2009), focused on textual analysis of the science review article genre and the move structures. They have not addressed the classification continuum, attitude markers and self-mention resources of the review article genre in applied linguistics. Instead, the sub-genres of academic review genres have been studied extensively over the last decades, especially book reviews (Groom, 2009; Moreno and Suarez, 2008; Motta-Roth, 1995), literature review chapters (Kwan, 2006; Ridley, 2008; Thompson, 2009) and book review articles (Diani, 2009). Therefore, this is one of the basic reasons to justify and show the significance of the present research.

Thus, there is a need to provide a comprehensible pattern of the review article genre in applied linguistics to be used as a pedagogical tool, to build up schematic awareness about various academic review genres and develop junior researchers' and postgraduates' skills in academic writing so that they can discover and use the patterns for more effective discourse communication. Besides, it can be helpful and important for junior researchers and EFL postgraduates to enter the discourse community of their discipline not only through acquiring the skills of writing academic research discourses such as theory pieces, experimental articles and review of literature sections but also by focusing on the way how argumentative patterns are employed in academic discourses, particularly in the review article genre, and how these patterns are textually realized. This type of research can allow them not only to better understand published research papers and review articles, but to review the developments critically and facilitate the process of academic writing for publication as well. Furthermore, it has been suggested that explicit teaching and exposing junior researchers and EFL postgraduates to dominant discourse norms and conventions are necessary practices in powering them to participate in discourse community (Hashim, 2006) because those junior researchers and postgraduates who are

regularly involved in the communication of academic genres will certainly have greater knowledge than those who are occasionally involved.

Therefore, it can be assumed that a genre-based analysis along with corpus-based study play a vital role in teaching of English for Specific Purposes (ESP) and English for Academic Purposes (EAP) for EFL postgraduates and junior researchers. What makes a genre and corpus-based research significant can be that it has been an important international endeavor if English can be considered a first language or a foreign language but what they should deal with could be genres which they frequently encounter as part of their academic or professional life. Familiarizing EFL postgraduates with certain genres, particularly academic discourses like research genres and academic review genres, might not be a simple task because a wide variety of genres exist in various academic and professional settings. But through exposing them to academic discourses and review genre norms, raising the learners' awareness of these academic discoursal conventions and explicit teaching the communicative purposes of academic genres can be identified, described and explained. One of the ways of negotiating meaning from the academic, research and review texts could be through the process of recognizing classification system, standard text patterns, schematic discourse structures, linguistic features and textual strategies employed in a particular community and its texts.

Consequently, analyzing the review article genre provides a rationale for the features of academic discourses in terms of writers' intentional propositions and institutional conventions. It is necessary to raise the learners' awareness of these conventions to make them sensitive to the structures of various academic review articles. This urgent necessity has been the source of an increasing alertness among ESP practitioners, especially after early 1980s that much more research needs to be carried out if teaching materials and

classroom methods are really to prepare prospective researchers or members of different academic communities for the tasks they need to carry out in future. There is a need, therefore, for a delicate system that enables the instructors to convey to learners the features that make academic discourses standard in the sense that it performs the functions for which it is intended and it is acceptable by the community for whom within which it is produced (Hopkins and Dudley-Evans 1988; Holmes 1997). The current research, in the researcher's idea, can contribute to more understanding of how the review article genre in applied linguistics is structured, how this genre is classified into different text types and categorized into various features, what specific language is used and what sociocultural factors influence the creating of this genre. If we provide a comprehensible rhetorical move patterns and conduct analysis of argumentative strategies and linguistic features of the review article genre in applied linguistics, the findings of the analysis often help EFL postgraduates and junior researchers raise awareness of the macro and micro-organizational structures of the review article genre. The results of this type of research can open a window to them in order to familiarize them with the history of related field. Thus, the postgraduates and junior researchers can read review articles in applied linguistics with much more understanding and this genre may act as a window to them to have a look at the history of the field of applied linguistics in question, making a relationship between the past and the current time. This connection and familiarity with the history of applied linguistics may lead to a new knowledge and discovery.

1.4   The overall objectives of the research

It is a fact that, as it has been argued above, effective processing of academic genres necessitates consciousness of rules and the norms of discourse community that govern scholarly communication. In other words, participants of academic communication necessarily need to be competent in academic genres. In other words, lack of competence

in academic genres, or technically stating lack of academic literacy, can be an obstacle for EFL postgraduate students and junior researchers in international academic communication. It can be taken into account that an explicit description of the way in which academic genres are organized will be helpful for the EFL postgraduate students and junior researchers of this discourse community.

Therefore, the present study is concerned with the development of a framework to describing the generic organization of review articles in applied linguistics. In order to have a comprehensible understanding of review articles, EFL postgraduates and junior researchers need to become aware of the rhetorical move structures of the review article genre and its classification system, characteristics and the textual strategies associated with review articles in applied linguistics. Being familiar with the classification system of the review article genre provides EFL postgraduates and research juniors descriptive insight into the most common types of the review article genre. Moreover, according to Grant and Booth (2009, p. 105), there are 14 review types and associated methodologies and due to this diversity, it is inappropriate to provide a 'one size fits all' approach for describing and analyzing the review article genre. Although a few studies have investigated the review article genre in different disciplines, only a limited number of genre-based studies are provided the review article categories and the macro and micro-organizational structures. In order to comprehend what is going on in the review texts and to review the developments of a research critically and to write the review texts efficiently, EFL postgraduates and junior researchers also need to become aware of writers' strategies employed to show their stance, attitudes and evaluation in review articles. They should particularly understand the communicative purposes of reviews and the linguistic features that are used regularly to express these communicative purposes of each move of a review article. Besides, they should also know how writers employ

argumentative strategies, how they express their views, attitudes and judgments in review articles in applied linguistics.

In general, based on the aforementioned points this study has four main objectives. The first objective is to analyze and identify the classification of review articles into its text types based on the linguistic features (i.e. textual strategies employed by the authors) used and communicative purposes and intentions declared by the authors. Our main aim in selecting this academic review genre is to offer a system of classification or categorization features for the review article genre in applied linguistics based on linguistic devices, purposes, intended audiences and characteristic features (i.e. a classification continuum will be suggested). The second aim of this study is to identify what rhetorical move structures are commonly used in the Abstract, Introduction, and Conclusion sections of review articles with the realization of their linguistic devices. In other words, the linguistic devices associated with the moves and sub-moves are identified (i.e. how the moves and the sub-moves are expressed through linguistic features). The third aim is to investigate argumentative patterns employed in the Body section of review articles. It is intended to identify the authors' argumentative strategies used in the Body sections. Finally, this study (the fourth aim) attempts to investigate writers' stance strategies employed in the review article genre. In other words, it is intended to analyze and identify the overall frequency of the use of only attitude markers and self-mention resources used in review articles in applied linguistics. It is aimed to find out about how writers express their views, evaluate the works and also how they present themselves in review articles. Due to this reason, the main focus of this stage of analysis is only on attitude markers and self-mention resources. According to Hyland (2005b), these two major features of stance lead to the development of relationship between authors and readers. It is believed that a cluster of attitude markers and self-

mention resources employed in academic review genres to indicate the writers' evaluation and argumentation (Hyland, 2005c). Thus, the researcher has limited himself to looking at attitude markers and self-mention resources in review articles in applied linguistics due to the several reasons. These reasons are as follows: (1) to indicate how the writers make use of attitude markers and self-mention resources as evaluative markers in the review article genre, (2) to find out how the writers try to interact with the immediate audiences and attempt to guide the readers through their evaluation and argumentation, (3) to show how the writers consolidate new research areas in review articles, gain their credibility, indicate their position in the field and give suggestions and offer possible solutions to the raised issues, and (4) to make this research manageable, I have not addressed hedges and boosters in this research.

1.5   Research questions

In order to realize these objectives, the following research questions are formulated:

1. What types of text can be classified in review articles in applied linguistics?

    1.1 What are the functions of review article text types?

2. What are the typical distinctive move patterns for the Abstract, Introduction, and Conclusion sections of review articles in applied linguistics?

    2.1 Are the steps / strategies of the moves obligatory or merely optional?

    2.2 How do the writers signal the moves and the steps/ strategies in the Abstract, Introduction, and Conclusion sections of review articles?

3. What argumentative pattern is commonly employed for the Body section of review articles in applied linguistics?

4. Which metadiscoursal attitude markers and self-mention resources do the writers opt for showing their stance in review articles in applied linguistics?

4.1 What is the overall frequency of the use of attitude markers and self-mention resources and their relevant categories in review articles in applied linguistics?

4.2 Is there any significant difference between these stance features used in the critical evaluative and bibliographic review articles in applied linguistics?

1.6 Significance of the present research

Based on the objectives and research questions given above, the importance of this study can now be explained in terms of (1) the reasons for using review articles as sources of the data for a genre analysis, and also how the present study differs from other studies which have been carried out by other scholars, and (2) the benefits that can be derived from the present research.

1.6.1 Why a genre analysis of review articles in applied linguistics

In this section, it is necessary to present the reasons behind the selection of review articles in the field of applied linguistics. In a study, Tarone et al (1998) make the point that not all research articles are experimental. In astrophysics science, they further added, writing experimental articles are impossible but the scientists write argumentative articles (Tarone et al., 1998). It seems that this type of textual convention is different from the research article structure, thus research genre cannot be a single genre; it can be divided into its sub-genres. The research genre has been subcategorized into 'theory pieces', 'review articles', 'experimental articles' and 'shorter written communications' (Swales, 2004, p. 213). Figure 1.1 provides a classification of the research genre.
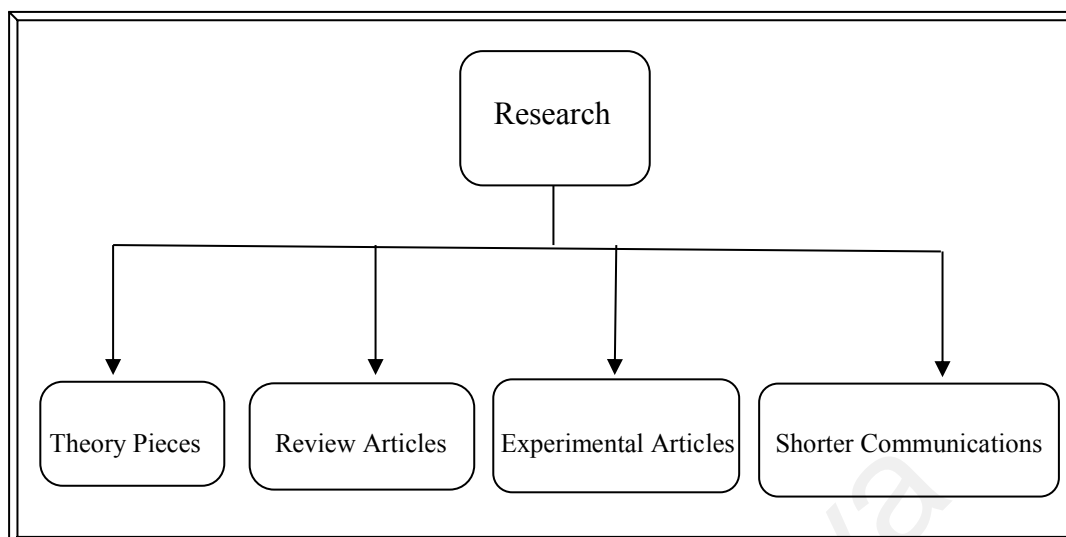
Figure 1.1: Classification of the Research Genre

(Swales, 2004, p.213)

In this classification, one of the sub-genres is the review article genre which is commonly found in different disciplines. As it has been discussed that the number of this type of article is increasing in journals and it also makes contribution to the accumulated body of knowledge (Grant & Booth, 2009; Noguchi, 2006, 2009). In fact, it is difficult to deny the significance of academic review genres such as book reviews, book review articles, literature review sections in research articles, Review of Literature Chapters in PhD thesis and review articles for academics.

In other words, review genres are rich sources of information about the knowledge in the related field. Review genres are normally written texts or part texts that can provide suitable places for expression of personal ideas, attitudes, argument and evaluations. It is important to note that authors in review genres are involved in arguing their ideas and expressing their judgment and evaluations. The authors of review genres not only provide an overview and a clear picture of their outcomes based on their own viewpoints but also supply an evaluation of the outcomes and contrast others' viewpoints. As a matter of fact, review genres make a room for the contributors and members in a community to construct

a dialogue or an argument so that they could engage with each other through a dialogic interaction and argumentative debates in that room. Review genres, as it has been discussed before, can be classified into three genres and one of them is academic review genres. Academic review genres play an important role in the life of academic researchers and scientific community members. Review article, as one of the sub-genres of academic review genres, carries out distinctive functions.

More importantly, it is obvious to note that academic review genres also need to be acquired. Academic review genres are classified as "book reviews", "book review articles", "review of literature sections" in research articles and PhD thesis, "book blurbs", and "review articles" (Hyland & Diani, 2009; Nesi & Gardner, 2012). The main aim of academic review genres is to evaluate the works and developments in the related field, for example, Applied Linguistics. In addition, "academic review genres assess the value of research and provide a platform for members in a community to engage with each other's ideas and analyses in conventional fora" (Hyland & Diani, 2009, p.1). It is difficult to deny how the review article genre makes it easier for the transfer of scientific information and knowledge between specialists and non-specialists. The review article genre opens a window to the history of works and developments in order to evaluate them critically. As it has been contended, there are very convincing reasons why evaluation is "a topic worthy of study" (Thompson & Hunston 2000, p.6). Evaluation can be defined as the expression of the writer's stance and attitude towards propositions which he/ or she is talking about (Hunston & Thompson, 2000). The writers are significantly involved in arguing their ideas in academic review genres. They create skillfully rooms for debates and engage their immediate audiences in evaluation and argument. Showing and expressing someone's opinion and attitude is not an easy task, and neither is studying evaluation and argument. According to Suarez-Tejerina, evaluation can be studied not

only "at several levels (mainly macro- and micro-linguistic levels), but the focus of analysis can also vary" (2005, p.117). Moreover, scholars believed that academic review genres in comparison with other academic genres were also evaluative-loaded genres in themselves (Hyland, 2000; Motta-Roth, 1995) and full of argumentation; and they believed that it was a 'neglected genre' (Hyland, 2000; Swales, 2004). Although this claim goes back to more than one decade ago, there is little attention has been paid to the classification system of the review article genre in applied linguistics. Besides, the macro and micro-organizational structures of this academic review genre in applied linguistics have not been analyzed in details.

As a matter of fact, the review article genre can carry different functions and purposes. One of the main aims of the review article genre is to succinctly review current progress in a particular field. All in all, the paper summarizes the current state of knowledge of the topic. It makes an understanding of the topic for the reader by discussing the findings presented in recent research articles and scholarly published books. A review paper is not a "term paper" or "book report". It is not merely a report on some references that one may find. Instead, a review article puts the results from several primary sources together and it researches on its related literature to produce a coherent argument about a topic or focused description of a field. One of the key aspects of the review article genre is that it provides the evidence for a particular point of view in a field. Therefore, one of the main concerns of review articles could be a description of the data that supports or refutes that point of view. Supporting and refuting, as Hyland (2000) refers to "praise and criticism interactions" in academic review genres, can be considered as evaluative. The argumentative and evaluative discourse often convinces the readers to accept the author's view and evaluation, the author uses persuasive strategies in this type of discourse. Hunston further argues that one cannot consider "evaluative discourses simply factual or

impersonal because whenever one wants to evaluate a text or a written work, he or she is judging, arguing ideas and forming an opinion and declaring a position" (1994, p.191). As it has been suggested, each academic field offers an opportunity for one to evaluate a subject, declare a position or propose a solution to the problem posed (Gong & Dragga, 1995). Unlike research articles, "reviews are centrally evaluative" (Hyland, 2000, p.41). In academic reviews the interactional conventions facilitate and display an act of ideational and interpersonal attitudes and views. According to Hyland (2000), these conventions link writers and readers through their involvement in the same discipline. And he further adds, although academic review genre is neglected, it plays an important role in creating knowledge and this kind of academic genre is important for junior researchers and EFL postgraduate students. There should be an attempt to investigate and familiarize them with the functions, conventions and generic patterns of academic review genre. It can also play an important role in raising junior researchers and EFL postgraduate students' awareness of the schematic conventions in the review article genre and informing them how to express evaluative comments, how to praise and criticize issues and arguments in reviews and how to review the developments critically.

As discussed above, therefore, due to the lack of research on the review article genre there is a much greater need to have a framework and genre analysis of the review article genre. The aforementioned matter is one of the reasons leading to the choice of the review article genre. Research on this genre and its metadiscoursal stance elements, particularly attitude markers and self-mention resources, not only clarifies the norms and conventions of the review article genre, but also determines what led the authors to make those choices of the norms and conventions, what type of argumentative rhetorical strategies they employ, how they argue their ideas and intrude into academic discourses, how they indicate their stance, evaluation, and authorial identity in the discourses (Hyland, 2002a).

As indicated above, in the present study the researcher tries to analyze the review article genre in the field of applied linguistics. As Hyland (2002a) points out research into texts can be descriptive, analytical or critical. Therefore, both qualitative and quantitative approaches are used for the methodology of this research: the texts of review articles can also be examined descriptively (i.e. identifying the review article text types, describing their functions, describing the rhetorical move structures used in the Abstract, Introduction and Conclusion sections, and describing argumentative patterns employed in the Body section), analytically (i.e. analyzing linguistic devices as the authors' rhetorical strategies especially employed in the moves or sub-moves of review articles and also identifying attitude markers and self-mention resources used to show the writers' stance, views, evaluation, and authorial identity) and critically (i.e. interpreting the ethnographic accounts got through e-mailing interviews and personal communication with the specialist informants of this study).

There is a wealth of research in English on thesis, textbooks, medical reports, legal texts, grants, research articles, and book reviews within one and across different disciplines. Besides, some studies have focused on specific sections of academic research articles such as the Abstract, Introduction, Methods, Results and Discussion sections. The fact is if there were only minor differences among genres and sub-genres, there would be little need for genre analysis. It turns out that therefore genres differ significantly and might shift over the time. Askehave and Swales supported the idea that "sets of texts may not be doing what they seem, or not doing what they have traditionally been assumed to have been doing" (2004, p.72). They suggest "repurposing the genre" (ibid, p.72). What they discuss by referring to this notion is that "social purposes expand and evolve and the standards and discourse community's ideologies can also change over the time" (ibid, p.

72). Thus, it can be stated that genre is alive and not static, but dynamic; and if we grasp genre knowledge it will be invaluable. That is to say, this knowledge is a kind of power because there is an old saying that it says: Knowledge is power. In other words, an analysis of review articles provides a way for us to study both the rhetorical and linguistic aspects of genre knowledge to see how they are related and woven to each other. Moreover, it may have important implications for the teaching of academic writing to EFL postgraduate learners. They need to grasp both the rhetorical structures and linguistic features of research and review articles. More specifically, in study of textual variation within the context of genre studies, it would be essential to look at how sub-genres of research genre resemble or differ from one another in terms of discourse organization and linguistic features.

Although a number of analysis has been conducted on the whole sections of research articles in some disciplines, sufficient attention has yet to be paid to (1) the close connection between two metadiscoursal stance features (i.e. attitude markers and self-mention resources) and the authors' evaluative strategies employed in the different analytical sections of review articles, and (2) the generic structures and linguistic similarities and differences between the critical evaluative and bibliographic review articles. With considering such a gap in previous studies, the current study tries to investigate the rhetorical move structure of review articles as an academic review genre, identify argumentative patterns used in the Body section, and analyze and identify the use of writers' linguistic and rhetorical manifestation in the review texts (i.e. two metadiscoursal stance features). Metadiscourse can be defined as the linguistic resources and features; and these features can be used to organize a discourse or the writer's stance toward its content or the reader (Hyland, 2000, 2005b). Hence, the discussion of linguistic

features in each of the moves will not be based on only one special linguistic model but it can focus on the important features found in each of the moves.

The field of applied linguistics in review articles was selected as the subject discipline primarily because it is the researcher's area of experience and interest. There are several reasons why the review article genre in the field of applied linguistics has been selected as the corpus of the current study. One of the reasons is due to the researcher's interest and experience. The researcher has been teaching linguistics and applied linguistics as a tenured lecturer for more than fifteen years at the university level at Islamic Azad University, Maragheh Branch, Iran. Another reason is due to the existence gap in the literature of academic review genres, the review article genre in particular. As stated before, there have been only few studies addressed the review article genre, but not particularly in the field of applied linguistics. Besides, it should be stated that in the current study Kaplan's (2002) view about 'Applied Linguistics' and its subfields was followed. He believes that "applied linguistics is too broad and it can be interpreted as a discipline with a core and a periphery, and the periphery blurs into other disciplines that may or may not want to be allied" (Kaplan, 2002, p.9). All in all, the focus of applied linguistics is on trying to find answers to the language-based problems that people may face in the real world. Moreover, applied linguistics typically incorporates other disciplinary knowledge beyond linguistics in its efforts to address language-based problems and also it includes several other sub-fields of study like: second language acquisition, forensic linguistics, language testing, corpus linguistics, lexicography and dictionary making, language translation and second language writing research. That is why some members of these fields do not consider themselves as applied linguists, but their work clearly addresses practical language issues. In sum, applied linguistics has a broad coverage to all the social sciences and these are the main reasons why the researcher has limited himself to the field of applied linguistics.

1.6.2 Benefits of the present research

The information given in the above suggests that research on a specific discipline such as applied linguistics and the ways in which writers use language in review articles may provide an important information on how EFL postgraduates achieve generic competence from arrangement of appropriate genres, the one that is most suitable for achieving the communicative purposes in institutional social contexts (Bhatia, 1993). With considering the significance of gaining and developing the generic competence of learners, it can be perceived that this research is novel for several reasons. Firstly, the mastery of such knowledge (i.e. genre knowledge) gives this opportunity to junior researchers and EFL postgraduates to review the developments critically, to praise and criticize the views academically, to give suggestions and offer possible solutions to the raised issues, to establish positions and argue ideas, to gain credibility in their own publications and publish their papers in ISI Journals or present plenary speeches at the international conferences. If they achieve this schematic awareness about various academic discourses they can efficiently communicate academic discourses, argue ideas and evaluate the developments of a research. It is a fact that successful and effective exchange of knowledge among EFL postgraduates and academic communities is made possible through participation mechanisms such as conferences, journals, books, review articles, etc. As a result, developing the academic genre knowledge can be considered as one of the main steps to process and produce scientific information. Secondly, the results of this research can also have benefits for syllabus designers who are involved in devising English courses at the university level. Hence, the findings may be of use to ESP practitioners and lecturers in terms of designing syllabus, preparing and providing materials, and sequencing of linguistic items to be taught in writing research classes. Thirdly, findings and results of this research may provide relevant information on how the courses at university level may be conducted to train junior researchers and EFL

postgraduates in the writing of essays, literature reviews, review articles and book reviews. There is an essential need to this type of academic writing course at the universities. The findings regarding generic structure of research genres particularly the review article genre and also the metadiscourse features of review articles may have certain implications for EAP classes on how the techniques of teaching English academic writing can be improved. All in all, the present research is pedagogically motivated in terms of extending our awareness about what constitutes a good review article in the field of applied linguistics. To sum up, the results may have advantages for both ESP genre research and the teaching of academic writing; therefore, lecturers in English for Academic Purposes (EAP) classes need very good knowledge of academic reviews structure so they are able to help EFL postgraduates and junior researchers learn what well-written academic reviews look like.

To sum up, there are several main reasons why the review article genre is selected in this thesis and what the benefits of this study are. One of them is to classify the review article text types in applied linguistics because it is noticed that there is a significant discoursal variation among the review article genre. Moreover, the rhetorical move structures and linguistic features are investigated in the current study because the macro and micro-organizational structures of the review article genre in applied linguistics had not been analyzed before. Besides, the main two stance features, attitude markers and self-mention resources are investigated in the review article genre in order to find out more about the authors' attitude, evaluation and authorial identity. In this stage of the research, genre-based study and corpus-based analysis are mixed in order to assign and show particular features to particular communicative functions. Thus, the main focus of this study is on the review article genre in order to fill this gap in the literature. In addition, the review article genre, as stated in the literature, is evaluated-loaded genre and neglected

one. The EFL postgraduates and junior researchers after going through and reading the results of the current research become much more aware how to review the developments critically, how to praise and criticize the developments of a research, how to develop through-argumentation and counter-argumentation review texts, how to give suggestions and how to gain credibility. If they want to enter academic setting and communicate their results effectively, they need to become familiar with the templates of evaluative and argumentative text types like the review article genre. They need to become aware of the use of attitudinal lexicons and self-mention resources in the review texts in order to establish their stance and show their attitudes towards the idea that they want to evaluate or argue. This type of genre contains mixing genre and the findings of this study make them aware and if they read this study they will understand and get a clear picture of the macro and micro-organizational structures of the review article genre.

1.7   Organization of the Thesis

Having explained the introduction in details, the researcher will now proceed to describe the overall organization of the thesis. The first chapter focuses on the preliminary issues such as the rationale for conducting a genre-based research, the objectives, the research questions of this study and the significance of doing the genre-based research on review articles in the field of applied linguistics as the data.

The second chapter will elaborate on the theoretical basis for a genre analysis. In genre literature, there have been different settings in which genre-based studies have been done on: literacy, academic, professional and promotional settings. The main focus of the current study is on academic setting, thus the studies in other settings are not included in this section. The researcher has tried to give a brief history related to the issues such as ESP departure, concept of genre, genre in Systemic Functional Linguistics, in New

Rhetoric, in the ESP school, research and review genre, argumentative text type patterns and the analysis of metadiscoursal features in academic discourses.

The third chapter will review the related literature on academic setting, in which genre-based studies have been conducted. The present study will attempt primarily to investigate academic genre, so it will try to provide a comprehensible description of how an academic genre is constructed and why it is constructed the way it is. This review section will also present another common yet often neglected area in academic genres, the review article genre.

Based on the theoretical framework reviewed in chapter 2 and the related review of literature on the recent researches discussed in chapter 3, the next chapter, chapter 4 will describe the research methodology presented in this research. A general description of the research design will be then presented, and after that the principals of the data collection will be laid out. Given the methodology described in the fourth chapter, chapter 5 will proceed to offer a classification continuum for review articles in the field of applied linguistics. In other words, in this chapter the review article text types, purposes and characteristics associated with review articles in applied linguistics will be analyzed. The findings reveal that different sub-genres can be identified within the applied linguistic review article genre. Three main types of review articles are therefore identified based on the analysis of linguistic devices often used by the authors, their communicative purposes, and the specialist informants' feedback. Chapter 5 will also focus on the descriptions of contextual configurations that encompass (1) the general communicative purposes of review articles, (2) the functions and roles of review articles, (3) the subject matter covered in the subgenre, (4) the intended audiences involved in the reading of review

articles in applied linguistics. This chapter will also discuss the overall generic structure of review articles in applied linguistics.

The subsequent chapter 6 will present the findings from the analysis of rhetorical move structure of review articles. It will emphasize the predominant rhetorical move structures and subsequent move elements or strategies for the Abstract, Introduction and Conclusion sections in review articles and the linguistic features employed in the moves and strategies of those sections. It will also highlight the sequential preferences for certain rhetorical moves and constituent strategies for the Abstract, Introduction and Conclusion sections. Besides, it will compare the three types of review articles (i.e. particularly the critical evaluative and bibliographic review articles) in terms of the rhetorical move structure and strategies. It will also discuss the similarities and differences between the different types of review articles and it attempts to give the possible explanations for the results.

In chapter 7, the researcher will investigate the argumentative patterns employed in the Body section of review articles, that is to say, this study will attempt to identify which argumentative patterns are used in the theme-bound units of the Body section. Chapter 8 will present the analysis of two metadiscoursal stance features (i.e. attitude markers and self-mention resources) in review articles. At this stage, the researcher has tried to relate the genre-based analysis with corpus-based study in order to make a reliable description of linguistics features, attitudinal lexicons and self-mention resources in the review article genre. The typical two stance features of the corpus will be investigated and picked up by the use of software tools, Wordsmith version 6 (Scott, 2006). It will attempt to present and discuss the frequency, types, and categories of attitude markers and self-mention resources used in the prevalent analytical sections of review articles. In other words, the corpus will be subsumed into two metadiscoursal categories in order to identify and

investigate the writers' strategies in evaluation, argumentation, gaining credibility and establishing position in the review article genre in applied linguistics. In addition, it will compare the two sub-corpora (i.e. the critical evaluative and bibliographic review article corpus) and discuss the similarities and differences between them in terms of the frequency, types, and categories of these two stance features.

Chapter 9 will give a summary of the classification continuum, the rhetorical move structures, linguistic features, argumentative patterns and the analysis of two metadiscoursal stance features in review articles in applied linguistics. Implications of the study will also be discussed before limitations and recommendations are made on how the teaching of English to EFL postgraduates and junior researchers may be improved by drawing on the results obtained in this study. Based on research findings, suggestions for further research will be presented in the final section of chapter 9.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1   Introduction

This chapter presents the theoretical framework which shapes the backbone of the present research. It delineates the background knowledge of how the word genre has evolved and how the notion of genre has developed in the field of linguistic studies. It is understood that genre was once linked with various art forms such as literature, films, and folklore, while nowadays the term 'genre' is also related to academic and professional settings. More importantly, although its relation with discourse analysis and sociolinguistics is relatively recent, the findings of a genre-based study have considerable implications for the teaching of English for specific purposes (Swales 1990) and English for Academic Purposes (EAP).

Regarding the development leading to a genre analysis and the concepts underlying it, the present chapter reviews literature pertaining to the (1) departure points of ESP, (2) definitions of genre in the three approaches in applied linguistics namely New Rhetoric, Systemic Functional linguistics, and ESP, (3) the conceptual framework of applied linguistics based on Swales' move analysis which is a descriptively explicit way of studying the socio-cultural context of discourse, (4) explanation of argumentative text patterns proposed by Hatim and Mason (1990). Apart from discourse and rhetorical structure, (5) metadiscoursal features have been another focus of this research. It should be stated that the study of metadiscourse derives from text linguistics in which cohesion and coherence is the main focus of research.

To sum up, the present research is based on Swales' theoretical framework which comes under the ESP approach. This theoretical framework is applied to the review article genre in order to describe, analyze and interpret the rhetorical move structures of the predetermined analytical sections. In this study, move analysis is applied for the prevalent analytical sections of review articles. These analytical sections include the Abstract, Introduction, theme-bound units of the Body and Conclusion sections. The stretch of texts in the Body section of review articles is very lengthy, recursive, and full of complex table of headings and sub-headings. The Body section consists of thematic units. These theme-bound units display great complexity and variety of discoursal and rhetorical structures. Argumentative and evaluative discourse structures, for instance, are one of the predominated patterns in theme-bound units. Therefore, only selected extracts from the Body section are included in the analysis of rhetorical move structure in order to show the discourse structure of argumentation. In other words, there is an attempt to display the line of evaluation and argumentation in the theme- bound units in the Body section following Hatim and Mason's (1990) and Hatim's (2001) model.

2.2   The departure points of ESP

Early 1960s is marked as a period in which the enthusiasm for increasing specialization of content in English teaching curricula grew tremendously. This growth and movement was encouraged by different factors of which some were reflected in a conference (London, December 1960) on second language learning and national development in Asia, Africa and Latin America:

> ...the language problem in development stems from at least three communication needs which are increasingly being recognized both in the developing countries, themselves and in other countries aiding in their development: internal communication, transmission of science and technology, and international communication. (Mackay & Mountford 1978, p.vi)

Such needs as summed up here are those that originally contributed to the emergence of, now well-established, tradition of ESP. In fact, ESP was not a coherent, planned or theoretically established movement in the beginning. It was, of course, a response to market. Its emergence was motivated by the requirements of the time. Sociolinguistic phenomena such as those reflected at the London Conference (1960) had already led to the hegemonic status of English. It had unprecedentedly spread as an international language and there was an urgent need all over the world for intensive, goal oriented courses to teach English.

There was an explosion of scientific and technical English (EST) especially in professional publications and graduate schools (Johns & Dudley- Evans, 1991). English was established as a vehicle of communication all over the world and was used in different affairs as diverse as airway, sea, business, etc.

On the other hand, the learner-centered aspirations of educational philosophy or psychology which started in 1960s emphasized the relevance of course content to the learners' needs. There was a "concentration on the concept of communication need" implying a specification of purposes for the learning of language as communication (Mackay & Mountford, 1978, p. vi).

In those early days, which ESP was spending itself as a separate and valid activity, articles such as those by Higgins (1966), Allen and Widdowson (1974), Barber (1962) and others were vital for the survival of the movement. In fact, in that fluctuating and shaky context there was a growing concern for the specification of particular communication, supported by understandable cries for relevance by students, there was an urgent need, which could possibly be satisfied by applied linguists, for a rigorous and

comprehensive system to "collect data, analyze them socio-linguistically and design appropriate courses and materials" (Mackay and Mountford, 1978, p. vii).

This multifold concern has, during its history, pushed ESP in diverse directions and its practitioners have travelled in different routes to shed light on the issues that have always been vital to the concept and practice of ESP in so doing, to identify the forces which are likely to drive the search for new horizons. ESP, to achieve its goals, has been looking for rigorous models and definitions for numerous issues such as authenticity, research base, text analysis, needs analysis (pedagogic, target situation), second language learning, etc. (West, 1998).

Its practitioners have concentrated on the issues of identifying and weighing the importance of language features of the situations in which students will be using English. This has been a widely-held view from the very beginning of the practice that students should be provided with courses that present them the identifiable elements of the language of the target situation. There emerged an awareness towards the text for the purpose of offering a basis for prioritizing teaching items in specialized ESL materials. If teaching materials and classroom methods were really to prepare students for the tasks they needed to carry out in English, much more research needed to be done. In particular, there was a need for a system of analysis that could describe the texts students had to be able to produce or understand in specific language contexts.

These strong motives and objectives drive ESP into the stream of a theoretical development that starts with completely descriptive and quantitative studies of 1960s. Focusing upon linguistic properties of different functional varieties and reaches its highest peak with the explanatory studies of academic texts in early 1980s. In other words,

while initial attempts of ESP practitioners did not go beyond the text (WHAT), recent orientations try to see beyond the text (WHY). The historical movement of ESP from register theory to the theory of genre can be considered a rich source to prove these orientations and it has paved and set the ground to reach the current stage of its development not only in theory but also in practice. In the following section, a brief concept of genre is presented and then the researcher has tried to look at genre in the three dimensions of applied linguistics.

2.3   The concept of genre

A genre can be classified according to the factors that influence it. These factors consist of (a) time or occasion on which it occurs, (b) culture or social group that produces a genre, (c) ideology behind it, (d) the strategy applied in a genre, (f) historical period in which a genre is produced, (g) geographical location in which a genre is found, (h) the intended effect of a genre (Simons' scientific approach about genre, as cited in Campbel & Jamieson, 1978). These factors may diversify the genre categorizations whether they might apply individually or the whole at the same time to clarify a genre. Theory of genre is a rigorous and comprehensive one, because it takes invaluable lessons and insights from a variety of angles. The outcome is a multidimensional model which takes into account linguistic, social and psychological factors involved in the production and comprehension of discourse. In the following sections, therefore, it is necessary to consider and look at genre from the three approaches in applied linguistics to clarify their views and to have a clear framework.

2.4   Genre in the three approaches in Applied Linguistics

The study of genres has been a dynamic one in applied linguistics. To prove this claim, Hyon (1996) distinguishes genre analysis into three different approaches in applied

linguistics: (1) Systemic Functional Linguistics, (2) New Rhetoric Studies, and (3) ESP Genre Studies. These classifications are convenient descriptions of the study of genre. It should be stated that the current research follows the approach of ESP Genre analysis and it further analyses the two stance features in the entire corpus of this study in terms of the realization of authors' evaluation, attitude, and presence.

2.4.1   Systemic Functional Linguistics

As stated by Martin (1995), Australian genre-based approaches put genre at the level of context of culture so that they can separate it from register which is localized at the context of situation. The text can appear in the context of situation immediately or it can be called its immediate context, while the context of culture might be considered as a wider background for the interpretation of the text (Halliday and Hasan 1985). In this approach scholars like Martin define genre as a "staged goal oriented purposeful activity in which speakers engage as members of a culture" (Martin 1984, p.25). By referring to Christie's description, she (1990, 1993) has made the relationship between the concept of genre and teaching and learning episode that is structured and staged. She believes that genres have stages including beginning, middle, and end. This kind of genre was called 'curriculum genre'. The curriculum genre is similar to Martin's 'schematic structure'. If we refer to Hasan's (Halliday and Hasan 1985) description, we can find genre interpreted as "genre-specific semantic potential" and there has been much more emphasis on the structural dimension of genre. Hasan (1985) has given her comments to genre as the following:

1. A genre is known by the meanings associated with it.
2. Genre bears a logical relation to the context of culture, being its verbal expression.
3. Genres can vary in delicacy in the same way as contexts can.
4. It follows that texts belonging to the same genre can vary in their structure.

(Halliday and Hasan, 1985, p.108)

It appears that the preceding interpretation of genre is not in line with Swales' and Berkenkotter and Huckin's (1995) definitions, however, there are significant overlaps. Firstly, context of culture, as it has been suggested by Halliday and Hasan (1985), is constructed as an institutional setting with its particular ideology, aims to be reached, roles of participants and organizing procedures and associated language. It is clear that this definition is similar to 'discourse community'. Secondly, if one pays attention to Hasan's first part of the interpretation, he can see that genre has been considered as purpose-based.

Thirdly, Hasan's second part refers to the logical relationship of genres and context of culture. This relationship repeats Swales' (1990) community and Berkenkotter and Huckin's (1995) community ownership. Furthermore, Hasan interprets genres as the language involvement in its social situations which is taking its role appropriately. The role of language involvement in social situations looks like Swales' explanation of "communicative events" (1990, p.45), and Berkenkotter and Huckin's "rhetorical forms that are developed from actors' responses to recurrent situations" (1995, p.4).

The third part of the interpretation refers to Hasan's notion of genre in contrast to genre in ESP and New rhetoric. Each text, according to this part, has a structure which realizes genre specific potential in some way, and further Hasan states the function of textual structure can be considered a genre definition. In ESP genre analysis, this notion has been referred to as 'proto-typicality', and by this term Swales means that if an example of a genre, that is to say a text, shows the high probability expectations of the genre, the text is prototypical. But it is clear that Swales' intended meaning about high probability expectations is communicative purpose not structure. While the communicative purposes become manifest through stages or moves, this is similarly like Hasan's structural

element. Finally, the last part of the interpretation can be explained as Swales' (1990) belief in different examples of genres which show different patterns of similarity based on structure, form, content and audience. Swales' notion of genre analysis will be discussed in the next section (see 2.4.3).

2.4.2   New Rhetoric

The most comprehensive study in the New Rhetoric is perhaps Berkenkotter and Huckin's (1993, 1995). The five principles based on their definition of genre indicate the comparable points. Their five key terms for genre are "Dynamism, Situatedness, Form and content, Duality of structure, and Community ownership" (Berkenkotter and Huckin 1995, p.4). In the following paragraphs these five principles are explained.

The first principle can be an appropriate answer to the question of what genres are. Phrasing variation definitely not the same as Swales' (1990) definition to genre. But these two definitions are relatively similar in nature. Swales has emphasized on form and situation as one entity of 'communicative events', and then it is contented that examples of a genre show different types of similarity in terms of structure, style, context and intended audience, while Berkenkotter and Huckin (1995) have defined form and situation as two entities. Here, the difference lies in the focus of dynamic nature of genres, that is to say genres might change as the social situation changes. This matter is emphasized in the New Rhetoric; on the contrary it can be deduced from the Swales' definition.

How one can master the knowledge of genre is the main concern of the second principle. In Berkenkotter and Huckin's (1995) clear definition, it can be noticed that the main source of genre knowledge is the social and institutional communicative activities.

The members of these communities are involved in these activities to gain this knowledge. These communicative activities in these settings can be considered as the context of genre acquisition. On the contrary, Swales (1990) gives importance to the expert members of discourse community. If the expert members mostly often take part in genre communicative activities, they could raise their awareness about different genres and become good genre users. But Swales discusses that participation in genre communicative activities requires a threshold level of genre knowledge, which has not been emphasized in the New Rhetoric. This variation in the two approaches leads them to the variation in pedagogic application.

What constructs genre knowledge is the main concern of the third principle. This knowledge consists of both form and content which should be associated with purpose, situation and the time. This point is similar to Swales' ESP approach.

The principle of duality in the structure tries to point out the relationship between the "dynamic rhetorical form" and "recurrent situation". These two have been considered as one entity in the Swales' definition (i.e. communicative events), thus Swales (1990) has not included this point in his definition of genre.

The community ownership is the main point of the last principle. Considering this point there is a similar equivalent in Swales' definition. In brief, these five principles of genre studies provide a complete definition of the concept. They focus on the dynamic and changing features of genres. But they also explain that genres have the function to be stabilized and give coherence and meaning to the experience. It has been discussed that researchers who are familiar with and take advantage of genres can describe social and ideological actions as "stabilized- for-now" actions (Schryer,1994, p.108). According to

Miller (1994), genre as "recurrent significant action includes both the dynamic and stabilizing features" (p.57). Genre is dynamic and not fixed over the time, on the contrary it is relatively stable synchronically. In genre research, there is a balance view point on the two features of genres. The recognition of the fixed features of genre makes the research activities meaningful in looking for generic features. The dynamic feature of genre furthermore shows that research results cannot completely cover the characteristics of genre and this dynamic feature suggests that the pedagogic application of such studies should be focused on increasing schematic awareness and developing students' skills to explore the shared features of genre examples and the acceptable degree of flexibility.

2.4.3   Genre analysis of the ESP school

Genre analysis can be considered one of the ESP studies focusing on the discourse structure of a specific type of text in a specific discourse community. The focus of the analysts in genre analysis is a pedagogical study. In ESP genre analysis, the influential definitions that integrate the insights from other approaches are found in Swales (1990) and Bhatia (1993). Bhatia also adopted a similar approach in the field of ESP. These two definitions complete each other and it can be argued that they draw a clear picture of genre in both diachronic and synchronic dimensions, so both definitions of genre are introduced below respectively.

2.4.3.1 Swales' definition of genre

Now it is better to present Swales' (1990) definition that integrates the insights taken so far from other approaches. This definition is long, hence only few sentences are presented as follows:

> A genre comprises of a class of communicative events, the members of which serve a set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style.
>
> (Swales 1990, p.58)

So far, in the previous sections a comprehensive and inclusive definition was given. These expectations have been reflected upon in the discussion of this research; hence, there is no need to repeat them here. However, the quoted definition (Swales, 1990) requires further elaboration in order to reveal how it can meet our criteria. Therefore, the rest of this section is devoted to this purpose:

1. Genres can consist of a class of communicative events. Any discourse community member can express and convey communicative purposes and personal intentions in the form of certain communicative events. What might be clear from including the term "communicative event" is emphasizing the role of discourse ends we achieve by utilizing language, so the language can be used in order to convey the intended purposes of the discourse. Moreover, the context and environment including all the sociocultural and historical factors in which the discourse is produced and received are taken into account. One of our major criteria for a comprehensive definition of "genre" was that they should be considered and situated within the wider scale of human affairs.

2. The principle criteria shaping a set of communicative events into a genre have some communicative purposes in common. We have emphasized throughout the discussion that similarities of substance or form cannot be a criterial feature for identifying genres. As Bhatia states:

> Although there are a number of other factors like content, form, intended audience, medium or channel, that influence the nature and construction of a genre, it is primarily characterized by the communicative purposes that is intended to fulfill. (Bhatia, 1993, p.13)

Therefore, communicative purposes characterize the form and internal structure of a genre. Thus, "any major change in the communicative purpose(s) is likely to give us a different genre..." (ibid, p.13).

One cannot consider a genre based on only its form and linguistic aspects, but he/ or she might take advantage of opportunity to focus on its communicative purposes, pragmatic and social actions. In Biber's words: "genre categories are assigned on the basis of user rather than on the basis of form" (1988, p.170).

3. The convention behind each genre formulates the schematic structure of the discourse and affects and limits the choice of content and style. While recognition of purpose provides the convention for each genre, this convention gives rise to limit rules, and "displays constraints on allowable contributions in terms of their intent, positioning, form and functional value" (Bhatia 1993, p.14). The authors, although they can be free to use linguistic resources in any way they like, must follow the convention and conform to these accepted rules within the zone of a particular genre. The authors cannot break the rules and conventions because any noticeable diversion from the standard generic resources will be noticed by the discourse community experts within which the author is working.

4. The constitution of convention is tightly dependent upon the recognition of the discourse community experts. Non-expert members usually follow the expert ones, since they have greater knowledge and understanding of the purposes. In fact, this knowledge is the result of their longer experience and training. The identified purposes are mutually understood by the expert members and this mutual understanding constitutes the rationale behind the genre.

5. Genre is highly structured and conventionalized. Each genre has its own internal structure and similar substance and structure of another genre cannot be a criterial factor in clarifying genre. The discourse community members are generally "credited with the knowledge of not only communicative goals but also the conventions and structure of the genres in which they regularly participate as part of their daily work" (Bhatia, 1993, p.54).

6. The naming procedure of genres by discourse community members is an important source of insight. The expert members possess the greatest genre- specific expertise. One consequence of this expertise is that they give genre names to different types of communicative events that they can determine. Therefore, this is the insider meta-language that should certainly be considered seriously for understanding the naming procedure of genres.

2.4.3.2 Bhatia's definition of genre

Most of the definitions following Swales (1990), more or less, reflect the same line followed by him and most of the scholars acknowledge this fact. For instance, Nunan (1993) defines genre as different types of communicative events. He believes that language exists to fulfill certain functions and these functions determine the overall shape or "generic structure" of the discourse. According to him basic building blocks of the discourse (words and grammatical structure) are determined by communicative purpose. In other words, different types of communicative events result in different types of discourse and each of these will have its own distinctive characteristics.

However, Bhatia (1993), not neglecting the insights he has received from Swales, claims that his definition adds a useful and essential layer to that offered by Swales. The definition is long, hence only few sentences are presented as follows:

It is a recognizable communicative event characterized by a set of communicative purposes identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured conventionalized with constraints on allowable contributions in terms of their intent, positioning, form and functional value… (Bhatia, 1993, p.13)

Bhatia believes that Swales' definition has neglected psychological, particularly cognitive, level of genre construction. According to Bhatia, Swales' proposed model offers a good fusion of linguistic and sociological factors; however, psychological factors are underplayed. In other words, in Swales' definition the importance of tactical aspects of genre construction, which play a significant role in the concept of genre as a dynamic social process, (as against a static one) are undermined (Bhatia, 1993).

Thus, Swales' (1990) proposal emphasizes that genre is social construct, that the underlying communicative purpose of the members of particular discourse communities constrain the structure of the genre, which in turn influences linguistic usage at the surface textual level. In fact, his proposal includes sociocultural and linguistic dimensions, while Bhatia's attempt is to include not only theses dimensions but a psychological one as well. Hence, the model we have of concept of genre is a three-dimensional one receiving inputs from sociocultural, psychological and linguistic perspectives. In the following section, the nature of these dimensions will be identified and at the same time a new concept of genre will be added to this part.

2.4.3.3 Linguistic perspective

Part of the input to the practice of genre analysis comes from linguistic enquiries. As we identified the nature of earlier theoretical movements in ESP context, register analysis and certain types of discourse analysis tried to provide a rigorous model for analyzing text for pedagogical purposes. Register analysis dealt with certain linguistic features in

the text. Practitioners of this tradition were interested in the frequency of incidents or even lack of certain linguistic features.

Later studies focused on textualization and the use of rhetorical devices (Lackstrom, Selinker, and Trimble, 1972) and rhetorical and discoursal organization (Widdowson, 1983; Candlin et al., 1974, 1976, 1980). However, we examined and observed how the proposed models lacked explanatory power and remained at a descriptive level. As Swales states:

> While it remains necessary to use text in order to understand how texts organize themselves informationally, rhetorically and stylistically, textual knowledge remains generally insufficient for   a full account of genre. (Swales, 1990, p.6)

Hence, textual analysis could not by itself provide a rationale of 'WHY' genre texts have acquired certain features. There was, in textual analysis, a tendency to associate certain linguistic features with certain types of writing or styles; however, they could not "distinguish a variety (or register) from a genre" (Bhatia, 1993). Analysis of these registers or varieties revealed very little about the true nature of genre and explored less about the social purposes and communicative goals underlying them. Two main points should be taken into our consideration including: (1) the role of linguistic features, and (2) how discourse community members employ these features in their genres (ibid, p. 17-18). However, we cannot turn our back to the contributions of linguistic enquiries. The mentioned attempts developed and genre analysis is the outcome of this development.

2.4.3.4 Sociocultural perspective

Text, conceived as an isolated object from the context, does not possess meaning. This dimension attempts to emphasize the fact that text must be regarded as an "ongoing process of negotiation in the context of issues like social roles, group purposes, professional and organizational preferences and prerequisites and even cultural

constraints" (Bhatia 1993, p.18). To answer the crucial question, "Why do members of what sociologists call 'secondary cultures' write the way they do?"- which is a fundamental question in the practice of genre analysis - the route is to identify and understand the social occasions of which texts are a part because these social occasions influence text characteristics. In Kress' words:

> ... the characteristic feature and structures of those situations, the purposes of the participants, the goals of the participants all have their effects on the form of the text which are constructed in those situations. (Kress, 1985, p.19)

Therefore, understanding the true nature of sociocultural factors would have positive effects in our understanding of the concept of genre and would act as a key factor in any analysis.

Swales' definition of the genre has well utilized these two dimensions (linguistic and sociocultural dimensions); however, it is time to see how valid Bhatia's claim can be regarding the addition of a new dimension and what the nature of this dimension is.

2.4.3.5 Psychological perspective

The final statement of Bhatia's definition suggests that expert members of the discourse community exploit constraints to achieve private intentions within the framework of socially recognizable purposes. In fact, writers, to execute their intentions, utilize individual strategic choices and the tactical aspect of genre description attempts to highlight these tactical choices and strategies. These strategies are used to make the writing more effective.

Bhatia (1993, p.32) distinguishes two types of strategies:

1- **Discriminative strategies**: these strategies vary the nature of genre significantly, often introducing new or additional considerations in the

communicative purpose of text. This variation often helps one to distinguish genres from subgenres within them (for example research genre can be distinguished into subgenres such as experimental research, review articles and plenary speaking).

2- **Non-discriminative strategies**: they do not change the essential communicative purpose of the genre in order to achieve greater effectiveness.

Any practice of genre analysis which claims to be comprehensive cannot turn its back to the individual strategies of writers because they usually reflect the typical regularities of the organization of genres familiar to the members of the discourse community.

2.4.3.6   Bhatia's genre-mixing perspective

In another study, Bhatia (2004) has referred to the use of genre in the real world of discourse. In the past few years, although genre theory has helped us to understand the way discourse is used in different settings, its development has been limited by the nature and the way of its applications. It has only focused on language teaching or communication training. As it has been argued, in such a limited context, one uses the simplified idealized genres (Bhatia, 2004). On the contrary, the real world of context is complex, changeable and unpredictable. It seems that it is confusing. These dimensions of the real world should be emphasized in genre literature. In addition, Bhatia (1997) has verified that it is sometimes difficult to consider genres having static values especially in the current competitive academic settings. It has been viewed as a hard job to match these static values with the changing realities of the academic settings. He believes in mixing independent genres with standardized genres. Therefore, the notion of genre-mixing in academic settings comes from Bhatia's interest in promotional genres (Bhatia, 1997; Bhatia, 2004; Sorayyaei Azar, 2012). He believes that with such discourses, descriptive,

evaluative, and persuasive elements are con-joined. Moreover, it has been pointed out that Bhatia views genre as being concerned with textual space, socio-cognitive space, and social space (Tardy and Swales, as cited in Bazerman (Ed.), 2008). To follow the new notion of scholars in current genre theory, it appears that text and context have been assigned varying importance in the analysis of professional genres. As it has been stated before, in the early conceptualizations of genre the focus was more centrally on text, and context played a relatively less important background role. However, in more recent versions of genre analysis context has been assigned a more important role, redefining genre as a configuration of text-internal and text-external resources, thus highlighting two kinds of relationships involving texts and contexts. Interrelationships within and across texts focusing primarily on text-internal properties are viewed as intertextual in nature, whereas interactions within and across genres involving primarily text-external resources may be viewed as interdiscursive in nature (Bhatia, 2004). Interdiscursivity thus accounts for a variety of discursive processes and professional practices, often resulting in mixing, embedding, and bending of generic norms in professional contexts. It may operate at all levels, generic, professional practice, and professional culture, and also claim that it allows a more comprehensive analysis of genres in professional practice. To conclude, it is necessary to acquire the different levels of competence, namely textual competence, generic competence, professional competence and social competence in order one to participate in the academic literacy effectively.

2.5   Academic discourses and genre

In ESP context, academic genres, particularly research-process genres, have received significant attention from the part of analysis because this refers to the widely-held view that English for academic purposes is one of the central concerns of ESP practice. The

discussion will be followed with highlighting the focus upon from research articles to reviews.

2.5.1 Swales' analysis of the Introduction section

The research article has been defined as an academic written text (although often containing non-verbal elements), usually limited to a few thousand words, that reports on some investigation carried out by its author or authors. In addition, the research article will usually relate the findings within it to those of others, and may also examine issues of theory and/ or methodology. It is to appear or has appeared in a research journal or, less typically, in an edited book-length collection of papers (Swales, 1990).

Most of the genre-based studies of academic genres in ESP context are devoted to the analysis of research articles. Different sections of this genre, especially the Introduction section of research articles have been analyzed from different perspectives. One of these well-known and valid perspectives is Swales' analysis model of introductions. In the following sections, the two phases of his model will be highlighted.

2.5.1.1 The 1981 Phase

Researches indicate that the offering of writing courses and subjects at the tertiary levels for non-native postgraduate students were not satisfactory regarding the writing of introductions for their theses and research papers, and it seems that the quality of the available materials were a little bit low. In fact, Swales talks about an urgent need, he is highly concerned about urgent pedagogical needs of his foreign students. And this is enough, beside some other factors, to initiate a well-established foundation for these sorts of studies.

The field within which he was working provided a poor service in the 'communicatively tricky areas' such as introducing the topic of the research and joining it to the wider research chain. According to his belief (ibid) the writer of an article is encountered with a 'wealth of options'. He must decide on different sorts of information to be included in this narrow space: opposing views, background knowledge, announcing present research, etc.

Moreover, to Swales, the Introduction and Abstract sections of an article are the only spaces for hunting the hasty, potential readership. The academic world of any discourse community is so crowded with a wealth of journals and articles that readers have to choose. Hence, the initial sections of articles must compete for the attention of any busy readership.

Swales' (1981) corpus consisted of 48 article introductions randomly selected from three main areas of hard sciences (16 articles), biology and medicine (16 articles), social sciences (including education, management and linguistics) (16 articles). Swales' analysis of the data revealed two major conclusions including: (1) the article-introduction can be considered as an exercise in public relations, and (2) the structure of article-introductions and the signaling of "moves" were identified. Swales is seriously convinced with the widely- held view that writing an introduction is an ability totally governed by objectivity and reason, and devoted to straight reportage of previous research and judicious appraisal of the place and merit of the writer's own research is nothing more than a "polite fiction". What introductions serve according to Swales is Pleas for Acceptance. Unlike their surface, their underlying nature reflects struggle of the writer who wishes to be welcomed and accepted by readership. Swales (1981) identified a predominant structure that occurred in over half the cases examined. This structure

consists of four sequenced moves namely: Move1: Establishing the Field, Move2: Summarizing Previous Research, Move3: Preparing for Present Research, and Move4: Introducing Present Research.

The underlying assumption is that the communicative purpose of the article introduction is accomplished through four rhetorical moves which give this genre its typical cognitive structure. As Bhatia states, "just as each genre has a communicative purpose that it tends to serve, similarly, each move does serve a typical communicative intention which is always subservient to the overall communicative purpose of the genre" (1993, p.30).

According to Swales (1981) with the exception of move 2, the moves need to be clearly signaled to the reader. In moves 3 and 4 this signaling optimally occurs at the beginning of the stretch of text articulating that move, whereas in the opening section certain prefacing or preparatory material can initially occur. The unique advantages of this study can be highlighted from two perspectives namely (1) Swales' analysis as a pedagogically motivated one, and (2) the interactional features of language. The former perspective, as discussed before, believes that Swales' analysis was a problem-oriented one concerned with the urgent needs and requirements of non-native students reading/ writing abilities. The value of what he did was not that he developed a comprehensive and coherent framework but that he showed the ways of characterizing genre. The latter perspective believes that Swales' analysis succeeded in coming up with a description that appears to take into account information content and structure as well as interactional features. In other words, using Hallidayan terminology, an adequate description of a communicative event needs to say something about those features of the text that relate to the context of the message (ideational function), the internal logical organization of what is being

presented (textual function), the ways in which the writer takes the audience into account (interpersonal function).

2.5.1.2 The 1990 Phase

Swales' (1981) four-move model has been criticized from a number of angles. One of the major criticisms is pointed toward the linear organization of the presented model. There is a neglect of the recycling possibilities in longer introductions. For instance, Crooks (1986) found that introductions were much longer in social science articles and were organized cyclically (not linearly) in such a way that moves 2 and 3 appeared more than once. A typical pattern was M1-M2-M3, M2-M3, M2-M3, M4. Besides, Hopkins and Dudley-Evans (1988), working on the introduction section of Master of Science dissertations revealed a cyclical organization.

Several analysts (Bley-Vroman and Selinker, 1984; Crookes, 1986) have commented on the difficulties of separating Move1 and Move2 (Establishing the Field and Summarizing Previous Research). This separation seemed to be at odds with increasing practice of spreading references throughout the introduction. Jacoby (1987) and Cooper (1985) added that the range of options in the final two moves was extremely restrictive.

Later Swales (1990) himself dealing with these criticisms, stated that part of these shortcomings was due to the fact that "the original corpus was deliberately restricted to short introductions" which lead to the creation of a separate citational category (Move2) and neglect of the recycling possibilities in longer introductions.

However, if Swales' analysis and approach was to be used for determined purposes, his initial attempt needed to be redefined to take into account different genres and

subgenres of academic writing, and this is something Swales himself and other scholars of this tradition have been trying to offer. As a partial response to mentioned criticisms, Swales (1990) proposes a modified model for article introductions, CARS model (Create A Research Space) which has been illustrated below (Figure 2.1):

Move 1: Establishing a territory

   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 or

   Step 1B Indicating a gap or

   Step 1C Question-raising or

   Step 1D Continuing a tradition

Move 3: Occupying the niche

   Step 1A Outlining purposes or

   Step 1B Announcing present research

   Step 2 Announcing principal findings

   Step 3 Indicating RA structure

Declining Rhetorical Effort

Weakening Knowledge Claims

Increasing Explicitness

Figure 2.1: Swales' CARS model

(Swales 1990, p.141)

The proposed model attempts to capture a number of characteristics of research article introductions which are discussed in previous sections. It tries to reflect how the writer wants to establish the significance of the research in the eyes of the discourse community; how he tries to establish and occupy this niche in the wider ecosystem. However, one major issue is unanswered yet: what are the factors that might predispose authors to choose linear or cycling configurations?

To Swales (1990) in our present state of the knowledge, it is not possible to do more than speculate. However, Crooks (1986) believes that the length of the introduction might play some part, so that the longer the introduction, the greater the probability of recycling. The perception of the research field itself may play some part. If the relevant research field is perceived as linear and cumulative, then the arrangement may be linear, if the field is viewed as branching consisting of connected topics then the writer may resort to a cyclic pattern.

2.5.1.3 The 2004 Phase

Swales later revised his CARS model in 2004. He points out a very unique definition about move. According to Swales (2004), "a move in genre analysis is a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (p. 228). Thus, a move needs not to be considered as a fixed unit, but "as flexible in terms of its linguistic realization" (Swales, 2004, p. 229). He, in his revised CARS model, pointed out that Move1 ('Establishing a territory') can be realized by one step nominated "Topic generalizations of incoming specificity" and the four realizations (steps) are offered for Move2 ('Establishing a niche') which are as follows: (1) 'Counterclaiming', (2) 'Raising a question', (3) 'Indicating a gap', and (4) 'Continuing a tradition' (Swales, 2004, p.230). But he later proposed that these four steps can be reduced to two obligatory steps ('Indicating a gap' and 'Adding to what is known') and one optional step ('Presenting positive justification'). The sequences of both Move1 and Move2 may have recycling possibility. He also offered seven steps for Move3, but one of them is obligatory (step 1), three of them can be considered as optional steps (steps 2, 3 and 4) and the rest three (steps 5, 6 and 7) more probably can appear in only some fields. The third move is considered as more complex than other moves. The third move ('Presenting the present work') can be realized by the following steps: (1) 'Announcing

present research descriptively and/ or purposively, (2) 'Presenting research questions or hypotheses, (3) 'Definitional clarifications', (4) 'Summarizing methods', (5) 'Announcing principle outcomes', (6) 'Stating the value of the present research', and (7) 'Outlining the structure of the paper'. Swales further adds that these steps can be available due to the host of several factors. These factors are as follows: "the nature of the research, researchers' aspirations, the status of the researchers themselves and the disciplinary conventions of their field" (Swales, 2004, p.232).

2.5.2   The concept of move

Since the major attempt in Swalesian tradition has been concerned with identifying the "moves" in different genres, it seems necessary to provide the different points of view about this concept in present literature and reach a conclusion that would help us in our analysis, too. Nwogu defines move in the following terms:

> It is a text segment made up of a bundle of linguistic features (lexical
> meaning, propositional meaning, illocutionary forces, etc.) which give
> the segment a uniform orientation and signal the context of discourse
> in it. Each move is taken to embody a number of 'constituent elements'
> or sub-moves which combine to constitute information in the move.
>
> (Nwogu, 1991, p.114)

Bhatia believes that moves are "cognitive structures which serve certain communicative intentions and are subservient to the overall discourse communicative purpose of the genre (1993, p.30-1).

As it has been contended (Dudley-Evans, 1994), any decision in moves identification should be made on the basis of three criteria: 'linguistic evidence', 'comprehension of the text' and 'understanding the expectations' that both the general academic community and the particular discourse community have of the text. In fact, this approach implies that moves can be identified on the one hand by examining both direct and indirect linguistic

clues present in the text and on the other hand by trusting reader/ analyst's own interpretation of the text.

Duszak believes that move is "a conventional strategy to carry out a discourse goal" (1994, p. 299). Finally, Holmes defines a move as "a segment of text that is shaped and constrained by a specific communicative function" (1997, p. 325). The common stance of all these definitions can be summarized in reference to the following attributes:

- Moves are subservient to the overall discourse goal of a given genre.
- Moves are conventional strategies which vary from one genre to another.
- Moves are realized in the propositional and illocutionary meaning of utterances.

Hence, a comprehensive definition of a move takes into account not only syntactic and semantic features, but pragmatic features as well. The following diagram shows Bhatia's (2002) notion of discourse in three perspectives. Each interacting perspective of discourse completes one another, that is to say essentially complementary to each other (Bhatia, 2002, p.17).

**Discourse
As
Social Practice**

How is discourse constrained by social practices, identities, and social structure?
Context: Broadly configured in terms of socio-cultural realities

Genre

Why do people construct discourse the way we do, and what makes this possible?
Context: More specifically configured in terms of disciplinary cultures

Text

What features of lexicogrammar are statistically and/ or functionally distinctive?
Context: Narrowly configured in terms of textual links

Figure 2.2: Three perspectives of Discourse

(Bhatia, 2002, p. 17)

As it has been stated before, in the early conceptualizations of genre the focus was more centrally on text, and context played a relatively less important background role. However, in more recent versions of genre analysis context has been assigned a more important role, and there have been attempts to redefine genre as a configuration of text-internal and text-external resources (Bhatia, 2008) thus the scholars attempt to highlight two kinds of relationships involving texts and contexts.

However, a controversial issue is how to identify the moves. What criteria should we resort to for identification of a move in a text? Bhatia believes that our practice should be based on one of the fundamental principles of genre analysis, in fact of all kinds of discourse analysis, that is, on the functional rather than the formal characteristics of linguistic data:

> …although surface signals are fairly reliable indicators of discoursal values in a majority of discourse contexts, the ultimate criteria for assigning discourse values to moves is functional rather than formal. (Bhatia, 1993, p.87)

However, in any stage we should bear in mind a crucial fact that there is no one-to-one relationship between formal and functional aspects of language use. While one form may serve different functions, a particular discoursal function may be served by more than one formal realization. For example, both of the sentences ('I am very glad to see you' and 'pleased to meet you') follow and represent the same function (i.e. Introducing). So, the two forms can serve the same function. Or in another example, the sentence 'It is very hot here' serves two functions: (a) Informing and (b) Making request. The speaker of that sentence not only wants to inform the audience the condition of weather or temperature of that place, but also makes a request from the audience to turn on the fan or open the windows. Thus, it is noticed that one form in the last example can serve more than one function. Consequently, we can notice that the task is a very delicate and

demanding one requiring sharp and sensitive eyes. Preceding ideas have some valuable implications for any research that focuses upon the move structure of the texts:

A. Identification of moves on the basis of solely textual clues is not tenable.

B. Any prescriptive, pattern-imposing orientation is not reliable.

C. Since we have rejected any top-down prescriptive orientation in genre analysis earlier, approaching the text based on the reader/ analyst presuppositions per se would bring about failure in the understanding of true nature of discourse. It is a fact that genre analysis is not pattern imposing but pattern seeking.

D. A functional approach seems plausible since it would prevent the analyst from over-reliance on textual features and would lead him to recognize discoursal values.

2.5.3   The study of linguistic features

The linguistic evidence of academic discourses should be granted and a great deal of attention has been given to analyzing linguistic signals in academic discourses. If one wants to classify the moves of an academic discourse, decisions about the categorization should be made on not only her/his intuitive knowledge about the discourse but also the linguistic evidence of it. To fulfill this task, Swales (1990) identified the lexico-grammatical features of each move in the Introduction sections of research articles. Here, in order to be clear one example is given. Swales, for instance, suggested typical examples of key linguistic devices that have been found in Move2 Step1B: Indicating a gap. The main textual devices can be highlighted as (a) lexical negation: 'verbs' and 'adjectives', (b) negation in the verb, and (c) contrastive comments. This step is the most common step of Move2 in the analysis of the Introduction sections in research articles. This step tries to imply that there are aspects of the research field still deserving of further inquiry that the previous research suffers from some limitations, that there is a problem which has not

been dealt with, and there is a question that remains unanswered. However, by highlighting this need and gap, the previous research is never totally rejected.

Swales, therefore, not only introduced a model of rhetorical organization of the research article introduction, but he also suggested the linguistic signals of each move and step in the Introduction section. The other scholars and analysts following Swales' moves analysis began working on the move analysis of academic discourses such as research articles, theses, textbooks, academic talks, and academic reviews across disciplines and languages as well as within a discipline. They also sought to identify the rhetorical features of academic genres. Some of these major move-based studies and the related review of literature about academic review genres will be reviewed in the next chapter (Chapter 3: Review of Related Literature).

2.6 Hatim and Mason's analytical framework for argumentative texts

Scholars believe that text types can be categorized and recognized more importantly based on their set of communicative purposes, social impact, and the influence the texts have on their audiences. As it has been defined, "text is a set of mutually relevant communicative functions, structured in such a way as to achieve an overall rhetorical purpose" (Hatim and Mason, 1990, p.140). Texts can be analyzed and classified based on the three significant functions and purposes including: (a) the field of texts (e.g. scientific text types), (b) the structural organization of texts (e.g. problem-solution text types), and (3) the rhetorical purpose of the texts (e.g. argumentative text types). Hatim & Mason' (1990) analytical framework, which is adopted in the present study, follows the rhetorical purposes of argumentative texts.

To be specific, it is important to note that their framework connects special text structure with particular functions. Hatim and Mason (1990) clarified the types of texts

as "a conceptual framework which enables us to classify texts in terms of communicative intentions serving an overall rhetorical purpose" (p.140). They classified the types of texts into three sub-classes namely expository text, instructional text, and argumentative text (Hatim and Mason, 1990, p. 153; Hatim and Mason, 1997, p. 38). In their taxonomy, they (Hatim and Mason, 1990; Hatim, 2001) followed the previous scholars' and linguists' notion, namely Werlich (1976) and Beaugrande & Dressler (1981). Werlich categorized text types into 5 recognized text types in terms of cognitive and rhetorical properties of a piece of text. His five text types are 'description', 'narration', 'exposition', 'instruction', and 'argumentation'. Hatim and Mason analyzed carefully the different academic discourses and noticed that their taxonomy which has been based on other scholars' notion (Werlich, 1976; Beaugrande & Dressler 1981) can be applicable to investigate the academic text types and it can effectively clarify the argumentative text type patterns with their certain functions.

Argumentative texts, like academic review genres, evaluate views and argue ideas, that is to say, this type of text is full of evaluation, analyzing, reasoning, and praising and criticizing. The argumentative texts often deal with evaluation and realized by linguistic devices for showing persuasive and argumentative strategies namely metadiscoursal features like 'hedges', 'attitude markers', 'self-mention features' and 'necessity modals'. These devices usually show writer's interactional, persuasive and argumentative strategies. They manage to guide the readers to the writer's intention in this argumentative situation; they try to persuade the audiences to accept the writer's claim (Beaugrande and Dressler, 1981; Hatim, 2001; Hatim and Mason, 1990). Argumentative texts emphasize evaluation. It is essential to note that in academic review texts one can track argumentative text type patterns because they are evaluative-loaded texts and the writers try to evaluate other scholars' work and argue ideas. Besides, they have multifunctional

purposes. Hence, they provide not only an overview of the developments but also argue ideas.

More importantly, Hatim and Mason's (1990) and Hatim's (2001) taxonomy for argumentative and evaluative texts is applicable. It can significantly identify the prototypical argumentative patterns in academic discourses. This is the main reason in the current study, why the researcher is using Hatim and Mason's taxonomy for investigating argumentation in the review article genre. As discussed before, academic review genres are evaluative-loaded genres and they intend to evaluate research developments and other writers' views, to argue ideas and praise and criticize research developments in order to consolidate a new research and indicate a research gap or space for further research. Therefore, argumentation in academic review genres can be distinguished with variant forms.

According to Hatim and Mason (1990) and Hatim (2001), two variants of argumentation can be distinguished: (1) through- argumentation and (2) counter-argumentation. The two variants of argumentation are presented in the following table:

Table 2.1: Hatim's Model for Argumentative Text Types

Through-argumentation	Counter-argumentation
i. Thesis to be supported	i. Thesis cited to be opposed
ii. Substantiation	ii. Opposition/ Counter-claim/
iii. Conclusion	iii. Substantiation of counter-cla
	iv. Conclusion

(Hatim, 2001, p. 39)

The 'through-argumentation' text type is started with a thesis or a viewpoint to be evaluated and argued through. After making a point and stating the viewpoint, it is evaluated, whereas 'counter-argumentation' text type is started with a selected summary of scholars' viewpoint(s) to be opposed and argued by the writer. It is followed by the writer's counter-claim. After the counter-claim being presented by the writer, evaluation will start. Presenting evaluation can be made through several significant argumentative strategies including: analyzing reasons, comparing and contrasting ideas and works, synthesizing literature, defining concepts and providing examples. These are preparing and outlining the setting for the opposition. Finally, the conclusion is presented. These argumentative strategies can have a contextual emphasis on evaluation of the views. The feature of evaluation can be dominantly influenced by counter-argumentation. According to Halliday's (1985) taxonomy, texts which are following counter-argumentation pattern are evaluative-loaded genres. That is usually what happens in academic review genres. It can be stated that academic review genres, particularly the review article genre, are argumentative texts. More significantly, Hatim and Mason's (1990) and Hatim's (2001) analytical framework can be a useful model to investigate and identify argumentative text type patterns in the review article genre. Therefore, that is a good reason to justify for adapting this framework to apply in this genre-based study.

2.7   Analysis of metadiscoursal features

Apart from discourse structures, metadiscoursal features have been investigated and emphasized in genre-based studies, therefore at the recent time metadiscourse has been studied within the realm of genre analysis. The study of metadiscourse can be considered as a means of an aid in teaching, as suggested by Crismore et al. (1993) in the sense that such studies can help learners to raise awareness of the differences in organization, cohesion or coherence within a discipline and across languages and disciplines. This is

one of the reasons why in this research the metadiscoursal features of review articles are investigated in order to show how these features can signal writers' evaluation, judgments in review texts in the field of applied linguistics and how the writers more probably weave into their review texts through expressing of their attitudes, stances and interests to the content and readers. In the following section a brief overview of metadiscourse will be highlighted.

2.7.1   An overview of metadiscourse

As it has been stated metadiscourse was coined by Zellig Harris in 1959 for the first time (Hyland, 2005b, p.3) so that one can understand language in use and writers' attempts to convey messages to the readers. Later on, a number of researchers such as Williams (1981), Vande Kopple (1985), Crismore (1989) and Hyland (2005a, 2005b) elaborated it more. It has been widely defined as *'discourse about discourse'* or *'communication about communication'* (Vande Kopple, 1985, p.83), *'meta-language'* (Lyons, 1977), *'non-topical linguistic material'* (Lautamatti, 1978), *'meta-talk'* (Schriffin, 1980), and *'signaling devices'* (Crismore, 2004) among many other scholar's definitions. Harris (1970, as cited in Beauvias, 1989) in his attempt to divide sentences into smaller units of information in scientific articles, categorized different 'kernel units' according to the type of information they contained. Harris identified some elements in the texts that contained only inessential information that talk about the main information of the texts and called them 'metadiscourse kernels'. Indeed, Harris used metadiscourse to refer to those passages of a text which contain information of a secondary importance.

Williams (1981) considered metadiscourse as "writing about writing, whatever does not refer to the subject matter being addressed" (Williams, 1981, p. 226). Williams further argues that metadiscourse intends to guide rather than inform readers. Vande Kopple

(1985) also provided a definition of metadiscourse as discourse that writers use not to expand referential material but to assist the readers connect, organize, interpret and develop attitudes towards that material. For him metadiscourse is "discourse about discourse or communication about communication" (ibid, p. 83). Similarly, Crismore et al. (1993) advocates seeing metadiscourse as "the author's intrusion into the discourse, either explicitly or non-explicitly, to direct rather than inform, showing readers how to understand what is said and meant in the primary discourse and how to take the author" (1983, p. 2). In a similar vein, Crismore, Markkanen and Steffensen (1993) consider metadiscourse as those linguistic materials in written/ spoken texts which does not add anything to the propositional content but that is intended to help listener/ reader organize, interpret and evaluate the information given (Crismore et al., 1993). They argue that writers apply certain devices in their texts in order to convey their personality, credibility, considerateness of the reader, and the relationship to the subject matter and to the readers.

The term is also discussed by Fuertes- Olivera et al. (2001) following Hyland's (1998) definition of metadiscourse. They consider metadiscourse as "a central pragmatic construct" which focuses our attention on those elements of a text which "organize the discourse, engage the audience and signal the writer's attitude" (Fuertes-Olivera et al., 2001, p.1292). Moreover, they believe that metadiscourse is essential in crafting solidarity between writer and reader.

Finally, Hyland (2000a) defines metadiscourse as "the linguistic resources used to organize a discourse or the writer's stance towards either its content or the reader" (p. 109). Later in 2005, he defines metadiscourse as:

> a cover term for self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer to express a viewpoint and engage with readers as members of a particular community. (Hyland, 2005a, p. 37)

Having provided an insight on metadiscourse in general, I will now include some of the major taxonomies of metadiscourse, this rhetorical characteristic of language. Metadiscourse has been also categorized into a range of discoursal features like boosters, hedges, attitude markers, connectives, self- mention resources and other forms of text commentary to show how writers try to involve themselves in texts to convey information and engage the readers. It seems that the most influential classifications which have been made and revised until now, might be those of Crismore et al (1993) and Hyland (1998b, 1999b). They have reorganized Vande Kopple's categories. The current research is following Hyland's model (2005b) because of this reason in the following sections the main focus will be put on his taxonomy. The main three categorizations namely: 'Halliday's (1985), Vande Kopple's (1985), and Hyland's (1998, 2005a, 2005b) Categorization' are discussed in the following section.

2.7.2   Halliday's categorization

The origin of metadiscourse refers to Halliday's notion of metadiscourse (1973), or metafunction (Halliday 1994; Halliday & Hasan 1985) of a text. Metafunctions, as Halliday and Hasan believe, do not operate individually and the meaning of a text lies in the combination of all three broad metafunctions. These are ideational, interpersonal and textual functions. Among these three broad metafunctions of language, the latter two are more related to metadiscoursal studies. Halliday and Hasan define these three categories; thus, their definitions have been summarized as follows:

- The ideational function: the use of language to represent ideas and experience.
- The textual function: the use of language to organize the text itself.
- The interpersonal function: the use of language to allow us to engage with others.

(Halliday and Hasan 1985, p.45)

2.7.3   Vande Kopple's categorization

Metadiscourse analysts such as Vande Kopple, Crismore, and Hyland have drawn on Halliday's metafunctions to code their data. In order to code their data, these analysts have distinguished metadiscoursal features from the ideational function, and they categorized metadiscourse items as either enacting a textual function by organizing a coherent discourse, or performing an interpersonal function by engaging with readers and conveying the writers' attitudes to the text. In fact, the first comprehensive functional classification of metadiscourse was introduced by Vande Kopple (1985), who defined metadiscourse as a level on which the writers "do not add propositional material but help our readers organize, classify, interpret, evaluate, and react such materials" (1985, p.83). He suggested two main categories for metadiscourse: textual metadiscourse (namely text connectives including conjunctions, sequence markers; code glosses; action markers or illocution markers which are indicators of discourse acts; and narrators) and interpersonal metadiscourse (namely modality markers, to assess certainty/uncertainty of propositional content and the degree of commitment; attitude markers, to reveal the writer's attitudes toward the propositional content; and commentaries to draw readers into an interaction with the writer). Interpersonal metadiscourse plays an important role in metadiscourse features because according to Vande Kopple, it is the precise layer of the text in which the writer's personal intrusion into text adds emotional flavor and demonstrates the degree of commitment toward the ongoing proposition (Vande Kopple, 1985). Most taxonomies are closely based on that proposed by Vande Kopple (1985), whose categorization consists of several kinds of metadiscourse markers divided into two main functions: textual and interpersonal functions.

Vande Kople's classification has been used by many researchers, but as it has been discussed (Hyland, 2005a, 2005b), the categories in his classification have the vagueness and it has the functional overlaps so the category based on Vande Kopple's classification

are difficult to apply in practice. The '*narrators*' and '*attributors*' are hard to distinguish. Later, this classification has been refined by many researchers and even by Vande Kopple (2002) himself. He renamed validity markers as epistemology markers and then he put narrators in that category, emphasizing their function of providing evidential support to statements.

2.7.4   Hyland's categorization

As discussed above, one of the recently-revised models is Hyland's taxonomy (Hyland, 2005a; Hyland & Tse, 2004). He believes that there are good reasons not only for distinguishing metadiscourse from the propositional content of a text, but also for conceptualizing it more broadly as an interpersonal feature of communication. Hyland's notion of metadiscourse is not in line with Crismore, Kopple and Williams; he believes that the textual features of texts are contributing towards either propositional or interpersonal functions. Mauranen (1993) suggests that 'metatext' can be considered as the writer's self-awareness of text, while Hyland & Tse (2004) suggest "metadiscourse indicates the writer's awareness of the unfolding text as discourse: how writers situate their language use to include a text, a writer and a reader" (p.167). In practice, metadiscourse enables the analysts to see how writers try to show their stance towards either its content or the readers and how writers choose to handle interpretive processes. Hence, in analyzing any item as a candidate for inclusion as metadiscourse, the main concern cannot be put on only the function of metadiscoursal feature but the focus can be on the meaning of metadiscoursal feature in its context as well and the most important question is "what is this item doing here at this point in the text?" (Hyland, 2005a, p.24).

Moreover, metadiscourse cannot be characterized as "discourse about discourse" (Hyland, 2000, p.109), but it is characterized as an idea of writing as social engagement

and metadiscourse can indicate the procedures that writers intrude themselves into their discourse in order to signal their stance and attitude towards both the propositional content and the readers in academic settings. As a result, Hyland (2005a, 2005b) believes in the interpersonal function and the explicitness of metadiscoursal features. In fact, the classification of metadiscoursal features in Hyland's (2005a, p.49) interpersonal model of metadiscourse takes a focus by building on his earlier models of metadiscourse (Hyland, 1998a, 2000). His classification embodies the key principles, mainly it focuses on the interaction model.

Underlying his new model for metadiscourse in academic writing there are three key principles: (1) "that metadiscourse is distinct from propositional aspects of metadiscourse"; (2) "that metadiscourse refers to aspects of the texts that embody writer-reader interactions"; (3) "that metadiscourse refers only to relations that are internal to the discourse" (Hyland, 2005a, p. 38). He further elaborates on these three key principles but of special importance is the interaction function which he sub-divides into the 'interactive' and 'interactional' dimensions, as these terms for the first time have been used by Thompson (2001), and Hyland (2004) states that his model owes a great deal to Thompson's clear dimensions, but the model takes wider focus and Hyland's (2005b) model includes both stance and engagement features. Interactive resources are features of a text which clarify the assumptions a writer makes about his reader. These resources are concerned with ways of organizing discourse and guiding readers through the text. The interactional resources refer to the writer's position and stance and they therefore are expressions of the writer's voice. These resources are concerned with ways of involving readers in the argument. The main focus of this research is on the writers' stance features, attitude markers and self-mention resources in particular, in the review articles in applied linguistics. This study actually attempts to identify what self-mention features and attitude

markers are frequently used in the prevalent analytical sections of the review article genre. Besides, it aims at finding out about the significant difference between the frequency of occurrences these two stance elements in the critical evaluative and bibliographic review articles. These features are dealt with the writers' attitudes, evaluation, presence and position in the different types of the review articles in applied linguistics. These elements are more personal, opposite the interactive resources, and concerned with the writers' explicit interventions to evaluate material and judgments.

In other words, writers try to position themselves in evaluative discourses and also attempt to engage their readers, or they try to adopt a point of view associated with the problems expressed in texts. Hence, writers try to manage these interactions in their evaluative discourses by taking advantage of two main ways: "Stance and engagement features" (Hyland 2005b, p.177). In his classification, Hyland distinguishes between nine subcategories of 'interaction', four of which belong to stance function and five others to engagement function. The stance ones are: (a) hedges: they are words (like *possible, might, perhaps*) that show writers tone down their statements to reduce the risk of opposition and also indicate how writers are precise in reporting the research results; (b) boosters: they are linguistic devices that indicate how writers are certain in reporting the results (like *clearly, obviously, demonstrate*); (c) attitude markers: these words indicate the writers' agreement and affective rather than epistemic attitude to propositions, they convey significance, obligation, surprise and so on (Hyland, 2005b, p. 53); and (d) self-mention resources: these features (first-person pronouns, objective pronouns, and possessive adjectives) refer to the writer's voice and his/ her presence in the text. The engagement function includes: (a) reader pronouns, (b) directives, (c) questions, (d) appeals to shared knowledge, and (e) personal asides. In this taxonomy, proposed by Hyland (2005b), stance function refers to the writers' attitudes and feelings. They express

their attitudes, views and judgments by taking advantage of using the four subcategories as stated above. Engagement function refers to the writers' engagement strategies. They try to engage their readers in texts by making use of the five subcategories as mentioned above.

As a matter of fact, the writers like to take their readers to a journey and they try to involve the readers in their argument. These features can be considered as signposts along the roads, they guide the readers to get the intended meaning of the texts. The key elements of academic interaction are illustrated in his model and the current research follows Hyland's (2005b) interaction model in the realization of the writers' two stance elements particularly attitude markers and self-mention resources in review articles in applied linguistics.

Now, basically there is considerable perception to have a clear picture of the concept of metadiscourse based on Hyland's view. It gives us the notion that communication is more than exchanging information (Hyland, 2005a). Writers by using metadiscoursal features in their texts attempt to create a framework, take up positions and align themselves with the readers and influence them. In other words, it can be stated that this is a sign of social interaction because when authors write they try to negotiate with their readers, as it has been suggested, "this is a dynamic view of language as metadiscourse stresses" (Hyland, 2005a, p.3). Hence, writing is too similar to an act of meaning making and it always tries to engage readers in texts with considering the readers' interests, beliefs and positions. Writers who create meaning in their texts try to consider the social impact of the message and the influence the text has on the readers. The writers can achieve this stage, social interaction and engagement by making use of metadiscoursal features in their texts. As Hyland states "metadiscourse is involving writers/ speakers and their audiences in mutual acts of comprehension and involvement" (2005a, p. 4).

2.7.5   Adel's categorization

Adel (2006) conceptualizes metadiscourse from a relatively different point of view. She considers metadiscourse as one type of "reflexivity". According to Lyons (1977), reflexivity is the "capacity of natural language to refer to or describe itself" (Lyons 1977, as cited in Adel 2006, p. 1). Adel (2006), based on this definition of reflexivity, argues that metadiscourse entails reflexive linguistic items that refers to linguistic elements which show the writer's/ speaker's and reader's/ hearer's presence in the text, either by referring to the organization of the text or by commenting on the text in other ways. Adel defines metadiscourse as "discourse about the evolving discourse, or the writer's explicit commentary on her own ongoing text" (2006, p.2). In her categorization, Adel describes the features of metadiscourse and classifies the concept of metadiscourse into four categories. They are as follows: (1) 'text-oriented metadiscourse' (e.g. 'In this paper…'), (2) 'writer-oriented metadiscourse' (e.g. 'I want to argue that…'), (3) reader-oriented metadiscourse' (e.g. 'You may notice this…') and (4) participant-oriented metadiscourse (e.g. 'I will show you some examples…' or 'As we know that…') (2006, p.20).

2.8   Summary of the chapter

This chapter introduced and gave the theoretical framework of the current research that focused on Swales' (1990) seminal work, Genre Analysis. Many researchers have followed the genre models established by Swales (1990) and Bhatia (1993) in analyzing academic genres especially academic review genres. Although there are other models for analyzing genres, Swales' seminal work, Genre Analysis, still holds the record for setting up genre analysis as "the best-known approach" (Flowerdew, 2000) for the analysis and teaching of academic genres. His theory, Genre Analysis, has been affected by disciplines like sociolinguistics and discourse analysis in which genre is sociocultural and is a type of communicative event applied and rooted in ESP. The current study follows Swales'

theory search to identify and analyze the prototypical rhetorical move structures for the analytical sections of review articles (namely the Abstract, Introduction, theme-bound units and Conclusion sections) which are signaled and realized by linguistic features. Move analysis provides the background bone of the most studies like the present study. Those researchers who have used the move as the unit of analysis look for common, inter-discourse rhetorical structures in specific genres and the same is true for the present study.

Therefore, the researcher first tries to analyze and classify the review article genre in applied linguistics into its appropriate text types (i.e. suggesting a classification continuum), identify characteristics and functions associated with review articles in applied linguistics, and then the researcher attempts to illustrate a common, inter-discourse schematic structure for the Abstract, Introduction, theme-bound units of the Body, and Conclusion sections in the review article genre.

Next, the researcher tries to investigate and identify argumentative patterns employed in thematic units of the Body section. At this stage, the study will focus on argumentative patterns commonly used in the review article genre.

Finally, this research investigates the authors' strategies in presenting their evaluation and authorial identity in the review article genre, that is to say how they try to show their stance and attitude towards the proposition they discuss in review articles in applied linguistics. These analytical studies are significant because they can provide both theoretical and pedagogical implications, especially for teaching English for Academic Purposes (EAP) and English for Specific Purposes (ESP).

In the next chapter, some of the major move-based studies following Swales' CARS model will be discussed and an overview of the related literature about academic review genres will also be provided.

CHAPTER 3: REVIEW OF THE RELATED LITERATURE

3.1   Introduction

This research focuses on analyzing a corpus of review articles in applied linguistics. In the first stage, this research aims at investigating the text types of review articles in order to suggest a classification continuum, analyzing functions, and describing characteristics associated with review articles. At the same time, it focuses on doing a two-layer analysis of the rhetorical move structures and steps/ strategies with the realization of their linguistic features (i.e., analysis of macro and micro-organizational structures), and also identifying commonly employed argumentative patterns in the theme-bound units of the Body section. In the second stage, it aims at analyzing two metadiscoursal stance features, particularly attitude markers and self-mention resources, in review articles using Wordsmith tools version 6 (Scott, 2011). The analysis of attitude markers and self-mention resources are conducted in order to determine the overall frequency of occurrences, forms and relevant categories of these two stance features across the different analytical sections of the corpus and the two sub-corpora (the critical evaluative and bibliographic review articles). In other words, after creating a list of attitude markers and self-mentions, screening the review texts by Wordsmith tools and analyzing the features in review articles, they were examined item-by-item to investigate their use and functions in their textual contexts. Besides, in order to get clearer understanding of their functions, a rigorous analysis of the context was also carried out.

The previous chapter introduced the theoretical framework of the current research, that is to say 'Genre Analysis of ESP school'. This is one of the schools of Genre Analysis and it has been developed by Swales (1990). A number of established perspectives commonly used in genre analysis has also been reviewed. The perspectives and genre-

based studies provide us invaluable procedures of looking at the patterns of rhetorical structures frequently used in academic discourses. These procedures might identify macro and micro-level textual structures that deal with linguistic features frequently used in academic review genres particularly the review article genre. However, an understanding of authors' evaluation and attitude towards an idea or issue in any research and marking these argumentative and evaluative features remain limited due to the focus of analysis on only rhetorical moves of the reviews.

In response to the limitation of move analysis, this thesis also follows corpus-based study in the second stage of this research. That is why in the second stage of the current thesis, the researcher tries to take advantage of using corpus-based analysis using Wordsmith tools in order to identify attitude markers and self-mention resources in review articles and determine their frequency of occurrences, types, forms and functions. Move analysis only looks at units of information and their communicative purposes, therefore, it does not provide us a reliable means of analysis for these metadiscoursal features commonly used in review articles. It is not an easy task to mark and count these features manually in a large number of review texts, thus corpus-based studies have paved the ways to provide quantitative evidence on the patterns of language features in academic discourses and calculating the frequency of occurrences of a language feature through academic discourses (Conrad, 2002). Corpus linguistics, as it has been contended, makes use of computer-readable texts in linguistic analysis as these studies have paved the ways to new insights into many areas of language structure and use (Biber et al., 1994). Hence, the researcher has attempted to link genre analysis with corpus-based study in order to provide a comprehensible picture of the rhetorical move structures and features of the review article genre, why they are constructed the way they are, what their communicative purposes are and what their authors' attitudes and views are.

It should be stated here that the main focus of the current research is on academic review discourses, so the studies in other settings like promotional and literary settings are excluded from this thesis. Thus, in the following sections, several major move-based studies are firstly reviewed. These studies, showing established models in genre analysis, have presented rhetorical moves found in different/ all sections of research discourses. Secondly, genre-based studies associated with academic review genres are reviewed. It is important to note that a number of studies investigated generic and linguistic features in academic review genres, however scant attention has been paid to the analysis of rhetorical move structures, text types and linguistic features in review articles in applied linguistics. And finally, the researcher has referred to those previous studies analyzed linguistic devices manually or using software programs such as Wordsmith, Wordpilot and Antconc on academic discourses. In most of the cases, the researchers have tried to take advantage of corpus-based analysis. They have used a concordancer to identify and mark metadiscoursal stance features in research articles and determine their frequency of occurrence and types. These studies have presented common linguistic features like metadiscoursal stance features identified and marked in different/ all sections of research articles.

ESP genre analysis (Swales,1990) is a two-layer analysis which is called 'move analysis'. It is the most significant approach in analyzing rhetorical move structures and move elements of academic discourses. Swales' genre analysis, as it has been explained in previous chapter (Chapter 2), can be done in two levels to have a comprehensible description of both rhetorical move patterns (i.e. generic structures) and linguistic devices of academic discourses. Genre-based studies, therefore, can emphasize both macro-organizational structures (i.e. move analysis) and micro-organizational structures (the analysis of linguistic features) which are particularly frequent in academic discourses. In

the subsequent sections, first several move-based studies in the academic setting are reviewed, then several major studies associated with academic review genres are reviewed. Finally, a few studies associated with metadiscourse markers especially stance features are presented.

3.2   Move-based studies on academic discourses

Swales' (1981, 1990, 2004) move analysis has been followed and researched in a variety of academic disciplines like biochemistry, computer science, linguistics, applied linguistics and medicine. It has also been conducted on different academic genres including MSc theses (Hopkins and Dudley-Evans, 1988), university lectures (Thompson, 1994), review articles in science (Myers, 1991; Noguchi, 2001, 2006), Academic book reviews (Moreno and Suarez, 2008; Motta-Roth, 1996), and literature review chapters in PhD theses (Kwan, 2006). Besides, a number of move-based studies have emphasized the individual sections of research articles (for example, Bunton, 2002; Crookes, 1986; Holems, 1997; Ozturk, 2007; Posteguillo, 1999; Samraj, 2002; Santos, 1996; Swales and Najjar, 1987; and Yang, 2001) and even a few works have emphasized the whole sections of research articles (Nwogu, 1997; Kanoksilapatham, 2005). Researchers have tried to identify rhetorical moves of the Introduction section. The seminal works are Swales' (1981, 1990, 2004) studies and Bhatia's (1993, 1997) works, as it has been explained in the previous chapter of this thesis (see Chapter 2).

Bhatia's (1993), Hyland's (2000) and Santos' (1996) work are focused on the textual organization of research paper abstracts in different fields particularly in applied linguistics. Hyland (2000) suggested a rhetorical move structure to investigate the Abstract section of written academic discourses. The moves in this rhetorical pattern are: *Introduction*, *Purpose*, *Method*, *Product*, and *Conclusion*. Similarly, Swales and Feak's

(2004) handbook proposed that structured abstracts need to have five features as a research article would contain namely: *Background*, *Aim*, *Method*, *Results*, and *Conclusion*. It can be noticed that based on the given guidelines a five-move model is a proposed model of an abstract even though the moves have been named differently in various research writing books. The suggested abstract model does not go completely in line with the actual model of abstracts in research papers. For example, Anderson and Maclean (1997) investigated 80 abstracts in medical research papers and noticed that most of the abstracts were in agreement with the Weissberg and Buker's (1990) model, however a considerable number of abstracts differed, with one or more moves missing. Lau (2004), following Hyland's (2000) model, examined 80 life science abstracts, 50 written by Taiwanese PhD students and 30 by foreign scholars. The findings indicated that almost half of the students' abstracts lacked three moves including *Background* (*Introduction* in Hyland, 2000), *Purpose*, and *Method*, whereas most of the scholars' abstracts had five moves, with the exception of *Method*. Cross and Oppenheim (2006) investigated 12 protozoology abstracts. They identified that their abstracts encapsulated in five moves namely: *Relation to other research*, *Purpose*, *Methodology*, *Summarizing the results*, and *Discussing the research*. Their findings revealed that only move 3 and Move 4, *Methodology* and *Summarizing the results*, were obligatory moves whereas the rest (other three moves) were optional, not obligatory.

In another study, related to the move analysis of Abstract section in applied linguistics, Santos (1996) investigated 94 abstracts and suggested a five-move pattern: (1) *Situating the research*, (2) *Presenting the research*, (3) *Describing the methodology*, (4) *Summarizing the results*, and (5) *Discussing the research*. Santos found that almost all abstracts contained Move 2 and Move 3, about 80% included Move 4, about 53% had Move 5, and only 43% included Move 1. The findings propose that Moves 2, 3, and 4 are

obligatory moves in the Abstract section of applied linguistics research papers. Following Santos' (1996) model, Pho (2008) investigated the rhetorical move pattern of 30 abstracts, 20 in the field of applied linguistics, and 10 in educational technology. The findings indicated that all 20 applied linguistics abstracts included Moves 2, 3, and 4, 80% of the abstracts contained Move 5, and only 45% had Move 1. The rest of 10 abstracts in educational technology also presented the same pattern, with Moves 2, 3, and 4 as obligatory moves. Pho's (2008) findings were in agreement with Santos' (1996) move pattern. Although, Pho's (2008) findings were useful but it only involved 20 abstracts in applied linguistics, we will need an investigation with a larger number of samples if we need to have a clear picture of the rhetorical move structure of abstracts in applied linguistics. These studies seem to suggest that not only different disciplines may adopt different move structures in their Abstracts, but also within the same discipline we may have variation among the Abstracts of research genre. In the current research, our analysis adopted Santos' five-move pattern. This study analyzed the Abstract sections of review articles to find out if the Abstracts of review articles reflected the accepted move patterns.

Crookes' (1986) work is emphasizing introductions. It was an empirical study and analyzed the discourse structure of introduction sections in experimental scientific research articles. Crookes selected 96 introductions from 12 journals. The selection procedure of the data was based on stratified random sampling and the corpus represented three disciplines: hard science, biology/ medicine, and social sciences. In this study, a quarter of the corpus was coded by the coders who were graduate students in English as a Second Language. They coded one quarter of the corpus based on Swales' 1981 move model. However, Crookes noticed that Swales' 1981 model was problematic because moves 1 and 2 were not clear to describe and distinguish. This study showed that most of the articles begin with move 1 and end with move 4. And the occurrence of moves does

not follow all the time the strict sequence of moves 1-2-3-4, for example repeated cycles of the four moves were found in social science article introductions. But, the articles in hard science and biology/ medical science were similar to the model. To sum up, if the introductions are longer the moves (especially moves 2 and 3) can be organized cyclically. And one important point, Crookes' study was comprehensive. It took advantage of using inter-coder in the study. Thus, it is a reliable procedure to back up the subjectivity of move analysis by assessing the inter-rater reliability of moves identification. This procedure and unique methodology can be recommended to move analysis studies.

Other studies like Swales and Najjar (1987) and Posteguillo (1999) illustrated disciplinary differences in rhetorical organization as well. The selected disciplines were physical science and educational psychology. Their study was followed Swales' (1981) model and the corpus included 110 articles (44 articles from the Journal of Educational Psychology and 66 articles from the Physical Review). The study showed that the introductions in both disciplines supported the four-move pattern in Swales' (1981) study. But, in educational psychology the introductions were longer than introductions in physics. Besides, the cyclical patterns of rhetorical moves (moves 2, 3 and 4) were remarkable in the Introduction sections in psychology. Their study showed another new finding about physics research articles and that was an essential move about an announcement of principle findings. This move was considered an optional move in other disciplines like educational psychology articles.

Posteguillo's (1999) study was another main study which illustrated disciplinary variation in rhetorical organization. The study did not focus only on the Introduction sections but the Result and Discussion sections in the computer science articles. The

corpus of this study was about 40 research articles from three leading journals in computer science. The Introduction sections of the data were compared with Swales' CARS model. It appeared that the CARS model could be generally applicable to most computer science introductions with certain differences. For example, Move1 Step3 (i.e. reviewing previous studies) was not an obligatory move in computer science introductions, but according to Swales' (1990) model it is a conventional model. Posteguillo's (1999) study showed that the announcement of findings was rather frequently appeared in the introductions of computer science articles, as Swales and Najjar (1987) found it in physical science articles.

One of the well-known studies based on move analysis is Belanger's (1982, as cited in Swales, 1990) study. The investigation adapted Swales' (1981) model tried to analyze 10 discussion sections taken from research articles in neuroscience. The result of this study was nine moves: 1) Introduction, 2) Summarizing results, 3) Conclusion, 4) What results suggest, 5) Further questions, 6) Possible answers, 7) Reference to previous research, 8) References to present research, and 9) Summary. These moves, according to Belanger, had cyclical patterns. And the common cyclical order included statements summarizing results, comparing them to mainstream research, and interpreting and extending results into speculations.

The cyclical patterns of the Discussion section were also confirmed by Hopkins and Dudley-Evans' (1988) investigation. They analyzed masters' dissertations in biology. Unlike research articles which have been analyzed the overall structural organizations by genre analysts, the structural organizations of theses and dissertations are too long to be analyzed as a whole text (Bunton 2002). They found that the Discussion section was longer than the other sections and it was densely packed with a lot of information. They

argued that there was a cyclical pattern in the Discussion sections, and their study revealed that the statement of result move usually started with the cycle. This cyclical pattern, according to Hopkins and Dudley-Evans, appeared in the study and the patterns included many results. Each result was discussed in turn and the statement of result move in each Result section was used repeatedly. The total number of moves reported in their study was including 11 moves: 1) Background information, 2) Statement of results, 3) (Unexpected) Outcome, 4) Reference to previous research, 5) Explanation of unsatisfactory result, 6) Exemplification, 7) Deduction, 8) Hypothesis, 9) Reference to previous research, 10) Recommendation for further work, 11) Justification for the recommendation.

As given above, a number of genre analysts focused their studies on structural organization of Discussion sections in academic discourses and Holmes was also one of them. He (1997) focused on the Discussion sections of social science articles using the IMRD format. The Discussion section, as it has been suggested, is the most important section of a research article and its function is to interpret the findings of the research, contextualize, and confirm the value of the research (Berkenkotter and Huckin, 1995). He analyzed 30 research article Discussion sections from History, Sociology, and Political Science disciplines. The structural organizations of the research articles were investigated and then compared with the IMRD format of Sciences research articles. Therefore, Holmes' (1997) model was presented with less variation in comparing with Sciences research articles. Besides, the common patterns in Political Science and Sociology were presented namely as: The Introduction- Results- Discussion/ Conclusion format. Holmes (1997) concluded that there is a standard organizational pattern for Political Science and Sociology research articles. There is a distinctive feature for research articles in Social

Sciences and it is the presence of the Background section, while the Background section does not usually occur in Natural Sciences research articles.

Holmes' (1997) analysis followed Hopkins and Dudley- Evans' (1988) model. He shows the number of identified moves in the Discussion sections of 30 research articles was not the same as Hopkins and Dudley- Evans' (1988) eleven-move pattern. Holmes' eight-move pattern in the Discussion section shows a considerable variation. His study suggests that there is no obligation on the occurrence of moves in a unique sequence in the pattern, but his findings show frequently occurring moves pattern in the Discussion sections of Social Sciences.

Yet another study, like Yang's (2001) model, is emphasizing the rhetorical move structure of Conclusion section in the field of applied linguistics. As Swales (1990) and Posteguillo (1999) state, the Conclusion section has been considered as part of the Discussion section. This is why the research studies on the schematic structure of RA conclusion sections are rare. It is also found that the Conclusion sections of RAs give us not only an outline of the study but also other important elements, such as implications and recommendations (Sandoval, 2010, as cited in Morales, 2012). To this end, the results of scholars' studies (Yang & Allison, 2003) are remarkable. In Yang & Allison's (2003) study, for instance, it was found that the Conclusion sections of research articles in the field of applied linguistics contained three moves (Move1: Summarizing the study, Move2: Evaluating the study, and Move3: Deductions from the research). These moves were structured linearly and summarizing the study as considered Move2 was found to be the most frequent move. In the present research, Yang & Allison's (2003) analytical framework has been followed in the analysis of Conclusion sections of review articles in applied linguistics.

Until now, the discussed studies above were conducted to show and examine the generic structure of the different sections of research articles in different disciplines. There are, however, a few works focusing on analysis of the whole sections of research articles. One of them is Nwogu's (1997) study. He analyzed the whole text of medical research articles following Swales' (1990) CARS model. And as it has been contended (Nwogu, 1997), medical research articles are following a highly technical standard format (IMRD) in order to present scientific information, but only few experts are aware of internal ordering of the information provided in the medical research articles. Thus, this encouraged Nwogu to analyze the structural organization of medical research articles. He selected 15 research articles from five prestigious medical journals. All of the research articles in his corpus, containing the IMRD format, were analyzed to find out how the information is presented in medical research papers. His analysis was based on Swales' (1990) model in order to have a thick description of the structural organization of medical research papers, however he used the terms 'moves' and 'constituent elements' instead of using Swales' (1990) 'moves' and 'steps'.

Thus, Nwogu's results reveal that the rhetorical structure in medical research papers often contains eleven moves. In addition, eight moves out of the eleven ones are 'normally required moves'. He has also referred to the generic integrity of the research articles and his moves pattern is involved in describing the discourse functions. His eleven-move pattern is clearly dealt with the IMRD format. His suggested rhetorical move pattern for medical research articles contain eleven moves and they are as follows: (1) Presenting Background Information, (2) Reviewing Related Research, (3) Presenting New Research, (4) Describing Data Collection Procedure, (5) Describing Experimental Procedure, (6) Describing Data Analysis Procedure, (7) Indicating Consistent Observations, (8) Describing Non- consistent Observations, (9) Highlighting Overall Research Outcome,

(10) Explaining Specific Research Outcomes, and (11) Stating Research Conclusions (Nwgou, 1997, p. 125). His rhetorical move pattern (the generic structure) can raise medical research students' awareness of the conventional schema used in medical research papers, and also this structural organization helps novice writers with the cognitive processing (Bhatia, 1993) needed in writing a research article.

As given above, there are a few researches conducted to illustrate and examine the generic structure of the different sections of the doctoral and master theses including the Discussion section (Hupkins and Dudley- Evans, 1988), the Abstract (Bunton, 1998), the Literature Review section (Kwan 2006), and the Introduction section (Bunton 2002). The Introduction section has an important impact on presenting the originality of the contribution of the theses. Bunton (2002) examined the structural organization of the Introduction sections from 45 PhD theses in the university of Hong Kong. Bunton's study is based on his earlier work (Bunton 1998). In his earlier work, he investigated the whole structural organization of 21 PhD and MPhil theses and their abstracts, whereas Bunton's later corpus in 2002 included different disciplines such as Science, Medicine, Dentistry, Engineering, Architecture, Social Science, Education, and Arts. He analyzed the rhetorical moves of the Introduction sections and then he compared his model with Swales' CARS model (1990) and Dudley-Evans' (1986) model. He has modified CARS model and also introduced his new model as a guide model for theses writing. Bunton's (2002, p. 74) rhetorical moves pattern of the Introduction sections for PhD theses includes three main moves and their common steps namely M1: Establishing a Territory (claiming centrality/ making topic generalizations and giving background information/ defining terms/ reviewing previous research) + M2: Establishing a niche (indicating a gap in research/ indicating a problem or need/ question raising/ counter claiming/ continuing a tradition) + M3: Announcing the Present Research (purposes, aims or objectives/ work

carried out/ method/ materials or subjects/ findings/ product of research/ justification/ thesis structure evaluation).

Bunton's moves pattern is one of the instructive models which illustrated the recursive nature in the rhetorical organization of the Introduction sections of PhD theses. His descriptive model for the Introduction section plays significant role in clarifying different structural organizations of PhD theses in the various fields and this familiarity is important for both supervisors and PhD candidates. Hence, it is essential to have an appropriate writing style to write the doctoral and master theses in the different disciplines for the academic discourse community. In other words, it is necessary to have this kind of genre knowledge in order to write high quality theses. For instance, one of the norms for getting a doctorate degree in many universities is that the candidates' findings and theses should make an original contribution to the body of that knowledge.

Samraj (2002) studied on Wildlife Behavior and Conservative Biology as two related fields. To elaborate more on Samraj's work, she identifies deviations from the CARS model and suggests that introductions contain features that cannot be accounted for in terms of the CARS model, hence her findings display the moves and the steps vary across the two disciplines. Samraj found that introductions in Wildlife Behavior contain a background move which is dealing with features about the species studied. She also shows that review of literature is not limited to Move1, however it can be found in all three moves in the introductions.

Ozturk (2007) did an exploratory research on the analysis of 20 research article introductions in applied linguistics. The study analyzed the differences between two sub-disciplines of applied linguistics, including second language acquisition and second

language writing research. The main framework of the research was Swales' (1990) CARS model and it was restricted to the organization of moves in introductions. It appeared that the two sub-disciplines employed unrelated move structures. In the study, in order to consider the reliability a subset of the data was analyzed by a second rater. 60% of research article introductions in the Second Language Acquisition corpus showed variation from the CARS model. A comparison of the two sub-disciplines of applied linguistics in terms of moves pattern shows that the moves structure M1-M2-M3 occurs in both, but the frequency of occurrence is 60% in Second Language Acquisition and 10% in the Journal of Second Language Writing. Therefore, Ozturk's study reported the existence of variability within the same discipline.

Such variation across different disciplines and related disciplines in the structure of Introduction sections raises the question of whether the CARS model can be applicable to all research articles in all disciplines. But, it should not be taken into account that the model is not adequate to be applied for the structure of research article introductions. According to Anthony's (1999) view, the CARS model has been revised several times, however it still can be considered unique and "the strongest descriptions of text structure" (p. 39).

It should be stated that all these rhetorical move patterns can occur in academic disciplines and they are common to all academic discourses (Dudley-Evans, 2000), however they are not fixed general patterns. According to Swales (1990), different Steps might be occurred in various disciplines and these Steps might be spread across disciplines and sub-disciplines. It is difficult to deny the uniqueness and applicability of these general patterns/ or rhetorical move structures, for instance the CARS model, to all academic disciplines. But, many researchers who have followed and adapted Swales'

(1990) model, as mentioned in the studies above, have found remarkable variation in the generic structures of research article genre in different disciplines or sub-disciplines. It is a fact that there should be exceptions to these general patterns; researchers need to delete a particular Move, add a new Move, modify a Move/ Step, or change the sequence of Moves or Steps in order to suit the researchers' communicative purpose and intention. In other words, researchers through their detailed analysis on academic discourses in particular disciplines or sub-disciplines may encounter a variation on the general pattern and he/ she might make use of the modified or varied patterns for describing the rhetorical move pattern of text types in those disciplines or sub-disciplines like for example Crook's (1986), Holmes (1997), Samraj's (2002), Bunton's (2002), Ozturk's (2007), and so many others. Crook's (1986) result, as mentioned above, revealed that writers in Social Science research articles are using longer introductions, so the cyclical move pattern was found in these research papers. Due to this aspect, one might find more than one Move 2 and Move 3 in the Introduction section of a particular discipline. Thus, we can contend that there will be exceptions to the rhetorical move structure and there is no fixed and static general pattern to all research genres in all disciplines. The research genre is dynamic and changing over the time in the competitive academic setting. This significant variation and modification in the generic structures of research genres may be due to changes in the value system of scientific community members, historicity, authors' communicative purposes, intentions, beliefs, ideologies, seniority and the scope of journal.

3.3   Genre-based studies on academic review genres

ESP, according to John and Dudley-Evans (1991), for most of its history has been dominated by and concerned with English for Academic Purposes (EAP) and under that rubric by English for Science and Technology (EST). Therefore, there has been an enthusiasm among its practitioners for further explorations in academic discourse texts.

Although major genres of academic setting such as research articles, textbooks, research reports, dissertations, lectures, book reviews, prefaces and blurbs have been analyzed by many scholars, only few studies (Hyland & Diani, 2009; Myers, 1991; Noguchi, 2006, 2009) have been focused on the review article genre.

It is apparently impossible to publish experimental research articles in the disciplines such as astrophysics (Tarone et al., 1998), mathematics, theoretical physics and linguistics (Swales, 2004), thus not all research articles are data-based research. The scholars of these disciplines may publish "logical argumentation papers that have a top-down general-specific structure" (Swales, 2004, p.207). This structure (Figure 3.1) is more common in the argumentation articles rather than experimental articles which contain an hourglass structure (Figure 3.2). The argumentative articles cannot follow the standard Introduction, Methodology, Result and Discussion (IMRD) pattern and it has also been suggested that the metadiscoursal features in such argumentative articles are frequent (Swales, 2004).
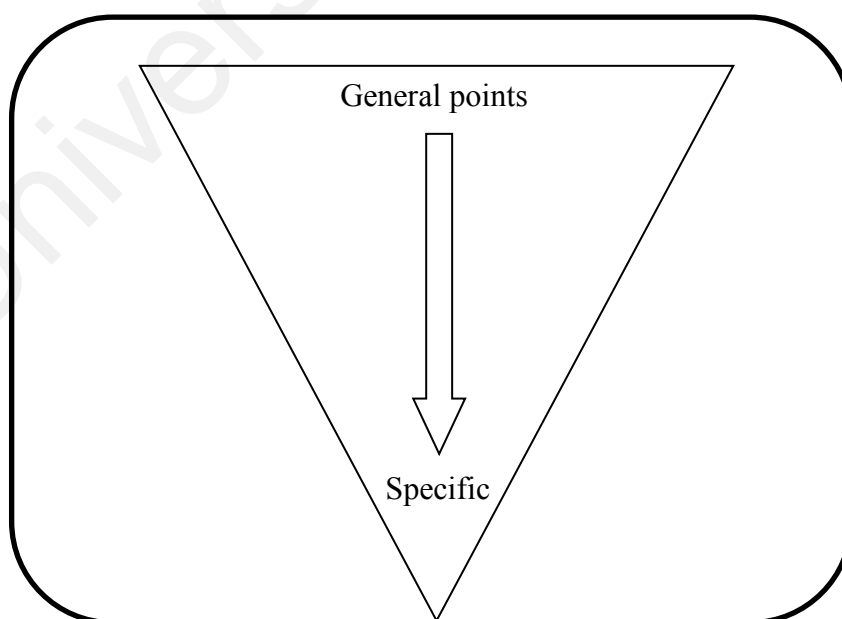
Figure 3.1: Structure of Argumentative Articles (Swales, 2004)
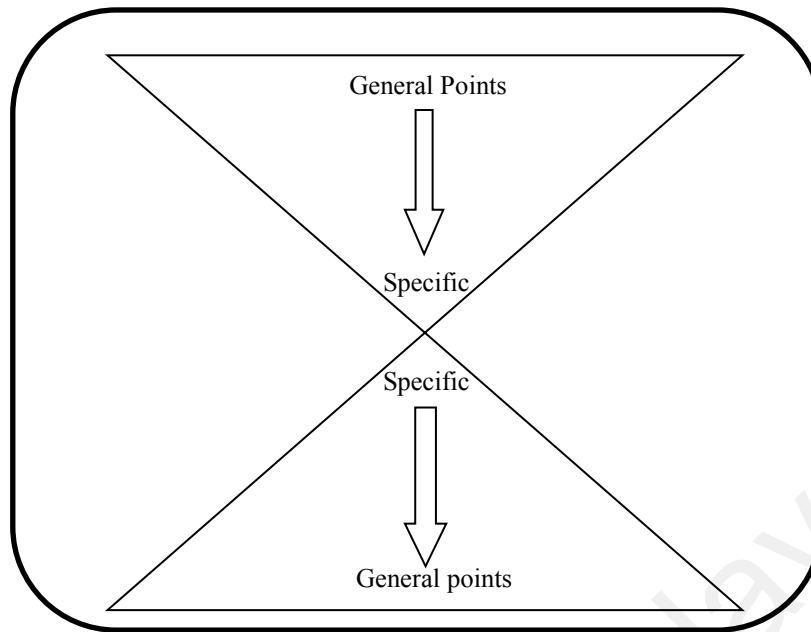
Figure 3.2: Structure of Experimental Articles

Now, it can be contended that there is considerable perception to divide the research genre into a few sub-genres like experimental articles, theory pieces, shorter communications and review articles (see Figure 1.1 in Chapter 1). Due to the expansion of journals and research papers across different disciplines there is a growing need for the variety of academic reviews particularly review articles even in applied linguistics (Swales, 2004).

Although there have been a large number of genre studies in academic setting (e.g. Brett, 1994; Holmes, 1997; Hyland, 1999, 2000, 2004; Paltridge, 2001; Thetela, 1997; Yang, 2001; Ozturk, 2007; to name a few others), only few studies have specifically addressed the analysis of macro-organizational structure (i.e. rhetorical move structure) and micro-organizational structure (i.e. linguistic features) associated with review articles in applied linguistics. As it has been contended there were no discoursal studies of review articles discussed at length in writing manuals except few: Myers' (1991) paper, Noguchi's (2001) studies and Swales & Feak's (2004) Academic writing book.

In general, academic review genres can be categorized into 'book reviews', 'book review articles', 'review of literature' sections and chapters in research articles and PhD thesis, 'book blurbs', and 'review articles' (Hyland and Diani, 2009; Nesi & Gardner, 2012). Among the various types of academic review genres, review article genre has attracted the most attention due to its important functions, classification, and characteristic features. As Hyland discusses, academic review genres like book reviews, book review articles and review articles are a worthwhile room for "the interpersonal stakes" (2000, p.41). It also plays an important rhetorical role in creating a research gap, raising a research problem, evaluating the works and establishing "praise and criticism interactions' of authors" (ibid, p. 41).

Normally, the review article genre has been understood as a brief survey of relevant literature and this type of academic review genre has been in circulation since the 18th century (Kronick, 1976, as cited in Garfield, 1987a, p.113). On the contrary, according to Scott Adams there are two types of review articles (1961, as cited in Garfield, 1987b). Their origin and historical background refer to the two types of German reviews in the eighteenth century. The first type was called "discipline review" (i.e. '*Jahresbericht*' in the German language), and the second type was called "categorical review" (i.e. '*Ergebnis*' in the German language). It has been, further, discussed that the former review referred to a comprehensive description record of the previously-done sections in a field, while the latter referred to the issues in a science and their solutions. The "categorical review" (i.e. '*Ergebnis*') was highly selective, critical and heuristic (Garfield, 1987a). As Garfield (1987a) exemplifies and introduces in his paper the history of reviews goes back to the eighteenth century in Leipzing, Germany. It was stated that the review in that era referred to reviews of scientific books, dissertations, and journals (Kronick, 1976). In

Papier's perspective, reviews perform a role in consolidating new research areas, rather than being simply a result describing the outcome of that consolidation (1972, p. 216).

In another view, Grant & Booth (2009) provided descriptive insight into 14 most common review types. They followed scoping searches in order to make an examination of the vocabulary associated with the literature review. Fourteen review types and their methodologies were investigated. The findings of their study revealed that "there is a lack of unique distinguishing features for the most common review types, whilst highlighting that some common features do exist" (Grant & Booth, 2009, p. 106).

Yet in a different study, the term 'review' cannot be simply defined and clarified. Significantly, it can convey different messages to scholars and discourse community members, because it may have different functions. Woodward believed that there can be eight types of reviews, namely 'critical', 'evaluation', 'interpretive', 'speculative', 'state of the art', 'tutorial', 'historical', and 'popular' (1974, as cited in Garfield, 1987b, p. 114). In fact, it can be contended that it is not normally a brief survey of relevant literature. For instance, if a review article is a critical one it can focus on critical evaluation of published information and ideas. It is important to note that the review article genre is a valuable source, as it has been suggested, not only for being an integrative and a synthesized-form scientific article but also for being a source for data access (Garfield, 1987a). According to Woodward's classification, reviews may be varied based on their purposes, characteristics, author's intention, intended audiences, and functions. Thus, it can be contended that an academic review genre is not normally a brief survey of relevant literature. For instance, if a review is a critical one it will focus on critical evaluation of published information and ideas. Take for instance, 'Chemical Reviews Journal' usually

contain critical reviews associated with the chemistry field and it is often published monthly/ quarterly by a society.

In another research, Myers (1991) examined review articles of two prominent molecular biologists. It is stated that a review article draws readers into the writer's views of what has happened and by ordering the recent past, it suggests what can be done next (ibid, p.46). According to Myers, we "understand the discovery in terms of a history leading to current work, while research articles are associated with immediate problem" (1991, p.46). He contends that review articles in science discipline guiding the readers from sections on the problem in general to evolutionary questions. As a matter of fact, there are considerable reasons for undertaking reviews and these reasons most probably are common in different types of reviews like review articles, literature reviews and book reviews. The most common reasons are (1) to provide an overview of the developments of a research in terms of method, approach, or a model, and (2) to indicate a niche, or raise issues in the developments of the research (Kitchenham, 2004, p.1).

As given above, it can be assumed that these reasons for undertaking reviews might be the same in all the fields, because reviewing is a vital part of research in different sciences and here it must be admitted that if we raise our understanding of others' prior works it could shape the understanding of ourselves (Boel & Cecez-Kecmanovic, 2010). It can be contended that the reviews consist of multiple texts and each text can be focused as a section of the whole body of a review. Each text can have a communicative intention and the whole body of a review can have multi-functions and purposes. There is considerable concern to understand these parts of texts in terms of understanding the whole body and vice versa. Precisely, this back and forth movement in reviewing is proposed as a scientific profession (Garfield, 1987a), and it has great value and impact

on our understanding of scientific texts. One can also find, according to Myers (1991), the most interesting reading in the evolutionary history of such reviews if they would be philosophical, scientific or technical. Some findings indicate that how reviews make it easier for the transfer of scientific information between specialists and non-specialists.

This neglected academic review genre, as Noguchi (2001, 2006) believes, offers a publishing opportunity, because review articles are more flexible and less frozen than the standard research articles. Her data consisted of 25 science review articles taken from the Proceedings of the National Academy of Sciences published in 1993. She analyzed the situational context, the rhetorical move structure, word choices and the review article text types in the field of science. She applied textual analysis and the specialist informants' views to the data. Her findings indicated that there can be about 22 moves and 18 steps in each science review article. The review articles in her data all were qualitative. She nominated and enlisted a few of the main moves in the science review articles as follows: 'Describe current position', 'Discuss problems encountered', 'Offer hypotheses', 'Offer possible solution', 'Present background', 'Present important technologies', 'Present phenomena', 'Present problem/ issue', 'Present theory/ model/ hypothesis', 'Suggest future work' and 'Support proposal'. Her results revealed that there was variation with respect to the moves and steps that appeared in the review article genre. The supporting evidence for the findings of her study was not only the information derived from text analysis but also supported by the specialist informants' feedback. Moreover, she suggests review article is a different genre and it is going to become increasingly important as the published literature displays. It is clear that the need for review articles is growing due to situations as pressure to publish, increasing specific fields in different disciplines and the need for their history, and growing the number of scholars. It has been, moreover, suggested that this neglected genre is less frozen and more flexible than the

IMRD research article as a result it seems it can offer a chance for novice writers and graduate students to publish (Noguchi, 2001). These reviews, according to Myers (1991), draw their readers through the writers' views into what has happened and what models the writers suggest to resolve the issues. Science review articles, according to Noguchi's (2001) study, can be subcategorized into four parameters on a flexible frame (Swales, 2004, p. 209):
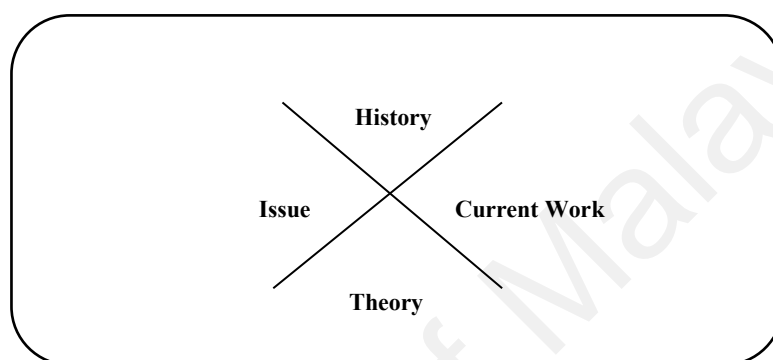
Figure 3.3: Parameters in Review Articles

(Swales 2004, p.209)

If any given review article has a primary focus on the issue quadrant, for instance, the review article will call attention to some issue in that field. The concentration of the review on the history quadrant will present a historical idea of an aspect of the field. The review concentration on the current work quadrant will describe the present research in a field, and finally if the review concentrates on the theory quadrant, it will propose a theory to find a solution to the problem in a field. In brief, review articles can give a good chance to the readers to read the wide literature in a field that they are reviewing. These readers as Junior researchers may have little perception of the evolutionary history of the area in a field in question, as it has been suggested (Swales, 2004), and there is considerable perception to take into consideration "generic connections between review articles and plenary lectures" (ibid, p.209), because the same scholars and writers bring their intended

audience in their particular evolutionary history of the area in question. These scholars in both genres try to reflect on the past and the earlier neglected works, sometimes these genres invite their intended audience to think about future trends deeply and carefully, or these genres give the speakers or writers an opportunity to show their own stance and help in the neglected field.

It has been, in addition, suggested that review article genre is similar to literature review genre (Swales, 2004). Both might start by some "scene-setting material" and end with some "overall evaluation" (Ibid, p.210). As stated in the first chapter, academic review genre might be considered as a general term like an umbrella and its sub-divisions can be literature review sections, review articles, book reviews, book review articles, and blurbs (Hyland and Diani, 2009). It has been indicated that most literature review sections in PhD theses may have an Introduction-Body-Conclusion structure according to Kwan's study (2006). She, besides, finds that the Body part can also be consisted of thematic sections. Each of these thematic units shows recursive move patterns that look like the three moves which are posited in Bunton's (2002) CARS model (i.e. Move1: establishing a territory, Move2: establishing a niche, Move3: announcing the present research). In this study, Kwan identifies the rhetorical structure of literature review chapters in 20 doctoral theses produced by native English-speaking students of applied linguistics. She compares the literature review chapters with Bunton's (2002) revised CARS model in PhD thesis introductions. The findings of this study suggest that Literature Reviews and Introduction sections cannot be structurally completely the same and also these three moves are realized in a recursive manner especially the moves 1 and 2 more frequently occur in these thematic units but move 3 occur less frequently. The predominant move pattern and the whole structural organization of literature review (Kwan, 2006) are presented as follows: M1: Establishing one part of the territory of one's own research by [Strategy A:

surveying the non-research-related phenomena or knowledge claims, Strategy B: claiming centrality, and Strategy C: surveying the research-related phenomena] + M2: Creating a research niche (in response to Move 1) by [Strategy A: counter-claiming, Strategy B: gap-indicating, Strategy C: asserting confirmative claims about knowledge or research practices surveyed, Strategy D: asserting the relevancy of the surveyed claims to one's own research, and Strategy E: abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework] + M3: (optional) Occupying the research niche by announcing [Strategy A: research aims, focuses, research questions or hypotheses, Strategy B: theoretical positions/theoretical frameworks, Strategy C: research design/processes, and Strategy D: interpretations of terminology used in the thesis].

Paul Thompson's (2009, as cited in Hyland and Diani, 2009) research is also associated with literature review texts in applied PhD theses. He has discussed some characteristics of literature reviews in 24 literature review chapters from four different applied disciplines namely Agricultural Botany, Agricultural Economics, Food Science and Technology, and Psychology (six chapters from each discipline). The main objective his study was to explore the nature of literature reviews by investigating the presence of the most frequent nouns which appear in the patterns. These patterns in the literature review texts were examined to identify which nouns appeared most frequently in the corpus. Regarding this, the research tried to identify not only what predominant feature of the literature review genre is but also some of the strategies employed by the writers in this genre (Ibid, 2009). Thompson used the terms 'abstract/ process nouns' which have been taken from Biber (2006). These nouns often appear in lexicogrammatical patterns. These patterns are formed around a set of lexical items which are combined with each other. The results revealed that certain nouns are used in the lexicogrammatical patterns

typically appear in the literature review texts. According to Thompson (2009), these certain patterns typically structure the writer's message by showing the value of proposition in the review texts to the reader. Some of the remarkable features of a literature review texts in PhD theses can be mentioned as follows: (a) a literature review chapter can evaluate and can be evaluated, (b) it is a part of larger genre and it may be considered as a sub-genre, (c) it may be limited to one chapter or it may be written in several chapters, (d) it may follow the predominant move pattern suggested by Kwan (2006, p.51), (e) the concept of a literature review may differ from discipline to discipline. Moreover, there can be variation between the rhetorical structures of theses within a discipline, and (f) the results show that certain patterns and nouns (like 'evidence' and 'problem') are more frequent in some disciplines than others (Thompson, 2009). Finally, he has referred to some limitations in his study. They include as follows: the selecting of chapters from one of the disciplines like Agricultural Economics was problematic. Another limitation to his study was all review texts were selected from applied disciplines not from other disciplines.

Another study on review features is Suarez and Moreno's (2008) investigation of the academic journal book reviews of literature. They followed Motta-Roth's (1998) rhetorical model of book review moves. They identified the moves of English and Spanish academic book reviews (20 book reviews were selected for each language) by inferring the rhetorical function developed in the various parts of the reviews. The emerged rhetorical scheme was very similar to Motta-Roth's (1998) model. The findings of their study show that although there are similar overall patterns of organization, the book review of the Spanish language in literature develop more descriptive moves and there are less criticism points at the end of these reviews. In the third move, according to their study, the writers attempted to highlight important parts of the book. Here they put general

points and positive side of the books first, and then they specifically issued the parts of the book that had shortcomings. After that the writers tried to conclude their evaluation. Only their moves scheme of the book reviews is presented in the following book review move pattern (the sub-moves are not included): M1: Introducing the book + M2: Outlining the book + M3: Highlighting parts of the book + M4: Providing closing evaluation of the book (Suarez and Moreno, 2008).

In another research associated with academic review genres, Noguchi (2009) examined carefully 25 PNAS review articles in a scientific journal (Proceedings of the National Academy of Sciences) published in 1993. She examined the citation records of the twenty-five review articles. In this study, the main aim was to find out how often the article in question has been cited in other articles. Since the more an article has been cited, the more influence the article has made on the research of other scholars. Then later, it has an impact on its field. The citation records can be available through online sources. First, the citation records of 25 reviews from the Proceedings (PNAS) mentioned were examined. She wanted to find out if these reviews after their publication (almost after 15 years) have been used as tacit knowledge or not. Second, the process of reviewing science has been reconsidered due to publishing a large number of works in the related field like science. She classified science review article genre into four different subgenres namely: 1) history reviews, 2) status quo reviews, 3) theory reviews, and 4) issue reviews. The findings of her study revealed that the citation rates differ with the type of science review article. According to this study, the issue reviews indicated a relatively high percentage of citation records. In other words, those review articles associated with stating opinions (like issue and theory review articles) were cited better than the other types of review articles (Noguchi, 2006, p. 158). It has been suggested that identifying issues and proposing theories lead to constructing knowledge in science. The citation records may

be connected with the research directions in the field. Yet, the results of her study have shown another point in disciplinary fields. After 1996, the number of review articles in PNAS reduced sharply and there was a shift to other types of papers like 'feature articles', 'research reports', 'commentaries', 'perspectives' and 'colloquium papers'. What has been going on is the number of review articles have reduced and its category is disappeared from the list of journals in natural science fields. The mentioned papers carry out the functions of review articles. The editors are inviting feature authors to send their feature articles to be published like the review articles. It seems that there is a new genre that is following to some extent the same characteristics of a review article. This can be the result of information explosion in science and technology asking for less-frozen and reader-friendly papers like a new type of review article the so-called 'feature article'. It appears that these new review-oriented articles emerging a new genre may be a needed way to manage the information relevant to scholars' work and help fast and reader-friendly overviews.

Guiliana Diani (Diani, 2009, as cited in Hyland and Diani, 2009) makes a distinction, in another study, between book review article and other review genres. The main function of book review articles is "to evaluate the knowledge claims of other researchers in the context of their publications" (ibid, p. 87). In a book review article, we can read the ideas which have been reported and discussed by the author of the book. These ideas can be considered as the departure point for evaluation and validating carried out by the reviewer. The reviewer evaluates them and refers to them not only as the reviewed book author's voice but also as the reviewer's own voice. The former one introduces the reviewed book author's voice or the voice of the discourse community (as Sinclair's term 'attribution'), while the latter (e.g. a book review) refers to the reviewer's voice (as 'averral'). The main objective of her study is to focus on a corpus-based study of reporting

clauses. Her study analyzes the use of 'that-clause' in English book review articles across the disciplines of linguistics, economics and history. That-clause structures were examined particularly by studying the frequency and capability of selected reporting verbs. Reporting verbs can act as clues to show agreement or disagreement in review genres. They are predominantly representing the reviewer's position to praise (agree with) or criticize (disagree with) the reviewed authors. Diani also wanted to explore variation of reporting verbs uses in the different disciplines. She states that their variation in uses clarifies the characteristics of the disciplines. Her study used three small comparable corpora of English book review articles in linguistics, history and economics. She had made use of sub-corpora taken from each of the three disciplinary corpora. Her corpus, then, these three sub-corpora included ten texts each. Using Wordsmith tools (Scott, 1998), she screened the review texts in the three disciplines to analyze the reporting verbs with that-clauses, so she selected the instances where that was used to show a complement clause. Her study could identify the most frequent ten reporting verbs in her three sub-corpora. After making a list of reporting verbs, they were examined item-by-item using a concordance to investigate their use in their textual contexts. The types of self-projection and other-projection were examined to identify how writers explicitly introduce themselves as distinctively as possible and they are more explicit than the reviewer. The analysis referred to both semantic and pragmatic point of view and she further studied the review texts qualitatively and quantitatively. She also pointed out some problematic cases in the interpretation of her corpus. She tried to reveal some genre-specific purposes related to the three disciplinary communities. The 'discourse' verb group is predominantly shown among the most frequent ten reporting verbs across the disciplines. Hyland (2002b) classified reporting verbs into three groups according to the process they perform namely 'research', 'cognition' and 'discourse'. The most frequent ten reporting verbs across the disciplines are: argue, suggest, describe, point out, conclude, say, claim,

discuss, and purpose. All of these 'discourse' reporting verbs are substantially identified across the three disciplines. The findings reveal that these reporting verbs are substantially used in that-clause complements in book review articles across the three disciplines. With this variation that linguistics displays there is much more tendency to negatively-evaluated attributions introduced by the reporting verb 'argue' than economics and history do. Thus, the reporting verb like 'argue' emphasizes the writer's position and evaluation of the evidential status of the reported proposition (Diani, 2009). It can display the writer's agreement, disagreement and his/ her neutrality. As it can be noticed the writer's stance and presence is clearer and stronger in the soft-knowledge fields than hard-knowledge fields. But, in this type of genre, academic review genres, the writer's position is not the only voice and authorial identity. She has added that there are a number of problematic cases concerning the presence of other voices. These voices, as she discusses, cannot be analyzed and classified under the three categorized voices discussed in her research. In short, there are significant variations highlighted in the distribution of agreement, disagreement, and neutral position of the writer across disciplines. The reporting clauses are providing suitable room for the reviewers to position themselves by expressing their ideas. Even through citation to the reviewed book author's voice reporting has been used in the reviews. Although the corpus was small in this study, the distribution of dialogic discourse by the reviewer through the use of reporting verbs was investigated across the three disciplines. The reviewers showed agreement or disagreement to the reviewed book author's opinion. There have been found significant differences in the distribution of these patterns across disciplines. One of the limitations of her study, as she has discussed, refers to the limitations to the generalizability of her findings due to the small corpora in this study. Moreover, comparative analysis with other academic review genres like review articles and book review articles across disciplines can be important enough to conduct.

Giannoni (2009, as cited in Hyland and Diani, 2009), in another study, stated that academic review genres share a concern for the "Axiology of Research". By this terminological phrase, he means what right or wrong is in their field. In this type of genre, the analysis of evaluative acts is prominent and they range from praising general features to criticizing specific points. As a single 'genre family' (Fishelov, 1993), they have one feature in common and that is to certify and evaluate new knowledge claims in the primary literature. The main objective of his study, therefore, was to find out how explicit judgments of academic value were understood in the blurbs of textbooks and the publishers' descriptions. The distribution and polarity of evaluative acts were analyzed in these review texts. The data used in this research included around 20'000 tokens. There were 4 academic review genres including 8 book reviews, 8 expert reviews, 4 blurbs and 4 publisher's descriptions of the four books selected as the most deserved and shortlisted works for the 2005 Book Prize awarded by British Association for Applied Linguistics (BAAL). These review texts differ from each other in terms of communicative purpose, varying from most promotional (like blurbs) to the most critical (like expert reviews). The researcher's concern in his study was expressions that explicitly signal evaluation of the work, so lexical devices rather than contextual resources were regarded as the instantiations of evaluation. In analyzing these 4 review genres the critical acts targeting value laden aspects of the works and their authors were singled out. In this study, the range of evaluators was explored following a classification of two types including additive evaluation and detractive evaluation. And each of these two types can be positive, negative or comparative. The researcher read and analyzed the review texts manually in order to distinguish the two types both quantitatively and qualitatively. Then the researcher investigated the distribution of evaluative acts. Then lexical devices in these four review genres can signal explicit values of the evaluative acts. The findings of this study indicate that blurbs and publisher's descriptions were surely different from each

other in terms of evaluative intensity. Blurbs contain about four times more evaluators than publisher's descriptions. Therefore, they can be distinguishable and their functions are totally different from each other. The focus of Blurbs is on the monograph's merits, whereas the focus of publisher's descriptions is on describing the contents of books. The writer finally contended that expressing evaluation in the form of evaluative acts "encode not only information about the reviewed book but also elements of the complex relationship between the reviewer, reviewee and their readership" (Giannoni, 2009, p.31). It is hoped that a closer understanding of the evaluative acts employed by the authors in these four academic review genres to refer to axiology of research in the literature can help mention the shared values. Although the discussion on evaluative acts in these four review genres is significant, it is quite confusing to find the results applicable to the review articles in applied linguistics. With regard to the status of the rhetorical move structures in review articles, the applicability of the findings is not stated. So, the present offering research fills such gaps and this study may provide EFL graduate students and junior researchers with textual evidence of marked and unmarked realizations in the review article genre.

Further insight into review article genre was illuminated by Sorayyaei Azar and Hashim (2014). They analyzed the text types (i.e. classification system), purposes and characteristics associated with review articles in applied linguistics. Their data were also collected from a randomly selected corpus of thirty-two review articles from a discipline-related key journal in applied linguistics entitled Annual Review of Applied Linguistics (ARAL published by Cambridge University Press). Their findings revealed that different sub-genres can be identified within the review article genre in applied linguistics. They suggested three main types of review article texts based on the analysis of linguistic devices often used by the authors, their communicative purposes and the specialist

informants' feedback: (1) the critical evaluative review article which encompasses subject-oriented approach, that is to say it identifies an idea or raises a research problem, then gives its solution by analyzing and evaluating the selective works done before in the related field, and finally it suggests a new direction, (2) the bibliographic review article which gives readers a comprehensive and descriptive record of annual works and it encompasses the literature-oriented approach , and (3) the mixed-mode review article which serves the twin roles and encompasses both literature-oriented and subject-oriented approaches. Their study also indicated that review articles in applied linguistics are characterized according to the author's beliefs and communicative purposes, the intended audiences, editorial policy and exact scope of the journal. In addition, it was shown how a colony of review genres may be developed through the specification of the review functions and values. Moreover, they suggested a closer understanding of the categorization system, characteristic features and linguistic devices used by the authors to signal the classes and functions of the reviews in a given context may help uncover elements of the value system that emphasizes disciplinary discourse, while providing EFL graduate students and novice writers with the ability to make use of scholarly reviews and primary sources during their research writing.

Review article writers are sought after by editors and solicited to write on a given subject field. The editorial policy, the exact scope and overall format of the journal, the discipline itself, author's personal intention, and author's communicative purpose touch on the variation of the review article genre. Particularly, this genre also plays a significant role for those people in creating knowledge and informing them on how to evaluate and argue ideas and how to make use of scholarly reviews. Consequently, in addition to mastering academic review genres, junior researchers and EFL postgraduate students need to raise their awareness of rhetorical move structures of review article in applied

linguistics. They need to master the textual strategies, argumentative strategies and linguistic features used in this type of academic review genre.

3.4   Studies on analyzing metadiscoursal features in academic discourses

Metadiscourse can be considered as the ways writers refer to the text and the reader. In other words, authors are involved in the socially-situated enactments. According to Hyland and Tse (2004), "all metadiscourse is interpersonal in that it takes account of the reader's knowledge, textual experiences, and processing needs" (p.161). They (ibid) have made a useful distinction between two types of metadiscoursal features namely, interactive and interactional metadiscourse. Both types have an interpersonal function, but the former is concerned with guiding the reader through the text with the aid of signposts like transition markers, sequencers, code glosses, frame markers, etc. These interactive resources are comparable to what Halliday (1994) has called the textual meta-function. Interactional metadiscourse, on the other hand, deals with the expression of the opinion of the writers, and their readerships and interaction with their readers. Therefore, interactional resources are more related to Halliday's interpersonal meta-function (Hyland, 2005a, p. 44).

The proposed model recognizes that metadiscourse comprised two dimensions of interaction: (1) the interactive dimension and (2) the interactional dimension. The former concerns the writer's awareness of a participating audiences and the ways he seeks to accommodate its probable knowledge, interests, rhetorical, expectations and processing abilities. The writer's purpose is to shape and constrain a text to meet the needs of particular readers, setting out arguments so that they will recover the writer's preferred interpretations and goals (Hyland, 2005b). The latter (the interactional dimension) concerns the ways writers conduct interaction by intruding and commenting on their message. The writer's goal is to make his or her views explicit and to involve readers by

allowing them to respond to the unfolding text. Metadiscourse here is essentially evaluative and engaging, expressing solidarity, anticipating objections, and responding to an imagined dialogue with others. The writer tries to jointly construct the text with his readers.

It is worth noting that writers deal with the judgments and evaluations in the interactional dimension. As it has been discussed in the previous chapter (Chapter 2: Theoretical Framework), Hyland (2005a) proposed that the interactional dimensions can be categorized as 'stance' and 'engagement'. Interactions are accomplished in academic writing by making choices from the interpersonal systems of stance and engagement. These two terms can be defined simply as following: (a) stance refers to the writer's textual voice or community recognized personality. This is an attitudinal and writer-oriented function which concerns the ways we present ourselves and convey our judgments, opinions, and commitments (Hyland, 2008a). (b) Engagement, on the other hand, is the reverse side of the interaction. This is an alignment function addressing the ways writers rhetorically recognize the presence of their readers to actively pull them along with the argument, include them as discourse participants, and guide them to interpretations (Hyland, 2008a, p.5). Hyland (ibid) believes that together these broad interactional macro- functions recognize that statements need to both present the writers and their ideas as well as anticipate reader's possible objections and alternative positions. According to Hyland (2008a), stance and engagement are two sides of the same coin because they contribute to the interpersonal dimension of discourse. More importantly, together these two key resources have a dialogic purpose in that they refer to, anticipate, or otherwise take up the actual or anticipated voices and positions of potential readers (Bakhtin, 1981). Hyland also emphasizes that making a distinction between these two dimensions is a useful starting point from which to explore how interaction contributes

to persuasion in academic discourse (Hyland, 2008a).

Having reviewed briefly the theoretical aspects of metadiscourse, we will now review some related studies based on analyzing metadiscoursal markers in academic discourses. It can be mentioned that a great deal of research in academic writing has focused on different aspects of metadiscourse in different genres including research articles (Swales, 1998; Hyland, 2001a; Dahl, 2004; Harwood, 2005; Hyland, 2005a), school textbooks (Crismore, 1989), and postgraduate dissertations (Hyland, 2004; Swales, 1990). But there has been scant attention to the analysis of metadiscoursal stance markers, particularly attitude markers and self-mention, in review articles in the field of applied linguistics.

Hyland (2004a) has investigated metadiscoursal variations in terms of interactive and interactional resources between doctoral and master's dissertations totaling four million words written by Hong Kong students. The findings revealed the remarkable variations between the two corpora. Master's thesis included nearly the same frequency of interactive and interactional metadiscourse, whereas PhD dissertations contained more interactive elements and also higher frequency of metadiscourse overall. He believes that in doctoral dissertations writers employ more interactive devices to structure more discursively elaborated arguments (Hyland, ibid). It also represents more sophisticated attempts to engage with readers and represent the authors as competent and credible academics familiar with practices of their disciplines.

Moreover, in a comparative study of metadiscourse in two key academic genres of research article and introductory textbook, Hyland (1999a) revealed notable differences between these two genres. He found that the interactional elements which involve the reader in the text (e.g. hedges, emphatics, evidential, person markers) were more frequent

in the research articles than interactive elements (e.g. code glosses, Endophoric markers, connectives). He argued that these variations are due to the different roles that textbooks and research articles play in disciplinary activities and purposes they serve.

The above-mentioned review indicates that metadiscourse is a framework for analyzing interactions, exploring the ways that writers construct both texts and readers, and how they respond to their imagined audiences. Analysis of dissertations, textbooks, and research articles helps to reveal how metadiscourse construes and reflects different rhetorical contexts and facilitates the dialogic relationships which are at the heart of all communication.

Hyland and Tse (2004) investigated the use of metadiscourse in L2 postgraduate students' dissertations in different disciplines. They found that the frequency of metadiscourse in soft knowledge disciplines is higher than the frequency of hard knowledge fields which is the indicator of the fact that metadiscourse plays a significant role in explicating a context for interpretation. They believe that metadiscourse patterns indicate how the resources of language mediate the contexts in which they are used and reflect the knowledge domain and argument form of disciplines that create them.

In a similar vein, Hyland (2005a) has conducted a cross-disciplinary study. Based on the analysis of 240 published research articles taken from eight disciplines belonged to soft sciences vs. hard sciences, He explored two key resources of academic interaction: stance and engagement. The results revealed that interactional resources tended to be more common in the soft - knowledge disciplines than hard sciences. He claimed that it is mainly because the soft-knowledge fields are typically more interpretive and less abstract than hard sciences and their form of arguments rely more on a dialogic engagement and more explicit recognition of alternative voices (Hyland, ibid).

Furthermore, Faghih and Rahimpour (2009) examined a corpus of ninety discussion sections of applied linguistics research articles in terms of interactive and interactional metadiscourse. They considered three types of texts: English texts written by native speakers of English, English texts written by Iranians, and Persian texts written by Iranians. The detailed analysis of the corpus revealed that academic writings of three groups differed in their rhetorical strategies. Moreover, interactive metadiscoursal elements (Transitions, Frame markers, Endophoric, Evidentials, Code glosses) were used significantly more than interactional metadiscoursal elements (hedges, boosters, self-mention, attitude markers, engagement markers) by these groups. The above-mentioned reviews showed that how metadiscourse practices are closely related to the social activities, cognitive styles, and beliefs of academic communities. Metadiscourse is seen to be sensitive to differences in the ways disciplines understand the world and conduct their academic activities.

In the following sections, it has been attempted to provide an overview of recent studies conducted on analyzing stance markers (i.e., hedges, boosters, attitude markers, and self-mention resources) associated with academic discourses, particularly with academic review genres (if there is any).

3.4.1 The concept of stance

The concept of stance has been defined broadly and variously. Stance, in a broad term, can be considered as linguistic features employed by authors to indicate their views, attitudes, evaluations and judgment. Several scholars have defined the concept of stance in very unique ways. In the subsequent paragraph, we have looked at some of them in order to have a clear picture of this concept.

The concept of stance can be defined as "personal feelings, attitudes, value judgments or assessments" (Biber, Johansson, Leech, Conrad and Finegan, 1999, p.966). Biber and Finegan (1989, p.92) also add that stance features in a text can indicate "the lexical and grammatical expression of attitudes, feelings, judgments, or commitment concerning the propositional content of a message". The concept of stance in a text can be looked as "the ways that writers project themselves into their texts to communicate their integrity, credibility, and involvement" (Hyland, 1999b, p. 101). In another definition, Hyland (2008) believes that stance can be referred to "the writer's textual voice or community recognized personality" (p. 5). Stance can indicate the writer's attitude, evaluation and authorial voice in academic argument happening in academic discourses. The term stance has been used in several studies by scholars like Biber (2006a), Biber and Finegan (1989), Biber et al. (1990), and Precht (2000), however other terms have also been used such as 'evaluation' (Hunston and Thompson, 2000), 'affect' (Ochs, 1989), 'hedging' (J. Holmes, 1988, and Hyland, 1996). According to Biber (2006, p. 99), the concept of stance can be presented in academic discourses through three parameters including "grammatical devices, value-laden word choice, and paralinguistic devices". The first device is 'grammatical stance markers' including adverbials (e.g. hopefully, unfortunately, luckily) or clauses (e.g. I am sure that…, I doubt that…) which are employed to indicate stance. The second device is 'evaluative words' which are totally different from grammatical devices and involve just a single proposition (e.g. I like/ dislike this food) to indicate the writer's attitude and feeling. The third device is 'paralinguistic devices' which can be classified into spoken and written language devices. The devices showing stance in spoken language can be divided into linguistic (i.e., pitch, intonation, stress, and duration) and non-linguistic devices (i.e., gesture, facial expression, body language). Paralinguistic devices used in written language can be devices like 'italics', 'bold typed words', 'brackets', and 'underlining'.

One of the well-known stance studies focused on pragmatic aspect of stance is Hyland's (2005b) work. He has considered stance as one of the ways that the writers achieve interaction. According to Hyland (2008, p. 7), there are three components for stance including 'evidentiality', 'affect' and 'presence'. Based on this notion, he has offered a taxonomy for stance markers including 'hedges', 'boosters', 'attitude markers', and 'self-mention'. We are going to discuss these four features of stance in the following sections. However, as mentioned in Chapter 1, it should be added that the main focus of the current research is on analyzing and identifying only attitude markers and self-mention resources associated with review articles in applied linguistics.

3.4.1.1 Hedges

The linguistic term 'hedge' can be defined as words "whose job is to make things fuzzier [e.g. sort of, somewhat] or less fuzzy [e.g. typical, definitely]" (Lakoff, 1972, p.195). One of the functions has been determined for this term is to distance a writer/ speaker from what is being stated. Another use which can be identified for this term is to signal 'purposive vagueness' (Channell, 1994). Vande Kopple (1985) also describes hedges as markers which indicate lack of full commitment to a statement. Because of the significant role of hedges, they have been the object of analysis in written discourses especially academic discourses. There have been a large number of studies on hedging in different disciplines including economics (Bloor and Bloor, 1993); engineering (Hyland, 2005c); medicine (Salager-Meyer, 1994) and natural science and molecular biology (Hyland, 1998a; Myers, 1989).

Bloor and Bloor (1993) analyzed 11 RAs in economics investigating hedging in these research papers to emphasize how economists make knowledge claims. Their findings showed a close relation between the amounts of hedging with the type of claims have

been made by economists. They also concluded that economists use less hedging in their research papers than biologists.

In another study, Salager- Meyer (1994) also investigated the distribution of hedges in different rhetorical sections of case report and research paper in the field of medicine. The results of this study indicated that the Discussion section in the research papers and the Comment section in the case reports had more hedging than other rhetorical sections. The Method section used less hedging than other sections. The results of this study go in line with Myers' (1989) findings stating that biologists use more hedges in the Discussion section of RAs than other sections due to showing commitment.

Hedging as a wildly-used category of interactional metadiscourse has a significant role in academic writing. Based on a contextual analysis of 26 articles in molecular biology, Hyland (1998a) discussed main functions of hedging in scientific research articles and argued that hedging in scientific writing cannot be fully understood in isolation from social and institutional contexts and offered a pragmatic framework which reflects this interpretive environment. Moreover, in a comparative study of metadiscourse in two key academic genres of research article and introductory textbook, Hyland (1999a) revealed notable differences between these two genres. He found that the interactional elements which involve the reader in the text (e.g. hedges, emphatics, evidential, person markers) were more frequent in the research articles than interactive elements (e.g. Code glosses, Endophoric markers, Connectives). He argued that these variations are due to the different roles that textbooks and research articles play in disciplinary activities and purposes they serve.

The above-mentioned review indicates that metadiscourse is a framework for analyzing interactions, exploring the ways that writers construct both texts and readers, and how they respond to their imagined audiences. Analysis of dissertations, textbooks, and research articles helps to reveal how metadiscourse construes and reflects different rhetorical contexts and facilitates the dialogic relationships which are at the heart of all communication.

Hedging can be considered as an important strategy in writing academic discourses especially research articles and review articles. Various studies have presented useful views and information on their form and function in written academic discourses. But, there appears few studies have been focused on analyzing hedging in review articles especially in Applied Linguistics. It is noteworthy to say that more research on analyzing stance features associated with the review article genre is needed at this point.

3.4.1.2 Boosters

The second concept from stance features is called boosters. Following Hyland's (2005b) taxonomy, the concept of boosters is classified as the second significant feature of stance in academic discourses. It is known as intensifiers or emphatics and opposite of hedges. We can define hedges as down-toners, while boosters can be defined as upgraders. One of the functions of boosters is to indicate the writers' certainty and commitment to a certain proposition, while hedges try to show lack of certainty and commitment. For instance, the words like 'sure', 'exactly', 'definitely', and 'demonstrate' are lexical items that writers may use to show their certainty of statements in their texts. The writers can use boosters to present their opinions and research with certainty "while strategically engaging with colleagues" (Hyland, 2000, p. 97), the writers also want to present their awareness of the readers and leave little room for misinterpretation from the

readers' side and "head off conflicting views" (Hyland, 2005a, p. 52). According to Hyland (2005a, p. 180), hedges and boosters are the main tools in academic texts that enable writers to take a stance and they can balance objective information and subjective evaluation in a text. These two complementary elements of stance assist writers to balance between significance and originality of research (Hyland, 2008).

Examples of research into specific disciplines include Hyland's (1999a) investigation into the role of disciplinary differences in academic writing, for example, humanities and social sciences writers versus sciences and engineering writers that draw on different linguistic resources in the creation of specific knowledge within disciplines. Hyland's corpus comprised of Philosophy, Sociology, Applied Linguistics, Marketing, Physics, Biology, Mechanical Engineering, and Electrical Engineering. The results showed that interactional kinds of metadiscourse, hedges and boosters, appear most frequently in the four former ones, categorized as 'soft discipline' according to Becher's (1989) taxonomy. As it has been discussed, "this is mainly because the soft-knowledge fields are typically more interpretive and less abstract than the hard sciences and their forms of argument rely more on a dialogic engagement and more explicit recognition of alternative voices" (Hyland, 2005a, p.145). This means that hard science writers use impersonal strategies by the help of modal verbs in the role of hedges and boosters to smear their own roles and make much more use of directives as an engagement marker in order to lead the readers within the argument to their own claims. However, soft science writers rely much more on personal projection to highlight their own role to the propositional information and accordingly convincing readers by means of applying far more reader pronouns. Humanities and social sciences writers also tended to employ more other-reference than writers in engineering disciplines, as well as using more integral structures rather than

non-integral ones. Another characteristic of soft disciplines, as Hyland (2005b) puts it, is the use of shared knowledge references.

Marandi's (2002) investigation, on a corpus of 30 master's theses' introduction and discussion sections written by British, Native Iranian and EFL Iranian graduates, showed that there was high tendency to use textual kind of metadiscourse in Introduction section and Interpersonal kind of metadiscourse in Discussion section of research articles, significantly hedging devices. Considering Mohammadi Khahan's (2006) investigation on hedges and boosters from cross-sectional analysing point of view showed that there was no significant difference between Results vs. Discussion sections in the application of these markers, this is not in accordance with what is believed about the communicative purposes of different rhetorical sections. Apparently, all these results- except that of Mohammadi Khahan's (ibid)- are in line with Adam Smiths' (1984) study in which one of the influential factors of the higher subjectivity of the Discussion section is the frequent use of hedging devices, especially by means of modals. The results of Salager-Meyer's (1994) study, especially considering the Method section with lower frequency of hedges, can be upheld by Hyland's (2005a, p.146) view on the Methodology section of articles. He believes that as this section is open to alternative interpretations so it demands author's awareness and consequently using few number of hedging devices but not boosters in order to "head off, close down alternative voices to emphasize the strength of writers' commitment and thereby convince the reader through the force of the argument". In a similar investigation on sections, Farrokhi & Ashrafi (2010) investigated the effect of culture and section on the distribution of textual metadiscourse resources from cross sectional point of view. The findings showed that the occurrences of these resources across three rhetorical sections, namely the Abstract, Introduction and Results & Discussion sections are different. The textual metadiscourse resources are the most

frequent in the Introduction section followed by the Results & Discussion and the Abstract section.

In another study, Crismore & Fransworth (1990) did a comparison study of popular and professional science discourse and found low frequency and distribution of hedges and boosters in popularization but high frequency of attitude markers. For Hyland (2005a) the exclusion of hedges and boosters makes the subject more significant and newsworthiness for the audience, because he believes that including high degree of these markers in popular science as a kind of genre will reduce the value of discourse "by drawing attention to its uncertain truth value" (pp. 98-100). But, about the attitude markers with higher degree of occurrence in this genre (i.e. popularization), it's important to point out that "unlike their role in research papers, where they signal the writer's attitudes and values shared with other members of a disciplinary community, attitude markers in this genre help to impart an informal tone and underline the accessibility of the material" (Hyland, 2005a, p.99). Another feature of this genre (popularization) is making use of four kinds of engagement markers namely, second person pronouns, questions, imperatives, and asides. While in science research articles just the third form (imperatives) is seen in high frequency. The evidential markers are also used in different form and way but the same function in two genres of popularizations and research articles. In the former genre, they are included in the text to give truth to the audience about the credibility of its source and accordingly give credibility to their own material, but in the latter one, this kind of marker is used to show and recognize researcher's reputation.

Undergraduate textbook as a major pedagogic genre of the academy also demands for particular manipulation of metadiscourse. Hyland's (1998b) investigation of 27 RAs and textbooks from the same disciplines provided the ground for scholars to go through these

two different types of genre. He found out that in textbooks there were high use of interactive resources such as transitions, code glosses and Endophoric to make the text comprehensible for its readers, while hedges, boosters, evidential and self-mentions were in high frequency in articles to convince the readers. Likewise, Hyland (2000) in another study on a large number of data- seven chapters of 56 course books in eight disciplines, found that just like his previous study, transitions were distributed more frequently in textbook. But, hedges and engagement markers were those markers that followed transitions with high frequency with opposite line of finding in research article as a different genre. Therefore, the question of whom the audiences are, and what is the purpose of discourse makes clear differences among different genres (Hyland, 2005a, p.111). Textbooks, for example, addresses those members of particular discourse communities such as students far more than peers or colleagues, so this is a kind of genre which distinguishes expert from novice and try to convince the latter one more. In a comparative study of Applied Linguistics samples, Kuhi & Behnam (2010) analysed 80 research articles, handbook chapters, scholarly textbook chapters and introductory textbook chapters, 20 from each one. Results indicated that there were significant differences among genres. The first significant difference was related to the difference between research article, as a prestigious academic genre, and introductory textbook, as a public research genre. Research article writers tended to use more devices of evidential, while textbook writers resort more to comprehension facilitators named as transitions, code glosses, frame markers, and Endophoric features. In the case of interactional categories textbooks were in higher frequency than research articles (significantly engagement markers). In research articles, hedges and evidential devices were in high frequency but regarding handbook chapters and scholarly textbook chapters there was no significant difference among them.

In a recent study, Hu & Cao (2011) in a comparative study analysed the corpus of 649 abstracts of two broad genres of scientific writing including empirical vs. non-empirical, published in eight Applied Linguistics Chinese- and English- medium journals. They also found some genre based influences on the use of hedges and boosters. These devices as grouped in interactional metadiscourse strategies tend to be more apparent in academic writing, particularly in the genre of research articles (Hyland, 2005b; Hyland & Tse, 2004). The results of their study showed that there was high tendency for using boosters in the abstracts of empirical RAs, but it was not common in the abstracts of non-empirical RAs which was incompatible with the findings of previous studies in which their findings implicate less visibility of empirical RAs' authors than non-empirical ones (Dahl, 2004). Although, different works have presented useful information on their form and function in written academic discourses, there appears few studies have been focused on analyzing boosters in review articles. One priority for future research is apparently to focus on analyzing metadiscoursal features particularly hedges and boosters associated with the review article genre in Applied Linguistics.

3.4.1.3 Attitude Markers

These elements are dealt with the authors' feeling and attitude towards the propositional content and they may reveal explicitly the authors' point of views and the main message in the written academic discourses. According to Hyland (2008), attitude markers are dealt with the "affective attitude" of authors towards a given topic or theme, not "epistemic attitude". Adel (2006, p. 174) defines attitude markers as "the importance of something, the interest of something, its appropriateness and the personal emotional concomitants of linguistic material". In another study, Koutsantoni (2004, p.179) analyzed some pragmatic functions of attitude markers employed in electronic and electrical engineering research articles. The results of his study indicated that attitude

markers were employed in the research papers to present the significant of research area, justify the authors' work, emphasize the originality of their work, indicate gaps in the developments of a research and evaluate the previous works in a related field. Koutsantoni (ibid, p. 179) further adds that attitude markers "create a research space for engineers, assert their learned authority and expertise, solicit readers' acceptance of claims, and reach consensus". At the same time, Hyland (2005c, p. 180) state that the authors employ attitude markers in their texts in order to present a position and take a stance. They use these markers to make readers agree with their points of view and pull the readers into a conspiracy of agreement. It has been shown that authors in hard sciences employed less attitude markers in their research papers than in soft sciences and by employing these markers the authors can "create a convincing discourse and establish personal credibility, critical insight and disciplinary competence" (Hyland, 2005a, p.151). Yet in another study, Jalilifar & Moazen (2014) analyzed the use of attitudinal language in 169 discussion sections of applied linguistic research articles published in ISI and non-ISI journals. They analyzed their data for the use of evaluative expressions by following Appraisal model introduced by Martin & Rose (2003). Their findings indicated that there was significant variation between ISI and non-ISI papers regarding the use of evaluative expressions. The higher use of Affect and Judgment resources in ISI journals was noticed, whereas the higher use of Appreciation in non-ISI papers. Finally, they suggested that more studies are needed to substantiate the results of their study.

Now for the current research, it should be mentioned that Hyland's (2005b) notion is used. It is mainly focused on analyzing, distribution and counting accurate frequency and categories of attitude markers in review articles. In other words, the analysis is carried out to identify the most frequent attitudinal items, their types and categories used in the entire corpus of the current research and in the two sub-corpora of review articles.

3.4.1.4 Self-mention Resources

The term self-mention has been defined as the use of first person pronouns and possessive adjectives by authors in academic discourses. Self-mention resources can show the authors' direct presence (Hyland, 2008). It is proposed that authors attempt to interact with their readers and they intrude in their texts in order to persuade their views and seek agreement. One of the important aspects of written academic discourses is to present the authors' interaction and persona. Thus, this significant feature happens through the authors' personal involvement in their discourses, and it can be presented explicitly with self-mention resources. There are a range of discoursal features to construct this authorial identity, however the most remarkable one can appear in the form of self-reference (like first person pronouns *I*, *we*, *me*, and *us* and possessive determiners *my* and *our*). There are a number of scholars investigating the functions of self-mention resources in written academic discourses like Flottum, Dahl, and Kinn (2006); Harwood (2005a, 2005b); Hyland (2002); Ivanic (1998); Kuo (1999); Martinez (2005); Mur-Duenas (2007); and Tang and John (1999). The functions of self-mention resources employed in academic discourses are as follows: (a) stating a purpose, (b) indicating findings, (c) justifying a proposition, (d) indicating commitment, (e) bringing a reason, (f) showing a need or personal intentions, (g) elaborating a debate, and (h) stating conclusions. According to Hyland (2002), it is very important to find out the functions of self-mention in academic discourses because they show in which arguments or discussions the authors have been interested in interacting and willingly showing their presence in the texts. In other words, the authors mostly often like to intrude in their texts and demonstrate their commitments to them. Many studies have examined the frequency and role of first person pronouns and the determiners in research articles and academic books; however, few studies have examined self-mention resources in review articles in applied linguistics. In the following paragraphs, several studies analyzing self-mention

markers in academic writing will be reviewed.

Hyland (2002, p.1091) believes that one of the fundamental factors in pragmatic competence is to be able to construct an authorial identity and convey the main message of the research. The authors have not simply reported their results or made points without sharing their views, constructing an authorial identity, persuading their readers and seeking agreement. The writers often adopt these practices and rhetorical features of a community that they belong to. They try to take an identity. The identity can be taken as a member of the community. They adjust themselves with the choice of discoursal features to go in line with the values and beliefs of that community. One of the pioneer works in constructing authorial identity refers to Ivanic's (1998) study. Ivanic classified writers' identities into three aspects including (1) auto-biographical self (the writers bring their life-history in a text to establish a unique territory and claim significance and centrality of their own knowledge in that field), (2) discoursal self (the writers bring their own image or voice in a text), (3) authorial self (the writers intrude into a text and they stand in a position of a creator). The focus of the current research is on the third aspect of authorial identity. It is this aspect of identity which I am concerned with in the present research, counting the frequency of self-mention resources in review articles and showing how the writers choose the first position in their clauses and sentences. This type of strategy helps the writers to establish their position and indicate the degree of authoritativeness in their academic discourses. The writers often choose the first position in their clauses in the form of first person pronouns to indicate that they are in charge of their own claim and take over the interaction in their texts (Gosden, 1993). Therefore, the self-mention aspect of stance markers is very important to affirm explicitly the writers' role in their academic discourses as committed creators.

One of the interesting studies related to self-mention resources is Tang and John's (1999, pp. S31- S32) typology. They have proposed a typology of six different identities behind the first-person pronouns in English. The classification of their typology is as follows: (1) a representative role like 'as *we* already know…', (2) a guide through the text like 'let *us* refer to this example…'), (3) an architect of the text like 'In this research, *I* will argue…', (4) a recounter of the research process like '*I* asked the participants to answer the questions…', (5) an opinion-holder like '*I* disagree with him/ her…, (6) an originator like 'one part of the problem here, as *I* see it, refers to…'.

As it has been discussed (Tang and John, 1999), the range of these identities varies from the most powerful author to the least powerful one. The former author, the most powerful one, has a role of originator. This type of writer claims authority and he/ she shows that he/ or she has the capability to create new ideas. These writers can be realized through exclusive pronoun. The latter author, the least powerful one, has a role of representative. This type of writer does not claim authority and not create any view or idea at all. He/ or she introduces himself/ herself alongside other researchers and writers. He/ or she can be realized through inclusive pronoun. The inclusive pronoun refers to author and reader together in the text like inclusive 'we' in 'as *we* know…'.

Self-mention as an important way of understanding more about writing in disciplines, was explored by Hyland (2001a). He focused on the use of self-citation and exclusive first-person pronouns in a corpus of 240 published research articles in eight disciplines. The result revealed greater use of first person pronouns in soft disciplines. Hyland believes that self-mention plays a crucial role in mediating the relationship between writers' arguments and their discourse communities, allowing writers to create an identity as both disciplinary servant and persuasive originator. Thus, writers in the hard sciences

downplay their personal roles in the research, while the higher frequency of personal pronouns in the soft sciences indicates their personal voice and authorial visibility in texts. He also emphasizes that arguments in soft knowledge domains are different from those of hard science domains due to the nature of these sciences. These findings were supported by another study as well.

In another study, Hyland (2002a) has suggested his own functional classification for personal pronouns in academic setting. The current research is following his taxonomy. He has suggested a classification of four different discourse functions for the aspect of self-mention markers in academic setting. They are as follows: (1) stating a purpose, (2) explaining a procedure, (3) elaborating an argument, and (4) stating results/ or claims. His clarification, like that of Tang and John (1999), refers to this fact that certain functions contain more powerful authoritativeness (like elaborating an argument and stating results/ or claims) than others (like a stating a purpose and explaining a procedure). Hyland (2002a) contends that the way authors employ self-mention resources in their academic discourses to construct authorial identity may differ from one discipline to another one in terms of the social and epistemological practices. It has been indicated that self-mention resources are more common in soft sciences research articles than in hard sciences research articles (Hyland, 2001).

There are different classifications proposed in the literature for self-mention resources. The previous taxonomies namely Tang and John (1999) and Hyland (2002a) are compared and contrasted in the following table. As Table 3.2 indicates the four basic identities and functions based on their classifications overlap and show the same functions for self-mention markers. As we move down from the top to the bottom, writers' role changes from the least powerful into the most powerful writers as 'opinion-

holder' and 'originator' that are realized through exclusive pronouns and refer only to writers (such as 'I' and 'We').

Table 3.1: Identities and Functions of Self-Mention Resources

Identities (Tang and John, 1999)	Functions (Hyland, 2002a)	the least powerful writer
Representative Role e.g. "As *we* already know…"		
Reader Guide e.g. "Let *us* see two examples…"		
Architect of the Text e.g. "In this paper, *I* will discuss…"	Stating [a background or a purpose]	
Recounter of the research process e.g. "*I* administered the questionnaire to two groups…"	Explaining a procedure	
Opinion holder e.g. "*I* agree with him/ her…"	Elaborating an argument	
Originator e.g. "Part of the problem here, as *I* see it, is…"	Stating [results or Claims]	The most powerful writer

Yet in another study, Tse and Hyland (2008) analysed a corpus of academic book review written by male and female writers and interviews with academics both from philosophy and biology. They found that the interactional kind of metadiscourse features were used twice more than interactive markers by both genders especially by male writers

showing the evaluative nature of this genre. Male writers made more use of 'engagement markers', 'hedges', 'boosters', and 'self-mentions', having interviews with academics also confirmed this. Considering interactive features, female writers made more use of transitions which was as a second most significant feature in male writer's texts. This can be proof for both genders tendency in making clear the argument for readers. Female writers were heavy users of evidential markers, confirmed by academics' interviews, but there was no significant difference between them in the use of code glosses. In sum, according to the genre (spoken or written) and community of practices in which genres happen, both genders make different uses of metadiscourse features.

To sum up, the concept of stance was defined broadly and variously. Stance, in a broad term, is considered as linguistic features employed by authors to indicate their views, attitudes, evaluations and judgment. Hyland contends that the perspective of stance can be referred to "the writer's textual voice or community recognized personality" (2008, p.5). Stance can indicate the writer's attitude, evaluation and authorial voice in academic argument happening in academic discourses. The writers strategically use exclusive 'we' to refer to themselves or inclusive 'we' to refer to either writers or readers. It is the exclusive 'we' and explicit self-mention markers that I am concerned with in this current research.

3.5   A brief summary of this Research

Given specific definitions and classifications of academic review genres above, it can be difficult to arrive at a clear and single definition of a review text. There are various forms with integrative functions in which each review text may offer different values. Reviews provide scientists and scholars with the evolutionary history of the field and they notify these experts and also postgraduate students with the published literature, help

them raise awareness in their related fields, and reviews provide a back up to other methods of literature searching. Besides, reviews are generally valuable as a means of an aid in teaching (Woodward, 1974). Specifically, the review article genre can act as a window to the readers to have a look at the history of the field in question, making a relationship between the past and the current time. The review article genre may provide a good chance to their writers to gain a certain prestige due to their comprehensive history and review of the area in question. This is, therefore, one of the other main reasons why the focus of this research has been put on the review article genre. There are, therefore, the following emerging problems which motivate the researcher to do the current research: (1) the text types of review articles in applied linguistics (i.e. the classification system), their characteristics and functions which can lead to a representative classification system of review articles, (2) A pedagogical need in ESP to have a move analysis of the overall rhetorical textual pattern of review articles in applied linguistics; (3) the need to identify linguistic features associated with the commonly occurring moves in the Abstract, Introduction, Body, and Conclusion sections of review articles; (4) the need to investigate the argumentative patterns commonly employed in thematic units of the Body section and (5) the need to analyze and identify the frequency of occurrences and categories for the sets of attitude markers and self-mention resources associated with review articles which will lead to a clear picture of the authors' evaluation, attitudes and presence or authorial identity.

Although the review article genre plays a significant role for EFL postgraduate students, novice writers and junior researchers in creating knowledge and consolidating new research areas, there has been little attention paid to the review article genre and its rhetorical move structures in applied linguistics. Instead, other sub-genres of academic review genre as discussed above have been studied extensively over the last decades,

especially book reviews (Groom 2009; Moreno and Suarez, 2008; Motta- Roth, 1995), literature review chapters in theses (Kwan, 2006; Ridley, 2008, Thompson, 2009) and book review article (Diani, 2009). At the same time, we can mention that lack of genre-based studies on the review article genre might be due to the length of review texts, their complex and their recursive texts which is totally different from the IMRD (the review article format is not following well-known Swales' structure Introduction, Method, Result, and Discussion) and an uncertain status of review articles (Swales, 2004). Thus, this kind of academic review genre is to some extent a neglected-genre (Hyland and Diani, 2009; Noguchi, 2006; Swales, 2004). This is one of the basic reasons to justify and show the significance of the present research. Hence, the current research has been undertaken to make contribution to academic review genre literature. This research may contribute to more understanding of how the review article genre is structured, what specific language is used and what sociocultural factors influence the creating of this genre. If we provide a comprehensible pattern of the review article genre in applied linguistics, it can help novice writers, junior researchers and EFL postgraduates raise awareness of the schematic structural organization of the review article genre. Moreover, this kind of genre-based study can help them to review the developments of a research critically and write their academic reviews in a style more acceptable to the academic community. We may further open this window to them in order to familiarize them with the history of the related field. Therefore, learning and being familiar with the history of related field leads to a new invention, knowledge, and discovery.

3.6   Summary of the chapter

In this chapter, the main objectives of the current research were firstly presented. Then, an overview of some major move-based studies in academic setting was provided. I reviewed and tried to reflect on the developments in academic discourse analysis over the

last three decades _ though the earlier researches were sometimes addressed to provide contextual information for the current thesis. Subsequently, the relevant literature was addressed (i.e. research on the genre of academic reviews) and it led to gaps and issues that show a need for further research in academic review genres. To make my task manageable, I have limited myself to looking at review genres in academic setting, particularly the review article genre. Finally, I have briefly addressed relevant research related to metadiscourse features specifically stance features using concordancers such as Wordsmith, Wordpilot and Antconc tools to analyze these markers in the research genre. Research in the literature of academic review genre has also claimed the need for investigation to take into account the certain characteristics of the review article genre in different disciplines.

In short, this chapter reviewed the studies and works which related to identifying rhetorical move structures and metadiscourse markers, particularly stance markers, in academic setting. To identify the structural organization of academic discourses without referring to their linguistic features particularly metadiscourse features cannot be valid anymore. Genre-based studies can become more valid when the analysis is being based on combining approaches to investigate academic discourses like review articles. This sort of study has contributed to more understanding of how the certain genre is structured, what specific language is used and what sociocultural factors influence the creating of this genre. Therefore, the present thesis has been undertaken to make contribution to the literature of academic review genre study. It has tried to investigate and look at the review article genre in applied linguistics from several perspectives. These perspectives include: (1) doing a two-layer analysis of rhetorical move structures and steps/ strategies with the realization of their linguistic features (i.e., analysis of macro-textual structures and micro-textual structures) and also identifying commonly employed argumentative patterns in

the thematic units of the Body section, and further (2) investigating and identifying the frequency of occurrences and categories of metadiscoursal stance features particularly attitude markers and self-mention resources in review articles in applied linguistics.

CHAPTER 4: RESEARCH METHODOLOGY

4.1   Introduction

The current research is concerned with the development of a framework to describing the macro and micro-organizational structures of review articles in applied linguistics. It follows a mixed-approach (qualitative and quantitative methods). The main purposes of this research are: (1) to classify review articles in applied linguistics into the review text types defined by communicative purposes and characteristic features (i.e. to suggest a classification continuum), (2) to analyze and describe the rhetorical move structures which are commonly used in the Abstract, Introduction, Body and Conclusion sections of review articles, (3) to investigate and identify argumentative patterns employed in the Body section of review articles, and (4) to identify which metadiscoursal stance features (particularly attitude markers and self-mentions) are used for showing authors' stance, attitude, evaluation and authorial identity in review articles in applied linguistics. In other words, it is highlighted not only the genre-specific features that govern the review article genre but also writers' commonly-used argumentative patterns and the strategies employed to show their attitudes and authorial identity in review articles in applied linguistics.

In fact, the present study is to analyze a written academic review genre, review articles. A written genre incorporates a process and interpretation (Candlin and Hyland, 1990) and an effective investigation requires inquiring into the process and the interpretation of the academic genre. Therefore, this research tries to employ a mixed-approach both top-down and bottom-up approaches in analyzing the data of this research in order to formulate a comprehensible description of discoursal functions in review articles in applied linguistics.

In the subsequent sections of this chapter first, the corpus of this research will be described. Then, the collecting procedure of the corpus will be provided. Next, the data analysis procedure of this research will be explained. Subsequently, the procedure of receiving feedback from the specialist informants and the interviews will be explained. Finally, a brief summary to this chapter will be presented.

4.2   The corpus of this Research

In the following section, the procedure of selecting the journal and review articles as the corpus of this research is presented.

4.2.1   The procedure of selecting the journal and review articles

The research is conducted with a set of written academic review texts to support its objectives. One of the regulations to collect a corpus for genre-based studies is that they have to follow the same characteristics (Conrad, 2002). The first characteristics of the corpus for this research is that it consists of review articles from one established journal which has focused only on applied linguistics, namely Annual Review of Applied Linguistics (ARAL printed by Cambridge University Press). As it has been suggested, "Annual Reviews publications are among the most highly cited in the scientific literature, and are available in print and online to individuals, institutions, and consortia throughout the world", and further it has been informed that "since 1932, Annual Reviews has offered comprehensive, timely collections of critical reviews written by leading scientists" and besides more than 50% of highly cited with higher impact factors belong to review articles (retrieved from http://www.annualreviews.org/ cited in UM library online interactive system). The prestige and high importance of this journal are taken into account. Another characteristic of review articles collected for the corpus of this genre-based study is that review article is a solicited paper and written by specialist experts in the related field. Yet,

another criterion involved in choosing and sampling procedure of this study is to consult the specialist informants in that field, this is known as 'informant nomination' the established tradition in sampling and targeting the corpus-based studies (Hyland, 2000, 2007; Kuhi & Behnam, 2010; Kuhi, Yavari, & Sorayyaei Azar, 2012). The specialist informants were asked to name the most prestigious journals in applied linguistics with higher degree of reputation among academics in which their review articles were published.

The following feedback, actually, comes from one of the specialist informants who acted in our study as one of the 'informant nomination' sources. He has recommended us to hit review articles in applied linguistics in ARAL journal as sampling procedure in our genre-based study. He has put much more emphasis on targeting ARAL in this study because we can arrive at a clear understanding of review articles in the field of applied linguistics:

1- ...The purpose is to further discussion about a topic or about a scholar's contribution in order to determine the current state of the art. Contributions to ARAL are typically reviews of my first kind and a good way of arriving at an understanding of what a review article is would be to read a number of such articles. (Informant '5', e-mail interview, 2011)

After targeting ARAL, there was an attempt to decide about the number of review article texts as the corpus of the present research. The corpus consists of 32 review articles published during 2000 to 2007. There is one ARAL volume for each year. That is to say, each volume contains almost twelve or fourteen chapters. Each chapter includes one review article. Each chapter is thematic and covering certain topic of the broad field of applied linguistics. ARAL has been published since 1980 and its frequency is one volume per year, hence there are 8 volumes altogether during 2000 to 2007 and each volume contains more than 12 review articles. A systematic simple random sampling was used to

select the corpus of this study. The first four review articles were selected from each volume.

Besides, the corpus of this study was restricted to review articles in "applied linguistics concerned with increasing understanding of the role of English language in human affairs" (Wilkins, 1997, p.7). Experimental research articles, case reports, Systematic reviews and meta-analyses, book reviews and book review articles were excluded from the corpus of this study because it is clear that the structural organization of these reviews and their communicative purposes are totally different. The review article texts provided an overview of other languages were excluded as well. For instance, in ARAL volume 26 published in 2006, after selecting the first four chapters (the review articles from 1 to 4 in that volume), we noticed that only the first review article entitled 'English as a Lingua Franca in Europe: Challenges for Applied Linguistics' has studied the English language. The other three review articles provided an overview of other languages namely 'French', 'German' and 'Russian'. From Chapter 2 to 8 the review articles do not review and discuss the English language. So, they were excluded from the corpus. Moreover, the review article texts were selected from chapter 9 onwards. Hence, from this volume (Vol. 26) chapter 1, 9, 10, and 11 were selected.

In addition, the nationality and gender of the writers were not taken into account in this study. As the focus of this research is on four sections of review articles in applied linguistics namely the Abstract, Introduction (the beginning of the review text), Body and Conclusion sections, the figures, the examples and scripts, the bibliographies, the footnotes and notes were deleted and excluded from the domain of the present research, to produce a computer-readable corpus of totaling 201208 running words from four sections of 32 review articles in applied linguistics. In the following table (Table 4.1),

characteristics and some details of the corpus will be described and presented. It displays some details namely if the selected review article of the corpus has a single author or not, date of publication, four main sections of the review texts, average number of references and pages in each review text, if there is any figures and tables, and number of chapters in each volume. Full bibliographical details of review articles included in the corpus are given in Appendix 'A'.

Table 4.1: Characteristics of the Corpus of this Research

Data No.	Singled Author	Date	Abstract	Intro.	The Body	Concl.	Average no. References	Chapter No.	Tables, Charts, Figures	Average no. Of Pages
1	Yes		NO	*	***	NO	15	1	-	12
2	Yes		NO	*	***	***	A.14+92	2	-	21
3	Yes	2000	NO	NO	***	***	A.17+63	3	-	17
4	Yes		NO	*	***	*	A.3+79	4	-	19
5	Yes		**	**	***	*	A.4+81	1	-	19
6	Yes		**	*E	***	*	A.6+45	2	Fig.1	19
7	Yes	2001	**	**	***	*	A.6+79	3	-	16
8	Yes		**	**	***	*	A.3+59	4	T.1	13
9	NO		**	**	***	*	204	1	-	28
10	Yes		**	**	***	*	A.3+O.48	2	Fig.1	19
11	Yes	2002	**	**	***	*	A.1+195	3	f.1+t.1	22
12	Yes		**	**	***	*	A.5+W.7+90	4	f.1	20
13	NO		**	**	***	***	A.6+41	1	-	18
14	Yes		**	**	***	*	102	2	-	21
15	Yes	2003	**	**	***	NO	40	3	-	13
16	NO		**	**	***	*	A.5+109	4	-	20
17	Yes		**	**	***	***	A.7+71	1	f.1	22
18	NO		**	NO	***	***	A.4+101	2	-	17
19	Yes	2004	**	**	***	*	A.8+116	3	-	25
20	NO		**	**	***	*	A.15+338	4	-	36
21	Yes		**	**	***	*	A.5+127	1	-	22
22	NO		**	**	***	*	60	2	-	19
23	Yes	2005	**	**	***	NO	A.6+161	3	f.1	27
24	NO		**	*E	***	*	A.5+33	4	-	20
25	NO		**	*E	***	NO	A.5+122	1	f.1	31
26	Yes		**	**	***	***	A.4+95	9	-	21
27	Yes	2006	**	**	***	*	A.4+57	10	f.1	14
28	NO		**	NO	***	*	A.5+89	11	-	26
29	NO		**	**	***	*	A.7+70	1	f.1+t.3	22
30	NO	2007	**	**	***	*	A.6+W.5+22	2	f.1+p.14*	20
31	Yes		**	**	***	***	A.3+150	3	-	30
32	Yes		**	**	***	*	A.7+95	4	-	21

*= the conventional heading shows the section; *E= Embedded with next section; **= No conventional section heading, but the content represents the section; ***= Content section heading; A.: Annotated References; W.: Websites; f.: Figure; t.: Table; p.: Picture; O.: Other References; Conc.: Conclusion

Based on the specific details presented in the table above (Table 4.1), the second column tells us if the review article has one single author or more than one. The third column shows us the date of publication of review articles varied from 2000 to 2007. The fourth, fifth, sixth and seventh columns tell us if the prevalent analytical sections are present or not (this sign '*' shows the presence of conventional heading, '**' this sign shows there is no conventional section heading however the content represents the section, and this '***' sign shows that there is a content section heading). For example, the fourth column clarifies that the abstract section is not present for the first review article

of the corpus (RevA.1), while there is an introduction section for this review article text. Besides, the body section contains content headings and the conclusion section was also embedded with the body section and there was no conventional section heading for the concluding remarks. The eighth column indicates what the average number of references is for this review article, and the ninth column shows the chapter number of this review article text in the respected issue of ARAL. The tenth column indicates if there is any chart, figure, model or picture illustrated in the text or not. And the last column tells us the average number of pages for each review article text.

In fact, the corpus of this research has the advantage of investigating one of the academic review genres or the sub-genre of the research genres (the review article genre in applied linguistics), while most previous studies have focused merely on experimental and theoretical articles or other sub-genres of academic review genres. There are only few studies investigated the review article genre. But, their review texts were in science discipline like Myers (1991) and Noguchi (2006, 2009). Besides, many of the move-based studies have analyzed research articles in different disciplines in a comparative method and they have shown that disciplinary variations have influences on the rhetorical move structures (Swales, 1990; Thompson, 1993). So, the present study has its own advantages.

These collected review articles have a total of 201208 running words (198426 tokens used for word list). The researcher was aware that different journals have different requirements for writing research papers and reviews due to the scope of that journal and editorial rules. Besides, review articles have not been included in all volumes and issues of journals. Yet, other factors that make differences in the rhetorical move structures and discoursal organization of the research papers and reviews are the field of study, disciplinary variations, writers' communicative intentions and choice of method in doing

research and theory. In order to avoid these issues and maximize the homogeneity of the corpus, the researcher has selected the corpus of the present research from ARAL journal.

4.3   Data analysis

In this section, the procedure of data analysis of this research is presented. Then, the investigation and identification procedure of the rhetorical move structures of the prevalent analytical sections in review articles will be explained. Subsequently, the coding system of this research is provided and described. Next, the procedure for validating the results will be explained. In this sub-section, the inter-rater reliability agreement is presented and the results of reliability agreement are provided. Eventually, the procedure of analyzing two stance features in the entire of the corpus will be explained. It should be finally added that the data analysis procedure of this thesis includes two main approaches: both qualitative and quantitative procedures.

4.3.1   The procedure of data analysis

In the present research two main phases for data analysis were taken and applied. These two phases were taken into the consideration based on the objectives of this research. In the following sub-sections, the two phases for data analysis will be explained.

4.3.1.1 The first stage of data analysis

The main framework for this investigation was Swales' (1990) genre analysis because it offers a wider perspective for analyzing research genre and its sub-genres including review article. It should be stated here that although Swales' (1990) CARS model has been revised several times, it still can be considered comprehensive and unique. According to several scholars (Anthony, 1999; Ozturk, 2007; Samraj, 2002; to name a

few others), the CARS model can be defined as the strongest analytical framework for describing the rhetorical structures of academic discourses.

Following the objectives of this research, it was attempted to describe the characteristics and functions of the review article genre, classify them into the review text types, display classification system of review articles in applied linguistics. Then, the generic structure of the Abstract, Introduction and Conclusion sections was described. The linguistics devices were also highlighted for the moves in the three prevalent sections. Because the stretch of thematic units in the Body section are lengthy, complex and including hierarchically- constructed argumentation, the accurate frequency of moves and strategies appeared in the thematic units was not counted. As contended before, the main analytical framework for this part of investigation was Hatim and Mason's (1990) prototype argumentative model. The researcher identified which argumentative pattern was employed in thematic units of the review article texts. In this stage of the study, the scope for genre analysis of the review articles was narrowed down to the analytical framework used by Hatim and Mason (1990) for argumentative discourses. Hence, the analysis was both qualitative and quantitative at the first stage of the procedure.

To sum up, a classification continuum was firstly suggested based on the definition of review article purposes and functions (Research question 1). Secondly, as this research is mainly a comparative analysis to assess if the move and step features of the CARS model (Swales 1990) and also two other scholars' models including Santos' (1996) five-move pattern for the Abstract section and Yang and Allison's (2003) three-move pattern for the Conclusion section exist in the different sections of the review articles in applied linguistics, the references were made to the move and step/ strategy patterns that were developed by the scholars like Swales' (1990) CARS model for the Introduction section;

Santos' (1996) for the Abstract section; and Yang and Allison's (2003) for the Conclusion section. After doing move analysis, a rhetorical move structure for each section in review articles was proposed (Research question 2). Based on the cyclical approach of Swales' genre analysis, the researcher identified move elements including strategies and the linguistic devices in the corpus (Research question 2), that is to say it was based on both top-down and bottom-up procedures.

In the top-down procedure, moves can be identified on the basis of function or content of the texts. In the bottom-up procedure, the identified moves are analyzed and so steps/ or strategies of the corpus are realized and distinguished on the basis of certain move markers/ or elements and textual devices. Therefore, the principles of the analysis were as follows: the review article corpus was the main focus of move analysis. A move which is a communicative category is the basic unit of analysis in ESP genre analysis. The analysis of moves can identify specific communicative purposes. Each move may contain one or a combination of steps/ or strategies. This two-layer analysis in terms of moves and steps/ or strategies is a significant method of genre analysis. The analysis was both qualitative and quantitative at the first stage of the procedure and it came up with an understanding of macro and micro-organizational structures, predominant move and sub-move patterns (steps/ or strategies and linguistic features) of the Abstract, Introduction and Conclusion sections of the corpus.

Thirdly, this study focused on argumentative text type patterns commonly employed in the Body section of the review article texts. As it was contended before, the main analytical framework for this part of investigation was Hatim's (2001) prototype argumentative model. The researcher identified several footprints of argumentation in the Body sections. The argumentative patterns in the thematic units contained highly

recursive and complicated structures and the argumentation is also hierarchically constructed by the authors. The review article authors in applied linguistics formulated and constructed this section to evaluate the developments of a research and argue ideas for theoretical views or pedagogical issues. These issues were raised to indicate the gap in the developments and suggest a new trend or further research was needed. These issues were evaluated and argued by various argumentative and evaluative strategies. Thus, the thematic units showed great complexity and variant forms in terms of structure which will be presented in chapter seven later (Research question 3). In this stage of the study, the scope for genre analysis of review articles was narrowed down to the analytical framework used by Hatim and Mason (1990) and Hatim (2001) for argumentative discourses.

Now, at the end of this stage in order to confirm the findings a second rater was invited. Following moves identification at the first stage by genre analysis, the second rater was asked to independently assess the reliability of the identified moves in 8 review articles (i.e. 25% of the entire corpus were randomly selected). The second rater was asked to mark and identify moves in the Abstract, Introduction and Conclusion sections of the eight review articles and his work was then compared to the researcher's. The percentage agreement between the two raters was calculated and used firstly to check the appropriateness of the researcher's assessments and secondly to illustrate the level of inter-rater reliability. This was done by summing all agreements between the two raters in move identification, multiplying by 100 and dividing by the total number of moves identified resulting in a percentage agreement rate of 88.5% for the critical evaluative review articles, 95% for the bibliographic review articles and 82.5% for the mixed-mode review articles in applied linguistics (see tables 4.10, 4.11, and 4.12 for the results of inter-rater reliability). The analysis of the body section in order to mark and track any

footprint of argumentation in the eight review article texts was facilitated by the researcher's coding system (see table 4.7). When there was agreement on the functional purposes of the classification of the thematic units in the body sections, the argumentative text types and the strategies for each of the review article texts were introduced. The inter-rater reliability for these thematic units was calculated and it was above 90%. In spite of some differences in move identification, these rates suggest high overall inter-rater reliability in this study.

4.3.1.2 The second stage of data analysis

The study on the use of stance features, attitude markers and self-mention resources in particular, based on Hyland's (2005b) model was observed (see Appendix 'D' for a list of attitude markers developed based on this research). This was the second stage of this research that was applied after the classification of the review articles in applied linguistics, move analysis of the Abstract, Introduction and Conclusion sections, and identifying argumentation in the thematic units; the two typical stance features in the corpus were investigated and their frequency of occurrences, types, forms and functions were identified across the corpus (Research question 4). Table 4.2 below demonstrates the research design of the present research.

Table 4.2: Overview of Research Methodology

Specific Objectives	Level	Type	Approach
1.Investigating the classification system of the review articles in applied linguistics (identifying the review article text types and functions) **2**.Identifying Moves & Steps (Move analysis) **3**.Investigating what argumentative patterns employed in the review article texts	Macro-level Analysis & Micro-level Analysis	Qualitative & Quantitative Methods (A Mixed Approach)	Top-down & Bottom-up Approaches (Move Analysis: a two-layer analysis)
4.Identifying, Analyzing & Interpreting two Metadiscoursal stance features (using Wordsmith as an analysis tool)	Micro-level Analysis	Quantitative Method	Bottom-up Approach (A Corpus-based study)

4.3.2 Identifying the rhetorical move structures in review articles

In order to identify the rhetorical move structures in the prevalent analytical sections of the review articles, the researcher provided a coding system to apply across the corpus. In the following sub-sections, the coding system is explained and presented.

4.3.2.1 The coding system

Coding was conducted only by using a functional approach rather than using only a linguistic approach. The former approach calls for comprehension of a text and generally speaking refers to cognitive judgment, and the latter relies on linguistic features and devices. Although, however, the functional approach was followed in the coding protocol, it should be added that the linguistic approach has been employed as well after finalizing the coding criteria. The linguistic approach was applied in order to identify the steps/ strategies of the review article texts. The cognitive approach was actually used to identify the purpose of a review text (i.e. communicative purpose) and the classification system of the review article text. This requires knowledge of the field in applied linguistics and

161

the types of communicative purposes used in the review article texts; however, as it has been discussed somewhere else (Sorayyaei Azar, 2012) it is an intrinsically subjective exercise. In order to categorize the moves, it is better to go through the texts and read them very carefully. We need to consider linguistic evidence, comprehension of the text, and understanding of the expectations that the discourse community has of the text (Dudley-Evans, 1994, p. 226).

As this research is mainly a comparative analysis to assess if the move and step features of Swales' (1990) CARS model and also three other scholars' models including Santos' (1996) five-move pattern for the Abstract section, Hatim and Mason's (1990) model for argumentative patterns, and Yang and Allison's (2003) three-move pattern for the Conclusion section exist in the different sections of the review articles in applied linguistics, references have been made to the move and step/ strategy patterns that were developed by these scholars. Research indicated that some move elements in research articles do not appear regularly or they are not arranged in a fixed order so there has been made a distinction between obligatory elements and optional elements. The former one with the obligatory and sequential features have been nominated as 'steps', while the latter one which does not appear regularly has been called 'strategies' (Bhatia, 2001; Kwan, 2006). Therefore, in the analysis of the present research these two features of the move elements are used, particularly in the Body section of the review articles. If the move elements appear regularly and in a fixed order, they will be referred to as steps or otherwise they will be considered strategies with non-sequential feature.

In this study coding procedure was actually conducted by the researcher and a second rater. The second rater, who is a Ph.D. holder in applied linguistics and possesses extensive experience and expertise in doing genre analysis on academic discourses in the

field of applied linguistics, was invited to start a code-finding process in order to segment the review article texts (the corpus) into moves and then classifying them into move types. The researcher and the second rater were seeking to get a clear picture of the functional-semantic purposes of review article segments. This segmentation and classification were done manually, following a color-coding technique suggested by Swales (1981, 1990). Therefore, eight review articles (one fourth of the corpus) were hand coded independently to check for inter-rater reliability. During the independent coding stage, the eight review articles were read carefully over and over so that the writers' intended messages and communicative purposes could be uncovered. When this coding system was applied for the eight review article texts, three challenges were encountered. These three challenges are discussed in the following paragraphs.

The first challenge was including the categorization features and classification system of the review articles. We noticed that review articles in the field of applied linguistics not only provide a comprehensive overview of the works in the related field, but also evaluate the works critically. The review article texts of the corpus in the present study, then, have been mainly classified into three types defined by the purpose. They include as follows: critical evaluative review article, bibliographic review article, and mixed-mode review article which will be discussed in the next following paragraphs. Thus, it was attempted to classify the eight randomly selected review articles into its classification system.

Then, the second challenge was related to the predominant analytical sections of the review articles including the Abstract, Introduction and Conclusion sections. Although several moves and steps/ strategies were similar to those in the CARS models namely Swales' (1990) three-move structure, Santos' (1996) five-move model and Yang and

Allison's (2003) three-move pattern, all of the review articles in the corpus did not contain these sections (e.g. there was no Abstract section in RevA1, RevA.2, RevA.3, and RevA.4 or there was no Conclusion section in RevA.15, RevA.23, and RevA.25). In some instances, these analytical sections were embedded with the Body section (e.g. in RevA.1, the Conclusion section was embedded with the Body section or in RevA.25, the Introduction section was embedded with the Body section). The content of each review article had to be read and skimmed and then they were classified into the four pre-determined types of analytical sections including the Abstract, Introduction, Body, and Conclusion sections.

The third challenge was including the length of each review article and the presence of various theme-bound units in the body section of the review articles in applied linguistics. It was tried to divide the Body section of each review article into thematic units. The thematic units were usually identified and marked by section headings, numbering systems, fonts and size of fonts, section breaks, and content section headings. The same procedure was also followed for identification and segmentation of the introduction section from the body section. It was noticed that in few cases the Introduction section is embedded with the body section (like RevA.6). In these cases, we looked for the sub-moves which are displaying purpose and presenting the structure of the reviews in the Introduction section. After these sub-moves, the main objectives of the review article texts start in the thematic units of the Body section including providing an overview, describing the developments and arguing ideas or views. The move identification was then carried out on the theme-bound units. A CARS model was, firstly, conducted on them to see if there was any resemblance. It was noticed that many theme-bound units particularly in critical evaluative review articles and mixed-mode review articles had some elements that did not often resemble the moves and move elements

posited in the CARS model. They mostly often resembled argumentative and evaluative text type patterns, therefore it was decided to focus on argumentation across the thematic units and how argumentative patterns were formulated and shaped in these thematic units of the Body in the review article texts. The third challenge was then dealt with this decision.

In fact, the main attempt for analyzing thematic units was to investigate and identify which argumentative pattern was used in the review article texts. According to Hart (1986, p.280), "genre analysis is pattern seeking rather than pattern imposing". In other words, analysis of theme-bound units in the Body section of the review article genre need not always be prescriptive and it should not necessarily be based on Swales' CARS model. Therefore, we tried to examine the function of each theme-bound text according to its local purpose, then according to its communicative purpose and the writer's intention. As discussed before, the scope for genre analysis of theme-bound units in the Body section is narrowed down to the analytical framework used by Hatim and Mason (1990) for argumentative discourses. The analytical framework was developed and fine-tuned (see Table 4.7). Developing, fine tuning and modification were made through clarification and elaboration of the functions and communicative purposes of the moves and move elements in theme-bound units which were involved in argumentation. At the same time, the new move elements identified and marked during the coding procedure for theme-bound units. These new move elements were also enlisted, but these move elements were not purely obligatory and they did not appear in a fixed sequence in thematic units of the review texts. Therefore, they were considered as strategies for the thematic units in the body section. Because the body section is very lengthy, complex and appearing in a recursive feature, in this stage of the study the focus was only on argumentative text type patterns commonly employed in the thematic units. Due to these

reasons, the accurate frequency of the strategies in the thematic units was not counted. It appears that accurate counting of moves and strategies in the thematic units based on the two-layer analysis of moves and steps is impossible because there are complex and cyclical structures in theme-bound units of the body section.

The main attempt was to identify which argumentative text type pattern (i.e. 'through-argumentation' or 'counter-argumentation') was commonly used for the thematic units in the review articles. At this stage, the prototypical argumentative pattern for the thematic units which were involved in argumentation was proposed for the different types of the review articles in applied linguistics. The inter-rater reliability was calculated for the employed argumentative patterns in the thematic units it was above 90% and a few specialist informants was consulted to back up not only the rhetorical move structures for the Abstract, Introduction and Conclusion sections, but also the prototypical argumentative pattern used for the thematic units which were involved in argumentation.

As discussed above, based on the analysis of 8 review articles drawn randomly from the corpus and the findings of our move analysis, the reviews do not just summarize published works but they evaluate the works as well. Thus, they can be either evaluative or descriptive. The review article texts in the field of applied linguistics in this research can be classified namely: (a) critical evaluative review article (i.e. this kind of review text as its name implies puts much more emphasis on critical evaluation of published work and it encompasses the subject-oriented approach), (b) bibliographic review article (i.e. this kind of review text gives readers a comprehensive descriptive record of annual works in that field and it encompasses the literature-oriented approach), and (c) mixed-mode review article (i.e. this type of review text has the twin roles, that is to say this review encompasses both approaches: a descriptive record of the works, analyzing the works and

a critical evaluation of the works to varying degrees). The suggested rhetorical move structures for the Abstract section (Santos' model for Abstracts in applied linguistics adopted but modified and simplified into three-move pattern), the Introduction section (using Swales' CARS model), and the Conclusion section (using Yang and Allison's model), have been applied for the three types of the review article texts in the corpus. However, as it has been discussed above, the patterns for the theme-bound units in the Body section of review articles differ. There seems to be a degree of variation between the Body section for the bibliographic reviews and critical evaluative and mixed-mode review articles. The academic review genres, particularly review articles, provide an overview of the developments and then it might investigate the significance of the idea/ or the writer's view and even they may argue cases or ideas according to the evidence. The text types in this genre may have a degree of variation from descriptive to argumentative and evaluative. Therefore, the discourse of this kind of academic review genre is ranging from less argumentative to highly argumentative and evaluative-loaded genre. In order to analyze and identify the prototypical argumentative patterns used for this kind of academic review genre we necessarily need a fine-tuned model to cover the argumentative and critical evaluative features.

As contended before, the prototypical argumentation pattern was fine-tuned and modified for the purpose of the present research (Hatim and Mason, 1990; Hatim, 2001). It was used for investigating the theme-bound units in the Body section of the review articles. Hatim and Mason's (1990) 'counter-argumentation' and 'through-argumentation' patterns for the theme-bound units were adopted as the framework for the analysis. The counter-argumentation pattern used in the present study contains moves including: (1) establishing background and referring to other writer's view/ claim (thesis), (2) announcing the review author's point of view (counter-claim), (3) presenting

evaluation (substantiation), and (4) presenting the review author's implication (conclusion), whereas the through-argumentation pattern contains moves including: (1) establishing background and referring to the review author's view/ claim (thesis), (2) presenting evaluation (substantiation), and (3) the review author's implication (conclusion). The frameworks for the analysis are shown in the following sub-sections and tables. The following tables display defined purposes of each move type and step/ strategy for the Abstract, Introduction, Body and Conclusion sections in the review article texts in applied linguistics. These are the coding criteria proposed not only for analyzing the rhetorical move structures employed in the analytical sections of the corpus of the present research but also for analyzing and identifying the prototypical argumentative patterns commonly used in the thematic units of the body section (see Appendix 'C' for the coding scheme). The coding systems are presented in the following sub-sections (Tables 4.3, 4.4, 4.7, and 4.8).

4.3.2.2 The rhetorical move structure for the Abstract section

There are four moves for the Abstract section in the eight review articles in applied linguistics namely situating the review, presenting an issue, presenting the review, and discussing the review. This coding system for the abstract section of review articles in applied linguistics fits partially Santos' (1996) model, with two moves missing namely 'describing methodologies' and 'summarizing the results'. These two moves do not usually appear in the review article texts and it seems that Santos' (1996) model and Hyland's (2000) five-move model do not conform completely to the actual practice of abstracting in the review article texts in applied linguistics. Despite the proposed abstract model for research papers in applied linguistics, the actual practice of abstracting in the review articles does not seem to conform to the model completely. This is one of the main

reasons why the coding system for Abstract sections has been simplified and modified for the purpose of this study.

Table 4.3: Rhetorical Move Structure for the Abstract Sections
(All three types)

Move	Functions	Strategies
M1: Situating the Review (Establishing a Territory)	Laying out the situation for the current review	S1: Providing Background on the Previous Research S2: Defining and Elaborating an Idea/ Theme
M2: Presenting an Issue* (Establishing a Niche)	Identifying a gap/ an issue/ a need for further research/ or posing a question in the field of the review	S1A: Raising a Question S1B: Indicating a Gap/ Lack of Study S1C: Presenting an Issue
M3: Presenting the Review (Occupying a Niche)	Stating the author's main purpose and view, and presenting the structure of the review	S1: Stating the Writer's Main Purpose/ or View S2: Outlining the Structure of the Review
M4: Discussing the Review	Interpreting the discussions/ results and/ or giving suggestions, recommendations, implications/ applications of the study	S1: Giving suggestions or interpreting the discussions S2: Giving recommendations, Implications or applications of the study

*= An optional move for the Bibliographic review articles

In order to demonstrate how the review texts are analyzed, the marking of one review text taken from the corpus into moves and move elements is exemplified. The sample given below is reproduction of one abstract section (RevA.5). In order to give references easily, identification numbers for each paragraph and sentence have been added. The number of paragraph (shown with [P.]) and sentences (shown with (S.)) was identified.

The moves and move elements/ steps are identified. The given text is typed in smaller font in order to make a distinction with the analysis. These procedures were applied to every text taken from the corpus in this research. The following example is given to show how marking and identification in the review texts are carried out in this research:

(RevA.5) Abstract

[P1] (S1) Over four decades ago the so-called Chomskyan revolution appeared to lay the foundation for a promising new partnership between linguistics and psychology. **(S2)** Many have now concluded, however, that the hopes originally expressed for this partnership were not realized. **(S3)** This chapter is about what went wrong and where we might go from here. **(S4)** The discussion first identifies three reasons why initial efforts at partnership may have been inherently flawed-divergent criteria for choosing among competing theories, different ideas about what was to be explained, and different approaches to questions about biology and environment. **(S5)** I then argue that recent developments-especially in associative learning theory, in cognitive neuroscience, and in linguistic theory-may provide a more solid basis for partnership. **(S6)** Next, the chapter describes two possible ways that bridges between the disciplines might develop. **(S7)** One draws on recent psychological research on attention focusing and on linguistic research concerning language constructions. **(S8)** The other draws on the concept of affordances and perspective taking. **(S9)** The chapter concludes that an enduring partnership between linguistics and psychology may indeed now be possible and that there may be a special role for applied linguistics in this new development.

Italics are used to identify components of the abstract of the review article text referred to in the examples. As shown above, the abstract taken from the corpus (the review article number 5) consists of one paragraph with a total of nine sentences. The text type of this review article has been categorized as the critical evaluative type and the authorial footprints of argumentation can be traced in this review article. Based on our proposed model for the abstract section (see Table 4.3), four move types were identified and its move structure is M1-M2-M3-M3-M4. Besides, this paragraph conforms partially to Santo's (1996) model and Hyland's (2000) five-move model, with two moves missing namely, describing the methodology and summarizing the findings. At the same time, it partially conforms to Swales' (1990) CARS model.

In fact, Move 1 situates the review article and provides background knowledge on the previous research. It tries to lay out the situation for the promising partnership between

linguistics and psychology. This move includes the first sentence (S1). The author has brought up the claim by using a use of hedge and evaluative words (for instance '…*appeared* to lay the foundation for a *promising new* partnership…'). Move 2 reflects the value system (of the author/ or the discourse community) to present the issue about this 'promising partnership'. In this move, the writer shows a contrastive shift between the claim made in the first move and 'counter-move' by using an explicit adversative conjunction '*however*' (S2). The author clearly tries to establish a niche and indicate what has gone wrong. Other linguistic features which present Move 2 are quantifiers and the present perfect tense like '*Many have* now *concluded*…' and negation such as 'the hopes originally expressed…were *not* realized'.

Then, Move3 presents the review and indicates the author's position. In this move, the claim cited to be opposed is elaborated and the essence of the review article is clarified (S3). In other words, the author presents his position and purpose. He also tries to occupy the niche and leads the intended audiences to a new direction ('…*This chapter is about what went wrong* and *where we might go from here*'). In the rest of sentences, the author's objective is announced explicitly. It states the communicative purpose of the review article. Moreover, the author tries to occupy the niche and outlines the structure of review article (using frame markers like 'first', 'then', 'next' to show sequences and structures). In this section, the author has foregrounded the significance of his piece of review by using a heavy use of personifications. The author mostly avoids referring to himself in order to foreground the relevance of his discussion to the issue (for example '…*The discussion* first *identifies* three reasons…', '…Next, *the chapter describes* two possible ways…', and '…*The chapter concludes* that…'). In other words, he presents the review article. This move takes a big space in this section of the abstract, including almost six sentences (S4- S8).

Later, the writer moves on the last move of the review text. The last sentence (S9) refers to the conclusion part of the review (Move 4: Discussing the review). Or in other words, it tries to discuss the review and gives the writer's suggestions and recommendations. The author likely uses and gives his suggestions by the use of modal verb like 'may' (e.g., 'The chapter *concludes* that an enduring partnership between linguistics and psychology *may* indeed now be possible…'). Besides, some other linguistic realizations here in this sentence show us that the writer tries to interpret the present situation and giving a clear picture that at the present time 'now' this partnership is actually possible but it was not possible in previous years.

Although the authors may foreground the significance of their review discourses by a heavy use of personifications, they often use self-mention resources to indicate more personal commitment towards their review articles in the related field. The authors may use the first person singular/ or plural pronouns in order to show their stance and more personal commitment on their parts. Here, the author of this review article has also used the first person singular pronoun which rhetorically indicates his intrusion in this review discourse and it also conveys a strong sense of commitment to his piece of review. For instance, the language in the sentence such as '…*I* then argue that recent developments… may provide a more solid basis…' becomes more direct and the intended audiences can feel the author's stance, position and his footprints of argumentation (S5). These textual and authorial strategies indicate that this review article in applied linguistics is highly argumentative and it has dealt with evaluative strategies. The same procedure for analyzing the Abstract sections of the review article corpus was applied. The findings for move analysis of the analytical sections of the review articles will be presented in Chapter six: Analyzing the rhetorical move structures and linguistic features of the review articles in applied linguistics.

4.3.2.3 The rhetorical move structure for the Introduction section

Table 4.4 below displays the proposed rhetorical move pattern for the Introduction

section. It displays the defined purposes of each move type and step/ strategy for the

Introduction section in review articles in applied linguistics.

Table 4.4: Rhetorical Move Structure for the Introduction Sections
(All three types)

Move	Functions	Strategies
M1: Establishing background (i.e. Establishing a territory)	Setting the scene for the current review to show the centrality and significance of an Issue/ or an Idea/ or a Theme	S1: Claiming centrality S2: Reviewing previous research to provide background information
M2: Narrowing down the scope of the review* (i.e. Establishing a niche)	Posing a question, identifying an idea/ or an issue, indicating a gap/ or a need for further research	S1A: Identifying an idea/ a challenge or presenting an issue S1B: Showing a need or lack of study S1C: Raising a question
M3: Presenting the review (i.e., Occupying the niche)	Establishing the author's position by restating the issue or idea to emphasize the value system and stating the purpose of the review, and outlining the relevant areas of the field being reviewed	S1: Stating the writer's purpose/ or present review S2: Presenting the essence and value of the review S3: Outlining the structure of the present review

*= This is an optional move in bibliographic review articles

There are three moves for the Introduction section in the eight review articles in

applied linguistics namely establishing background, narrowing down the scope of the

review and presenting the review. This coding system for the introduction section of

review articles in applied linguistics fits Swales' (1990) CARS model. The first move

tries to layout the situation and it claims the centrality of the idea or issue. The second

move tries to show a gap/ a lack of resources or raise a question. The third move tries to establish the author's position by restating the issue or idea to emphasize the author's attitude and view toward the idea or issue indicated or identified in the review article text. It tries to emphasize and highlight the issue identified by the author so that it can open the space for arguments on and evaluations of the developments and eventually it emphasizes the value system of the discourse community and then presents the structure of the review. This move is involved with the actual practice of introducing and laying out the ground in review article texts.

4.3.2.4 The rhetorical move structure for the Thematic units

The following tables (Table 4.5 and 4.6) display move types and its defined purposes for the theme-bound units of the body sections in review articles in applied linguistics (see Appendix 'F' for more details).

Table 4.5: Counter-argumentative Pattern for the Theme-bound Units

Move	Functions
M1: Establishing the Background (Thesis)	Describing the idea/ theme or introducing the context to refer to the claim/ or the controversial issue and defining the components being discussed
M2: Announcing the Review Author's Point of View (Counter-claim)	Reflecting the value system (of the author/ or the discourse community) to take a position and stance
M3: Presenting Evaluation (Substantiation)	The idea/ or issue is being evaluated and the evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' (i.e., it may look like a dialogue) to support the author's position/ or view/ or stance
M4: Presenting the Implications of the Review (Conclusion)	Representing the credibility of the author's view/ position/ or stance and justifying his/ her claims

There can be four moves for the counter-argumentative pattern employed in the thematic units of the body section in the review articles in applied linguistics namely (1) establishing the background and referring to other writers' views/ claims (thesis), (2) announcing the review author's point of view (counter-claim), (3) presenting evaluation (substantiation), and (4) presenting the implications of the review (conclusion). This coding system for the theme-bound units in the Body section of review articles in applied linguistics fits the 'counter-argumentation' pattern (Hatim and Mason, 1990). This pattern often tries to establish the review author's position by arguing the issue or idea indicated or identified. It tries to cite another writer's view/ or claim and then elaborating it. Then the review author's view is emphasized and highlighted. This can be considered as the counter-claim. The counter-claim or the issue identified by the author usually opens the room to argue and evaluate the developments and eventually it emphasizes the value system of the discourse community. This type of pattern does not usually appear in the research article texts except in the argumentation section of theoretical research articles (Yang, 2001). Besides, it seems that the proposed models for discussion sections of experimental research articles do not conform completely to the actual practice of arguing in review article texts (Kanoksilapatham, 2005; Lewine et al., 2001; Nwogu, 1990). It should be added that the move elements in the theme-bound units are only arranged based on their appearance and that is why it has been named as strategies. As it has been suggested, strategies in these kinds of rhetorical move structures are "non-obligatory and non-sequential constituents" (Kwan, 2006, p. 34). That is to say, they cannot appear in a linear and fixed order. These strategies are often combined and complicated to realize a certain move. The moves and move elements in the thematic units often appear in more complex and cyclical structures than linear ones. Thus, we found the thematic units of the Body section very complex and recursive and they are full of cyclical structures. Due to these reasons, the accurate frequency of the strategies in the thematic units was not

counted. It should also be added that the two-layer analysis of moves and steps appears to be inadequate because of the complex and cyclical structures in theme-bound units of the Body section (for the identified components of argumentation employed in review articles see this section: 4.3.3.1.1 Results of Inter-rater Reliability).

Table 4.6: Through-argumentative Pattern for the Theme-bound Units

Move	Functions
M1: Establishing the Background (Thesis)	Announcing the review author's claim and the value system (of the discourse community) in order to take a position
M2: Presenting Evaluation (Substantiation)	The idea/ view is being evaluated and the evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' (i.e., it may look like a dialogue) to support the author's view/ or stance
M3: Presenting the Implications of the Review (Conclusion)	Representing the credibility of the review author's view/ position/ or stance

There are three moves for the argumentation employed in the thematic units of the body section in the review articles in applied linguistics namely (1) establishing the background, (2) presenting evaluation (substantiation), and (3) presenting the implications of the review (conclusion). This coding system for the theme-bound units in the Body section of review articles in applied linguistics fits the 'through- argumentation' pattern.

As discussed before, the arrangement of the strategies in the tables do not represent any fixed sequential structure. Table 4.7 indicates the proposed rhetorical pattern for the theme-bound units. The following table summarizes the rhetorical move structure of the theme-bound units in the Body sections. It is proposed to describe the thematic units

occurred in the Body section of all three types of review articles in applied linguistics (Table 4.7).

Table 4.7: Rhetorical Move Structure for the Theme-bound Units

Move	Functions	Strategies**
M1: Establishing Background	Describing the idea/ theme or introducing the context for the controversial issue and defining the components being discussed	A: Claiming centrality B: Elaborating and introducing the context/ or showing significance C: Announcing the other writer's claim D: Reviewing previous works
M2: Announcing the Writer's Point of View *	Reflecting the value system (of the writer/ or the discourse community) in order to take a position and stance	A: Announcing the review writer's counter claim B: Announcing other writers' view by i) Quoting their ideas and/ or ii) Citing their works C: Suggesting potential issues/or indicating a gap or a need
M3: Presenting Evaluation	The idea/ or issue is being evaluated and the evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' (i.e., it may look like a dialogue) to support the author's position/ or view/ or stance	A: Discussing problems/ or issues encountered by analyzing reasons B: Referring to others' works/ or views to synthesize literature C: Contrasting and comparing other authors' views: i) Giving praise and/ or ii) Giving criticism
M4: Presenting the Author's Implication	Representing the credibility of the author's view/ position/ or stance and justifying his/ her claims	A: Drawing a logical conclusion based on the significance of the writer's claim or idea B: Restating the issue/ the gap or the challenge C: Offering possible solutions/ a new theory, an approach, or a model D: Suggesting further research

*= This move is not occurring in through-argumentative text type patterns.
**= These strategies do not appear in fixed order in the theme-bound units.

4.3.2.5   The rhetorical move structure for the Conclusion section

There are three moves for the conclusion section in the eight review articles in applied linguistics namely summarizing the review, evaluating the review, and giving suggestions. This coding system for the Conclusion section of review articles in applied linguistics fits Yang and Allison's (2003) model. These three moves usually appear in all three types of review articles and it seems that Yang and Allison's model conforms completely to the actual practice of concluding in review articles in applied linguistics.

Table 4.8: Rhetorical Move Structure for the Conclusion Sections
(All three types)

Move	Functions	Strategies
M1: Summarizing the review	Summarizing the purpose of the review and the contentious issue/ or the author's position	A: Reviewing the author's purpose/ or Idea / or claim B: Summing up the review
M2: Evaluating the review*	Presenting the strength/ or weak points of the review	A: Showing the significance of the review B: Showing limitations of the review/ or restating the issue, the gap or the challenges
M3: Giving suggestions	Giving suggestions to solve the identified issues, to do further research, or to draw pedagogic implications	A: Offering possible solutions B: Suggesting a new theory, a model, or a new program C: Recommending further research D: Drawing pedagogical implications

*= This is an optional move in the bibliographic review articles

4.3.3   Validating the findings of the Research

A qualitative research like move analysis might be subjective and its subjectivity is always under attack. The subjectivity usually threatens the reliability and empirical

validity of the investigation. In fact, in order to validify the findings of our research we need for a second rater, because the subjectivity of qualitative research such as move analysis often threatens the reliability of its results (Bachman and Palmer, 1996; Gamaroff, 2000). At the same time, Shohamy et al. (1992) state that if there is no inter-coder reliability there can be no validity. Thus, in order to assess the reliability of move boundaries in the review articles, an additional reader can be asked to read a subset of review articles and identify their moves. In the present study, the reliability of move analysis is playing an important role because the findings are used as input for the second stage of analysis in this study. Hence, in order to make sure that move analysis is reliable, inter-coder reliability methods were applied to show if the identified moves were appropriately realized by the researcher at a sufficient high level of agreement. This procedure contributes to the accuracy of move identification and increases the reliability of the analysis.

4.3.3.1 Inter-rater reliability agreement

In the coding procedure, initial analyses and the classification were then discussed with the second rater. Sometimes the classification was fine-tuned until the agreement was reached. The analysis of the review texts in the corpus can be facilitated by this coding system. When there was agreement on the functional purposes of the classification of the texts in the different sections of the review articles in applied linguistics, the coding system of move types and steps/ strategies for each of the three analytical sections of the review article texts (Abstract, Introduction, and Conclusion) was introduced. The coding system shown above was applied to the eight randomly selected review article texts in the corpus (Table 4.9) so that each move and step/ strategy were identified and marked.

Table 4.9: Randomly Selected Review Articles for the Inter-rater Reliability

Critical Evaluative Review Article:	RevA.1; RevA.5; RevA.28
Bibliographic Review Article:	RevA.7; RevA.11
Mixed-mode Review Article:	RevA.6; RevA.22; RevA.29

We found that many of the texts in the Abstract, Introduction, and Conclusion sections of the review articles carry segments that are similar to the steps that are posited in Swales' (1990) CARS model. As the current study is mainly a comparative analysis to assess if the functional- semantic features of the moves/ steps of the CARS model exist in the review article texts, thanks to this reason we referred to the schematic structure of RA Abstracts, Introductions, and Conclusions developed by Santos (1996), Swales (1990), and Yang and Allison (2006) respectively. But, the CARS model and the other ones only refer to the obligatory steps which are marked and investigated in the Abstract, Introduction and Conclusion sections of the current research, optional move elements that have been introduced and studied in other researches were also considered (Kwan, 2006; Ozturk, 2007; Samraj, 2002; Yang, 2001). There were certain move elements especially in the thematic units of the Body section in review articles, particularly in those review article texts that are critical and argumentative, less consistent with the CARS model. Therefore, the Abstract, Introduction, and Conclusion sections fitted Swale's CARS model and other scholars'; however, the certain moves and move elements (strategies) in the Body sections were less consistent with the CARS model. Regarding this case, the moves and moves elements in the Abstract, Introduction, and Conclusion sections were more consistently and reliably identified than the Body section, while the Body section of review articles in applied linguistics showed quite divergence in move identification. It seems that the discernible variations are possibly because of a few factors, such as the

nature of academic review genres associated with critical comments, argumentation and evaluation of other works, the length of this section, complexity and recursivity of the thematic units, communicative purpose of this kind of genre, the writer's communicative intention and editorial policy. Because of these reasons, we tried to focus only on investigating and marking argumentative strategies and patterns used in the thematic units. The attempt was to find out and mark if there was any footprint of argumentation across the thematic units of review articles. If there was any, we tried to display its prototypical text pattern within review articles in applied linguistics categorized into three types including critical evaluative, bibliographic and mixed-mode review articles. We then identified and tracked argumentative patterns and strategies commonly employed in the thematic units.

After the application of the coding system, the inter-rater reliability for each analytical section of the eight review articles was assessed (see Tables 4.10, 4.11, and 4.12) to determine the index of inter-rater reliability. There are different ways to indicate and determine inter-rater reliability. One of the ways to determine this index is the agreement rate or percentage agreement which has been applied widely in researches because it is simple to interpret. This can be done by summing all agreements between the two raters (the researcher and the invited rater) in move identification, multiplying by 100 and dividing by the total number of moves identified resulting in a percentage agreement rate. Therefore, the agreement rate/ or percentage agreement between the two raters was calculated and used not only to check the accuracy of the researcher's assessment (move segmentation and classification) but also to illustrate the level of inter-rater reliability. In the next section, the percentage agreement between the researcher and the rater will be presented including analyzing and tracking the prototypical argumentative pattern employed in the thematic units in the Body section and also the move identification of

the three analytical sections namely the Abstract, Introduction and Conclusion in the eight randomly selected review articles.

4.3.3.2 The results of inter-rater reliability agreement

Now we need to establish the agreement rate between the researcher and the rater for tracking argumentative pattern in the thematic units and the move identification of the three sections in the eight review article texts. A high rate of agreement within each section (Abstract, Introduction, the Body and Conclusion) will display that the researcher and the rater were applying the coding system in a similar way. Therefore, it means that argumentation has been tracked appropriately and the rhetorical move structures have been well-classified and segmented accurately. It can be stated that the segmentation, classification and tracking have been well-defined, while a low rate percentage agreement displays that the researcher and the rater did not agree with the presence of the argumentation and also the segmentation and classification of the moves in the review article texts. Besides, their definitions of the moves and functions are not going in the same line with each other so this type of coding system may be problematic.

As shown in the table 4.10, for example, the correlations between the researcher's and the rater's coding for each analytical section of the critical evaluative review articles was computed. This table displays the total number of analytical units coded in the critical evaluative review article texts, the units that they agreed and disagreed upon for each move in each section, and the percentage agreement for the all and each section. At the same time, by studying this table it is clear that in most of the certain analytical units the researcher and the rater agreed with each other and their analysis was going in line with each other. In other words, identification and classification of the moves in these certain units were consistent and reliable, whereas in few other units the move identification was

less reliable. In Table 4.10, a total of 26 analytical text units were coded for the Abstract, Introduction and Conclusion sections in three critical evaluative review articles (namely RevA.1, RevA.5, and RevA.28). Both the researcher and the rater agreed on 23 text units, with three text units coded differently. In fact, the percentage agreement was calculated for three critical evaluative review articles and it was 88.5%. For example, a total of 9 analytical text units were coded for the Introduction section of the critical evaluative review articles, and both the researcher and the rater agreed on 8 text units, and disagreed on one text unit (in Move 2). The following tables (Tables 4.10, 4.11 and 4.12) have been provided for details on agreement and disagreement between the researcher and the rater on the analytical text units in three types of the review articles in applied linguistics.

Table 4.10: Inter-rater Analysis of Critical Evaluative Review Articles

Section	Coded Unit	Agreement	Disagreement	Percentage
Abstract				
Move1	2	2	0	100%
Move2	2	2	0	100%
Move3	5	4	1	80%
Move4	1	1	0	100%
Subtotal	**10**	**9**	**1**	**90%**
Introduction				
Move1	2	2	0	100%
Move2	3	2	1	67%
Move3	4	4	0	100%
Subtotal	**9**	**8**	**1**	**89%**
Conclusion				
Move1	3	2	1	67%
Move2	1	1	0	100%
Move3	3	3	0	100%
Subtotal	**7**	**6**	**1**	**86%**
Total	**26**	**23**	**3**	**88.5%**

Table 4.11: Inter-rater Analysis of Bibliographic Review Articles

Section	Coded Unit	Agreement	Disagreement	Percentage
Abstract				
Move1	1+1	1+1	0+0	100%
Move2	0+1	0+1	0+0	100%
Move3	2+3	2+3	0+0	100%
Move4	1+1	0+1	1+0	50%
Subtotal	**10**	**9**	**1**	**90%**
Introduction				
Move1	1+2	1+2	0+0	100%
Move2	1+0	1+0	0+0	100%
Move3	2+1	2+1	0+0	100%
Subtotal	**7**	**7**	**0**	**100%**
Conclusion				
Move1	1+1	1+1	0+0	100%
Move2	1+1	0+1	1+0	50%
Move3	1+1	1+1	0+0	100%
Subtotal	**6**	**5**	**1**	**83%**
Total	**22**	**21**	**2**	**95%**

Table 4.12: Inter-rater Analysis of Mixed-mode Review Articles

Section	Coded Unit	Agreement	Disagreement	Percentage
Abstract				
Move1	4	4	0	100%
Move2	0	0	0	100%
Move3	5	5	0	100%
Move4	0	0	0	100%
Subtotal	**9**	**9**	**0**	**100%**
Introduction				
Move1	4	3	1	75%
Move2	3	2	1	67%
Move3	7	6	1	85%
Subtotal	**14**	**11**	**3**	**79%**
Conclusion				
Move1	2	2	0	100%
Move2	2	1	1	50%
Move3	7	5	2	71.5%
Subtotal	**11**	**8**	**3**	**73%**
Total	**34**	**28**	**6**	**82.5%**

With regard to the percentage agreement as displayed in the tables above, the moves in the Abstract, Introduction, and Conclusion sections of the critical evaluative review articles were more consistently and reliably identified (90%, 89%, 86% showing respectively) than the other section, while the Body section of review articles in applied linguistics showed sharp divergence in move identification. In spite of some variations in move identification especially in the Body section, this suggests high overall inter-rater reliability in this study (the overall average was above 90%). In fact, the results indicated a high rate of percentage agreement in move assignment. The rates show that there is

agreement on the move types and steps/ strategies in the Abstract, Introduction and Conclusion sections of the critical evaluative review article texts. In addition, the rates of agreement in the move identification refer to this point that how they are realized by their functions, communicative purposes and rhetorical features. As it has been discussed above, when the rater and the researcher encountered a new move type or step/ strategy during the study of the review article texts, further discussion and analysis were done, and these problematic segments in the corpus were further recoded.

Due to the sharp divergence in move identification in the Body section of the review articles, its length and the complexity of the thematic units, it was noticed that the Body section cannot be analyzed based on the two-layer move-step analysis. Therefore, we focused only on identifying and tracking argumentative text type patterns employed in this section. We tried to explore and identify if there was any footprint of argumentation across the Body section of review articles. After analyzing and marking the argumentative patterns across the Body sections of the eight review articles, initial analyses and the classification were then discussed with the second rater. Sometimes the argumentative text type patterns and their classification were fine-tuned until the agreement was reached. The analysis of the Body section in order to mark and track any footprint of argumentation in the review article texts in the corpus can be facilitated by this coding system (see table 4.7). When there was agreement on the functional purposes of the classification of the thematic units in the Body section, the argumentative text types and the strategies for each of the review article text were introduced. The inter-rater reliability for these thematic units was calculated and it was above 90%.

It is important to note that most of these rhetorical structures in the theme-bound units were not classified easily, because they were quite complex, recursive and cyclical. In

other words, several academic genres contain embedded and mixing genres like academic introductions, prefaces and reviews (Bhatia, 1997; Sorayyaei Azar, 2012). The academic review genres like review articles in applied linguistics contained multi-sections with theme-bound units and they were usually complex with mixing genres. These multi-sections with theme-bound units constituted theme by theme patterns and in critical evaluative review articles the constituents can be resulted in an issue by issue or argument by argument pattern. These argumentative patterns were hierarchically constructed. Thus, dynamic, recursive and evaluative-loaded academic review genres contained obligatory and merely optional move elements and their move types and strategies did not follow a predictable sequential pattern. The accurate count of frequency for this section was not applied and the main focus was to identify the argumentative text type patterns.

Once again, at this stage the main attempt of the present research was to track argumentative prototypical patterns. These argumentative patterns were marked and displayed if they were commonly employed in the thematic units. Although, the accurate frequency of moves and strategies appeared in the thematic units was not counted; however, the rhetorical move structures and linguistic features for the Abstract, Introduction and Conclusion sections of the review article texts can still be analyzed, identified and classified by working through the move analysis explained above.

In short, we considered the communicative purpose of each text segment in the Abstract, Introduction, Body and Conclusion sections of the review article texts to identify the move types. Majority of the move types for the review articles were quite clear to determine, but there were few text segments which were not quite obvious. In this case, the context of review articles was considered. In fact, in subjective research methods like move analysis it is important not only to check and look at what the purpose of the

text segment is, but also to run inter-rater reliability to confirm the researcher's understanding of the move segmentation and identification in review articles. The agreement was reached and the coding criteria were employed in this study to segment and classify full set of review article texts into moves. We ran inter-rater reliability check to confirm that how moves and steps/ strategies were realized in review articles. Sometimes, a new move element was revealed in the analysis. Then, the coding criteria were revised and the problematic text segments were recoded. After finalizing the coding system, the three sections of review articles were analyzed and all moves were classified into the move types (see Appendix 'C' for the coding scheme). Now in the following section, the procedure for analyzing two stance features will be explained.

4.3.4   Analyzing attitude markers and self-mention resources

The study on the use of stance features, attitude markers and self-mention resources in particular, based on Hyland's (2005b) model was observed (see Appendix 'D' for a list of attitude markers developed based on this research). These two typical stance features in the corpus were investigated and the frequency of occurrences, types, forms, and functions were identified and picked up across the corpus by the use of a software such as "Wordsmith" version 6 (Scott, 2006). This software is a tool for searching large amounts of computer-readable texts for particular words; it can isolate, sort and count the words in the data. This software was selected to analyze how words behave in texts (Scott, 2006). It consists of a number of tools. One of these programs in this software is to let analysts see a list of word-clusters or lexical bundles in a text. The program can set out the words in an alphabetical order or it can put them in frequency order. The other tool is called concord. A concordancer can display phrases in the context.

More clearly, the review article texts were subsumed into the two stance categories (i.e. 85 attitude markers and 8 self-mention resources). Besides, we found out and tabulated the overall frequency of the use of attitude markers and self-mention resources and their relevant categories across the corpus. We pointed out to the differences between these two stance features used in the critical evaluative and bibliographic review articles in applied linguistics, because one of the objectives of this stage of the study was to find out the significant differences between these two types of the review articles. To reach this end, 8 critical evaluative review articles and 8 bibliographic review articles (out of 32 review texts in the corpus) were selected randomly (i.e. two sub-corpora were created) in order to be investigated in terms of occurrences of attitude and self-mention markers. These two sub-corpora of the review articles were checked several times to make sure that each review article was classified in the right group. Then, two computer-readable sub-corpora were compiled. The critical evaluative review articles contained almost 52572 words and the bibliographical review articles contained almost 42267 words. These steps were significantly taken during this stage of analysis in order to increase the accuracy of the results of analysis. Besides, at this stage, to get higher reliability in the findings of the current study, not only the researcher's analysis but also the second-rater's analysis was applied. Four different sections of the review articles in both sub-corpora were investigated carefully (i.e. the four analytical sections of both sub-corpora were read word by word to make sure that the two stance features really stood for attitude markers and self-mention resources). This stage of the analysis was necessary to increase the reliability of the findings. The items were double checked by the second rater. The inter-rater reliability was found to be above 85%. In spite of some differences in attitude markers identification and their roles, this percentage suggests high overall reliability in this research.

In fact, this stage of the current research was often considered as the confirmer of the first procedure in this study. It could highlight several moves and strategies commonly used in the analytical sections and thematic units and it can back up the findings of the first procedure and also reduce the subjectivity of this procedure.

4.4   Interviews and questionnaire

One of the main sources to confirm the findings of the current research is the discourse community in the field of applied linguistics. Hence, the views of the expert members who are establishing the discourse community play an important role in what they perceive the genre to be. It is essential to look inside the academic community in this field in order to understand more about the review article genre: the type of the review articles (its classification system), characteristics, functions, and rhetorical move structures. As Berkenkotter and Huckin (1995) put much more emphasis on the actual social contexts of genres, therefore it is necessary in this research to look inside the views of the discourse community. The main attempt is then to obtain ethnographic accounts with the specialist informants through e-mailing interview and personal communication. In the introduction chapter, it was discussed that the research genre is not a fixed one, and it can be subcategorized into sub-genres so it has a dynamic status with different rhetorical structures, functions, forms and content. As a result, if one wants to know this genre he or she should pay much attention to the function and the views of the discourse community. At the same time, Dudley-Evans (1994) believes that the identification of moves in an academic genre should be made on the basis of three criteria: linguistic evidence, comprehension of the text and understanding the expectations that the particular discourse community has of the text.

In fact, the idea of consulting expert members of that field on the research was highlighted by Bley-Vroman and Selinker in 1984. Besides, it is noteworthy to take into account the following criteria in the selection of appropriate specialist informants: (1) he/ she should be the author of the text under the study (Huckin & Olsen, 1984, p. 129), (2) he/ she should be competent and an expert of the disciplinary culture, and (3) he/ she should be able to explain and define clearly what he/ she has been asked and be able to talk about various aspects of genre under the study openly, without being biased (Selinker, 1979). But, it has also been suggested that too much dependence on these expert members might cause problems because these experts follow their own views and have biases, and besides this kind of research is seen to be wasting their time. To support this idea, Swales argues that their views are essential as "a partial and supportive role" (1990, p. 130). Therefore, for the present research we can have expert/ specialist informants guide us and validate the classification system, functions, and moves which we want to identify in review articles (the corpus of this study).

Here, as it has been suggested (Bhatia, personal communication, 2010; Bazerman, personal communication, 2010), the researcher clarified the socio-cultural factors of the review genre by being in contact with 8 specialist informants who were the authors of the review articles in ARAL. The semi-structured questions were designed and formulated into a unique questionnaire. The questions were related to the specialist informants review articles. The questionnaire was read and evaluated by the researcher's supervisor. After revising and editing, it was sent to them through email (see Appendix 'E' for the sample questions in the Questionnaire). These questions were in terms of clarifying the types and purposes of publishing review articles, the macro-textual organization, the moves and steps/ strategies of the review articles, how they have intruded themselves in the review discourses and expressed their stance, evaluation, judgments and attitudes towards the

propositions in the review genre. A few of the questions that were posed via face to face interview or e-mail interview are as follows: (1) what is a review article? And how do you elaborate its functions in the field of applied linguistics?, (2) what are the purposes of a review article?, (3) what are the features to be considered to publish an effective review article?, (4) who are the intended audiences of the review articles in applied linguistics?, and (5) a few questions were asked regarding the proposed rhetorical move patterns to their published review articles (i.e. several selected extracts taken from their published review articles were included in their questionnaire).

As was discussed above, their feedback was found to be significant in our study. Here, it is important to note that the feedback received from the specialist informants can be referred to as qualitative data. This type of qualitative data was considered as a source of confirmer for the findings of this study. Therefore, their reply was a great guide to this research and also it was a kind of means to validate the findings. Applying the expert informants' views and feedback was the second confirming point for this research.

4.5   Summary of the chapter

This chapter first presents the research objectives. Then, it describes the corpus and methodology of this research, including how the journal and the review articles were selected and how the data analysis procedure was carried out. There were two kinds of data for the current study. One kind of data was collected to represent the corpus of this research, while the other kind of data was gathered to back up and confirm the findings. They were classified into two types namely inter-rater/ coder and specialist informants. The main research analytical framework for this thesis was Swales' (1990) genre analysis because it offers a wider perspective for analyzing research genre and its sub-genres including the review article genre. Thus, the current research, as mentioned before,

investigated and suggested the types (i.e. a classification continuum) for the review articles in applied linguistics defined by purposes, linguistic devices, intended audiences, and characteristic features. Then, it analyzed and identified the rhetorical move structures which were commonly used in the Abstract, Introduction, and Conclusion sections of review articles. Next, it analyzed and marked the argumentative patterns commonly employed in the Body section of the review articles in this discipline. The main analytical framework for this part of investigation was Hatim and Mason's (1990) prototype argumentative model. The inter-rater reliability methods were applied to show if the identified moves and argumentative patterns were appropriately realaya by the researcher at a sufficient high level of agreement. Thus, the move types and moves identification between the researcher and the rater was assessed by inter-rater reliability. Finally, the study on the use of metadiscoursal features, particularly writers' stance features based on Hyland's (2005b) model was observed. It identified the attitude markers and self-mention resources (two stance features) used for showing authors' stance, attitude, and evaluative strategies in review articles and their relationship with the immediate audiences. It is noteworthy to note that for the present research we had 8 specialist informants guided us and validated the classification system, functions, and moves which we identified in review articles (the corpus of this study).

CHAPTER 5: ANALYZING THE MACRO-ORGANIZATIONAL STRUCTURE OF REVIEW ARTICLES

5.1 Introduction

In this chapter, we will describe the overall organizational structure of review articles in applied linguistics. Then a classification continuum will be offered for the different text types of review article genre. The Abstract and Introduction sections of review articles were analyzed to find communicative purposes of review articles. These communicative purposes were realized by the linguistic devices commonly used in the Abstract and Introduction sections and they were also defined by their authors. In other words, the communicative purposes of review articles can be realized through the explicit linguistic features (i.e. textual devices and strategies) declared by the authors in the Abstract and Introduction sections. One of the main aims in selecting this academic review genre is to offer a system of classification for the review article genre based on linguistic devices, communicative purposes, intended audiences and characteristic features. The classification system is applicable to the review article genre and as it has been contended the literature review might be classified into its subtypes based on its length, content, subject matter, period cover and expected readership (Manten, 1973). The main objective of this classification system is to refer to the text types of review articles in applied linguistics ranging from more critical evaluative to less critical evaluative. By concentrating on the Abstract and Introduction sections of review articles, a continuous spectrum can refer to the different types of review articles in this field because it is misleading to classify review articles into distinctive types with certain borderlines by content or subject matter. This chapter then suggests a possible colony of academic review genres and the characteristic features and purposes associated with review articles in applied linguistics. The findings are confirmed by consulting the specialist informants.

5.2   Overall organizational structure of review articles

The main focus of the present research is on review articles in applied linguistics. There is variation with respect to the organizational structure that exists within the review article genre and it differs from experimental research article, systematic reviews, book reviews, and book review articles. According to Swales (1990) and Weissburg and Buker's (1990) presentation, the different sections of the experimental research articles follow the IMRD model. In contrast with the sections of the experimental research article, the present study shows that there are 4 main predominant sections in the corpus of the present research (Table 5.1). The prevalent sections for review articles include the Abstract section (87.5 %), the Introduction section (90%), theme-bound units (consists of content-based headings and sub-headings) in the Body section (100%), and the Conclusion section or Concluding Remarks (87.5 %).

Table 5.1: Frequency of Prevalent Sections in Review Articles

Sections	Frequency	Percentage (%)
Abstract	28/32	87.5%
Introduction	29/32	90%
The Body	32/32	100%
Conclusion	28/32	87.5%

Table 5.2 below demonstrates the textual structure of the first review article. This table indicates that the Abstract section does not exist, the Body section contains content headings and the Conclusion section is not also present and there is no conventional section heading for this section.

Table 5.2: Overall Textual Structure of Review Article 1

Functional Sections	Section headings in Review Article	Sub-headings in Review Article
Abstract	No Abstract	------
Introduction	Introduction	
The Body section	Linguistics and Language Teaching	
	Corpus Linguistics, Authentic Language, and Task-based Instruction	
	Linguistics, Language Teaching, and Applied Linguistics	
Conclusion	No Conclusion	

In addition, Table 5.2 reveals that there is no section heading at all for the Abstract section. The authors may use varied section headings for signaling the analytical sections of review articles, and sometimes they represent content section headings like theme-bound units in the Body section. The content section heading is signaled with un-conventional section heading or theme-based section heading but it represents the functions of the analytical section. For instance, there are no conventional section headings for the Body sections in the corpus of this study, except in two review articles (RevA.10 and RevA.22). The Body in these two review articles is identified with section headings like 'Methodology' and 'Qualitative and Quantitative Approaches'. The rest of the Body sections in other review articles can be identified with 'content section headings' or 'theme-based section headings'. The characteristic features and organizational structure of review articles in applied linguistics were further investigated by consulting our specialist informants. Some of the feedback and views received from the informants

have been included in the following section. The questions ('i' and 'ii') and the informants' feedback taken from the questionnaire:

Based on the findings, review articles do not have the standard headings like many research articles and they do not follow the IMRD (Introduction, Method, Result, and Discussion) model.

i.   Is there a particular order in which you write a review article?

1- "The headings are based on content, but the very first section
   is an introduction, on main themes, and then headings should
   go from more general to specific. The final section tends to sum
   up main trends and what needs to be researched…".
   (The feedback from Informant '5')

2- "a) Summary of previous reviews, if any, b) Delineating the
   Parameters of the review, components of the research area,
   c) Reviewing and critiquing research in each component, d)
   Concluding, summarizing, looking forward,
   e) Bibliography" (The feedback from Informant '6')

3- "Vignette, definition, literature review, critique, and
   conclusions" (The feedback from Informant '7')

4- "No, it entirely depends on the themes that emerge when I do
   the preparatory work" (The feedback from Informant '8')

5- "Other than an introduction, a section on future directions,
   and final conclusions, the articles do not follow a uniform
   pattern for me. The topic itself tends to suggest section
   headings…". (Informant No. '9')

ii.   There are no Section Headings like 'Abstract' or 'Introduction' in the review text.
        Why? Is it because of the editorial policy of ARAL? Or it is the result of choices made
        by the respected writer?

1- "I assume that it is a decision or policy of ARAL". (Informant '9')

The feedback and views received from the informants are considered as the confirmer to the findings of the present research. The characteristic features and organizational structure of review articles in applied linguistics which were analyzed and described in this study were confirmed by consulting our specialist informants. In most of review articles in the corpus of this study, for example, we could not find section heading for the Introduction section, except 3 review articles those published in 2000 and before 2000 (i.e. 'volume No.20' and before this volume). Thus, according to our specialist

informants' views, this is a decision or policy taken by ARAL. One of the informants even believes that the overall organizational structure of review articles can be as the following: Vignette, definition, literature review, critique, and conclusions (Informant '7'). Another informant, yet, believes that review articles do not follow a uniform pattern for him. He has further added that the topic itself tends to suggest section headings. As it has been discussed above, the content section heading is signaled with un-conventional heading but it represents the functions of this section. These sections might mix and embed with other sections in review articles. Therefore, it is important to find out that a section is embedded with other section in some review articles of this research (like the Introduction section can be embedded with the first sub-heading thematic unit of the Body section). Take for example in review articles (RevA.6 and RevA.25), there are no conventional signal headings for the Introduction section and they are embedded within the first sub-heading of the Body section, because the main purpose of these chapters is included in the first theme-bound unit.

Table 5.3: Overall Textual Structure for Review Article 6

Functional sections	Section headings in the review text	Sub-headings in the review text
Abstract	No section heading, but the content represents the section	
Introduction	No section heading, but it was embedded within the first sub-heading of the Body	
The Body Section	The Neurobiological Circuitry	- The Amygdala - The Orbitofrontal Cortex - The Body Proper
	From Stimulus Appraisal to Motivation	
	From Appraisal to Behavior: Translating Motivation into Action	
	Decision-Making in Language Pragmatics	
Conclusion	Conclusion	

As discussed in the methodology chapter, this was considered as one of the challenges of this research. In Table 5.3, we can find both sections are embedded and the findings highlighted specifically for each review article in the corpus of this research.

5.2.1   The Abstract section of review articles

According to the table above (Table 5.1), almost more than 85% of review articles (28 out of 32) contained the Abstract section except 4 review articles in the corpus of this research. In the Abstract section, the writers tried to give a preview of the review, and it was typed in a smaller font size. It is noticed that there is no conventional section heading for the Abstract sections. However the content of this section serves its function and can represent the review article text types if it is critical evaluative or bibliographic review article (see Section 5.3). Besides, the first four reviews in the data do not contain this

section at all because it seems that those review articles which were published in 2000 and before 2000 followed a different style and format based on the editorial policy from ARAL journal, therefore they do not contain the Abstract section. Instead, review articles published 2001 onwards contain the Abstract section without its conventional section heading. It can be contended that there is a possibility of change in the discoursal structure of review articles over these years (see the Appendix 'B' for the overall textual structure of review articles in the corpus). It can be stated that there are mostly often four moves for the Abstract section in review articles in applied linguistics namely 'Situating the review', 'Presenting an issue', 'Presenting the review', and 'Discussing the review'. This proposed move pattern for the Abstract section of review articles in applied linguistics fits Santos' (1996) model, with two moves missing namely 'describing methodologies' and 'summarizing the results'. These two moves do not usually appear in review articles and it seems that Santos' model does not conform completely to the actual practice of abstracting in the review article texts in applied linguistics. The move analysis of the analytical sections will be presented in the next chapter (see Chapter 6).

5.2.2   The Introduction section of review articles

According to the analysis of the organizational structure of review articles, the Introduction section with its exact conventional section heading was found in 3 review articles in the corpus, and likewise this section was not present in 3 review article texts of the corpus. As the findings of this research revealed, the conventional section heading 'Introduction' was deleted in the 26 review articles.

However, the content and pattern of this section were there and it represented an introduction. They often to some extent followed Swales' (1990) CARS model as in the Introduction section of experimental research articles. The researcher read this section of

the corpus carefully and a number of times and then the rhetorical move structure for this section was investigated and identified (i.e. as the nature of genre analysis is pattern seeking). The move types were identified based on the types and communicative purposes of review articles in applied linguistics, namely Move1 (Establishing the background), Move 2 (Narrowing down the scope of the review), and Move 3 (Presenting the review). Move 2 was more frequently identified in critical evaluative and mixed-mode review articles. The second move focuses on presenting/ or raising issues of the field and showing a lack of study in the field. It should be added that Move 2 was the least frequent move in the bibliographic review articles. The move analysis of this section will be presented in the next chapter (see Chapter 6).

In the second phase of this research, the characteristic features and organizational structure of review articles in applied linguistics were further investigated by consulting the specialist informants in the field of applied linguistics who were the solicited authors of review articles in ARAL journal. Some of the questions that have been posed via face to face interview or e-mail interview and their feedback were brought here to illustrate their ideas and viewpoints. The first question is related to the particular order of writing a review article and the second question dealt with certain aspects that have been included in writing the beginning section of review articles by the authors. The informants of the present research gave their views and they were taken for granted in our findings. The following item and the questions (i.e. 'i') taken from the questionnaire:

i. What are the main aspects which you normally include in writing the beginning section of review article?

1) "The main themes discussed and their sequence in which they are presented…" (The feedback from Informant '5')

2) "Summarizing most recent reviews, if any, and asking what progress has been made since it was published. If no previous review exists, summarizing research up to the timeline of the current review article" (The feedback from Informant '6')

3) "I try to include a vignette which illustrates an important aspect of the topic I am reviewing". (The feedback from informant '7')

4) "I would pose a question or puzzle, and indicate why it's important to find an answer and how I'll try to do that in the paper" (The feedback from Informant '8')

5) "Introduce the topic and explain its contemporary relevance to the field, define key terms, identify existing "gaps", and provide an overview of the treatment to follow" (The feedback from Informant '9')

Their feedback to our analysis and description of review articles are really informative and make a crystal-clear image of the different sections of review texts particularly for the conventional sections like the Introduction section.

5.2.3   The Body section of review articles

Based on the identified sections in the Body section of review articles in this research, there were content-based sections almost in all review articles (30 out of 32) except in two (RevA.20 and RevA.22). In the first one (RevA.20), the heading word 'Review of Research' was found following its beginning (i.e. Introduction) section. The authors tried to review and reflect on developments in the teaching of second language writing between 2000 and 2004 and they identified many potential areas for future research. While, in the second one (RevA.22) the authors tried to survey longitudinal second language acquisition research published between 2003 and 2005. They also offered a critical reflection of best longitudinal practices. More importantly, it is noticed that the writers of this review text partially followed IMRD model and the conventional section heading like 'Methodology for the Present Review' was used. The Methodology section contained several sub-arguments and discussions that represented 'methodological discussion' section, 'Future Directions' and 'Concluding Remarks'. In the entire of the corpus, each section heading in the Body section could be identified and divided by a different font or bold-typed words/ or phrases. In other words, it can be shown that each section heading in the Body section talks about a specific theme. In the beginning of each theme there is

usually a thematic phrase or word which is typed in bold font, and following these main thematic topics there are often sub-themes which are typed as the underlined to separate the sub-units from the usual paragraphs of review article. The number of these theme-bound units in the Body section of review articles is not fixed and predictable. Due to highly recursive, complex and length of thematic units in the Body section it was decided to focus on argumentation across the thematic units. The focus was on how argumentative patterns were formulated and shaped in these thematic units (see for more details Chapter 7 and Appendix 'G').

In fact, the main attempt for analyzing thematic units was to investigate and identify which argumentative pattern was used in review articles. In other words, the analysis of the thematic sections needs not always be prescriptive and it should not necessarily be based on CARS model. Therefore, the function of each theme-bound unit was identified according to its local purpose, its communicative purpose and then its writer's communicative intention. As it has been discussed before, the scope for genre analysis of theme-bound units was narrowed down to the analytical framework used by Hatim and Mason (1990) for argumentative discourses. We then identified which argumentative text type pattern (i.e. 'through-argumentation' or 'counter-argumentation') was commonly used for the thematic units in review articles. Then, the prototypical argumentative pattern for the thematic units which were involved in argumentation was proposed for the different types of review articles in applied linguistics (see Appendices 'F' & 'G').

5.2.4 The Conclusion section of review articles

According to this study, the Conclusion section was found in 28 review articles of the data (see Table 5.1), while the Conclusion section did not occur in the 4 review articles of the corpus. At the same time, in one of the review articles (RevA.25) the section heading 'Future directions and challenges' (i.e. it indicated challenges and issues in

English as a lingua franca) was used. This section appeared in very lengthy, recursive, cyclical paragraphs. The analysis of this section (i.e. 'future directions and challenges' in RevA.25) indicates that there is variation with respect to the moves and strategies that exist within this section (i.e. some of the strategies in this section are 'defining the challenge', 'analyzing the reasons', 'presenting the idea', 'indicating a need', 'asserting the confirmative claims about the research', 'raising a question', reviewing previous works', 'suggesting possible solutions', and 'highlighting the authors' view'). In addition, in another review article (RevA.31) the section heading 'Final Mark' is shown and used instead of using the 'Conclusion' heading. This section (i.e. 'Final Mark') is too similar to the Conclusion section, besides in two other review articles (RevA.17 and RevA.13) the section heading 'Directions' is revealed. The 'Directions' section is going to show not only new directions/ trends in the related research but also suggestions for further research to the readers. In the data (RevA.3), the heading 'Final consideration' is identified. Besides, in two of the other review articles (RevA.16 and RevA.28) the 'Implication' section is identified. The 'Pedagogical implication' section is found to appear separately before the Conclusion section in some review articles (e.g. RevA.31 and RevA.32).

Based on the findings of this research, there are three prevalent moves for the Conclusion section in review articles in applied linguistics namely 'Summarizing the review', 'Evaluating the review', and 'Giving suggestions'. This proposed move pattern for the Conclusion section fits Yang and Allison's (2003) model. These three moves usually appear in review articles and it seems that Yang and Allison's model conforms completely to the actual practice of concluding in the review article genre in applied linguistics. The analysis of the rhetorical move structure for the Conclusion section is presented and discussed in the next chapter (i.e. Chapter 6).

5.2.5   References of review articles

There are usually two kinds of references given in review articles of the corpus of this research, namely 'Annotated References' and 'Unannotated References'. The former is giving and introducing those kinds of references which their purposes and content are described in detail, but the latter is introducing the cited references in the review in a usual way. The section heading 'Unannotated References' was replaced by the section heading 'Other References' from 2002 onward. The heading 'Unannotated References' was displayed in the years 2000 to 2001 of the data (see Table 5.2 for more details of the average number of references in each data). It is essential to note that the style of citation and giving references is changed during the time in review articles (Noguchi, 2009, as cited in Hyland and Diani, 2009).

5.2.6   Self-citation in review articles

According to this study, there are signs of self-citation by the writers in almost all of review articles (30 out of 32 review articles). The most highly self-cited review articles are RevA.10 (48 times), RevA.9 (38 times) and RevA.23 (23 times) from the corpus respectively. The average mean of self-citation was 8.4 for review articles in the corpus.

5.2.7   Page numbers of review articles

As it was investigated in this research, the average number of pages is 19 for review articles in this research (see Table 5.2).

5.2.8   Figures/ Tables/ Notes in review articles

There were 9 review articles in the corpus which contained figures or tables. In RevA.30, 14 pictures, 14 transcripts and 2 texts and fragments are found. At the same time, the 'Notes' sections are found in 22 review articles in the corpus, and also there are the 'Appendix' sections in the two review articles of the data (RevA.10 and RevA.30).

There is only the 'Appendix' section in RevA.10. It is found that the 'Acknowledgment' section occurs in the 'Notes' section in few review articles of the corpus.

As the analysis of overall organizational structure in the corpus of this research developed, there emerged a predominant structure of review articles in applied linguistics. This macro-textual organization consists of four major sections, namely the Abstract, review Introduction/ or Beginning, Body, and Conclusion sections (see Figure 5.1). The move patterns and rhetorical structures for the Abstract, Introduction and Conclusion sections in review articles in applied linguistics will be presented and discussed in the next chapter (see Chapter 6). Besides, the analysis and identification of argumentative patterns in the thematic units will be presented and discussed in chapter seven.

1- Abstract

2- Review Introduction/ Beginning

3- Body

    Theme-bound unit1

      Sub-theme 1

      Sub-theme 2*

    Theme-bound unit2

    Theme-bound unit3*

4- Conclusion
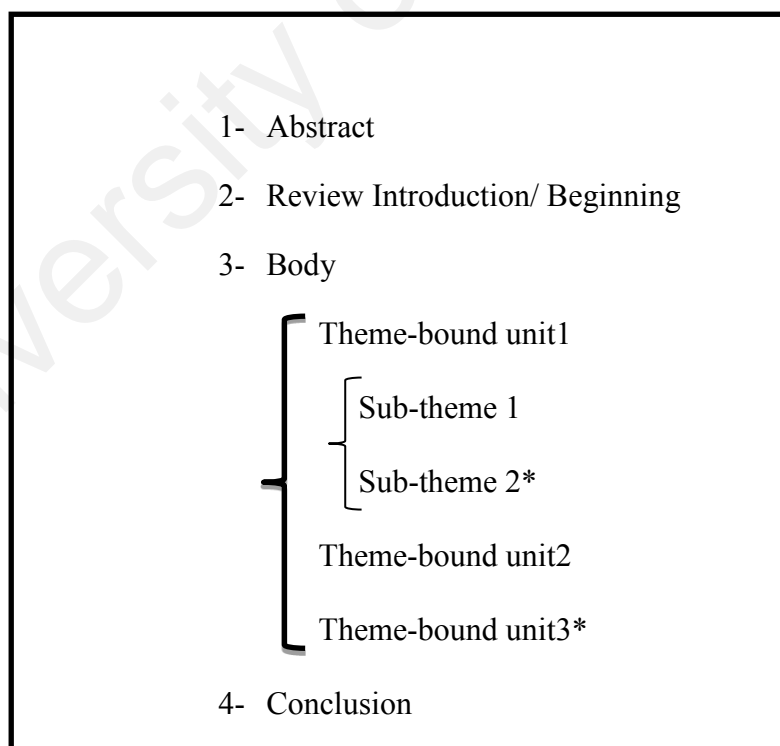
* The number of theme-bound units & sub-theme units are not fixed.

Figure 5.1: Organizational Structure of Review Articles

Based on the above figure (Figure 5.1), and the structural organization of Literature Review chapters in PhD theses highlighted by Kwan (2006), we note the following points. The first point is that these genres, namely the review article genre and literature review genre are to some extent closely related to each other. In other words, they are from the same 'genre family' (Swales, 2004) or 'genre colony' (Bhatia, 1997, 2004). According to Swales' (2004, p. 66) notion, it can be added that one family member such as the review article genre may take on several features of another member (e.g. the literature review genre). Although their main functions are different from each other, we can find some similarities not only in rhetorical structures of these two sub-genres but in their writers' textual strategies as well. If we compare, for instance, their structural organizations, their similarities can overlap the distinctions between them. The second one is that these forms of reviews as sub-genres of academic review genre become increasingly evaluative and persuasive. The persuasive and evaluative functions of academic review genres are significant features implicitly and explicitly indicated and emphasized by their writers. Book reviews, for example, try to make a balanced description of books not only positively but also negatively. It attempts to praise and criticize the positive and negative aspects of the product in the marketing and academic settings. And as Bhatia (2004) believes, food and restaurant reviews are emphasizing the positive description and evaluation of the foods. In other words, their feature can be considered promotional and the functions of these genres, such as reviews, are introducing, giving information, evaluating, convincing, and recommending products. Take for instance, a blurb according to Bhatia (2004, p.93) can carry at least three moves. These moves, namely 'Establishing Credentials', 'Introducing the Product', and 'Indicating Value of the Product', are too similar to an advertisement. It appears that the blurbs, which can be considered as one of the academic review genres, reviews the book from one angle and advertise from another angle. In fact, it can be contended that this multifunctionality of academic review genres

is very remarkable and it can be taken into our consideration. In the following section, the application of classification analysis to review articles in applied linguistics is presented in order to suggest a classification continuum for the review article genre.

5.3 A classification system of review articles in Applied Linguistics

Based on the findings of our genre analysis of review articles, many of the review texts do not just summarize published works but they evaluate the works as well. Therefore, they could be either evaluative or descriptive. The review article genre in the field of applied linguistics in this research were classified by their purpose into three types namely: (**a**) the critical evaluative review article (i.e. this kind of review article as its name implies puts much more emphasis on critical evaluation of published works and it encompasses the subject-oriented approach), (**b**) the bibliographic review article (i.e. this kind of review article gives readers a comprehensive descriptive record of annual works in that field and it encompasses the literature-oriented approach), and (**c**) the mixed-mode review article (i.e. this type of review article has the twin roles, that is to say this review text encompasses both the approaches mentioned above to varying degrees). So far, it seems to us that this type of classification of review articles in the field of applied linguistics has not been done in any research, and also the classification 'labels' are not often used by any authors in applied linguistics. It should be added that there are some linguistic features often used by review article authors to refer to this classification. These textual/ or linguistic features (i.e. lexical words, phrases, or clauses which have signaling functions) were found to be numerous in the Abstract /or Introduction sections of review articles. Some examples follow:

(1) *My purpose* in this contribution *is to look into this question* of applicability…*My concern, in particular is* with L2 learners…*At issue* is the extent to… (RevA.1, Introduction, Critical Evaluative Review)

(2) In this article, we *argue that*…we begin this article with *a brief account*…we then *discuss the question of*…next we *explain* what Web 1.0 and emerging Web 2.0-based technologies are…we then go on *to illustrate how*…we *conclude with a discussion of* some important caveats… (RevA.30, Introduction, Critical Evaluative Review)

(3) *This chapter is about what went wrong* and where we might go from here. *The discussion first identifies* three reasons why initial efforts at partnership may have been…*I then argue* that… (RevA.5, Abstract, Critical Evaluative Review)

(4) *This chapter seeks to question* this well-established distinction by investigating what is in fact the most common use of English in Europe…The chapter suggests a different way of conceptualizing the language… (RevA.25, Abstract, Critical Evaluative Review)

(5) Although there are many studies on the new international norms…, *there are limited discussions* on the ways local values and identities are negotiated. *After reviewing the debates* on the place of the local in ELF, *this chapter goes on to address the new policy challenges* for local communities… (RevA.26, Abstract, Critical Evaluative Review)

(6) *This chapter is intended to survey* these recent developments and *highlight* some potentially fruitful areas for future research. First, *I summarize* some general theoretical and research methodological advances, then *I describe* a number of novel motivational themes emerging in the literature. (RevA.7, Introduction, Bibliographic Review)

(7) *This chapter reviews* the literature on psycholinguistic aspects of language attrition over the past half-decade… (RevA.8, Abstract, Bibliographic Review)

(8) *This chapter takes note of* the longstanding orientation Systemic Functional Linguistics (SFL)… *The chapter then reviews* recent developments and current trends in SFL… (RevA.11, Abstract, Bibliographic Review)

(9) *This chapter provides an overview* of approaches within corpus linguistics…the chapter concludes with *a brief overview* of some other foci in CL and suggests that …: the need for more computer tools…and the need for further studies… (RevA.12, Abstract, Bibliographic Review)

(10) *This chapter will review* the recent research in listening instruction. The first section *will provide a brief overview of* the cognitive processes…The next section *will review* recent research on …The third section *will examine* two approaches to listening instruction and *consider* an integrated model…The final section *proposes future research directions* for… (RevA.17, Introduction, Bibliographic Review)

(11) *This chapter presents a survey* of recent developments…and then it *discusses* current issues and future challenges. (RevA.4, Introduction, Mixed-mode Review)

(12) …in this chapter, *I propose that*…*I describe* the anatomy and …then *I propose to show* how it may operate…finally, *I will argue that*… (RevA.6, Introduction, Mixed-mode Review)

(13) This review *sketches and offers bibliographical guidance* on …and *indicates* past or potential points of contact with applied linguistics. After covering these areas, we *include a brief discussion of* some key themes in…Finally, *we discuss* several established areas of applied linguistic work in…*We end with some cautions* on applying CA findings to other applied linguistic research contexts. (RevA.9, Abstract, Mixed-mode Review)

(14) This review *discusses* research published within a relatively brief time span (1998- 2002) regarding language maintenance situations *in order to illuminate* the range of proactive investigation at the time of this writing. (RevA.14, Introduction, Mixed-mode Review)

(15) *This chapter surveys developments* in language revitalization, a movement that dates approximately from the 1990s and builds on prior work…*it discusses* the role and nature of appropriate linguistic documentation…Various avenues for language revitalization…are *then described*…Recent examples of current literature…*are reviewed*. (RevA.15, Abstract, Mixed-mode Review)

(16) The purpose of *this chapter is to survey* longitudinal SLA research published in the last three years and *offer a critical reflection* of best current longitudinal practices and *desirable directions* for future… (RevA.22, Abstract, Mixed-mode Review)

In the examples above (1-16), the underlined linguistic features are used to present and show the authors' intentional position and their main purposes of establishing the orientation of review articles. By using these linguistic devices, the authors try not only to tell the intended audiences why the review articles are written, but also to refer to the text type of review articles in this field. The linguistic features including 'clauses', 'phrases' and 'reporting verbs' (e.g. *'My purpose is to look into this question...', 'My concern is...', 'We argue that...', 'We discuss the question of...', 'We conclude with a discussion of...', 'This chapter is about what went wrong...', 'This chapter seeks to question...', 'We include a brief discussion of...', 'After reviewing the debates...this chapter goes on to address the new policy challenges...'*) are used to refer to 'critical evaluative' text types (examples 1-5). In this study, the authors of the reviews use these linguistic devices to construct an argument for the views or the issues. 28% of the reviews involve the critical evaluative review article (9 out of 32). As Hyland (2000) noted, "report verbs do not simply function to indicate the status of information reported, but the writer's position in relation to that information" (p.38). This is evident in an academic review genre particularly the review article genre, where we have found that there is a widespread occurrence of reporting verbs such as 'argue', 'discuss', and 'seek to question' in review articles in applied linguistics. Similarly, examination of the science review articles in Noguchi's (2006) study revealed that different sub-genres might be identified within the science review article genre. Moreover, it showed that 'issue reviews' present a phenomenon and point to some research issues and they then offer a solution. Her study clarified that the text types in 'issue review' and 'theory review' discuss issues or theories in the field.

In addition, linguistic features such as 'verbs', 'prepositional phrases', and 'clauses' like: '*This chapter presents a survey of..., This chapter is intended to survey these recent*

developments…, This chapter reviews…, I describe that…, This chapter provides a brief overview of…, I summarize…then I describe…' are used to refer to 'narrative and descriptive' text types (examples 6-10). This category of review articles is classified as 'the bibliographic review article' in this study because it may more frequently describe the background of the field or its sub-fields and its current position. The authors use these linguistic devices to present a survey of the works done before, give an overview of the subject, and aware researchers of the present activity in that field. 25% of the text types in the corpus of this study belongs to narrative and descriptive text types (8 out of 32). Likewise, 'history review' and 'status quo review' were somewhat showing the same features and characteristics in science review articles (Noguchi, 2006). She clarified that the text types in the two reviews are narrative and descriptive and they describe history or current work.

In some other examples (11- 16), we found integrated signs of the linguistic devices referring to mixed-mode design of text types. In the first example (11), for instance, the author tries firstly to present a survey of recent developments and secondly discusses the recent issues in the field. In the example (16), the author first surveys the recent research and next he/she offers a critical reflection and desirable directions at last. As shown here, review articles in applied linguistics do not just summarize the published works. They may either evaluate the issues or follow both modes (i.e. a mixed-mode design). In this case, they not only present an overview but discuss and evaluate the views or issues as well. The degree of intensity from descriptive to critical text type varies from one review article to another due to its focus, function, and author's communicative purpose. 47% of review articles in this research involve mixed-mode reviews (15 out of 32) and the rest of the reviews belongs to both classes, that is to say, the rate of distribution for the two classes (as shown above) is very close to each other (i.e. 28% of the entire corpus involves

the critical evaluative review articles and 25% of the entire corpus involves the bibliographic review articles). According to the findings, this category seems to be a unique one in applied disciplines in comparison with non-applied areas, particularly science reviews. As it has been shown there has not been such a category in Noguchi's (2006) work.

The findings of this research suggest that we can supply useful criteria for evaluation of review publications. Based on this approach, we can formulate a continuum of classification for this type of academic review genre (i.e. review article). This continuum can demonstrate the functionality variation among review articles whether they function as evaluative review or descriptive and indicative review. Besides, it shows variety of the text types as well as the intended audiences of review articles. This vertical continual spectrum demonstrates the degree of criticality among the text types of review articles in applied linguistics (see Figure 5.2).
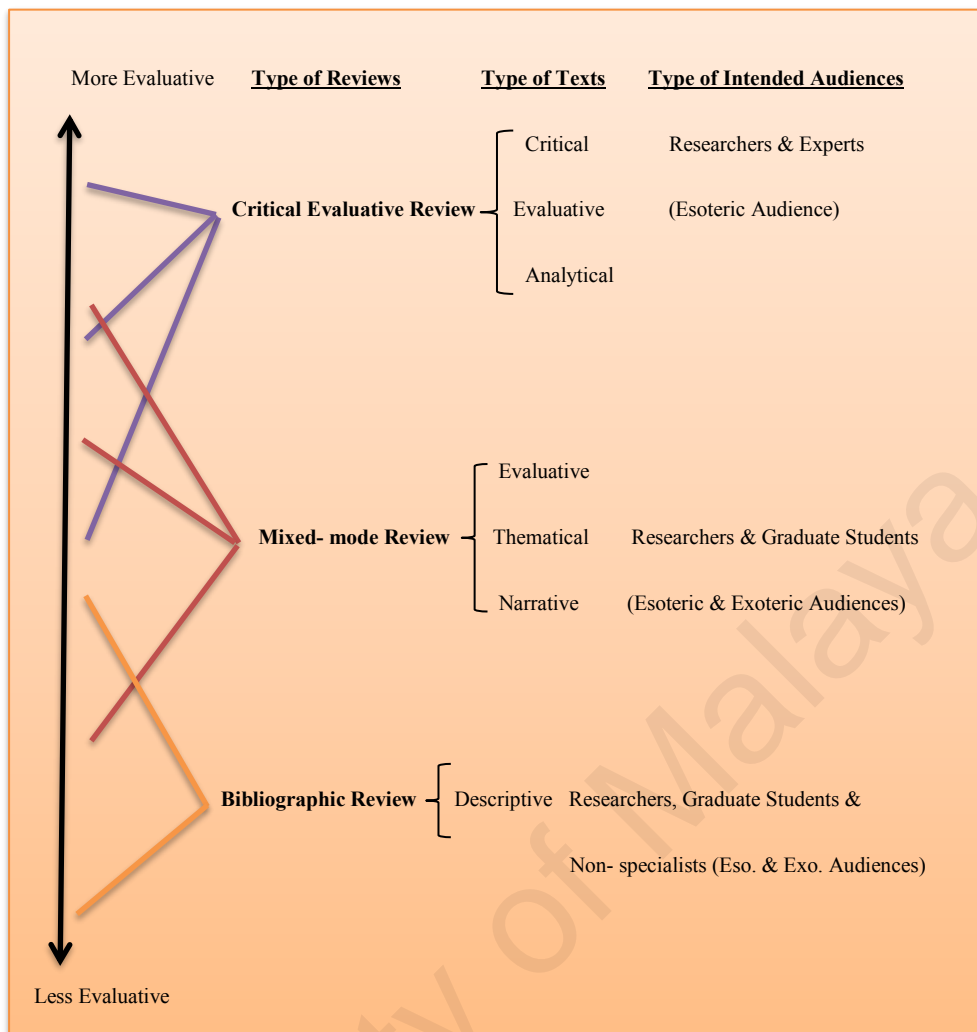
Figure 5.2: A Classification Continuum of Review Articles

(Sorayyaei Azar & Hashim, 2014, p.81)

Figure 5.2 presents a continuum of review articles in applied linguistics. Based on the findings of this research, this continuum ranges from the bibliographic review article through the mixed mode to the critical evaluative review article. These review articles, in fact, differ from each other in the type and functions. Actually, the less evaluative and more narrative form is the bibliographic review article. From this type of review text if we go up the continuum, we can proceed through a review following a mixed-mode design (i.e. narrative and evaluative texts mixed) and encompassing both approaches. Finally, we can reach a critical evaluative review article. This type of review article seeks to question and discusses the question, analyzes and evaluates the recent developments,

reviews and compares the debates, offers possible solutions and suggests new directions. This type of review article has offered comprehensive, timely collections of critical evaluative reviews written by several solicited expert members of the discourse community. As the figure above illustrates, if we proceed this continuum from down to up, we can find out that the text types at the lowest range are less evaluative, descriptive and more literature-oriented and then it proceeds through a narrative, thematically written text and evaluative type of texts (a mixed- mode text types) to more analytical, evaluative and critical text types.

5.4   Characteristics and functions of review articles in Applied Linguistics

In this section, it is attempted to look at the various uses and characteristics of review articles. Thus, the characteristics and functions of review articles were examined and they were further investigated by consulting the specialist informants who were corresponding authors of the review articles in ARAL journal.

Each of the various review article text types seems to carry out different functions and they may have different characteristics, although they can have some purposes in common. The critical evaluative review article is written with critical and evaluative eyes of the author and its value relies on the expertise of the author. The author tries to evaluate the opinions, attitudes, and developments in that field or subfields and he/she intrudes himself/herself in the review text. The significance of review article depends on the validity of the author's evaluation. Besides, the validity of his/her point of view is subject to the way the views, ideas, and developments are argued and evaluated. The text type in this review is argumentative, evaluative and critical. This review is selective and useful because it neglects to act merely as annotated bibliographies and as a booklet of abstracts. Therefore, there is a significant need for this type of review due to its critical analysis and

evaluation of the author. This review is written by one of the parent members of the discourse community in his/her own field. It requires greater intellectual effort and the expertise of the author. The critical evaluative review article serves four main purposes, they intend to: (1) become subject-oriented, (2) survey the selected works and to raise an issue or identify a challenge in the related field, (3) announce the strong point of view in order to reject the opponent's position and analyze and evaluate the opinions in the related field, and (4) suggest a new direction or trend and ask the scholars and the discourse community members to do further research. The intended audiences of this type of review articles are the researchers, experts, and parent members of the discourse community in that field (see Figure 5.2 and Table 5.4).

Table 5.4: Critical Evaluative Review Articles in the Entire Corpus

Data	Functions	Common linguistic features identified in Abstract and Introduction Sections
RevA.1 RevA.2 RevA.3 RevA.4 RevA.5 RevA.25 RevA.26 RevA.28 RevA.30	This type of review article intends to: (1) become subject-oriented, (2) survey the selected works and to raise an issue in the related field, (3) announce the strong point of view in order to reject the opponent's position and analyze and evaluate the opinions in the related field, and (4) suggest a new direction or trend.	- *My purpose is to look into this question…* - we *argue that…*we begin this article with *a brief account…*we then *discuss the question of…* - *This chapter is about what went wrong… The discussion first identifies* three reasons *why…I then argue* that… - *This chapter seeks to question this well-established …* - *there are limited discussions on… After reviewing the debates on…, this chapter goes on to address the new policy challenges* for… - *However*, during the last decade…exerted *a much more powerful influence on* the *direction* of…These *trends* include four *major shifts*. - The manifesto…*offered a simple relationship* between…there was *no strong emphasis on the need for* practitioners to *have any…expertise…*what they *principally lacked* was a perception of their target discourses.

The bibliographic review article deals with a limited subject area. All works published in a certain period of time should be included. The analysis of this type of review article indicates that there are varieties of the text types. In the bibliographic review, the text type is descriptive and literature-oriented. Besides, it may consist of a summary of findings or it can be indicative (i.e. merely in narrative form) or informative (i.e. providing an overview from a variety of publications in that subject with little criticism). As Virgo (1971) states this type of review has "brief notes of findings or opinions, with little

criticism and usually without analysis" (p.277). The intended audiences of this type of review are researchers and EFL graduate students. There are four main purposes for the bibliographic review article, they intend to: (1) become literature-oriented, (2) raise awareness of researchers and graduate students in their own present activity and related field, (3) inform the missing work in that field, and (4) give an overview of the subject (Table 5.5).

Table 5.5: Bibliographic Review Articles in the Entire Corpus

Data	Functions	Common linguistic features identified in Abstract/ or and Introduction
RevA.7 RevA.8 RevA.11 RevA.12 RevA.14 RevA.17 RevA.20 RevA.27	This type of review article intends to: (1) become literature-oriented, (2) raise awareness of researchers and graduate students in their own present activity and related field, (3) inform the missing work in that field, and (4) give an overview of the subject.	- *This chapter is intended to survey...* First, *I summarize* some general theoretical and research methodological advances, then *I describe...* - *This chapter reviews...* - *This chapter takes note of* the longstanding orientation ...*The chapter then reviews* recent developments and current trends in... - *This chapter provides an overview* of approaches within ...*the chapter concludes* with *a brief overview* - *This chapter will review* the recent research in...The first section *will provide a brief overview of* ...

The mixed-mode review article is intended to play twin roles and written by an outstanding expert in the field. It encompasses both literature-oriented and subject-oriented approaches. The author tries to provide an overview of the related field, or sub-field and then evaluates the developments. In this kind of review article, we have found a degree of intensity between narrative text type and critical evaluative text type.

Sometimes the author intends to present an overview of recent developments and then he/she discusses the recent issues in that field, or the author first prefers to argue and raise an issue in that field and then he/she describes a brief overview and surveys the developments and finally the author recommends his/her suggestion.

As it is shown above, it is difficult to arrive at a single characteristic or description of a review article in applied linguistics due to its various forms, classes, and functions. They sometimes intend to show integrative functions as mixed-mode reviews or critical evaluative functions as critical evaluative review articles or literature-oriented functions as bibliographic review articles. Most of the scholars in analyzing the functions of academic review genres like Cozzens (1981), Garfield (1987a, 1987b), Mazella & Malin (1976), Mulrow (1987), Myer (1991), Noguchi (2006), and Woodward (1977) found that junior researchers and graduate students use academic review genres as a device to improve scientific knowledge in the related field by using well-documented ways of exploration, synthesizing, evaluation, and giving suggestion as a solution and new direction. Thus, it has become difficult for junior researchers and EFL postgraduate students to keep up with the primary literature in the related field without consulting the review article genre because of its role in connecting them with the broader scientific knowledge in applied linguistics.

In the second phase of this research, the characteristic features and purposes of the review articles were investigated by consulting the specialist informants in the field of applied linguistics who were the solicited authors of the review articles.

Some of the questions that have been posed via face to face interview or e-mail interview are: (1) What is a review article? How do you elaborate on its functions in the

field of applied linguistics? (2) What are the purposes of a review article? (3) What are the features to be considered in publishing an effective review article? and (4) Who are the intended audiences of review articles in applied linguistics? The specialist informants' feedback who are the members of the discourse community, is found to be significant in our study due to several reasons. First, they define professionally what the review article genre is. Second, they clarify in their feedback why they have written a review article. Third, they describe the effective features of their review article. Eventually, they explain to whom their review article is being addressed. It is important to note that the feedback received from the specialist informants can be referred to as qualitative data. This type of qualitative data usually supports the findings. Some feedback and views received from the informants are as follows:

1- "A review article is a critical overview of what has been published on a specific topic over a certain period of time. The purpose is to allow novice and experienced readers to see what the main trends are, who has published what, what the focal points are, and what methodology the authors used in their studies. This can be helpful to direct attention to studies of interest without having to read all of them. As researchers often lack time to browse journals and books, this type of publication saves time". (Informant '5', 2012, e- mail interview)

As the informant's view above suggests, the main focus of a review article is to look at the research critically and it intends to show the main trends to the experienced researchers and novice writers. She further added that the review article genre is indicating the focal points in the field and what methodology the authors used in their studies. After receiving the feedback, the characteristic features, functions, and the intended audiences of the review article genre are clarified and extended. Her feedback was really significant toward our questions: What is a review article? How do you elaborate its functions? What are the purposes of review articles? She was our fifth specialist informant in the present research and answered our questions in a very clear way. In the second feedback receiving from the third informant of our study, he tries to elaborate the function of review articles in detail:

2- "Review articles relate current work in an area to previous work, but focus much more on current and recent work- they are a guide to what has recently been done, and what is being done, for readers who want to know much about this: so they are best written by people who are up to date with not only journals, but all research in progress, and recent PhD work: they are most useful because they categorize, and distinguish between categories of work in an area, giving the reader a schema to organize and interpret all the things on a topic they read: they are selective, choosing to report in some detail studies, and research questions typical, and most significant, for the categories of the areas they aim to cover- though they do use a lot of bracketed references to refer the reader to citations of work not described in detail: they draw tentative conclusions about the current state of findings, whether questions have been resolved, or are in need of more research, and if so, of what kind in what area: the reviewers own personal opinions and preferences are only mildly influential, since these articles aim to represent what is important to many others working in an area: they try to make use of bulleted summaries, where possible, as a way of synthesizing points in a way which is readable, but with broad coverage: they are to some extent open-ended, aiming to point to future work, and issues for research, and in this way they are useful in setting research agendas and programs for future research: they make use of figures synthesizing studies and findings that can be skimmed and quite easily processed, alongside more descriptive text". (Informant '3', e-mail interview, 2012)

The informant's feedback above tries to suggest us a comprehensive definition of the review article genre, and who the author is and with what kind of requirements, its purposes, and functions. In the third view given by another informant, we can find out that how the informant has tried to clarify the functions of a review article in applied linguistics and its focus on that field. He has classified its intended audiences into several main groups (i.e. experts, researchers, graduate students, and less familiar people with the area). Eventually, he has made a distinction between a review article and a review of literature chapter in PhD thesis and a review of literature section in research articles:

3- "A review article summarizes, synthesizes and attempts to give an overall meaning to research, methods, and/or theory in a particular domain of investigation, defined by the article. It often also attempts to point to directions for future research and even point towards a potential trajectory of that work. Sometimes review articles focus on the work of a particular lab or group (usually associated with the author), to show the coherence and scope and direction of that group's work. Readers may be people already deeply engaged in an area and who want to see another researcher's views and proposals for future directions or those in neighboring fields who want to get up to speed in the area, or people less familiar with the area who want to become acquainted with the major themes and work in the field. Sometimes they are also assigned to advanced classes or graduate seminars. They are somewhat different than reviews of literature in

graduate theses or dissertations where there is the additional function of displaying the candidate's comprehensive knowledge of the field. This additional function means that graduate theses may be less directed and focused in their reviews. They are also different than the review section of research articles which are very tightly focused on setting up a specific background for the study to be presented. Review articles tell a somewhat focused but more comprehensive picture of lines of research or a general area". (Informant '1', personal communication & e-mail communication, 2010)

In the fourth feedback, the informant has also emphasized the characteristic features and functions of a review article in applied linguistics. She has referred to the intended audiences of her review article published in ARAL journal:

4- "Review articles, we can state that, give researchers a brief survey of related literature, provide analysis and evaluation, and aid researchers to identify areas that require further research. Its function is to provide a critical overview of what reviewer finds important in the light of what has been published. In the content of the review, the author might include what the main issues are, how they've been researched, what needs further research. The intended audiences of the review articles are both novice and established researchers on the related field (i.e. applied linguistics and its subfields)". (Informant '4', receiving feedback through e-mail interview, 2013)

The last feedback, finally, comes from the informant who has acted in our study as one of the 'informant nomination' sources (see Chapter 4: Methodology). He has recommended us to hit review articles in applied linguistics in ARAL journal as sampling procedure in our genre-based study. He has put much more emphasis on targeting ARAL in this study because we may arrive at a clear understanding of review articles in the field of applied linguistics:

5- "…the purpose is to further discussion about a topic or about a scholar's contribution in order to determine the current state of the art. Contributions to ARAL are typically reviews of my first kind and a good way of arriving at an understanding of what a review article is would be to read a number of such articles". (Informant '2', e-mail interview, 2011)

According to the specialist informants' feedback (as given above), it is reasonable to cater for their views as the value system of discourse community members in terms of unique conceptualization of the sub-genre of review article as to what its characteristic features, classes, and functions should be. The informants' answers help to clarify how

the authors have classified their review articles in applied linguistics into three main classes and what the functions and characteristic features of review articles should be.

5.5   A colony of review genres

After the classification of review articles in applied linguistics and examining the informants' views in terms of the characteristic features, classes, and purposes of this type of review genre, the researcher attempts to describe a colony of review genres in this section. To achieve this goal, Bhatia's use of colony was referred to. As given the inter-relatedness of review genre in the different levels, the upper levels and lower levels of review genre can be illustrated in a colony form (Bhatia, 2004). This colony (see Figure 5.3) can display the relationships of the different levels.
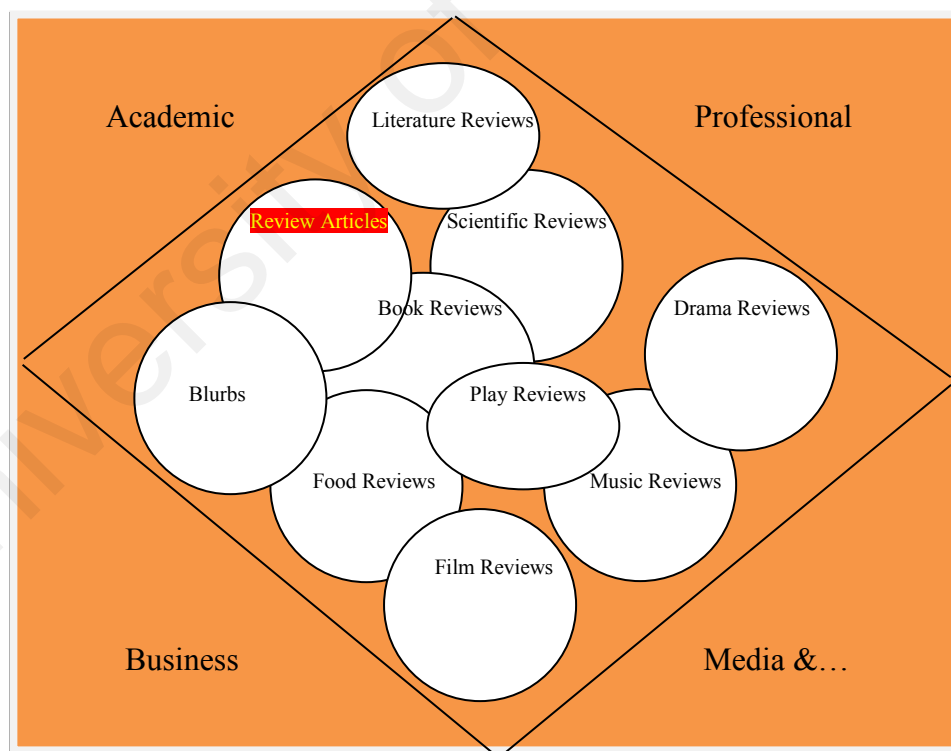
Figure 5.3: A Colony of Review Genres

(Sorayyaei Azar & Hashim, 2014, p.84)

The colony shows a group of inter-related genres which share their individual communicative purposes. As it has been mentioned, academic review genres can be classified into five sub-genres (Hyland and Diani, 2009). But, these sub-genres are different from each other in various respects such as their contexts of use (i.e. academic, business, professional, and media contexts are mentioned in the figure above) and audiences. The actual social context of review articles, for example, is not the same as blurbs. As discussed and shown above (see section 5.4), the intended audiences of review articles in applied linguistics vary in the kind. Therefore, the intended audiences of review articles are different groups namely, researchers, junior researchers, graduate students such as Ph.D. candidates, the discourse community members, and editorial members of the journal. According to Myers (1989), there are more than one type of audience, namely 'an immediate audience' of individual researchers (i.e. esoteric audience) and 'the wider scientific community' (i.e. exoteric audience). For instance, the addressee of 'critical evaluative' review articles are mostly often experts and researchers and this kind of review article is supposed to address 'an immediate audience' of individual researchers (esoteric audience), while the bibliographic review articles seem to address not only researchers as the immediate audiences but also non-specialists, junior researchers and graduate students as well. Thus, it can be added that the study of genre analysis enables us to make claims about the existence of social factors as envisaged in discourse communities. It is generally believed that a discourse community is a social space with experts at the center and aspiring novices and graduate students at the periphery (Swales 1990, p. 27).

As pointed out in the figure above (Figure 5.3), this genre colony makes genre colonization (Fairclough, 1992 as cited in Bhatia 2004). Actually, it is a process in which one genre integrates with another genre and in addition it leads to a hybrid form. They

can share their own features together and the feature of one genre affects the other genre like 'genre family' (Swales, 2004). In other words, there can be a sign of 'genre-mixing' or 'embedding of genres' (Bhatia, 1997; Sorayyaei Azar, 2012). We cannot find static and fixed borders between in the different levels of these genres. The review genres can represent a group of closely related genres. They can serve to some extent similar communicative purposes; however, there is no need to be shared in all of their communicative purposes. In other words, the colony shows "a function of the versatility of the genre" (Bhatia 2004, p.59). In the figure below (Figure 5.4), the colony of review genres is also illustrated. It should be here added that the base notion of the genre colony is adopted from Bhatia (2004).
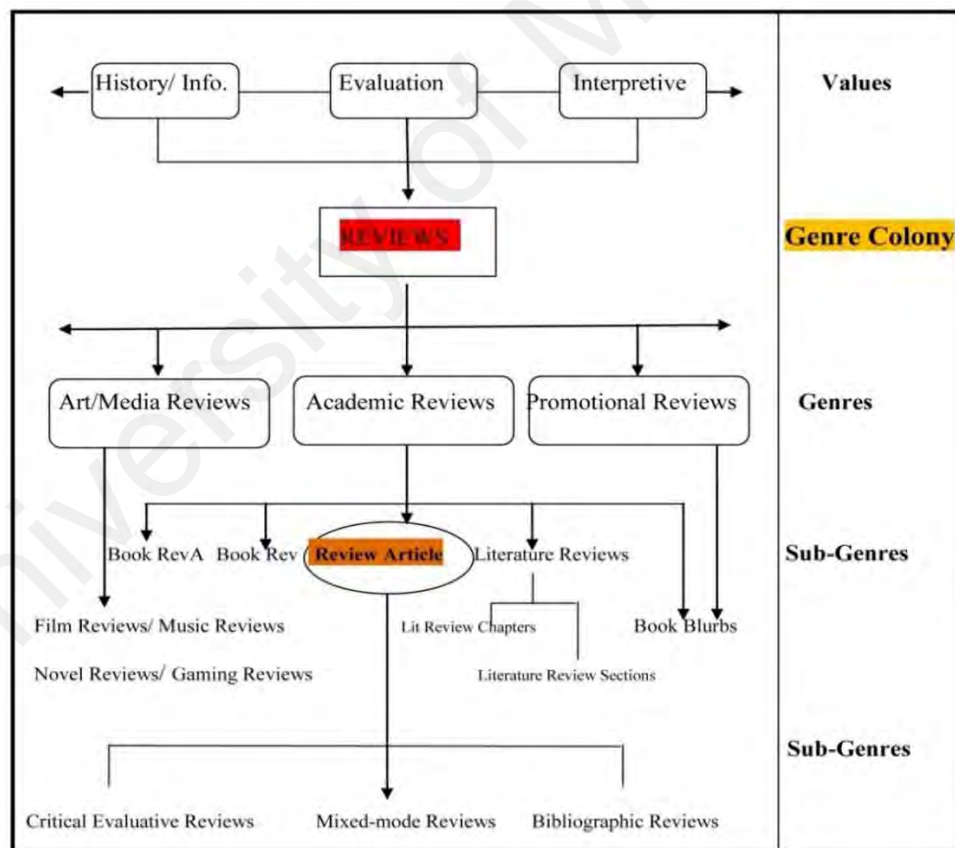
Figure 5.4: Genre Colony of Reviews: Genres and Sub-genres

(Sorayyaei Azar & Hashim, 2014, p.85)

In fact, in the figure above (Figure 5.4) the colony of review genres can be subcategorized into genres, namely 'art reviews', 'academic reviews' and 'promotional reviews'. These are genres which are closely related to each other and at least in one value they might be in common. We can note that in the blurb genre, the two genres namely academic and promotional one can be integrated and led to the blurb sub-genre. In the review article genre, for example, we find more than one function. It can be not only evaluative and present the authors' stance but it can also be indicative giving us a history and informative identifying the missing work in that field and transform much more data about the current work or theory, just like literature review. The review article genre itself, as shown above, can be classified into three kinds of review article sub-genres based on the functions and purposes they represent and carry out, namely the critical evaluative, bibliographic, and mixed-mode review articles. As a result, the findings of the current study revealed that different sub-genres can be identified within the applied linguistic review article genre. According to Noguchi's (2006) study and Swales' (2004) suggestion, this type of academic review genre can be classified into historical or bibliographic, issue, current work and theory review articles. The findings of our research are focused on the review article genre in applied linguistics with three review article text types, while Noguchi's study has been emphasized the science review article with four types or categories. Besides, according to Woodwards' (1974) classification, reviews in humanities and scientific fields might be critical, evaluative, interpretive, state-of-the art, historical and tutorial. Thus, it seems that even if review authors and journal editorial members in different disciplines share expectations that this academic review genre will be in different categorization and characteristic features, there is a general variation in the field and its community members with respect to the function and its classification continuum of review articles. We can suggest from the present study that the disciplinary variable, the value system of scientific community members, the editorial policy and

exact scope of journals, and the authors' beliefs and communicative purposes influence the degree of categorization and characteristic features of review articles and thus the primary function review articles fulfill.

5.6   Summary of the chapter

In this chapter, we firstly attempted to investigate review article text types or classes, characteristic features, and purposes of the review article texts in applied linguistics selected from 32 randomly selected review articles that were published during 2000-2007 in ARAL journal, and compared the findings with those that are posited in Noguchi's (2006) work for science review articles. It is found that there are three review article text types in the corpus of this research namely: (1) the bibliographic review article which gives readers a comprehensive and descriptive record of annual works and it encompasses the literature-oriented approach, (2) the critical evaluative review article which encompasses subject-oriented approach, that is to say it identifies an idea or raises a research problem, then it gives its solution by analyzing and evaluating the selective works done before in the related field and finally it suggests a new direction, and (3) the mixed-mode review article which has the twin roles and encompasses both literature-oriented and subject-oriented approaches. The 47% percent of review articles in this research involve mixed-mode reviews (15 out of 32) and the rest of the reviews belongs to both review article text types, that is to say, the rate of distribution for the two review text types is followed very closely to each other: almost 28% of the review articles involve the critical evaluative reviews (9 out of 32) and 25% of the review articles involve the bibliographic reviews (8 out of 32). This stage is based on the researcher's intuition of the review article genre and its communicative purposes. At the same time, the linguistic features, which were often used by the authors in the Introduction and Abstract sections were analyzed to support the classification system of the review article genre.

Secondly, we consulted the specialist informants through personal communication and e-mail interview in order to not only look inside the value system of the discourse community but also back up our findings in this stage of the research. This approach considered review articles on a continuum of classification ranging from the bibliographic review through the mixed-mode review to the critical evaluative review article. This analysis in this study also indicates that review articles in applied linguistics are characterized according to the author's beliefs and communicative purposes, the intended audiences, editorial policy and exact scope of the journal. Besides, in this chapter it is shown how colony of review genres may be developed through the specification of the review functions and values.

There is variation too across the disciplines: for example, in biology science, the majority of review articles, as it has been suggested, are classified into four categories (Noguchi, 2006). Or in Biomedical Engineering review articles (IEEE Reviews in R-BME), for example, there may be two main types of review articles according to the statement of editorial policy: (1) Methodological Reviews, and (2) Clinical Application Reviews. The former is to present a critical review of current methods, while the latter is to present a critical review of methods applied to a current clinical problem.

CHAPTER 6: ANALYZING RHETORICAL MOVE STRUCTURES AND LINGUISTIC FEATURES OF REVIEW ARTICLES

6.1   Introduction

The current chapter will proceed to discuss the rhetorical move structures (macro-textual organization) and the linguistic features (micro-textual organization) of review articles in applied linguistics. In the current research, review articles are categorized into three text types namely the 'critical evaluative', 'bibliographic', and 'mixed-mode' review articles (see the classification continuum in Chapter 5). In fact, the different communicative purposes of three review article text types are mainly manifested in the textual or rhetorical structure of the Abstract, Introduction, theme-bound units of the Body and Conclusion sections of review articles.

After presenting the classification continuum, the results of move analysis for the three analytical sections of review articles (i.e. the Abstract, Introduction and Conclusion sections) are presented in the following sections. Based on the move analysis, the moves, move strategies and linguistic features are identified for each analytical section of review articles. Then, the two types of review articles namely the critical evaluative and bibliographic review articles are compared with each other with regard to move patterns and types (obligatory moves or optional moves), move strategies and their linguistic features. Next, a rhetorical move structure for each analytical section is proposed. The rhetorical move structure for each section in the different types of review articles may come with all variations found in each move. Subsequently, an overall rhetorical move structure for each prevalent section in the three types of review articles is proposed. In the following sections, the application of genre analysis to review articles in applied

linguistics is presented (i.e. both macro-textual organization and micro-textual organization of the corpus).

6.2 The Abstract section of review articles

The Scholars and researchers usually depend on the Abstract section as a concise and appropriate representation of the contents of a research article (Salager-Meyer, 1990, p. 366; Rowley, 1999). One of the major reasons for the significance of the Abstract section is:

> a well written abstract can serve as a key to understanding not only the purpose and function of the research article but also the argument of the original article.
>
> (Swales, 1990, p. 179)

In fact, as a post-reading phase, the Abstract section often acts as "a reminder to the contents of the article and can help to consolidate ideas and opinions regarding the research" (Salager-Meyer, 1990, p. 367).

The Abstract section in the review article genre often follows some significant purposes. It may have numerous communicative functions in review articles which are usually as follows: (1) presenting a summary of the discussion/ argument of the review article, (2) foregrounding significant pieces of information for easy access, (3) presenting an early screening device for the readers, and (4) raising a question, indicating a gap or identifying an issue in the developments of a research. Although the functions of the Abstract sections for review articles have been mentioned here, it is important to discuss that our knowledge of the rhetorical move structure for the Abstract section might not be complete particularly about the occurrence of moves and sub-moves in the Abstract section of review articles. Hence, a two-layer analysis (i.e., a move-step analysis procedure) was used to clarify the rhetorical structure of this section. In other words, a

two-layer analysis in terms of moves and strategies was employed. The concept of move refers to the function of a segment of text, whereas the concept of strategy refers to the rhetorical strategies of realizing the move function. Each move can be identified and recognized by one strategy or a set of strategies. The set of strategies employed in a move can be considered as the rhetorical choices made by authors to understand a certain function. The arrangement of strategies in each move just indicates a preferable sequence for the choices to appear.

As discussed in the methodology chapter, the reliability of move boundary identification in this research was also assessed and the inter-rater reliability was calculated. The percentage agreement rate in the Abstract sections for the three types of review articles was above 90% (see Chapter 4: Methodology). Although there were some differences in move identification, this suggests high overall inter-rater reliability in this research. After this, the suggested rhetorical move structure for the Abstract section has been applied for the review articles in the corpus.

There are four moves for the Abstract section in review articles in applied linguistics namely (1) Situating the review, (2) Presenting an issue, (3) Presenting the review and (4) Discussing the review. This coding system for the Abstract section of review articles in applied linguistics to some extent fits Santos' (1996) model and Hyland's (2000) five-move structure, with two moves missing namely 'describing methodologies', and 'summarizing the results'. These two moves do not usually appear in the review article texts due to the functions of review texts. It seems that Santos' model does not conform completely to the actual practice of abstracting in review articles in applied linguistics and that is one of the reasons why the coding system for the Abstract section has been modified and simplified into four-move model. Following Santos' (1996) move analysis,

the basic unit for analyzing the Abstract section is sentence. But, it should be added that the Abstract sections are condensed and there can be evidence of move embedding in these sections. Hence, clauses and phrases were often used as the basic unit for analyzing the Abstract sections (Santos 1996; Pho 2008). The following example is given to show how marking and identification of moves and move elements were carried out for the analytical section like Abstract:

(RevA.12) Abstract

[P1] (S1) This chapter provides an overview of approaches within corpus linguistics that address discourse-level phenomena. **(S2)** The shared characteristics of all corpus-based research are first reviewed. **(S3)** Then four major approaches are covered: (1) investigating characteristics associated with the use of a language feature, for example, analyzing the factors that affect the omission or retention of that in complement clauses; (2) examining the realizations of a particular function of language, such as describing all the constructions used in English to express stance; (3) characterizing a variety of language, for example, conducting a multi-dimensional analysis to investigate relationships among the registers used in different settings at universities; and (4) mapping the occurrences of a feature through entire texts, for example, tracing how writers refer to themselves and their audience as they construct authority in memos. **(S4)** For each approach, a variety of studies are reviewed to illustrate the diverse perspectives that corpus linguistics can bring to our understanding of discourse. **(S5)** The chapter concludes with a brief overview of some other foci in corpus linguistics and suggests that two areas require particular attention for the advancement of discourse-oriented corpus studies: the need for more computer tools and computer programmers for corpus linguistics, and the need for further studies about how best to represent language varieties in a corpus.

The Abstract above, is selected from the corpus (RevA.12) and consists of one paragraph with a total of five sentences. The text type of this review article is categorized as bibliographic type and the author develops her piece descriptively in this review article. Based on our proposed model for the Abstract section (see Table 6.2), two move types (Move 3 and Move 4) are realized and its move pattern is M3-M3-M3-M4. Moreover, this paragraph does not completely conform to Santo's (1996) model and neither does it to Hyland's (2000) five-move model. The paragraph begins with 'Presenting the review' (S1). In other words, the author presents his purpose ('*This chapter provides an overview of approaches…*'). She actually tries to lead the intended audiences to the communicative purpose of her review piece and this can be considered as one of the textual strategies or move elements (Move3- Step1: Stating the writer's main purpose or view). It states the

communicative purpose of the review article and clearly indicates that the main objective is to provide an overview and it has not involved in a full discussion of issues in corpus linguistics. Moreover, the author tries to outline the structure of the review article (by using frame markers like '*first*' and '*then*' tries to show sequences and to lead the intended audiences through the text). Thus, by using this textual strategy another move element (Move3- Step2: Outlining the structure of the review article) is provided. In this section, the author foregrounds the significance of her piece of review by heavy use of personifications and passive tense. The author mostly avoids referring to herself in order to foreground the relevance of her overview (for example '*The chapter provides…*', '*…all corpus-based researches are first reviewed…*', 'Then four major approaches *are covered…*' and '*…The chapter concludes with a brief overview…*'). In other words, the author provides a clear history of the topic/ or theme and presents the review article. Her review piece is clearly descriptive and does not deal with argumentation. Her review includes a variety of studies for each approach to indicate the diverse views of corpus linguistics (S4). She repeats the main point and view of the review again and tries to emphasize the diverse perspectives of the corpus linguistics (Move3 Step1: Stating the writer's main purpose or view). But, the writer after Move3 in the last part of her review brings another move (Move4: Discussing the review) so that she can inform and recommend the intended audiences there is a need for further studies in representing language varieties and development of computer programs for corpus linguistics (S5). These two moves, Move3 and Move4, take a big space in this section of the Abstract, including almost four sentences (S2- S5). These authorial and rhetorical strategies indicate that this review article in applied linguistics is highly descriptive and less evaluative critical. This review article text does not include Move2: 'Presenting an issue', thus the author prefers not to be dealt with full discussion of issues in corpus linguistics. It appears that Move2 is an optional move for the bibliographic review articles, while

other moves like Move3 and Move4 are obligatory moves and always present in the descriptive review articles.

6.2.1 The characteristics of each move in the Abstract section

Move analysis was similarly carried out for the Abstract section of review articles in the current study. The analysis indicates move types that are typical in the Abstract section, the move strategies which assist to characterize each move, the sequence of these strategies and the recursive or cyclical feature appearing in the moves. In the following sections, the characteristics of each move in the Abstract section for review articles in applied linguistics are presented. It is indicated how each move is variably manifested.

6.2.1.1 Abstract: Move1: Situating the Review

The first Move for the Abstract section in review articles in applied linguistics is called 'situating the review'. It intends to situate the review article and provides background knowledge on the previous research. In other words, it lays out the situation for the current review and it looks like Swales' (1990) first move in CARS model (i.e. 'establishing a territory'). The first move for the Abstract section in review articles is characterized by two strategies. The first strategy of Move1 is nominated as 'Providing the background on the previous research' and the second strategy of Move1 is 'Elaborating an idea/ or a theme' in the developments of the research.

In review articles, Move1 appears to be one of the important moves. This move is sometimes present and occurs initially in the Abstract sections. Congruent with Santos' (1996) and Hyland's (2000) five-move model, the analysis of review articles indicates that the writers provide the background knowledge and lay out the situation for the readers or identify an idea or a theme in the developments of the research. The two strategies of

Move1 are frequent in the corpus. Examples of Move1 taken from the corpus are shown as follows:

(1) Over four decades ago the so-called Chomskyan revolution appeared to lay the foundation for a promising new partnership between linguistics and psychology. (RevA.5, Abstract, Critical Evaluative Review Article)

(2) The omnipresence of English in Europe has led to numerous discussions about its widespread functions and special status compared to all other European languages. (RevA.25, Abstract, Critical Evaluative Review Article)

(3) Conversation analysis (CA) emerged as a form of microsociology in the late 1960s…The development of these technologies made it relatively easy for analysis… (RevA.30, Abstract, Critical Evaluative Review Article)

(4) The study of L2 motivation has reached an exciting turning point in the 1990s, with a variety of new models and approaches proposed in the literature… (RevA.7, Abstract, Bibliographic Review Article)

(5) A few studies have continued theoretical threads from previous work… (RevA.8, Abstract, Bibliographic Review Article)

(6) From its beginnings to the present, research in the field of language maintenance and shift has advocated the preservation of ethnic minority and immigrant languages. (RevA.14, Abstract, Bibliographic Review Article)

(7) …Neurobiology and psychology have become more closely integrated in recent years as evidenced by the emergence and development of such disciplinary interfaces as biopsychology and… (RevA.6, Abstract, Mixed-mode Review Article)

(8) …language revitalization, a movement that dates approximately from the 1990s and builds on prior work on language maintenance (see Fishman, 1991; 2001) and language death (Dorian, 1981; 1989). (RevA.15, Abstract, Mixed-mode Review Article)

(9) …on prior reviews of reading theory, research, and assessment published in the Annual Review of Applied Linguistics… (RevA.19, Abstract, Mixed-mode Review Article)

Move1 is used to lay out the situation for the current review either by providing the background on the previous research or elaborating the idea or theme. This move can also be recognized through clusters of citations in the review texts. This move is usually present in the three types of review articles. This move is found to be initial position both in the Abstract section of critical evaluative reviews (4 out of 5, 80%) and bibliographic reviews (4 out of 8, 50%). Besides, Move1 is found to be present in the Abstract section 5 out of 8 (62.5%) bibliographic review articles, while it is present in the Abstract sections 5 out of 5 (100%) critical evaluative review articles. Moreover, Move1 is found to occur in 12 out of 15 (80%) Abstract sections in the mixed-mode review articles, or 66% of the entire corpus (21 out of 32). This percentage indicates that Move1 in review articles in applied linguistics can be apparently considered an obligatory move. This finding is partially in line with previous studies conducted by several scholars (Santos, 1996; Hyland, 2000; Pho, 2008). These scholars found that the Abstract sections in applied

linguistics research papers usually contain this move, but only 43- 45% had Move1 and this move is considered an optional move in their studies. This move based on the textual analysis of the Abstract of the corpus can display cyclicity or a great recursion.

The linguistic features associated with the first move of the Abstract section are 'time indicators' or 'temporal adverbials' showing persistence of an idea or an issue (like '*over four decades ago*', '*from its beginnings to the present*', '*recent years*' and '*over the last five years*'), the presence of 'past tense' and 'present perfect' (e.g. '*appeared*', '*has led to…*', '*emerged*', '*has reached…*', '*has advocated*'), 'quantifiers' showing the quantity (like '*numerous*' and '*a few*'), referring to an 'idea' or a 'theme' or a set of 'citations' referring back to previous works (e.g. '*CA emerged as a form of microsociology in the 1960s*', '*Chomskyan revolution appeared to lay the foundation…*', '*on prior work on language maintenance (see Fishman, 1991; 2001)*').

6.2.1.2   Abstract: Move2: Presenting an issue/ a gap

Move2 reflects the value system (of the author/ or the discourse community) to present an issue, indicate a gap or raise a question. The writers try to attract their intended audiences' attention to the weakness in the literature, indicate a niche or argue that a question needs to be answered in the developments of a research.

In review articles in applied linguistics, Move2 appears to be considered as one of the significant moves especially in those review texts that the writers assert their views and raise a research question (like critical evaluative review articles and mixed-mode review articles). This move is sometimes present and it appears in the different positions of Abstract sections in the review texts. Congruent with Swales' (1990) CARS model, the writers try to indicate a gap or raise a question in the literature. But, unlike Santos' (1996)

and Hyland's (2000) five-move model, the analysis of review articles indicates that the writers provide room for an argument and emphasize a need for further research. The strategies of Move2 namely 'Raising a question', 'Indicating a gap' and 'Presenting an issue' are frequent in the corpus. Examples of Move2 taken from the corpus are shown as follows:

(1) Many have now concluded, however, that the hopes originally expressed for this partnership were not realized. (RevA.5, Abstract, Critical Evaluative Review Article)
(2) Yet, many of these discussions conceive of Europe as a group of nation states where English is either a first or a foreign language. (RevA.25, Abstract, Critical Evaluative Review Article)
(3) However, in practice, written transcripts have until recently been the most widely available resources of information in conventional, paper-based publishing. (RevA.30, Abstract, Critical Evaluative Review Article)
(4) Unfortunately, all studies focus only on English discourse, which suggests that analyses of discourse in other languages are clearly needed; moreover, it was extremely difficult to find published discourse analytic studies which employ only quantitative research methods. (RevA.10, Abstract, Mixed-mode Review Article)
(5) There is empirical support for each of these implications, although at the same time, additional research related to many is needed to further identify… (RevA.19, Abstract, Mixed-mode Review Article)
(6) After years of neglect, political theorists in the last few years have started to take an interest in issues of language policy, and to explore the normative issues they raise. (RevA.13, Abstract, Mixed-mode Review Article)

As discussed before, Move2 reflects the value system (of the author/ or the discourse community) to present or identify the issue about this 'promising partnership' (example 1) or leading numerous discussions about the widespread functions of English in Europe (example 2). In this move, the writers show a contrastive shift between the claim made in Move1 and 'counter-move' by using explicit 'adversative conjunctions' like '*however*' and '*yet*'. The authors clearly try to establish a niche and indicate what has gone wrong or seek to question. Other linguistic features which present Move 2 are 'quantifier' and the 'present perfect' tense (e.g. '*Many have* now *concluded*…') and 'negation' (e.g. 'the hopes originally expressed…were *not realized*'). In other examples (number 3, 4 and 5), the writers try to show the lack of integrated resources (example 3), the lack of study in discourse analytic studies following quantitative research methods (example 4), and the lack of research and a need for further research (example 5). The linguistic features which present Move2 are also 'adversative conjunctions', 'adverbs' and 'verbs' (e.g. '*however*',

'…are *clearly needed'*, 'it was *extremely difficult* to find published discourse analytic studies…', '*Unfortunately*' and '*only*'). The last example (example 6) refers to an issue occurred in the past time saying that political theorists neglected to look at the issues of language policy and they have recently started to take them into consideration.

Move2 is used to identify a gap, an issue, a need for further study or pose a research question. This move frequently appears in the critical evaluative and mixed-mode review articles. It is found to be present in 5 out of 5 (100%) Abstract sections of the critical evaluative review articles, whereas it is found to occur in 3 out of 8 (37.5%) Abstract sections of the bibliographic review articles. Move2 is found to be present in less than half (37.5%) of the Abstract sections in the bibliographic review articles, while it is present in all (100%) Abstract sections in the critical review articles. Move2 is also found to occur in 8 out of 15 (53%) Abstract sections of the mixed-mode review articles, or 53% of the entire corpus (16 out of 32). This percentage indicates that Move2 in review articles in applied linguistics particularly those review texts which are descriptive and not involved with argumentation or critique can be apparently considered an optional move. This move can also be recognized through 'negation', 'reporting verbs', 'adversative conjunctions' and 'adverbs' in the review texts. This move appears more frequently in the critical evaluative and mixed-mode review articles than the bibliographic review articles. This finding does not clearly conform to Santos' (1996), Hyland's (2000) and Pho's (2008) model. These scholars found that the Abstract sections in research papers usually contain five moves. The first two moves include (1) Background or situating the research and (2) Purpose or presenting the research. The finding of this research suggests that Move2 in the Abstract sections of review articles is similar to Swales' (1990) CARS model in terms of indicating a niche or raising a question and it always occurs in the critical evaluative and mixed-mode review articles.

6.2.1.3 Abstract: Move3: Presenting the Review

Move3, which is frequently present and one of the important moves of the Abstract section in review articles, reflects the author's main purpose and communicative intention. Besides, it presents the structure of review articles. According to Santos' and Hyland's five-move model for the Abstract sections, this move can be recognized by the aims of the present review which are explicitly laid out. In addition, it usually reflects the author's position or view and presents the structure of the review article genre.

The analysis of the corpus shows that Move3 is always present in the Abstracts and either begins or ends the Abstract. In this review article corpus, this move may appear in the forms of two strategies: (Strategy1) Stating the writer's main purpose or position, and (Strategy2) Outlining the structure of the review. The two move elements or strategies of Move3 will be discussed in the following paragraphs.

In review articles in applied linguistics, Move3 appears to be one of the significant moves in all three types of review articles in applied linguistics which the writers assert their views. This move is always present and it appears in the different positions of the Abstract sections in the three types of review articles. Move3 is found to appear in all the Abstract sections, or 100% of the entire corpus. It means that this move is a conventional move. This finding clearly conforms to Santos' (1996), Hyland's (2000) and Pho's (2008) model. These scholars found that the Abstract sections in research papers usually contain five moves. The second move of their model includes 'purpose or presenting the research'. Based on the findings of the current research, it is important to note that Move3 in review articles has a cyclical feature. Congruent with Santos' (1996) and Hyland's (2000) five-move model, the analysis of review articles indicates that the writers present their aims or views by 'a statement of purpose of the review' or explicitly 'claim their

view or position'. Examples of Move3 Strategy 1 (i.e. 'stating the writer's main purpose or view') taken from the corpus are shown as follows:

(1) This chapter is about what went wrong and where we might go from here. (RevA.5, Abstract, Critical Evaluative Review Article)
(2) This chapter seeks to question this well-established distinction by investigating what is in fact the most common use of English in Europe, namely English as a lingua franca… (RevA.25, Abstract, Critical Evaluative Review Article)
(3) In this article, we argue that for CA the advent of the digital publishing era is not an intellectual luxury_ it is a necessity…We also suggest that… (RevA.30, Abstract, Critical Evaluative Review Article)
(4) In this chapter, I provide an overview of some of the current themes and research directions that I find particularly novel or forward-looking. (RevA.7, Abstract, Bibliographic Review Article)
(5) This chapter reviews the literature on psycholinguistic aspects of language attrition over the past half-decade. (RevA.8, Abstract, Bibliographic Review Article)
(6) This review of current published literature…focuses on a narrow time frame… The discussion largely excludes questions of language policy and… (RevA.14, Abstract, Bibliographic Review Article)
(7) In the following chapter, I will show how a field that increasingly informs psychology can also inform the psychological issues that concern applied linguists. (RevA.6, Abstract, Mixed-mode Review Article)
(8) This chapter surveys developments in language revitalization…it discusses the role and nature of appropriate linguistic documentation…various avenues for language revitalization…are then described. (RevA.15, Abstract, Mixed-mode Review Article)
(9) This chapter builds on prior reviews of reading theory, research, and assessment …uses them and additional current research to develop a set of 10 instructional implications for second language reading. The review draws upon both L1 and L2 research to demonstrate support for instructional approaches… (RevA.19, Abstract, Mixed-mode Review Article)

The instances above begin with presenting the reviews. In other words, the authors present their purposes by several textual strategies ('*This chapter provides an overview of ...*', '*This chapter is about…*', '*In this article, we argue that…*', '*In this chapter, I provide an overview...*', '*This chapter seeks to question…*'). The writers actually try to lead the intended audiences to the communicative purpose of their review pieces and this can be considered one of the textual strategies (Move3- Strategy 1: stating the writer's main purpose or view). It indicates the communicative purpose of the review article genre and this rhetorical strategy clearly indicates that the main objective is to argue, to seek a question, to show and explain or provide an overview.

The last strategy in presenting the review article is 'outlining the structure of the review' (Move3 Strategy 2). The writers present the review and try to outline the structure

of review article (frame markers like '*first*' and '*then*' can be employed to show sequences and structures). The frame markers, which are one of the important linguistic features leading the intended audiences through the texts, provide this kind of move element or strategy in the Abstract sections. This strategy of Move 3 resembles Swales' (1990) 'Outlining research article structure in CARS model. In this move, the authors foreground the significance of their piece of review by heavy use of 'personifications' and 'passive tense'. The authors often avoid referring to themselves in order to foreground the relevance of their overview (for example '*The chapter provides…*', '*…all corpus-based researches are first reviewed…*', '*Then four major approaches are covered…*', and '*…The chapter concludes* with a brief overview…'). In other words, the authors provide a clear history of the topic/ or theme and present the review article. Instances of Move3 Strategy 2 taken from the corpus are shown as follows:

(1) First, we summarize…, then we review recent findings…Finally, we explore areas for further research. (RevA.28, Abstract, Critical Evaluative Review Article)
(2) Following a definition of terms, the chapter surveys current research and considers its influence on current trends… (RevA.27, Abstract, Bibliographic Review Article)
(3) After reviewing the debates on the place of the local in ELF, this chapter goes on to address the new policy challenges for local communities. Then, it reviews studies on the ways local values are represented…I finally make a case for developing paradigms… (RevA.26, Abstract, Mixed-mode Review Article)
(4) The shared characteristics of all corpus-based research are first reviewed. Then four major approaches are covered…For each approach, a variety of studies are reviewed to illustrate the diverse perspectives…The chapter concludes with a brief overview of… (RevA.12, Abstract, Bibliographic Review Article)

Move3 is found to appear invariably in all Abstract sections of the entire corpus. This move is always present in the three types of review articles in applied linguistics. Move3 Strategy 2 is used less frequently than Move3 Strategy 1. As the analysis indicates, Move3 can begin or end the Abstract sections. More importantly, Move3 can display cyclicity and recursion. It is invariably present. Two strategies of Move3 emerge in review articles in applied linguistics: (1) 'Stating the writer's main purpose or view', and (2) 'Outlining the structure of the review'. The majority of the Abstract sections in the entire corpus present firstly the writer's main purpose or view and then the outlines of review articles

are presented. The second strategy resembles Swales (1990) outlining RA structure in CARS model. The second strategy of Move3 is made of this close proximity. Besides, singular personal pronoun in the last strategy is accompanied by a restricted group of verbs called 'volitional verbs' (like 'we summarize...', 'we explore...', 'I finally make a case...').

6.2.1.4 Abstract: Move4: Discussing the Review

Move4: Discussing the review is the last move of the Abstract section in review articles. It reflects the author's suggestions and presents the writer's possible solutions to the issues or gaps discussed accordingly in the review article. According to Santos' (1996) and Hyland's (2000) five-move model for the Abstract sections, this move ('Conclusion' in Hyland's model, and 'Discussing the research' in Santos' model) can be recognized by explicit lexicons interpreting the discussion, giving recommendations and suggestions, and giving implications or applications of the study.

The analysis of the corpus shows that Move4 occurs more frequently in the bibliographic review articles than in the critical evaluative review articles. It is usually present in the Abstract sections and ends these sections. In this review article corpus, this move may appear in the forms of two strategies: (1) 'Giving suggestions or interpreting the discussions', and (2) 'Giving recommendations, implications or applications of the study'. Examples of Move4 Strategy1 and Move4 Strategy2 taken from the corpus are shown as follows:

(1) The chapter concludes that an enduring partnership between linguistics and psychology may indeed now be possible and there may be a special role for applied linguists in this new development. (RevA.5, Abstract, Critical Evaluative Review Article)
(2) Readers of CA research may now expect to have access to primary as well as secondary data...We also suggest that readers will be able to engage in ... (RevA.30, Abstract, Critical Evaluative Review Article)
(3) It is predicted that some of these questions may be answered by the development of improved software... (RevA.11, Abstract, Bibliographic Review Article)

(4) Possible directions for further research are also considered. (RevA.27, Abstract, Bibliographic Review Article)
(5) The chapter concludes by…suggesting that applied linguists need to address this issue and articulate some reasonable solutions… (RevA.10, Abstract, Mixed-mode Review Article)
(6) Language teachers actively seek to provide their students with classroom opportunities to engage in collaborative interactions. Similar opportunities can be created within the context of computer-assisted language learning… (RevA.32, Abstract, Mixed-mode Review Article)
(7) Finally, practical discussion…is reviewed and probable future directions are discussed. (RevA.18, Abstract, Mixed-mode Review Article)

As discussed before, Move4 reflects writer's interpretations of the discussion or argument. This move tries to discuss the review and open the room for the writer's own suggestions and recommendations. This move also discusses the implication or application of the findings. In this move, the writer seeks to answer the question of 'so what?' Some writers refer to the implication or application of the studies. The appearance of this move in the bibliographic review articles is clearly apparent and their writers try to discuss the meaning of results and views and they also prepare the ground for generalizations. The use of 'modal verbs' and 'present tense' as the main linguistic devices in the last move of the Abstract section are preferred and made the sentences sound more general. Thus, the linguistic features which represent Move4 are 'modal verbs' (e.g. '*may*', '*need to*' and '*can*'), 'reporting verbs' (e.g. '*suggest*' and '*predict*'), and the 'present tense' (see the examples 1-7).

Move4 is used to discuss the implication and application of the results and give suggestions and recommendations. There is an increasing trend of appearance of Move4 in the bibliographic review articles and it usually occurs in the critical evaluative and mixed-mode review articles as well. It is found to be present in 3 out of 5 (60%) Abstract sections of the critical evaluative review articles, whereas it is found to occur in 7 out of 8 (87.5%) Abstract sections of the bibliographic review articles. Move4 is also found to be present in 8 out of 15 (53%) Abstract sections of the mixed-mode review articles, or 67% of the entire corpus. This percentage indicates that Move4 in review articles in

applied linguistics particularly those review texts which are descriptive and not involved in argumentation or critique can be apparently considered an obligatory move. This move can also be recognized through 'reporting verbs', 'modal verbs' and 'present tense' in the review texts and it usually ends the Abstract sections. This move appears more frequently in the bibliographic review articles than the critical evaluative review articles. This finding is in line with previous studies conducted by Santos (1996), Hyland (2000) and Pho (2008). These scholars also found that the Abstract section in applied linguistics research papers usually contain this move, 80% had Move4 ('Discussing the result' in Santos' study). In the following section, the move structure for the Abstract section is presented.

6.2.2   The move structure for the Abstract section

After presenting the analysis of the moves, constituent strategies, linguistic features and discussing the characteristics of each move in the Abstract section of review articles and comparing them in the two types of review articles, the following tables in this section (Tables 6.1, 6.2, 6.3, 6.4 and 6.5) indicate the order of occurrence of the different move types (move structure), the move strategies and their frequencies discerned in the three types of review articles in the corpus. The tables also indicate the total number of moves used in each review article in the corpus.

Table 6.1: Move Structure in the Abstract section of CE Review Articles

Review Article Number	Moves									Total of Moves	No. of Move Types	Order of Moves
	M1		M2			M3		M4				
	S1	S2	S1A	S1B	S1C	S1	S2	S1	S2			
RevA. 1	-	-	-	-	-	-	-	-	-	-	-	-
RevA. 2	-	-	-	-	-	-	-	-	-	-	-	-
RevA. 3	-	-	-	-	-	-	-	-	-	-	-	-
RevA. 4	-	-	-	-	-	-	-	-	-	-	-	-
RevA. 5	1	-	-	1	-	1	1	1	-	5	3	M1- M2- M3- M3- M4
RevA. 25	1	-	-	-	1	1	1	-	1	5	4	M1- M2- M3- M3- M4
RevA. 26	-	1	-	1	-	-	1	-	-	3	3	M1- M2- M3
RevA. 28	1	-	-	-	1	1	2	-	-	5	3	M3- M3- M1- M2- M3
RevA. 30	1	-	-	1	-	2	-	1	-	5	4	M1- M2- M3- M4- M3

RevA. = Review Article; M = Move; S= Strategy; CE= Critical Evaluative

Table 6.2: Move Structure in the Abstract Section of Bib Review Articles

Review Article Number	Moves									Total of Move	No. of Move Types	Order of Moves
	M1		M2			M3		M4				
	S1	S2	S1A	S1B	S1C	S1	S2	S1	S2			
RevA. 7	1	-	-	-	-	1	1	1	-	3	3	M1- M3- M3- M4
RevA. 8	-	2	-	1	-	1	-	-	1	5	4	M3- M1- M2- M1- M4
RevA. 11	1	-	-	-	1	2	-	1	-	5	4	M3- M1- M3- M2- M4
RevA. 12	-	-	-	-	-	2	1	1	-	4	2	M3- M3- M3- M4
RevA. 14	-	1	-	-	-	1	1	-	1	4	3	M1- M3- M3- M4
RevA. 17	-	1	-	-	-	1	2	-	1	5	3	M1- M3- M3- M3- M4
RevA. 20	-	-	-	-	-	2	1	-	-	3	1	M3- M3- M3
RevA. 27	1	-	1	-	-	2	-	1	1	6	4	M1- M2- M3- M4- M3- M4

Bib= Bibliographic

Table 6.3: Move Structure in the Abstract Section of Mix Review Articles

Review Article Number	Moves									Total of Moves	No. of Move Types	Order of Moves
	M1		M2			M3		M4				
	S1	S2	S1A	S1B	S1C	S1	S2	S1	S2			
RevA.6	1	1	-	-	-	2	-	-	-	4	2	M1- M3- M1- M3
RevA.9	-	1	-	-	-	1	1	-	1	4	3	M1- M3- M3- M4
RevA.10	-	1	1	1	-	2	-	-	1	6	4	M3- M1- M2- M2- M3- M4
RevA.13	-	2	-	2	-	1	-	-	1	6	4	M2- M1- M3- M1- M2- M4
RevA.15	2	-	-	-	-	2	2	-	-	6	2	M3- M1- M3- M1- M3- M3
RevA.16	1	-	-	1	-	3	-	1	-	6	3	M3- M3- M2- M1- M3- M4
RevA.18	-	-	-	-	1	2	-	1	-	4	3	M3- M2- M3- M4
RevA.19	1	-	-	1	-	1	-	-	1	4	4	M1- M3- M2- M4
RevA.21	1	-	1	-	-	2	-	1	-	5	4	M3- M1- M2- M4- M3
RevA.22	-	1	-	-	-	1	1	-	-	3	2	M1- M3- M3
RevA.23	-	1	-	-	-	1	1	-	-	3	2	M1- M3- M3
RevA.24	-	-	-	-	-	2	1	-	-	3	1	M3- M3- M3
RevA.29	-	1	-	-	-	1	-	-	-	2	2	M1- M3
RevA.31	-	-	-	-	1	2	-	-	-	3	2	M3- M2- M3
RevA.32	-	1	1	-	-	1	-	-	1	4	3	M4- M3- M1- M2

Mix= Mixed-mode

The most common move structure employed in the critical evaluative review articles consisted of 3 moves: M1-M2-M3 (this move structure has been repeated in 4 review articles), whereas the most common move structure in the bibliographic review articles consisted of 2 moves including M1/ or M3- M3 (repeated in 4 review articles). The finding of this research shows that Move2, presenting an issue or indicating a gap, occurs more frequently in the critical review articles than the bibliographic review articles. This move in the bibliographic review article can be considered an optional move. In total, Move1 appeared in 4 out of 5 (80%) the critical evaluative review articles, in 5 out of 8 (62.5%) the bibliographic review articles, and in 12 out of 15 (80%) the mixed-mode review articles. Move2 occurred in all the critical review texts (100%), while this move

appeared only in 3 out of 8 the bibliographic review texts (37.5%) and 8 out of 15 (53%) the mixed-mode review texts. The findings showed that the second move can be an optional move for the bibliographic review articles in applied linguistics. Move 3 appeared in all of the review texts. Move 4 occurred in 3 out of 5 (60%) the critical review articles, whereas it appeared in 7 out of 8 (87.5%) the bibliographic review articles (see Table 6.4). The findings of this study indicate that all Moves, except Move 4, in the critical evaluative review articles occur frequently. The move structure for this type of review article is M1- M2- M3, whereas all Moves in the bibliographic review articles were not invariably present and the move structure for this type of review article is M1-M3.

Table 6.4: Frequency of the Moves and Strategies in the Abstract Sections

Move/ Constituent steps	Critical E. RevA.	Bibliographic RevA.	Mixed-mode RevA.	Total
M1S1	4	3	6	
M1S2	1	4	9	
Move1 (total)	5	7	15	
Frequency of occurrence	100% (5 out of 5 review texts)	62.5% (5 out of 8 review texts)	80% (12 out of 15 review texts)	66%
M2S1A	-	1	3	
M2S1B	3	1	5	
M2S1C	2	1	2	
Move2 (total)	5	3	10	
Frequency of occurrence	100% (5 out of 5 review texts)	37.5% (3 out of 8 review texts)	53% (8 out of 15 review texts)	53%
M3S1	5	12	24	
M3S2	5	5	6	
Move3 (total)	10	17	30	
Frequency of occurrence	100% (5 out of 5 review texts)	100% (8 out of 8 review texts)	100% (15 out of 15 review texts)	100%
M4S1	2	4	3	
M4S2	1	4	5	
Move4 (total)	3	8	8	67%
Frequency of occurrence	60% (3 out of 5 review texts)	87.5% (7 out of 8 review texts)	53% (8 out of 15 review texts)	

In order to identify the moves and their names, a functional/ discoursal orientation was adopted. Table 6.5 demonstrates the functional values of the moves described. Based on the findings of the current research, the following rhetorical move structure is proposed for the Abstract section of review articles in applied linguistics.

Table 6.5: Rhetorical Move Structure of the Abstract Section in Review Articles (All three types)

Move	Functions	Strategies
M1: Situating the Review (Establishing a Territory)	Laying out the situation for the current review	S1: Providing Background on the Previous Research S2: Defining and Elaborating an Idea/ Theme
M2: Presenting an Issue* (Establishing a Niche)	Identifying a gap/ an issue/ a need for further research/ or posing a question in the field of the review	S1A: Raising a Question S1B: Indicating a Gap/ Lack of Study S1C: Presenting an Issue
M3: Presenting the Review (Occupying a Niche)	Stating the author's main purpose and view, and presenting the structure of the review	S1: Stating the Writer's Main Purpose/ or View S2: Outlining the Structure of the Review
M4: Discussing the Review	Interpreting the discussions/ results and/ or giving suggestions, recommendations, implications/ applications of the study	S1: Giving suggestions or interpreting the discussions S2: Giving recommendations, implications or applications of the study

*= an optional move for the bibliographic review articles

6.3   The Introduction section of review articles

Swales' (1990) CARS model was adopted for analyzing the Introduction sections in review articles. As explained before, this research is mainly a comparative analysis to assess if the move and step features of Swales' (1990) three-move pattern exist in the

Introduction section of review articles, therefore the references have been made to the CARS pattern. As discussed in the methodology chapter, the reliability of move boundary identification in this research was also assessed and the inter-rater reliability was calculated. The percentage agreement rate in the Introduction section for the critical review articles was about 89%, for the bibliographic review articles was almost 100%, and for the mixed-mode review articles was about 79%. Although there were some differences in move identification of the Introduction section, this suggests high overall inter-rater reliability in this research. After this, the suggested rhetorical move structure for the Introduction section has been applied for the entire of the corpus.

The majority of the Introduction section of review articles in applied linguistics are found to consist of three moves which are in line with the main views highlighted by the four specialist informants. According to the specialist informants' views, the main functions of the Introduction section are as follows: to introduce the topic and explain its contemporary relevance to the field, to elaborate an idea or an issue or define key terms, to identify existing gaps and to provide an overview of the treatment to follow. It is important to note that the moves and strategies analyzed and identified are confirmed by the four specialist informants. These three moves for the Introduction section in review articles in applied linguistics are as follows: (1) 'Establishing background', (2) 'Narrowing down the scope of the review' and (3) 'Presenting the review'. This move pattern fits Swales' (1990) CARS model. One of the strategies in Move 3 in review articles (M3 Strategy2: Presenting the essence of review/ or the value of the review) establishes the author's position by restating the issue or idea to emphasize the author's attitude toward the idea or issue indicated or identified in the review article text. This strategy tries to emphasize and highlight the issue identified by the author so that it can create the condition and open appropriate room to argue and evaluate the developments.

Eventually, it emphasizes the value system of the discourse community. It seems that there is not increasing trend for the appearance of this move element (M3 Strategy2) in the research article texts. Therefore, it is noticed that there is slight variation with the CARS model in terms of appearance of this strategy. This model does not conform completely to the actual practice of introducing and laying out the ground in review article texts. The following example (taken from RevA.1) is given to illustrate the analysis procedure and how marking and identification of moves and move elements/ strategies were carried out for the analytical Introduction section in the corpus of this research. Italics are used to identify components of the review article texts referred to in subsequent examples:

(RevA.1) Introduction
[P1] (S1) As linguistics has extended its scope over the past thirty years from an exclusive concern with knowledge of the abstract code, what Chomsky referred to as Internalized (I) language, to a consideration of the way this knowledge is actualized in Externalized (E) language (Chomsky 1988), so it has inevitably gained in face validity as an area of inquiry relevant to practical life. **(S2)** A linguistics that deals with real, as distinct from ideal, speaker-listeners has a more obvious applicability to the problems real people actually have with language. **(S3)** Nevertheless, one cannot just assume a direct correspondence between the E externalized language the linguist describes and the E experienced language that is a reality for the user. **(S4)** The applicability of linguistic descriptions is a potential that has to be realized, and this is where applied linguistics comes in.

[P2] (S5) My purpose in this contribution is to look into this question of applicability as it relates to language pedagogy. **(S6)** My concern, in particular, is with L2 learners as a particular kind of language user: At issue is the extent to which linguistic descriptions can adequately account for their reality for learners and so provide a point of reference for the design of language courses.

As shown above, the Introduction section consists of two paragraphs with a total of six sentences. The text type of this review article is categorized as the critical evaluative type and the authorial footprints of argumentation can be traced in this review article. Based on our proposed model for the Introduction section (see Table 6.10), three move types are identified and its move pattern is M1-M1-M2-M3-M3. Besides, this introduction clearly conforms to Swales' (1990) CARS model. Move1 tries to establish the background knowledge through two main strategies namely, 'Claiming centrality' and 'Reviewing others' work'. This move is setting the scene for the current review to show the centrality and the significance of an issue and then it reviews other researcher's work and idea to

indicate the centrality. It tries to claim that linguistics, according to Chomsky (1988), has extended its scope from internalized language (I-language) to externalized language (E-language) over the past 30 years ('As linguistics has extended its scope *over the past thirty years…*') and its value in real life is inevitably known ('…gained in *face validity* as an area of inquiry…'). These two strategies of Move1 include the first two sentences (S1-S2). Move2 reflects the value system (of the author/ or the discourse community) to present the issue about this direct correspondence between linguist's description and the problems people have with their real-life language. In this move, the writer shows a contrastive shift between the point made in the first move and 'counter-move' by using an explicit 'adversative conjunction' (e.g. '*nevertheless*') in that sentence (S3). The author clearly tries to establish a niche and indicate what his concern is. Other linguistic features which present Move2 is 'negation' (e.g. 'one *cannot* just assume a direct correspondence…') which indicates the issue. Then, the writer's concern is restated (S4). In other words, the author's concern or attitude towards the issue is indicated or identified in the review article. The writer emphasizes the applicability of linguistic descriptions and he states that it needs to be realized and this exactly is applied linguist's duty (e.g. '…The applicability of linguistic descriptions…*has to be realized*, and *this is where applied linguistics comes in.*'). It actually establishes the author's position by restating the issue to emphasize what the role of applied linguistics is and where it has to be applied for. In the second paragraph, he tries to occupy the niche in Move3 through two strategies namely, 'stating the writer's purpose' and 'presenting the essence of the review'. Thus, the author's objectives and the essence of the review are announced explicitly (S5- S6). These two strategies of Move3 in these two sentences state the main purpose of this review article. Moreover, the author tries to occupy the niche by indicating the author's purpose and the essence of the review text (e.g. '…*My purpose in this contribution is* to look into this question of applicability…' and '…*My concern is* with L2 learners…'). In

this section, the author foregrounds the significance of his concern in this review article by using self-mention resources like '*my*' in order to show his stance and more personal commitment on his part. Here, the author also uses the first person singular pronoun which rhetorically indicates his intrusion in this review discourse and it also conveys a strong sense of commitment to his piece of review article. The results indicate that this type of author is the most powerful writer and he is 'arguer', not follower or only a reporter. It can become more direct and the intended audiences feel the author's stance and footprints of argumentation by using reporting verbs like 'argue', 'discuss' and 'look into'. In the second paragraph of this introduction (S5) the author wants to open room for arguing the issue by using this reporting verb '…to *look into this question* of applicability…'. These textual and authorial strategies indicate that this review article in applied linguistics is highly argumentative and it deals with evaluative strategies.

Another example is similarly given below (RevA.11) to significantly emphasize the analysis procedure and illustrate systematically how marking and identification of moves and strategies were carried out in the current research.

(RevA.11) Introduction

[P1] (S1) Systemic Functional Linguistics (hereafter SFL) has a longstanding interest in discourse analysis, deriving historically from Firth's (1957) concern with meaning as function in context and Mitchell's canonical (1957) study of service encounters in the Moroccan marketplace. **(S2)** Halliday (1967) built a focus on discourse function into his grammar through his work on Theme/Rheme and (Given)/New structure; and his perspective on textual meaning beyond the clause (i.e., cohesion) is outlined in Halliday and Hasan (1976). **(S3)** In addition his model of social context (e.g., Halliday, 1978 on field, tenor, and mode) stimulated SFL register studies around the world and led to the development of genre analysis, particularly in Australia (e.g., Hasan, 1977; Martin; 1985). **(S4)** There are many SFL publications featuring discourse analysis, including Benson, Cummings, and Greaves, 1988; Benson and Greaves, 1985; Davies and Ravelli, 1992; Fries and Gregory, 1995; Ghadessy, 1993, 1995, 1999; Gregory and Carroll, 1978; Hasan and Fries, 1995; Sanchez-Macarro and Carter, 1998; Stainton and Devilliers, 2001; Steiner and Veltman, 1988; Ventola, 1991, 2000; special issues of *Word (40,* 1-2, 1989), *Language Sciences* (14, 4, 1992) and *Cultural Dynamics,* (6, 1, 1993) and many issues of *Functions of Language.*

[P2] (S5) In the next section, one reading of the theory informing this work will be outlined, based on Martin (1992) and Martin and Rose, in press. **(S6)** Following this, some recent developments and current trends in SFL discourse analysis will be reviewed.

The next example, as shown above, belongs to the bibliographic review article type based on our classification continuum in the current research. It is selected from the corpus (the review article number 11) and consists of two paragraphs with a total of six sentences. The text type of this review article is categorized as the bibliographic type and the author develops his piece descriptively in this review article. Based on our proposed model for the introduction section (see Table 6.10), two move types (Move 1 and Move 3) are realized and its move pattern is M1-M1-M3-M1. Moreover, these two paragraphs to some extent conform to Swales' (1990) CARS model, with one move missing namely Move2 which is indicating a niche. The Introduction section begins with Move1 includes establishing the background. The author tries to set the scene for the current review to show the centrality and significance of the theme (S1). The writer establishes a territory by using an adjective to emphasize the interest of SFL towards discourse studies; this textual strategy is engaged with showing centrality of the claim (like '…SFL has *a longstanding interest* in discourse analysis…' in S1). Then, the author refers to Move1 again providing the background information about Systemic Functional Linguistics and its orientation to discourse studies (S2-S3) by referring to the experts' work like Halliday's (1967, 1978) model of social context (e.g. '…Halliday (1967) built a focus on discourse function into his grammar…' and in S3 it is stated '…in addition his model of social context stimulated SFL register studies…'). After that, the author reviews other scholars' works regarding a longstanding interest of SFL in discourse analysis (S4). This is actually one of the strategies of Move1 which the author shows in this sentence ('…there are *many SFL publications* featuring discourse analysis, *including* …'). Finally, in the second paragraph the author presents his purpose and the structure of the review article ('…in the next section, one reading of the theory informing this work *will be outlined*…'). In fact, he tries to lead the intended audiences to the communicative purpose of his review piece and this can be considered as one of the textual strategies (Move3-

Strategy3: Outlining the structure of review). It states the communicative purpose of the review article and clearly indicates that the main objective is to provide an overview or outline and it is not involved in a full discussion of issues in SFL. But, this outline is based on the theory which is introduced and discussed by his work. In this section, the author foregrounds the significance of his concern in this review article by using self-citation (Move1 Strategy 2) in order to show his stance and more contribution on his part. Here, the author of this review article uses the first person singular pronoun, while he has rhetorically indicated his contribution to SFL discourse analysis (S5) and it also conveys a strong sense of commitment. Moreover, in the second paragraph the author states that he wants to review some new developments and current trends in SFL discourse analysis (S6). In this section, the author foregrounds the significance of his piece of review by using 'future' tense. The author mostly avoids referring to himself in order to foreground the relevance of his overview (for example '…*will be outlined…*' and '…some recent developments and current trends in SFL discourse analysis *will be reviewed'* in S6). In other words, the author provides a clear history of the topic/ or theme and presents the review article. His review piece is clearly descriptive and never deals with argumentation. These rhetorical and authorial strategies indicate that this review article in applied linguistics is highly descriptive and less critical. This review article text does not include Move2: 'establishing a niche', thus the author prefers not to be involved in arguing and the full discussion of issues in SFL discourse analysis.

6.3.1 The characteristics of each move in the Introduction section

Move analysis was similarly carried out for the Introduction section of review articles in the current study. The move analysis clarifies move types that are typical in the Introduction section, the strategies which assist to characterize each move, the sequence and the cyclical features appearing in the moves. In the following sections, the

characteristics of each move in the Introduction section for review articles in applied linguistics are presented. It is indicated how each move is variably manifested.

6.3.1.1 Introduction: Move1: Establishing the background

The first Move for the introduction section in review articles is called 'Establishing the background'. It intends to situate the review article and provides the background knowledge on the previous research. It deals with setting the scene for the current review to show the centrality and significance of an idea/ a theme or an issue. In other words, it lays out the situation for the current review and it is similar to Swales' (1990) first move in CARS model (i.e. 'Establishing a territory'). The first move for the introduction section in review articles is unified and modified. Unlike the first move of CARS model having three steps, Move1 in review articles is characterized by two strategies namely S1: Claiming centrality and S2: Reviewing previous research to provide the background information.

In review articles, Move1 Strategy 1 appears to be given much emphasis and it is recognized through the attention to the idea or issue, the recency of the research and highlighting the importance and recognition. This strategy usually appears sentence initially. The claiming centrality strategy is frequent in the review article corpus of this study. Instances of Move1 Strategy 1 taken from the corpus are shown as follows:

(1) As linguistics, has extended its scope over the past thirty years from an exclusive concern with knowledge of the abstract code… (RevA.1, Introduction, Critical Evaluative Review Article)

(2) Language teacher education programs are likely to be housed in departments of applied linguistics, education, or languages and literature: These three disciplines provide the knowledge…until recently, applied linguistics formed the core of language teacher education… (RevA.2, Introduction, Critical Evaluative Review Article)

(3) In Northern Africa, the challenges for the next decade and beyond are considerable but exciting… (RevA.4, Introduction, Critical Evaluative Review Article)

(4) The first three decades of L2 motivation research_ until about the early 1990s_ was largely inspired and fueled by… (RevA.7, Introduction, Bibliographic Review Article)

(5) The resurgence of interest in and research into language maintenance and shift in recent years marks the realization that… (RevA.14, Introduction, Bibliographic Review Article)

(6) There is a neural system in the brain that appears to sub-serve two important functions_ stimulus appraisal and social cognition (RevA.6, Introduction, Mixed-mode Review Article)

(7) In the past 10 years, immigrant and refugee English language learners with limited formal education have become a critical mass in many cities…adult illiteracy is very high worldwide. (RevA.24, Introduction, Mixed-mode Review Article)

(8) The field of computer-assisted language learning (CALL) has greatly diversified in its scope in the last decade. (RevA.32, Introduction, Mixed-mode Review Article)

In fact, Move1 Strategy 1 is used to lay out the situation for the current review by (a) showing interest and attention, (b) pinpointing increasing emphasis, (c) showing the recency of the research, (d) stating importance or considerable divergence from the first view, and (e) recognition of an idea or an issue. The linguistic features associated with this strategy are 'adjectives' presenting significance of an idea or issue, 'time indicators' or 'temporal adverbials' showing persistence of an idea or an issue, the presence of 'simple past' tense and 'present perfect' tense, and 'quantifiers' showing the amount (e.g. '*important functions*', 'a *critical* mass', 'the challenges…are *considerable*', 'was *largely* inspired', '*has extended* its scope', '*until recently*').

It is important to note that this strategy is usually present in the three types of the review articles. This strategy is found to appear sentence initially and it opens the Introduction section in the bibliographic review articles (in 7 out of 8, 87.5%), followed very closely with the critical evaluative review articles (in 6 out of 7, 86%). Moreover, Move1 Strategy 1 is found to occur in 10 out of 14 (71.4%) the mixed-mode review articles, or 72% of the entire corpus (23 out of 32). This percentage indicates that Move1 Strategy 1 can be apparently considered an obligatory move in review articles.

This finding is clearly in line with previous studies conducted by Swales (1990). He found that the Introduction section in applied linguistics research papers always contain this move (i.e. Move1). This move based on the textual analysis of the Introduction section of the corpus can display cyclicity. It is important to note that Move 1 has a

cyclical feature and indicates a great recursion. This cyclicity apparently occurs in the second strategy (Move1 Strategy2: Reviewing of previous research).

In review articles, Move1 Strategy 2 appears to provide an overview of previous studies relevant to the topic being discussed and reviewed. It reviews previous research to provide the background information. This strategy of Move 1 is recognized through clusters of citations in the review texts. It is usually recognized through three techniques in the review texts. These techniques are as follows: (1) integral citations, (2) non-integral citations and (3) both integral and non-integral citations (Swales, 1990). This strategy of Move 1 reviews the developments of a research and it is not bound only to the first move of the Introduction section in review articles. Examples of Move1 Strategy 2 taken from the corpus are shown as follows:

> (1) …since language teaching has historically been the primary focus of applied linguistics (Bardovi-Harlig and Hartford 1997, …). (RevA.2, Introduction, Critical Evaluative Review Article)
> (2) Chomsky (1965, 2000) has even suggested, on more than one occasion, that the work of linguistics can be interpreted as part of psychology. (RevA.5, Introduction, Critical Evaluative Review Article)
> (3) Applying versions of a standardized motivation test developed by Robert Gardner's research group at the University of Western… (AMTB; for a complete version, see Gardner, 1985). (RevA.7, Introduction, Bibliographic Review Article)
> (4) Since the start, the expansion of interest in language attrition can be seen in a bevy of books (Hansen, 1999; Kenny, 1996; …) and dissertations (Ammerlaan, 1996; Bolonyai, 1999; …), and a succession of symposia on the subject at applied linguistics conferences; see Hansen (2000) for details. (RevA.8, Introduction, Bibliographic Review Article)
> (5) …I propose to show how it may operate in motivation for SLA (Schumann, 1997) and how_ in, conjunction with some additional circuits_ it may operate in … (Schumann, in press-a, in press-b). (RevA.6, Introduction, Mixed-mode Review Article)
> (6) Theoretical frameworks for aptitude research…have been proposed recently (Robinson, 2001c; Skehan, 2002). It is also now possible to 'look down' (see Deary, 2000, p.4) from cognitive abilities for information processing… (RevA.23, Introduction, Mixed-mode Review Article)

Move1 Strategy 2, which surveys previous works relevant to the topic or theme being argued and discussed, can appear several times in all three moves, showing a great recursion. This recursivity in the Introduction section tries to accommodate the complexity of the study and it also shows how the present literature is comprehensive and

in-depth evaluation of previous work. However, in computer science research articles, this strategy does not usually appear (Hughes, 1989; Posteguillo, 1999). As the move analysis of the Introduction section indicates, this strategy is found to be present in 5 out of 7 (71%) in the critical evaluative review articles, whereas in the bibliographic review articles it is found to be present in 7 out of 8 (87.5%). It appeared more frequently in the bibliographic review texts than the critical evaluative review texts. At the same time, Move1 Strategy 2 is found to occur in 14 out of 14 (100%) the Introduction sections of mixed-mode review articles, or 93% of the entire corpus. This percentage indicates that Move1 Strategy 2 in review articles in applied linguistics can be apparently considered an obligatory move. But, it does not usually appear sentence initially. It usually appears after the first strategy of Move1, however it also occurs after Move2 or after Move3. It cannot appear regularly or in a sequential order, however it is invariably present in review articles of the corpus of this study. Instances taken from the corpus are shown as follows:

(1) Yet, when it comes to in-house communication, official policies are often discarded in order to facilitate the working process (Van Els, 2000; Tosi, 2003, 2005) (RevA.25, Introduction, Critical Evaluative Review Article)
(2) Within each approach, I briefly review studies…I conclude…I emphasize work…bibliographies can be found in many sources including Biber, Conrad, and Reppen (1996) … (RevA.12, Introduction, Bibliographic Review Article)

As stated above, the finding of this research indicates that Move1 Strategy 2 (Reviewing of previous research) occurs after Move2 (instance 1) and it also occurs after Move3 (instance 2). It shows that review of literature can appear throughout the Introduction section in review articles in applied linguistics.

According to Swales' (2004) modified CARS model, review of literature is not bound to Move 1 and as it has been suggested it can occur in all three moves of the Introduction section (Samraj, 2002, p.7). The finding of this research indicates that reviewing other scholars' work appears throughout the review texts. This finding is in line with other

researchers' suggestion (Samraj, 2002; Swales, 2004). After revising the CARS model, Swales (2004) points out that review of literature appears "throughout the introduction and indeed throughout the article as a whole" (p. 227). As a result, the finding of this study is in agreement with this fact and it shows a great recursion in review articles in applied linguistics.

6.3.1.2 Introduction: Move2: Narrowing down the scope of review article

Move 2 reflects the value system (of the author/ or the discourse community) to present an issue, assert a counter claim, indicate a gap or raise a question. The writers try to attract their intended audiences' attention to the weakness in the literature, refer to the lack of resources or reliable research and indicate a niche or argue that a question needs to be answered in the developments of a research.

Similarly, Move2 in review articles is so similar to the second move of research articles. It appears to be considered as one of the significant moves especially in those review texts that the writers assert their views, argue ideas and raise a research question to lead the intended audiences to what lacks and where it has gone wrong in the developments of that research (e.g. critical review articles and mixed-mode review articles). This move is sometimes present and appears in the different positions of the Introduction section. It indicates a gap, show a need or a lack of study and raise a question in the literature. Congruent with Swales' (1990) CARS model, this move was modified and unified in review articles into three strategies. The three strategies are as follows: S1A: Identifying an idea/ a challenge or presenting an issue, S1B: Showing a need or lack of study and S1C: Raising a question. But, unlike research papers in applied linguistics, the results indicate that the writers provide the room for an argument in order to focus on a need for further research or clarify challenges and new directions in that field. The

strategies of Move2 are frequent in the corpus. Examples of Move2 (examples from 1 to 4 for Strategy1A, from 5 to 8 for Strategy1B and from 9 to 10 for Strategy1C) taken from the corpus are shown as follows:

(1) Nevertheless, one cannot just assume a direct correspondence between the E externalized language the linguist describes and the E experienced language that is a reality for the user. (RevA.1, Introduction, Critical Evaluative Review Article)

(2) However, during the last decade, general educational theory and practice have exerted a much more powerful influence on the direction of the education… (RevA.2, Introduction, Critical Evaluative Review Article)

(3) …there is a lack of policy and planning commitments…the obstacles, in this case, include central control…lacking in course design…The challenges, in this respect, involve developing true specific-purpose curricula…there is an increasing demand for language training for occupational business and… (RevA.4, Introduction, Critical Evaluative Review Article)

(4) Nevertheless, relatively speaking, psychological research on language today is far less driven by recent advances in theoretical linguistics makes little reference to current developments in psychology…the sad truth is that many psychologists interested in language have not kept up with recent developments in linguistics… (RevA.5, Introduction, Critical Evaluative Review Article)

(5) One the one hand, language attrition research supplies empirical foundations needed for practice in language planning and language education. On the other hand, the motivations are theoretical…Attrition research provides another window on the dynamism of language… (RevA.8, Introduction, Bibliographic Review Article)

(6) It is our position that the work carried out on interpreting…provides valuable insights about complex aspects of language contact that have not been thoroughly addressed by existing literature on bilingualism. (RevA.16, Introduction, Mixed-mode Review Article)

(7) Although research in L2 listening instruction remains limited…Many questions still remain, however, to be explored by teachers and researchers. (RevA.17, Introduction, Bibliographic Review Article)

(8) …this overview will focus on students who need to develop academic reading abilities in school settings. Separate reviews would be required for adult literacy… (RevA.19, Introduction, Mixed-mode Review Article)

(9) SLA researchers who would like to pursue longitudinal research programs can find little guidance about questions such as: What problems about the development of L2 competencies have SLA researchers investigated longitudinally?... (RevA.22, Mixed-mode Review Article)

(10) There is some debate as to the accuracy of the term… (RevA.29, Introduction, Mixed-mode Review Article)

The three strategies of Move2 in the Introduction sections of review articles are recognized through 'contrastive comments', 'verb phrase negations', 'negative quantifiers', 'expressed needs' and 'posing direct questions, issues and challenges' (e.g. '*cannot*', '*lacking*', '*make little reference*', '*remain limited*', '*little guidance*', '*need*', '*not been thoroughly addressed*', '*nevertheless*', '*however*', '*on the other hand*', '*although*', 'there is *some debate* to the accuracy of the terms'). This move is present more frequently in the critical evaluative review articles than the bibliographic review articles. In the

critical evaluative reviews, this move is found to indicate a gap or identify an issue in 6 out of 7 (86%), whereas in the bibliographic review articles it is found to be present in 5 out of 8 (62.5%). At the same time, in the mixed-mode reviews Move2 is found to occur in 9 out of 14 (64%), or 71% of the entire corpus. The findings revealed that Move2 in review articles in applied linguistics particularly those review texts which are involved with argumentation or critique can be apparently considered an obligatory move. This move can also be recognized through 'negation', 'reporting verbs', 'adversative conjunctions' and 'adverbs' in review articles. This move appears more frequently in the critical evaluative review articles than the mixed-mode and bibliographic review articles. Move2 occurs less frequently in the bibliographic review articles than the mixed-mode review articles. It is the least common move in the bibliographic review articles.

6.3.1.3   Introduction: Move3: Presenting the review article

Move 3 reflects the author's main purpose and suggestions, the essence and value of the review and the structure of the review texts. According to Swales' (1990) CARS model, Move3 in research articles can be recognized by the aims of the present research which are explicitly laid out. In addition, it usually reflects the author's position or view and indicates the structure of the research article.

The move analysis of review articles reveals that Move3 is always present in the Introduction section and it sometimes appears sentence initially or ends this section. In the corpus of this research, Move3 may appear in the forms of three strategies including: Strategy 1: Stating the writer's purpose/ or present the review, Strategy 2: Presenting the essence and value of the review and Strategy 3: Outlining the structure of the review. These three strategies will be discussed in the following paragraphs.

In review articles in applied linguistics, Move3 seems to be considered one of the significant moves in the review article Introductions which the writers assert their main aim. This move is invariably present and it appears in the different positions of the Introduction section. Move3 is found to appear almost in all the introduction sections, or 98% of the entire corpus except in few review articles. This move is always present in the three types of review articles in applied linguistics. It means that this move is a conventional move. This finding clearly conforms to Swales' (1990) CARS model. Based on the findings of this research, Move3 in review articles has a cyclical feature and a few of the Introduction sections in the corpus (20%) contain only one move and it is Move3. Congruent with Swales' three-move model, the findings indicated that the writers present their aims or views by a statement of purpose of the review or explicitly claim their view or position. Examples of Move3 Strategy1 (Stating the writer's main purpose or present review) taken from the corpus are shown as follows:

(1) My purpose in this contribution is to look into this question of applicability…My concern, in particular, is with L2 learners… (RevA.1, Introduction, Critical Evaluative Review Article)
(2) This chapter presents a survey of recent developments in teaching Languages for Specific purposes (LSP) in North Africa and discusses current issues and future challenges. (RevA.4, Introduction, Critical Evaluative Review Article)
(3) This passage thus clearly illustrates not only the facts…prompts a consideration of a number of issues… (RevA.25, Introduction, Critical Review Article)
(4) The focus of this article is the negotiation of local values and identities… (RevA.26, Introduction, Critical Review Article)
(5) This chapter is intended to survey these recent developments… (RevA.7, Introduction, Bibliographic Review Article)
(6) The present review follows up on…the primary focus is on (RevA.8, Introduction, Bibliographic Review Article)
(7) In this chapter, I describe 16 empirical research studies in applied linguistics…; from this review, I hope that we can infer the current methodological preoccupations in this work. (RevA.10, Introduction, Mixed-mode Review Article)
(8) In this chapter, I provide an overview of… (RevA.12, Introduction, Bibliographic Review Article)

In fact, Move3 Strategy 1 is used to state the purpose of the current review by (a) the writer's primary focus and intention and (b) pinpointing the main communicative purpose of the current review. The linguistic features associated with this strategy are as follows: (a) 'deictic elements' referring to the current review (e.g. '*this review*', '*this chapter*',

'*this passage*', and '*this article*'), (b) 'lexeme' dealing with the objective of a review (e.g. '*aim*', '*purpose*', '*focus*'), (c) 'infinitive phrases' indicating a purpose (e.g. '*to look into*', '*to survey*'), (d) 'prepositional phrases' (e.g. '*in this chapter*', '*in this article*', '*in this survey*', '*in this research journal*'), and (e) 'self-mention resources' (e.g. '*I*', '*my*', '*we*', and '*our*') in order to show writer's stance, authorial identity and more personal commitment in that field. It was noticed that the writers of review articles also use self-mention features which rhetorically indicate their authorial identity and intrusion in the review texts. The self-mention features also convey a strong sense of commitment to their piece of review articles. In the critical review articles, this stance feature is used to express their seniority. They argue ideas and evaluate the developments in the review article genre, as a result they are arguers (i.e. the most powerful author), not just a reporter. Examples of Move 3 Strategy 2 (Presenting the essence and value of the review) are shown as follows:

(9) Language teacher education is a microcosm of teacher education, and many of the trends in current language teacher education derive from theory and practice…these trends include at least four major shifts. (RevA.2, Introduction, Critical Review Article)

(10) The present review, however, focuses on what has become, for better or worse, the dominant question that has brought psychologists and linguists into discussion…is emerging a new perspective that may be of special interest to applied linguists. (RevA.5, Introduction, Critical Evaluative Review Article)

(11) These are, then, the issues we intend to address in this contribution. (RevA.25, Introduction, Critical Evaluative Review Article)

(12) It is noteworthy that in the face of that threat, groups of concerned professionals are doing what they can to counter language shift. (RevA.14, Introduction, Bibliographic Review Article)

(13) This chapter offers analytical and bibliographical guidance…and examines their past and potential future intersection with phenomena, problems, and settings… (RevA.9, Introduction, Mixed-mode Review Article)

(14) …we believe it is possible to identify some of the main approaches. (RevA.13, Introduction, Mixed-mode Review Article)

(15) It is our position that the work carried out on interpreting…provides valuable insights about complex aspects of language… (RevA.16, Introduction, Mixed-mode Review Article)

In fact, Move3 Strategy 2 is used to establish the author's position by referring to the essence of the current review text. It deals with the issues, major shifts or trends, writers' concerns or ideas and new perspectives in order to emphasize the value system of the current review (e.g. '*providing valuable insights*', '*addressing the issues*', '*identifying*

main approaches', '*being prepared to counter shifts*', '*emerging a new perspective*'). The next section refers to Move3 Strategy 3 of the Introduction section. Examples of Move3 Strategy 3 (Outlining the structure of the review) are shown as follows:

> (16) First, I summarize…, then I describe… (RevA.7, Introduction, Bibliographic Review Article)
>
> (17) This chapter begins with a definition of the terms…The following section reviews current research in ELF…the final part of the chapter describes… (RevA.27, Introduction, Bibliographic Review Article)
>
> In this chapter, I propose that …I describe the anatomy and functions of this neural system, and then I propose to show…Finally, I will argue that… (RevA.6, Introduction, Mixed-mode Review Article)
>
> (18) I begin by looking at two studies which employ a quantitative approach…, then review a study…Then studies carried out using more qualitative approaches…The chapter concludes with an appendix that summarizes… (RevA.10, Introduction, Mixed-mode Review Article)

It was found that Move3 Strategy3 in the Introduction section is similar to Move3 Strategy2 of the Abstract section. Likewise, the writers present the review and try to outline the structure of the review article (frame markers such as '*first*', '*then*', and '*finally*' are employed to show sequences and structures). The frame markers, which are one of the significant linguistic features leading the readers through the review texts, provide this kind of move element in the Introduction section. In this move, the authors foreground the significance of their piece of review by heavy use of self-mention resources. The authors often use their own authorial voice (i.e. as an arguer or a researcher who is involved as the most powerful author in the developments of the research) in order to foreground the communicative purpose and authorial intention in review articles (e.g. '*I begin by…*', '*…I propose…*', '*I will argue that…*', and '*First, I summarize...then, I describe…*').

In short, Move3 is found to appear invariably in all the Introduction sections of the entire corpus. This move is always present in the three types of review articles in applied linguistics. Move3 Strategy1 is used more frequently than other strategies in the entire

corpus. As the move analysis of the Introduction sections indicates, Move3 usually ends the Introduction sections in the review articles, but it can occur in the initial position of the review articles. In other words, Move3 can display cyclicity and a great recursion. Three strategies of Move3 emerge in the review articles in applied linguistics: (1) stating the writer's purpose or present the review, (2) presenting the essence/ or the value of the review, and (3) outlining the structure of the present review. The majority of the Introduction sections in the review articles present firstly the writer's main purpose or view, secondly the essence of the review, and eventually the outlines of the review articles.

6.3.2   The move structure for the Introduction section

After analyzing the moves and constituent strategies and discussing the characteristics of each move in the Introduction sections of review articles, the following tables in this section (see Tables 6.6, 6.7, 6.8, 6.9 and 6.10) indicate the order of occurrence of the different move types, the move structures, and their frequencies discerned in the three types of review articles in the corpus. The tables also indicate the total number of moves used in each review article in the corpus.

Table 6.6: Move Structure in the Introduction section in CE Review Articles

Data	M1 S1	S2	M2 S1A	S1B	S1C	M3 S1	S2	S3	Total of Moves	No. of Types of Moves	Order of Moves
Rev A.1	1	1	-	-	1	1	1	-	5	3	M1- M1- M2- M3- M3
Rev A.2									M^n	3	M1- M2- M1- M3- M1- M3- M1- M1- M2- M1-M^n… (a lengthy introduction with a great recursion)
Rev A.3	-	-	-	-	-	-	-	-	-	-	No introduction
Rev A.4	1	-	1	1	-	3	-	-	6	3	M3- M1- M2- M3- M2- M3
Rev A.5	1	2	-	1	1	1	-	1	7	3	M1- M1- M2- M1- M3- M2- M3
Rev A.25									M^n	3	M1- M1- M1- M1- M1- M2- M1- M1-(M^n…)-M3- M3 (an embedded lengthy introduction)
Rev A.26	3	2	2	-	-	2	1	-	10	3	M1- M2- M3- M1- M1- M2- M3- M3- M1- M1
Rev A.28	-	-	-	-	-	-	-	-	-	-	No introduction
Rev A.30	-	-	-	-	-	-	1	1	2	1	M3- M3

M_n: This shows there are infrequent number of moves; S= Strategy; M= Move;
CE= Critical Evaluative

Table 6.7: Move Structure in the Introduction Section in Bib Review Articles

Review Article Number	Moves								Total of Moves	No. of Types of Move	Order of Moves
	M1		M2			M3					
	S1	S2	S1A	S1B	S1C	S1	S2	S3			
RevA. 7	2	2	-	-	-	1	-	1	6	2	M1- M1- M1- M1- M3- M3
Reva. 8	-	3	-	-	1	1	1	-	6	3	M1- M3- M1- M2- M1- M3
RevA. 11	1	2	-	-	-	-	-	2	5	2	M1- M1- M3- M1- M3
RevA. 12	1	1	1	-	-	2	1	1	7	3	M1- M2- M3- M3- M3- M1- M3
RevA. 14	1	2	-	1	-	1	2	-	7	3	M1- M2- M3- M3- M1- M1- M 3
RevA. 17	2	1	-	1	1	1	-	1	7	3	M1- M1- M2- M1- M2- M3- M3
RevA. 20	1	-	-	-	-	1	2	1	5	2	M1- M3- M3- M3- M3
RevA. 27	1	2	1	-	-	1	1	1	7	3	M1- M1- M2- M1- M3- M3- M3

Table 6.8: Move Structure in the Introduction Section in Mix Review Articles

Review Article Number	Moves M1		Moves M2			Moves M3			Total of Move	No. of Moves Types	Order of Moves
	S1	S2	S1A	S1B	S1C	S1	S2	S3			
RevA.6	1	3	-	-	-	1	1	1	7	2	M1- M1- M3- M3- M1- M3- M1 (an embedded introduction)
RevA.9	2	1	-	-	-	1	-	1	5	2	M1- M1- M1- M3- M3
RevA.10	1	2	1	2	-	2	1	3	12	3	M1- M1- M2- M3- M2- M3- M1- M2- M3- M3
RevA.13	2	1	1	1	-	-	2	1	8	3	M1- M2- M1- M3 – M1- M2- M3- M3
RevA.15	1	2	-	-	-	-	1	-	4	2	M1- M1- M3- M1
RevA.16	2	4	1	2	-	3	1	1	14	3	M1- M1- M3- M2- M1- M2- M1- M1- M3- M3- M2- M1- M3- M3
RevA.18	-	-	-	-	-	-	-	-	-	-	No introduction
RevA.19	-	5	-	2	-	4	4	1	16	3	M3- M1- M3- M3- M3- M1- M2- M3- M2- M1- M3- M1- M3- M3- M1- M3 (a great recursion)
RevA.21	2	5	-	-	-	2	-	1	10	2	M1- M3- M3- M1- M1- M1- M1- M1- M1- M3
RevA.22	1	1	-	2	1	1	-	-	6	3	M1- M2- M1- M2- M2- M3
RevA.23	4	3	-	-	-	2	2	-	11	2	M3- M1- M1- M1- M3- M3- M1- M1- M1- M1- M3
RevA.24	1	1	1	1	-	1	-	-	5	3	M2- M1- M2- M3 (an embedded introduction)
RevA.29	2	2	-	1	1	-	1	1	8	3	M1- M1- M2- M1- M2- M1- M3- M3
RevA.31	3	5	-	2	1	1	2	2	16	3	M3- M1- M1- M2- M1- M3- M1- M3- M1- M1- M3- M1- M1- M2- M2- M3
RevA.32	1	1	1	-	-	-	-	-	3	2	M1- M1- M2

The most common move structure employed in the critical evaluative review articles consists of 3 moves with two move types: M1-M1-M2 (3 review articles out of 6), whereas the most common move structure in the bibliographic review articles consists of

3 moves with two move types, being different in one move type from the critical review articles including M1-M1-M3 (4 review articles out of 8). The finding of this research shows that Move2, presenting an issue or a gap, occurs more frequently in the critical review articles than the bibliographic review articles. This move in the bibliographic review articles can be considered an optional move. In total, Move1 is found to appear 11 times in the critical evaluative review articles, 22 times in the bibliographic review articles, and 58 times in the mixed-mode review articles. Move2 appears in 6 out of 7 the critical evaluative review articles, while this move appears only in 5 out of 8 the bibliographic review articles and in 9 out of 14 mixed-mode Review texts. Move3 appears in 7 out of 7 the critical evaluative review articles. Similarly, Move3 occurs in 8 out of 8 the bibliographic review articles and in 13 out of 14 the mixed-mode review articles (see Table 6.9).

Table 6.9: Frequency of the Moves and Strategies in the Introduction Sections

Moves/ Constituent steps	Critical E. RevA.	Bibliographic RevA.	Mixed-mode RevA.	Total
M1S1 M1S2	6 5	9 13	23 35	93%
Move1 (total)	11	22	58	
Frequency of occurrence	86% 6 out of 7	100% 8 out of 8	93% 13 out of 14	
M2S1A M2S1B M2S1C	3 2 2	2 2 2	5 13 3	71%
Move2 (total)	7	6	21	
Frequency of occurrence	86% 6 out of 7	62.5% 5 out of 8	64% 9 out of 14	
M3S1 M3S2 M3S3	7 3 2	8 7 7	18 15 12	98%
Move3 (total)	12	22	45	
Frequency of occurrence	100% 7 out of 7	100% 8 out of 8	93% 13 out of 14	

The tables above (Tables 6.6, 6.7, 6.8, and 6.9) indicate that although claiming the centrality of the topic or idea can be followed immediately by other moves like Move2 (Narrowing down the scope of the review), it is followed by Move1 Strategy2 (Reviewing

previous research) in many of the review articles (almost above 75%). It is important to note that Move1 Strategy2 (Reviewing previous research) is embedded or mixed in claiming centrality in a few review articles, whereas the three review articles being straight away with reviewing previous research. It is also noteworthy that almost all review articles start either with claiming centrality or presenting the review. The strategy (Reviewing previous research) can be embedded in other moves. In short, Move1 almost in 23 out of 29 review articles (79%) clearly begins the Introduction sections. This move (Move 1: Establishing background) usually contains 'reviewing previous research' as an obligatory move strategy that is possible to be integrated with other moves or strategies.

In a few review articles in applied linguistics, Move1 is often followed by Move3 (in 3 out of 32 review articles), particularly in those review articles providing an overview of the developments in a research or reviewing the works descriptively. At the same time, it is essential to note that in both critical and bibliographic review articles, those review articles highlighting a lack of study and a need for more research, Move1 is usually ensued by Move2 in 6 out of 29 review articles (21%). This indicates that Move1 in the review articles sometimes leads the audience to establishing a niche in terms of raising a question, addressing a need for further research and indicating an issue or a challenge. On the whole, although Move2 can be considered an optional move for the bibliographic review articles, all the three moves: Move 1, Move 2, and Move 3 are stable moves that can be recognized and seen in review articles.

Despite the fact that the shift from one move to another (like shifting from Move 1 to Move 3) often occurs, the complete cycle of shifts from Move1 to Move2 and then from Move2 to Move 3 (cycle of M1-M2-M3) is found to appear in 9 out of the 29 review articles (31%). For instance, in these review articles such as RevA.12, RevA.14, RevA.4,

RevA.17, RevA.10, RevA.13, RevA.19, RevA.24 and RevA.26 each of which has just

one complete cycle of M1-M2-M3. Besides, 2 such cycles can be recognized in RevA.10.

It is important to note that the appearance of shifts from Move1 to Move3 is frequently

found in the three types of review articles in the corpus (in 19 out of the 29 review

articles). Moreover, it seems that the appearance of shifts is more significant than the

complete cycles. This frequent appearance of shifts from Move 1 to Move 3 without

passing through Move 2 is one of the factors that make the Introduction sections lengthy

and complicated. For example, in a few review articles taken from the corpus, the lengthy

Introduction sections take up more than 2 or 3 pages (such as RevA.2 and RevA.25 these

review texts taken from the critical review article type, and RevA.16, RevA.19, RevA.24,

RevA.31 these review texts taken from the mixed-mode review article type). Now the

following example displays how the Introduction section can be lengthy, highly complex,

and evaluative-loaded in this review article (RevA.25). The number of paragraphs (shown

with [P.]) and sentences (shown with S.) were identified.

(RevA.25) A Functional Profile of English in Europe

[P1] (S1) English impinges on everybody's life in Europe, in many different ways: people watch CNN and MTV, they attend English classes, they encounter commercial slogans such as "The real thing" and "I'm lovin' it"; hip hoppers as well as bank executives use English in their (very different) everyday activities; companies choose English for internal communication; tourists ask and are given directions in English, and so on. **(S2)** In short, English is everywhere, and we cannot avoid it. **(S3)** Generally speaking, the situation between Moscow and Lisbon is that individuals usually have one first language (sometimes more), and are often exposed to other languages spoken locally, but most of them also have some minimal or extensive contact with English—in public life and popular culture, at school, at work.

[P2] (S1) Since the end of World War II, English has continually gained importance in Europe (Hoffmann, 2000; Truchot, 2002), so that at the beginning of the 21st century, the significance of a certain command of English is closely comparable to that of reading and writing at the time of industrialization in Europe (Carmichael, 2000). **(S2)** Accordingly, proficiency in English has become something like a cultural technique (Breidbach, 2003; Neuner, 2002) and is considered an integral part of general education (Huber, 1998), a "basic skill taught in elementary school alongside computer skills" (Graddol, 2004, p. 1330).

[P3] (S1) In 2001, the European Union's (EU) statistical unit Eurostat found that more than 90 percent of pupils in secondary schools in the EU study English (Pilos, 2001), most of them as their first foreign language (Hoffmann, 2000). **(S2)** In 2005, the same observation still holds true: whether chosen or mandatory, English is unquestionably the dominant language in secondary education (Languages of Europe, 2005). **(S3)** The likelihood is that this dominance of English will steadily rise, a tendency which can be explained by what Myers-Scotton terms the "snow-ball

effect": "The more people learn a language, the more useful it becomes, and the more useful it is, the more people want to learn it" (2002, p. 80).

[P4] (S1) But English does not only enter Europe through European institutions and education, that is in a top-down process, but also individually or bottom-up through popular music, dance, sports, or computers (James, 2000; Melchers & Shaw, 2003; Preisler, 1999). **(S2)** Indeed, "[p]art of the explanation for the strength of the popularity of English is this synergy between top–down and bottom–up processes" (Phillipson, 2003, p. 89). **(S3)** This synergy is also visible when considering the functions which English fulfills in various domains within Europe.

[P5] (S1) For one thing, it is obvious that English occupies a vital role in Europe's education systems from primary education onwards (Wastiau-Schlüter, 2005).

[P6] (S1) A domain directly linked to education is that of scientific research, where English is perceived as a sine qua non, for accessing information and publishing findings (Ammon, 2001; Truchot, 2002; Viereck, 1996). Accordingly, the majority of European scientific associations embrace English as the dominant, or indeed sole, language for the exchange of ideas (Crystal, 2003)…

[P7] (S1) Even though Europe is generally presented, and readily presents itself, as a multilingual area, the supremacy of English is also being established step by step in European politics and various European and international organizations in Europe (e.g., EU, NATO [North Atlantic Treaty Organization], UN [United Nations], Council of Europe) (Dollerup, 1996; see also Darquennes & Nelde, this volume).

[P8] (S1) Because of the internationalization of the economies of European countries, English forms an integral part of the professional lives of a growing number of Europeans…

[P9] (S1) The most obvious impact of English in Europe, however, can probably be observed in the public domains such as the media, the internet, advertising, popular youth culture, and entertainment (Berns & de Bot, 2005; Pennycook, 2003; Phillipson, 2003; Preisler, 1999; Truchot, 2002).

[P10] (S1) The current role of English in Europe is thus characterized by the fact that the language has become a lingua franca, a language of wider communication, and has entered the continent in two directions as it were, top–down by fulfilling functions in various professional domains and, simultaneously, bottom–up by being encountered and used by speakers from all levels of society in practically all walks of life.

[P11] (S1) The editors describe the website of "Abolishing the Borders from Below" as a "bimonthly bulletin with information on different political and cultural anarchist/anti-authoritarian activities in Eastern Europe."

[P12] (S1) Whether pragmatic or ideological or both, this use of English as a lingua franca (ELF) is a reality. **(S2)** It declares itself independent of the norms of English as a native language (ENL), and the authors who use it are confident that the ELF they use is better suited to express their identity, and more intelligible for their readers than a "better" English. **(S3)** This passage thus clearly illustrates not only the facts of the spread but also its possible linguistic implications and prompts a consideration of a number of issues involved relating to ELF in Europe: its spread and penetration, how it is conceptualized, the forms it takes, the role it plays in individuals' lives and in society, what implications its development may have for language attitudes and language teaching, and what future developments might ensue. **(S4)** These are, then, the issues we intend to address in this contribution.

As shown above, the Introduction (RevA.25) consists of 12 paragraphs with a non-conventional section heading and a total of 4 to 5 sentences in each paragraph. The text type of this review article is categorized as the critical evaluative type and the authorial

footprints of argumentation can be traced in this review article. Based on our proposed model for the Introduction section (see Table 6.10), three move types are identified but its move structure has a great recursion and complicated which can be presented as M1-M1-M1-M1-M1-M1-M1-M1-M2-M1-(M_n…)-M3-M3. With this move pattern this Introduction partially conforms to Swales' (1990) CARS model. In this move pattern the accurate count of move types and the frequency is impossible. The M_n represents that various number of moves might occur. Move1 establishes the background knowledge through two main strategies namely, 'Claiming centrality' and 'Reviewing others' work'. This move is setting the scene for the current review to show the centrality and the significance of an issue and then it reviews other researchers' work and idea to indicate the centrality. It tries to claim and show the centrality of English and its popularity. It attempts to show how contemporary uses of English in Europe are affected both forms and functions of communication between its speakers. This Introduction contains a non-conventional section heading. It seems that it was chosen based on content of the review text. The shift of strategies and moves from Move1 Strategy1 to Move1 Strategy2 and then from Move1 Strategy2 to Move 2 is often clear and the shifts are frequently occurred. For example, in paragraph four (P4) the writers try to point out that EU promoted 'Multilingualism' but in-house communication English has been used to facilitate the working process. They show this gap by 'contrastive shifts' like 'however', 'but' and 'yet' (e.g. '*but* English does not only enter Europe through European institutions…'). After this contrastive shift, they concurrently bring other scholars' work and citations (Move1 Strategy2). And at the end of paragraph they make their strong claim after reviewing others' point and work. Eventually, in the last paragraph (P12 S1and S2) the writers' view is presented (e.g. 'whether pragmatic or ideological or both, this use of English as a lingua franca (ELF) *is* a reality. *It declares itself* independent of the norms of English as a native language…') and its value in real life situation is inevitably known

(Move3 Strategy1). In the third sentence of this paragraph, the writers refer to not only the main purpose of the review text but the writers' strong point of view also ('*This passage* thus *clearly illustrates* not only the facts of the spread but also …'). These two strategies of Move3 include the first three sentences (S1-S2-S3). Move3 Strategy2 reflects the value system (of the authors/ or the discourse community) to present the issues, and it is considered as the essence of the review text (S4). As shown above, the review texts (like RevA.2 and RevA.25) those involved in argument and critiques are hierarchically constructed and recursive. Therefore, these review articles contain obligatory and merely optional move elements and they, even the Introduction sections, do not follow a predictable sequential pattern. Therefore, accurate count of frequency for the move types and move patterns was not applied. As shown above, the number of shifts can be considered one of the main factors determining the length of an introduction section in the review articles.

In order to identify the moves, move elements and names of the Introduction section, a functional/ discoursal orientation is adopted. Table 6.10 illustrates the functional values of the moves which are defined by the communicative purposes, linguistics devices and the specialist informants' feedback as the ethnographic accounts of this study. Based on the findings of the current research, the following rhetorical move structure is proposed (see Table 6.10). The moves and strategies normally appear more frequently in the Introduction sections of the review article corpus.

Table 6.10: Rhetorical Move Structure of the Introduction Section in Review Articles (All three types)

Move	Functions	Strategies
M1: Establishing the Background (i.e. Establishing a territory)	Setting the scene for the current review to show the centrality and significance of an Issue/ an Idea/ or a Theme	S1: Claiming centrality S2: Reviewing previous research to provide the background
M2: Narrowing Down the Scope of the Review * (i.e. Establishing a niche)	Posing a question, identifying an idea/ or an issue, indicating a gap/ or a need for further research	S1A: Identifying an idea/ a challenge or presenting an issue S1B: Showing a need or lack of study S1C: Raising a question
M3: Presenting the Review (i.e., Occupying the niche)	Establishing the author's position by restating the issue or idea to emphasize the value system and stating the purpose of the review, and outlining the relevant areas of the field being reviewed	S1: Stating the writer's purpose/ or the purpose of the review S2: Presenting the essence and value of the review S3: Outlining the structure of the present review

*= This is an optional move in the bibliographic review articles

In order to make this stage of the current research manageable and this chapter short, the analysis of argumentative text type patterns in thematic units and the results are presented in the next chapter (see chapter 7).

6.4 The Conclusion section of review articles

After discussing the rhetorical move structure and linguistics features of the Introduction section, the Conclusion sections of review articles is discussed in order to give a clear sketch of move types and strategies. This section is the third prevalent analytical section for which the move analysis was applied in the current research. It was found that there are three moves for the Conclusion section in review articles namely:

Move1: summarizing the review, Move2: Evaluating the review, and Move3: Giving suggestions. This move pattern for the Conclusion section fits Yang and Allison's (2003) model. These three moves usually appear in the review article texts. So, Yang and Allison's model conforms completely to the actual practice of concluding in the review article texts in applied linguistics. As contended in Methodology chapter, the findings of this research were confirmed not only by the second-rater but by consulting also the specialist informants to get ethnographic account. Thus, the reliability of move boundary identification in this research was also assessed and the inter-rater reliability was calculated. The percentage agreement rate for the Conclusion section in the critical evaluative review articles was about 86%, in the bibliographic review articles was almost 83% and in the mixed-mode review articles was about 73%. Although there were some differences in move identification of the Conclusion section, these rates for the three types of review articles suggest acceptable overall inter-rater reliability in this research. More importantly, it should be added that the moves and strategies analyzed and identified in the Conclusion section of review articles were confirmed by the four specialist informants. After this, the suggested rhetorical move structure for the Conclusion section was applied for entire of the corpus. Based on the move analysis of the Conclusion section in the review articles, the rhetorical move structure is proposed. Table 6.11 indicates this move structure. It apparently presents moves and strategies appearing more frequently in the Conclusion section of review articles in applied linguistics.

Table 6.11: Rhetorical Move Structure for the Conclusion Section in Review Articles (All three types)

Move	Functions	Strategies
M1: Summarizing the Review	Summarizing the purpose of the review and the contentious issue/ or the author's position	A: Reviewing the author's purpose/ or Idea / or claim B: Summing up the review
M2: Evaluating the Review*	Presenting the strength/ or weak points of the review	A: Showing the significance of the review B: Showing limitations of the review/ or restating the issue, the gap or the challenges
M3: Giving Suggestions	Giving suggestions to solve the identified issues, to do further research, or to draw pedagogic implications	A: Offering possible solutions B: Suggesting a new theory, a model, or a new program C: Recommending further research D: Drawing pedagogical implications

*= This is an optional move in bibliographic review articles

The following example is given to indicate the move analysis procedure and how marking and identification of moves and move elements/ or strategies were carried out for the analytical Conclusion section in the corpus of this research. Italics are used to identify components of the review article texts referred to in the subsequent example:

(RevA.9) Conclusion

[P1] (S1) Although the areas of intersection between applied linguistics and CA touched on in this review have of necessity been limited, there are indications that the relationship between the two fields is growing. **(S2)** The topics touched on in the present chapter range from the more theoretical and analytical stance which examines the nature of language use and of its acquisition to the more practical one concerned with actual pedagogy, assessment, and the like. **(S3)** One might even venture the suggestion that exposure to conversation-analytic accounts of conversational episodes can itself be a powerful resource in advancing the learning of a language by those with moderate to advanced proficiency in it. **(S4)** This possibility has just begun to be explored (Barraja-Rohan & Pritchard, 1997). **(S5)** There is open terrain for inquiry in this whole area for those who will undertake to bring together the necessary training in CA with engagement with the issues which applied linguistics brings to the fore.

As indicated above, the Conclusion (RevA.9) consists of one paragraph with a total of five sentences. The text type of this review article is categorized as mixed-mode type and the authorial footprints of argumentation can be traced in this review article. Based on our proposed model for the Conclusion section, three move types are identified and its move pattern is M2-M2-M1-M2-M3. Besides, this conclusion partially conforms to Yang and Allison's (2003) model. In the first sentence, the two strategies can be identified from Move2 (i.e. Strategy A: Showing the significance and Strategy B: Showing limitations or a gap). The Move2 is trying to present the authors' evaluation about the weak point ('…. the areas of intersection between applied linguistics and CA touched on in this review *have* of necessity *been limited'*) and the strength point ('*…there are indications* that the relationship between the two fields *is growing*'). Thus, the move is discussing the relationship between the two fields. Then, it tries to show the various range of the topics touched on in this review (e.g. '…from the more theoretical and analytical stance…to the more practical one…'). This move (M1) can be recognized in the second sentence (S2). Move 1 situates and summarizes the topics in this review. In the third sentence, the authors refer to the significance of the resource; that is identified as Move2 again (e.g. '…can itself be a powerful resource in advancing the learning of a language…'). The resource is provided in the fourth sentence. Then, the suggestion is given in Move 3 (S5). In other words, the authors give suggestions to do further research (e.g. 'There is open terrain for inquiry in this whole area for those...'). The fifth move actually establishes the author's position by recommending for further research. It partially states the communicative purpose of the review article. Moreover, the authors try to occupy the niche by indicating the space for further research.

6.4.1   The Characteristics of each Move in the Conclusion Section

Move analysis was similarly carried out for the Conclusion section of the review articles in the current study. The analysis indicates move types that are typical in the Conclusion section, the move elements or strategies which assist to characterize each move, the sequence of these elements and the cyclical features appearing in the moves. In the following sections, the characteristics of each move in the Conclusion section for the review articles in applied linguistics are presented. It is indicated how each move is variably manifested.

6.4.1.1   Conclusion: Move1: Summarizing the Review

The first Move for the Conclusion section in review articles is called 'Summarizing the review'. It intends to situate the review author's purpose, claim, or idea. In addition, it may provide a brief summary about the review article. It deals with the review author's idea, claim or purpose and it usually sums up the current review. In other words, it summarizes the main points of the current review and it resembles Swales' (1990) third move in CARS model ('Occupying a niche'). This move for the Conclusion section in review articles is modified. Move1 in the Conclusion section is characterized by two strategies namely Strategy A: 'Reviewing the author's purpose, claim, and idea' and Strategy B: 'Summing up the review'.

In review articles, the first strategy (Move1 Strategy A) appears to be given less emphasis than strategy B. This strategy is recognized through the attention to the writer's idea, purpose and claim. This strategy sometimes appears sentence initially. Examples for Strategy A are shown as follows:

(1) One of the clearest signs that ESP/or LSP has played its full part in the emergence of Applied Linguistics as a discipline is that the space constraints of a single short chapter prevent full coverage of the field. (RevA.3, Conclusion, Critical Evaluative Review Article, p.67)

(2) We have argued in this article that, for CA, the advent of the digital publishing era is not an intellectual luxury_ it is a necessity. (RevA.30, Conclusion, Critical Evaluative Review Article, p.37)

(3) Obviously in a survey this kind I have had to be selective. One of the most obvious extensions would be to the work of present and past staff and students at the University of Birmingham. (RevA.11, Conclusion, Bibliographic Review Article, p.62)

(4) The examination of recent research trends in language maintenance worldwide has been a daunting task in view of the amount of activity in the field. (RevA.14, Conclusion, Bibliographic Review Article, p.37)

(5) Extending this view, I have argued that motivation in second language acquisition, cognitive/ motor exploratory activity in learning…may actually result from the same brain mechanisms. (RevA.6, Conclusion, Mixed-mode Review Article, p.37)

(6) The topics touched on in the present chapter range from the more theoretical and analytical stance to the more practical one concerned with actual pedagogy…(RevA.9, Conclusion, Mixed-mode Review Article, p.18)

In fact, Move1 Strategy A is used to review by (a) indicating the writer's main purpose and communicative purpose and intention, (b) pinpointing the writer's main claim or counterclaim, and (c) stating the importance and recognition of the writer's idea. The linguistic features associated with this strategy are 'adjectives' presenting significance of an idea or claim, 'temporal adverbials' showing persistence of an idea or an issue, and the presence of 'present perfect' tense (e.g. *'we/ I have argued in this article that…', 'the most obvious…', 'obviously in a survey this kind I have had to be…', 'the topics touched on in the present chapter…concerned with…'*).

It is important to note that this move is usually present in the three types of review articles. This move is often found to open the Conclusion sections in review articles. It is found to occur in 4 out of 7 (43%) in the critical evaluative review articles, whereas it is found to appear in 4 out of 8 (50%) in the bibliographic review articles. In other words, Move1 Strategy A is found to occur in 6 out of 13 (46%) in the mixed-mode review articles, or 46% of the entire corpus (13 out of 28). This percentage indicates that Move1 Strategy A in review articles in applied linguistics can be apparently considered as an optional strategy. This move based on the textual analysis of the Conclusion sections can display recursion. It is important to note that this strategy does not appear more frequently in review articles and it has also a cyclical feature and indicates a recursion.

In review articles, Move1 Strategy B appears to provide a summary of the current review and it refers to the relevant topic being discussed and reviewed. It sums up the relevant topic of the review to clearly provide a whole picture. The last strategy of Move1 is recognized through the 'present perfect' tense and the 'past tense' and 'clusters of citations' in the review texts. This strategy of Move 1 includes the focus of the review and it also reviews the developments of a research. It is not bound only to the first move of the Conclusion sections in review articles. Examples of Move 1 Strategy B are shown as follows:

(7)   While much of the above discussion has focused more on inexperienced teachers and teacher preparation, as well as inservice teacher education and development… (RevA.2, Conclusion, Critical Evaluative Review Article, p.43)

(8)   …as this chapter has tried to show and as the provenance of papers in ESP… (RevA.3, Conclusion, Critical Evaluative Review Article, p.68)

(9)   This survey has discussed issues of language policy and planning and the viability of the ESP/ LSP movement in North Africa… (RevA.4, Conclusion, Critical Evaluative Review Article, p.87)

(10) The reasons discussed here include divergent approaches regarding how a theory about language should develop… (RevA.5, Conclusion, Critical Evaluative Review Article, p.16)

(11) This brief and necessarily sketchy overview has hopefully demonstrated… (RevA.7, conclusion, Bibliographic Review Article, p.52)

(12) Attrition research in the past five years has elaborated the sequential picture sketched by de Bot and Weltens (1995) of language loss…the work reviewed here on hesitation in speech illuminates… (RevA.8, Conclusion, Bibliographic Review Article, p.67)

(13) This chapter has attempted to show… (RevA.6, Conclusion, Mixed-mode Review Article, p.36)

(14) The review here of crosslinguistic influence in spatial, temporal, and affective meanings does not argue that…the research reviewed indicates…a number of these can also be interpreted as… (RevA.21, Conclusion, Mixed-mode Review Article, p.16)

Move1 Strategy B, which summarizes the topics and the turning points, can appear several times throughout the three moves, showing a recursion. This recursivity in the Conclusion sections tries to accommodate the complexity of the study, besides it shows the present literature is comprehensive and reviewed in detail. Similarly, for example, in Yang and Allison's (2003) research, it was found that Move1 in the Conclusion sections was the most frequent move in the research articles in applied linguistics. As the move analysis indicates, this strategy is found to be present in 6 out of 7 (86%) in the critical evaluative review articles, whereas it is found to be present in 6 out of 8 (75%) in the

bibliographic review articles. It appeared more frequently in the critical evaluative review texts than the other two types of the review articles. At the same time, Move1 Strategy B is found to occur in 9 out of 13 (69%) in the mixed-mode review articles, or 77% of the entire corpus. This percentage indicates that Move1 Strategy B in the review articles in applied linguistics can be apparently considered an obligatory move. But, it does not always appear sentence initially. It usually appears after the first strategy of Move1 in the bibliographic review articles, whereas Move1 Strategy B appears sentence initially 4 times (4 out of 6) in the critical evaluative and 8 times (8 out of 9) in the mixed-mode review articles. It is found that it can also occur after Move 2 or after Move3. There is no regular and a fixed position in the sequential order for this strategy, however it is invariably present in the review article corpus.

6.4.1.2 Conclusion: Move2: Evaluating review article

The writers of review articles reflect the value system in Move2. They attempt to justify their review through indicating the significance and advantages of their study or showing the limitations or presenting an issue, a gap or challenges. The writers try to attract their intended audiences' attention to the strength or weakness in the literature, refer to prominence or the lack of resources or reliable research, and indicate a niche or argue that a question needs to be answered in the development of a research.

Similarly, Move2 in review articles resembles the second move of Swales' (1990) CARS model with this difference that here we need to refer to the significance of the studies as well. It appears to be one of the significant moves especially in those review texts that the writers assert their views, argue ideas and raise a research question to lead the intended audiences to where it goes wrong in the developments of that research. This move is sometimes present in the bibliographic review texts (i.e. informative

bibliographic review articles), but it usually occurs in the critical and mixed-mode review articles. Moreover, it appears in the different positions of the Conclusion sections in review articles. Congruent with Yang and Allison's (1990) model, this move can be used and recognized in review articles through two strategies. These two strategies are as follows: (SA) Showing the significance, and (SB) Showing the limitations/ or the issues, gaps or challenges. But, unlike research papers in applied linguistics, the analysis of review articles indicates that the writers provide room for highlighting the prominence or significance of the review or at the same time the writers can open the room for argument in order to discuss the issues and show a need for further research or clarify challenges and new directions in that field (like examples 5 and 7 below). These praising and criticizing textual strategies can be done reversibly. It depends on the writers' writing style. The writers try to criticize and praise the developments of a research in a related field on the parallel system in order not to threaten the writers' position or face (i.e. like a face-threatening act in Speech Act Theory). It is a kind of mitigation strategy and the authors try to pair criticism with praise in order to tone down criticizing and comments (Hyland, 2000; Hyland and Diani, 2009). The mitigation strategy appears in the other academic review discourses like book reviews, book review articles and literature review sections. The findings indicated that the authors' textual strategies in the review article genre go in line with other sub-genres of the review genre and there some commonalities among these genres (Hyland & Diani, 2009). The writers in review articles may first criticize and then praise the works. The first strategy of Move2 occurs more frequently in the mixed-mode and bibliographic review articles than the critical evaluative review articles. This strategy is found to show the strength and significance of the theme or idea being discussed or argued in 3 out of 7 (43%) Conclusion sections in the critical evaluative review articles, whereas it is found to be present in 4 out of 8 (50%) in the bibliographic review articles. The first strategy of Move2 is found to occur in 10 out of

13 (77%) in the mixed-mode review articles, or 57% of the entire corpus. This percentage indicates that Strategy A in the review articles can be apparently considered as an optional move. But, it does not mean that this strategy is not an important textual strategy in review articles. The authors of the review texts take advantage of this strategy in praising and criticizing of the works. The strategies of Move2 are frequent in the corpus. Examples of Move2 Strategy A: 'Showing the significance' are as follows:

(1) …the tremendous interest in corpus linguistics and its great, if uncertain, potential for LSP work of all kinds.
(RevA.3, Final Considerations, Critical Evaluative Review Article, p.67)

(2) …new advances in the brain sciences and in modeling associative learning systems have refocused many older questions and put debate on a firmer empirical basis…an especially exciting development is the emergence of new approaches from within linguistics that explicitly try to…
(RevA.5, Summary and Conclusion, Critical Evaluative Review Article, p.16)

(3) More specifically, digital publishing using Web1.0 and Web2.0 technologies enable CA researchers to develop standards of intellectual accountability that are even more rigorous than…
(RevA.30, Conclusions, Critical Evaluative Review Article, p.37)

(4) The strength of SFL work on discourse probably lies in its relatively well developed descriptions of genre and…This grounds research firmly in the materiality of both global and local perspectives on meaning.
(RevA.11, Connections, Bibliographic Review Article, p.62)

(5) As corpus linguistics first developed, it was often thought that it could not be applied to language phenomena…As the field has matured, it has instead become apparent that many studies within corpus linguistics address discourse-level concerns, many showing association patterns or the interactions of variables that would not be apparent without corpus-based techniques.
(RevA.12, The Future for Corpus Linguistics and Discourse Analysis, Bibliographic Review Article, p.86)

(6) …this biological perspective allows us to talk about actual material components of the system…providing a specificity that can contribute to our understanding of the biology…it has the advantage of allowing the model to be adjusted…
(RevA.6, Conclusion, Mixed-mode Review Article, p.37)

(7) Although the areas of intersection between applied linguistics and CA touched on in this review have of necessity been limited, there are indications that the relationship between the two fields is growing.
(RevA.9, Conclusion, Mixed-mode Review Article, p.18)

Examples of Move2 Strategy B: 'Showing limitations of the review/ or restating the issue, the gap or the challenges' are shown as follows:

(8) …there are a number of studies which address the specific issue of teacher development with experienced teachers… (RevA.2, Conclusion, Critical Evaluative Review Article, p.43)

(9) These notions are still in need of empirical definition and socio-cultural validation…with respect to teacher education, much remains to be done to … (RevA.4, Concluding Remarks, Critical Evaluative Review Article, p.87)

(10) …linguists and cognitive psychologists have not succeeded in developing a unified view of language… (RevA.5, Summary and Conclusion, Critical Evaluative Review Article, p.16)

(11) However, for early FL programs to be useful, certain conditions must be met: (1) learners need to have positive attitudes…; (2) the content and methodology of programs…need to be appropriate; (3) proficient teachers are needed…
 (RevA.28, Conclusions and Implications for Future Research, Critical Evaluative Review Article, p.251)

(12) Nevertheless, I believe there are two major challenges that will affect the popularity and acceptance of corpus-based discourse studies in the future.
(RevA.12, The Future for Corpus Linguistics and Discourse Studies, Bibliographic Review Article, p.86)

(13) Unfortunately, it is still rare to find research describing immigrant communities that exhibit stable bilingualism… (RevA.14, Conclusion, Bibliographic Review Article, p.37)

(14) It is also the case that much of this research is in its initial stages. There are few results from very different kinds of studies ranging from… (RevA.27, Conclusion, Bibliographic Review Article, p.228)

(15) Also, all of the research cited in this chapter is based on analysis of English discourse; studies of the discourse of other languages are clearly lacking…a final pressing problem for those engaged in qualitative research is determining a standard, or standards, that should be used in evaluating… (RevA.10, Conclusion, Mixed-mode Review Article, p.43)

(16) The results of this brief survey…may seem disappointing…one difficulty with this proposal is that it takes the 'demos' for granted… (RevA.13, New Directions, Mixed-mode Review Article, p.17)

(17) Although the intersection between the literature on interpreters and interpreting and the literature on bilingualism has been limited, for applied linguists…the literature on interpreting provides a number of insights… (RevA.16, Conclusions and Implications for Future Work in Applied Linguistics, Mixed-mode Review Article, p.68)

The second strategy of Move2 (i.e. some different section headings used for the Conclusion sections like 'Connections', 'Concluding Remarks', 'Summary and Conclusions', 'Future Directions' or 'Conclusions and Implications') are recognized through 'contrastive comments', 'verb phrase negation', 'negative quantifiers', 'expressed needs' and 'posing direct questions, issues and challenges' (like '*cannot*', '*lacking*', '*limited*', '*certain conditions must be met...*', '*unfortunately*, still *rare* to find…', 'a final processing *problem*…', 'to be in *need* of', '*much remains to be done to...*', '*nevertheless*', '*however*', '*on the other hand*', '*although*', 'address the specific *issue* of…', 'the results…may seem *disappointing*'). The second strategy in Move 2 appears more frequently in the critical evaluative review articles than the bibliographic review articles. This move is found to indicate a gap or identify an issue in 5 out of 7 (71.5%) in the critical evaluative review articles, whereas it is found to be present in 4 out of 8 (50%) in the bibliographic review articles. Move2 Strategy B is found to occur in 11 out of 13 (85%) in the mixed-mode review articles, or 69% of the entire corpus. This percentage indicates that Move2 Strategy B in the critical review articles can be

apparently considered as an obligatory strategy, however in the bibliographic review texts it may be considered as an optional strategy. The findings revealed that Move2 in the review articles which are particularly involved with argumentation or critique can be apparently considered as an obligatory move. This move is also be recognized through 'negation', 'reporting verbs', 'adversative conjunctions' and 'adverbs' in the review texts. This move occurs more frequently in the critical evaluative review articles and the mixed-mode review articles than the bibliographic review articles. According to Yang and Allison's (2003) study, the three identified moves in the Conclusion section of research articles in applied linguistics (Move1: Summarizing the study, Move2: Evaluating the study and Move3: Deductions from the research) were organized linearly and Move1 (Summarizing the study) was the most frequent move. Unlike their study, it is found that Move2 (62.75% of the entire corpus) is the most frequent move in review articles in applied linguistics. At the same time, Move1 (61.5% of the entire corpus) is the second most frequent move in review articles.

6.4.1.3   Conclusion: Move3: Giving Suggestions

Move 3, the last move of the Conclusion section in review articles, not only reflects the author's main solutions to the identified issues in the developments of a research, but it also offers the possible suggestions and also recommends further research. It often highlights the essence and value of the review. In other words, this move attempts to state which developments in the related field contribute to our existing knowledge.

The analysis of review articles revealed that Move3 is always present in the Conclusion sections. In the review article corpus of this study, Move3 may appear in the form of four strategies: (A) Offering possible solutions, (B) Suggesting a new theory, a model or a new program, (C) Recommending further research and (D) Drawing

pedagogical implications. The strategies of Move 3 will be discussed in the following paragraphs.

Although Move 3 is considered as the least frequent move in all three types of the review article texts in applied linguistics, this move is always present in the three types of review articles particularly in those review texts carrying the Conclusion section. It means that Move3 is a conventional move. This finding clearly conforms to Yang and Allison's (2003) model in which the third move was shown as a conventional move in the Conclusion sections of research articles in applied linguistics. The findings revealed that the rhetorical strategies of Move3 have a cyclical feature. It is important to note that the last strategy of Move 3 in the Conclusion sections (Drawing pedagogical implications) does not frequently occur in the review texts and sometimes it appears separately before the Conclusion section (e.g. RevA.17, RevA.31, and RevA.24). However, the first strategy and the third strategy of Move3 ('Offering possible solution' and 'Recommending further research') are the most frequent strategies in review articles. About the frequency of moves in the Conclusion sections, it is necessary to note that Move2 (Evaluating the review) is considered as the most frequent move, while Move3 (Giving suggestions) is considered as the least frequent move in review articles. As a result, Move1 is the second most frequent move in the Conclusion sections. Examples of Move 3 Strategy A (Offering possible solutions) are shown as follows:

(1) Teachers should also have opportunities to practice innovations through microteaching…before returning to their classrooms and where possible, engage in follow-up sessions.
(RevA.2, Some Special Considerations for Experienced Teachers, Critical Evaluative Review Article, p.44)

(2) North African applied linguists will play their part in the global growth of ESP by designing localized solutions to present and future language related problems.
(RevA.4, Concluding Remarks, Critical Evaluative Review Article, p.88)

(3) This chapter has presented two examples of how such approaches might develop into collaborative research programs. Applied linguists, in particular, might have a special contribution to make in this new collaboration.
(RevA.5, Summary and Conclusion, Critical Evaluative Review Article, p.16)

(4) What helps them are sociolinguistic, pragmatic, and discourse strategies of negotiation. We have to consider; therefore, how effective communication may be based not on a uniform grammar or formal competence, but pragmatics and performance. Such an orientation will help us…
(RevA.26, Conclusion, Critical Evaluative Review Article, p.211)

(5) More software, more adaptable to discourse concerns, needs to become available to more researchers. More computer programming classes specifically for corpus linguistics need to be offered…
(RevA.12, The Future for Corpus Linguistics and Discourse Analysis, Bibliographic Review Article, p.86)

(6) It is clear that use of the ethnic language in the family and friendship networks…are still of crucial importance, as are the conditions in the greater society that provide support for it not only as a marker of cultural or ethnic identity, but also for its continued viability as a means of communication…
(RevA.14, conclusion, Bibliographic Review Article, p.37)

(7) Various procedural standards have been suggested…we hope this chapter will provide a stimulus and a resource…
(RevA.13, New Directions, Mixed-mode Review Article, p.17)

(8) Recent work on child interpreters (Bullock & Harris, 1997…) has contributed to our understanding of some of these issues.
(RevA.16, Conclusions and Implications for Future Work in Applied Linguistics, Mixed-mode Review Article, p.69)

In fact, Move3 Strategy A is used to refer to (a) the writer's constructive suggestions and (b) pinpointing the possible solutions to the raised issues in the current review article. The linguistic features associated with this strategy are 'lexeme dealt with the solutions' ('*contribution*', '*collaboration*'), 'modal' auxiliary verbs dealt with the necessity ('need to', 'should', 'have to', 'ought to'), and 'reporting verbs' ('suggest', 'offer'). The first strategy of Move3 in the Conclusion sections appears more frequently in the critical evaluative reviews than the bibliographic review articles. This move is found to offer the writer's possible solutions to the issues being discussed or argued in 6 out of 7 (86%) the critical evaluative review articles, whereas it is found to be present in 4 out of 8 (50%) the bibliographic review articles. The same strategy is found to occur in 9 out of 13 (69%) the mixed-mode review articles, or 68% of the entire corpus. This percentage indicates that Move3 Strategy A in review articles in applied linguistics is apparently considered as an obligatory move. But, it can be considered as an optional move strategy for the bibliographic review texts. In fact, it does occur more frequently in those review article texts involved in argumentation and discussing the issues in the related field. It means that this strategy is also an important textual strategy in the mixed-mode review articles.

The authors of the critical evaluative review texts take advantage of this strategy in including their ideas in the review texts and offering their possible solutions and answers to the raised issues in the related field.

However, Move3 Strategy B in the Conclusion sections appears to be given less emphasis than strategy A. This strategy is recognized through the attention to the writer's new model, program and approach being discussed and suggested. This strategy sometimes appears sentence finally. Examples of Move 3 Strategy B (Suggesting a new theory, a new model and a new program) are shown as follows:

(1) …the actual testing of the model as new developments in non-invasive neuroimaging technology…
(RevA.6, Conclusion, Mixed-mode Review Article, p. 37)
(2) The success of this enterprise depends on the development of relevant software to both enhance and supplant manual analysis…I expect this technology to affect our conception of language…
(RevA.11, Connections, Bibliographic Review Article, p.62)
(3) We hope that any such alternative model will require a shift in focus. Both the nation-building and language-maintenance approaches formulate the normative goals of language policy…
(RevA.13, Mixed-mode Review Article, New Directions, p.16)
(4) …integrated models of listening instruction, such as the one proposed in this chapter…
(RevA.17, Directions for Future Research, Bibliographic Review Article, p. 18)
(5) The torrid pace of development and participation in new online genres is likely to present applied linguists with ever-new challenges for understanding how humans communicate via digital media.
(RevA.29, Conclusion, Mixed-mode Review Article, p.16)

It is important to note that this strategy is often present in the three types of review articles. It is found to occur in 2 out of 7 (29%) the Conclusion sections of the critical evaluative review articles, whereas it is found to appear in 3 out of 8 (37.5%) the bibliographic review articles. In other words, Move3 Strategy B is found to occur in 5 out of 13 (38%) the mixed-mode review articles, or 35% of the entire corpus (10 out of 28). This percentage indicates that this strategy (Move3 Strategy B) in review articles in applied linguistics is apparently considered as an optional move strategy. This strategy based on the textual analysis of the Conclusion sections can display recursion. This

strategy does not appear more frequently in review articles and it has also a cyclical feature and indicates a recursion.

Move3 Strategy C (Recommending further research) appears to indicate a need for further research in the current review and it refers to the relevant topic being discussed and reviewed. It clearly shows a necessity and provides a whole picture to the scholars and researchers. This strategy of Move3 is recognized through the 'simple present' and 'simple future' tense, verbs like 'need to' and 'require'. The analysis of the Conclusion sections indicated that several nouns such as 'research', 'works' and 'investigations' are mostly collocated with verbs such as 'need' and 'require' and adjective 'further'. Some instances taken from the corpus are as follows (e.g. '…require further research.', 'Further investigations are needed…', 'Further research is necessary…', '…directions for future research…', '…more research on…is needed.', '…future work…'). This strategy includes the focus of the conclusion and necessarily not bound to the last move of the Conclusion sections. Examples of Move 3 Strategy C are shown as follows:

(1) This evolution will also require further research at the macro-level…
(RevA.4, Concluding remarks, Critical Evaluative Review Article, p.88)
(2) Finally, further research is necessary in a number of areas. Longitudinal studies are needed with a focus on…it would be necessary to explore classroom practice over time and triangulate data…research is also needed to set realistic achievement targets and to explore…further research is needed into how two or more languages interact with one another…
(RevA.28, Conclusions and Implications for Future Research, Critical Evaluative Review Article, p.251)
(3) Attrition sequences of linguistic items which are thus affected have been touched upon in recent theory-based studies which suggest directions for future research.
(RevA.8, Conclusion, Bibliographic Review Article, p.67)
(4) The challenge for future work lies in filling in the middle ground between text and clause through intensive corpus-based work… (RevA.11, Connections, Bibliographic Review Article, p.62)
(5) Further investigations into corpus sizes and sampling techniques are needed, as well as further research into the kinds of variation that exist in language…
(RevA.12, The Future for Corpus Linguistics and Discourse Analysis, Bibliographic Review Article, p.87)
(6) Further elaboration and empirical testing of an integrated model incorporating both approaches to teaching listening would be an important avenue for future research.
(RevA.17, Summary, Bibliographic Review Article, p.15)
(7) For all these reasons, we feel, as we said earlier, that it is indeed an exciting time to be working in the area of second language writing.
(RevA.20, Conclusion, Bibliographic Review Article, p.84)

(8) …undoubtedly this will be an important direction for future research in the teaching of speaking.
(RevA.18, Future Directions, Mixed-mode Review Article, p.36)
(9) It is an obvious cliché to say that more research on reading instruction is needed at this point.
(RevA.19, Conclusions, Mixed-mode Review Article, p.60)
(10) We hope more explicit discussions will ensue in the future regarding what makes a study longitudinal... we also hope SLA researchers will increasingly seek to look at second language… (RevA.22, Concluding Remarks, Mixed-mode Review Article, p.42)

As shown above, it is important to note that Move3 Strategy C is often present in the three types of review articles. It is found to occur in 2 out of 7 (29%) the critical evaluative review articles, whereas it is found to appear in 6 out of 8 (75%) the bibliographic review articles. In other words, Move3 Strategy C is found to occur in 9 out of 13 (69%) the mixed-mode review articles, or 58% of the entire corpus (17 out of 28). This percentage indicates that this strategy (Move3 Strategy C) in review articles, particularly in the bibliographic and mixed-mode review articles in applied linguistics is apparently considered as an obligatory strategy. But it is considered as an optional move strategy in the critical evaluative review texts. Based on the textual analysis of the Conclusion sections of the corpus, it is invariably present in these two types of review articles due to their communicative purposes and writer's intention. The writers try to show a need for further research after providing an overview and indicating the gap in the developments of a research. However, the writers in critical evaluative review texts are involved in arguing and discussing the issues and after this they need to offer possible solutions. That is why Move 3 Strategy A is found more frequently in the critical evaluative review texts than the bibliographic and mixed-mode review articles.

Move3 Strategy D (Drawing pedagogical implications) appears to indicate the contribution of the research into our existing knowledge and its translation into the classroom level. In comparison with other strategies in Move3, the last strategy is the least frequent one occurring with a frequency of 22% in the entire of the corpus. This

strategy of Move3 includes the focus of the Conclusion section in review articles. Examples of Move 3 Strategy D taken from the corpus are shown as follows:

(1) It would be helpful to establish minimal criteria for schools, teacher education, and classroom practice to avoid the pitfalls of the past. Applied linguistic researchers willing to direct their work to any of these important pedagogical areas… (RevA.28, Conclusions and Implications for Future Research, Critical Evaluative Review Article, p.251)

(2) Educational linguists in particular would gain much from an increased understanding of the kinds of language pedagogies that can improve proficiencies in both the written and the oral language in the students… (RevA.16, Conclusions and Implications, Mixed-mode Review Article, p.69)

(3) …they should continue to develop pedagogically mediated corpora such as ELISA, which contain…methods of evaluation for computer-mediated instructional materials should be developed and refined… (RevA.31, Final Remarks, Mixed-mode Review Article, p.64)

As indicated above, it is important to note that this strategy (Move 3 Strategy D) is often present in the three types of review articles. It is found to occur in 1 out of 7 (14%) the critical evaluative review articles and it is present in 1 out of 8 (12.5%) the bibliographic review articles. While, it is found to occur in 5 out of 13 (38%) the mixed-mode review articles, or 22% of the entire corpus (7 out of 28). This percentage indicates that this strategy (Move3 Strategy D) in the review articles in applied linguistics is apparently considered as an optional move element or strategy.

In sum, Move3 is found to appear invariably in all the Conclusion sections of the entire corpus. This move is always present in the three types of review articles in applied linguistics. Thus, it is considered as a conventional move for review articles. Move 3 Strategy A (Offering possible solutions) is used more frequently than other strategies in the critical evaluative review articles (occurring with a frequency of 86%), while Strategy D (Drawing pedagogical implications) is the least frequent move (occurring with a frequency of 14%) in the critical review articles. In the bibliographic review articles, Move3 Strategy C (Recommending further research) is the most frequent strategy (occurring with a frequency of 75%), whereas Strategy D is the least frequent move (occurring with a frequency of 12.5%). Move3 Strategy A is occurring with a frequency

of 50% and Strategy B is also occurring with a frequency of 37.5%. In the mixed-mode review articles, both Strategies A and C are occurring with the same frequency 69%. Similarly, both Strategies B and D are also occurring with the same frequency 38%. In the mixed-mode review articles, Move3 Strategy D (38%) is used more frequently than in the other types of review articles. In the bibliographic review articles, Move3 Strategy C (75%) is used more frequently than in the other types of review articles. Whereas, in the critical evaluative review articles, Move3 Strategy A is used more frequently than in the other types of the review articles. As the results indicated Move3 usually ends the Conclusion sections in review articles, but this move can occur in the initial position of the Conclusion sections. In other words, Move3 and its strategies can display cyclicity and a great recursion. It is invariably present. Four strategies of Move3 emerge in the review articles in applied linguistics: (A) Offering possible solutions, (B) Suggesting a new theory, a program, or a model, (C) Recommending further research, and (D) Drawing pedagogical implications. The majority of the Conclusion sections in review articles recommends further research and offers the writer's possible solutions to the raised issues in a research. These two strategies can be considered as the main essence of the Conclusion sections of the review articles in applied linguistics.

6.4.2 The Move Structure for the Conclusion Section

After analyzing the moves and constituent strategies and discussing the characteristics of each move in the Conclusion sections of review articles, the following tables in this section (see Tables 6.12, 6.13, 6.14, and 6.15) indicate the order of occurrence for the different move types, the move structures and their frequencies discerned in the three types of review articles in applied linguistics. The tables below also indicate the total number of moves in the Conclusion sections used in each review article in the corpus.

Table 6.12: Move Structure in the Conclusion sections in CE Review Articles

Data	Moves								Total of Moves	No. of Types of Moves	Order of Moves
	M1		M2		M3						
	SA	SB	SA	SB	SA	SB	SC	SD			
Rev A.1	-	-	-	-	-	-	-	-	-	-	No conclusion
Rev A.2	-	1	-	1	1	1	-	-	4	3	M1B- M2B-M3B-M3A
Rev A.3	2	2	2	-	-	-	-	-	6	2	M1A-M2A-M1B-M2A-M1B-M1A
Rev A.4	-	1	-	3	2	-	4	-	10	3	M1B-M3C-M2B-M3C-M3A-M2B-M3C-M2B-M3C-M3A
Rev A.5	1	1	2	2	1	-	-	-	7	3	M2B-M1B-M1A-M2A-M2B-M2A-M3A
Rev A.25	-	-	-	-	-	-	-	-	-	-	No conclusion (future directions and challenges)
Rev A.26	1	-	-	3	1	1	-	-	6	3	M1A-M2B-M2B-M2B-M3A-M3B
Rev A.28	-	1	-	2	1	-	3	1	8	3	M1B-M2B-M3C-M3C-M3A-M2B-M3C-M3D
Rev A.30	1	-	1	-	1	-	-	-	3	3	M1A-M2A-M3A

Table 6.13: Move Structure in the Conclusion sections in Bib Review Articles

Data	Moves								Total of Moves	No. of Types of Moves	Order of Moves
	M1		M2		M3						
	SA	SB	SA	SB	SA	SB	SC	SD			
Rev A.7	-	1	-	1	-	1	-	-	3	3	M1B-M2B-M3B
Reva .8	-	1	1	-	-	-	1	-	3	3	M1B-M3C-M2A
Rev A.11	1	1	1	-	-	1	1	-	5	3	M1A-M1B-M2A-M3C-M3B
Rev A.12	-	1	1	3	1	-	1	-	7	3	M2A-M1B-M2B-M2B-M3A-M2B-M3C
Rev A.14	2	1	-	1	1	-	-	-	5	3	M1A-M1B-M2B-M1A-M3A
Rev A.17	-	1	-	-	2	1	1	-	5	2	M1B-M3A-M3B-M3A-M3C
Rev A.20	1	-	2	-	-	-	1	1	5	3	M1A-M2A-M3D-M2A_M3C
Rev A.27	1	-	-	1	1	-	2	-	5	3	M1A-M3A-M3C-M2B-M3C

Table 6.14: Move Structure in the Conclusion sections in Mix Review Articles

Data	M1		M2		M3				Total of Moves	No. Of Move Types	Order of Moves
	SA	SB	SA	SB	SA	SB	SC	SD			
Rev A.6	1	1	1	-	1	1	-	-	5	3	M1B-M1A-M2A-M3A-M3B
Rev A.9	1	-	2	1	-	-	1	-	5	3	M2B-M2A-M1A-M2A-M3C
Rev A.10	-	2	-	3	1	-	-	-	6	3	M1B-M2B-M1B-M2B-M2B-M3A
Rev A.13	1	1	-	2	3	1	1	-	9	3	M2B-M3A-M3B-M3A-M2B-M1B-M3C-M3A
Rev A.15	-	-	-	-	-	-	-	-	-	-	No conclusion
Rev A.16	-	2	4	4	1	-	3	1	15	3	M1B-M2B-M2A-M3C-M2A-M3D-M2B-M1B-M2A-M3C-M3A-M2B-M2A-M2B-M3C
Rev A.18	-	2	1	1	1	-	2	1	8	3	M1B-M2B-M3C-M3A-M1B-M2A-M3C-M3D
Rev A.19	1	-	1	3	1	-	1	1	8	3	M1A-M2A-M3D-M2B-M2B-M3A-M3C-M2B
Rev A.21	-	2	3	2	-	-	1	-	8	3	M1B-M2A-M2A-M2B-M3C-M2B-M1B-M2A
Rev A.22	1	-	-	1	1	-	1	-	4	3	M2B-M1A-M3A-M3C
Rev A.23	-	-	-	-	-	-	-	-	-	-	No conclusion
Rev A.24	1	-	1	1	1	-	1	1	6	3	M1A-M2A-M3A-M2B-M3D-M3C
Rev A.29	-	1	1	1	1	1	-	-	5	3	M1B-M2A-M3A-M2B-M3B
Rev A.31	-	3	1	1	-	1	2	1	9	3	M1B-M2B-M1B-M2A-M3C-M3C-M1B-M3B-M3D
Rev A.32	-	1	1	-	-	1	-	-	3	3	M1B-M2A-M3B

The most frequent move structure employed in the Conclusion section of the critical evaluative review articles consists of 2 moves: M1-M2 (5 review articles out of 7) and the second most frequent move structure consists of 3 moves: M1-M2-M3 (3 review articles out of 7). The findings indicated that only 3 out of 7 the Conclusion sections in the critical evaluative review articles fit Alison and Yang's (2003) model. Almost seventy percent of the move structure in the critical evaluative review article conclusions contain these two moves (M1-M2). These two moves are not the only moves because this

sequence repeats in the move patterns and an M3 appearing after or before this pattern. In review article (RevA.2) the Conclusion section has the move structure M1-M2-M3-M3. Thus, it is similar to the group of moves mentioned above (M1-M2-M3), but varied from them for having after M3 it contained another M3 where the writer offers possible solutions. Or in another critical evaluative review article, there is a conclusion (RevA.26) which has the move pattern M1-M2-M2-M2-M3-M3. It has the move pattern proposed by Alison and Yang's model, but has a special structure of the moves. It begins with an M1, where the writer presents his idea (M1SA), follows by the indication of the need and presenting the issues and challenges (M2SB-M2SB-M2SB). Having done that, the author offers possible solutions (M3SA), and this is preceded by suggesting one of his works to the readers in terms of meeting the challenges (M3SB). Overall, it seems that in the critical evaluative review articles there is rarely agreed pattern in the textual organization of review article conclusions. It appears that the two moves M1 and M2 occurring more frequently in the Conclusion section of critical evaluative review articles.

Now it is better to turn to the Conclusion section of the bibliographic review articles. The most frequent move structure employed in the bibliographic review articles consists of 2 moves: M1-M3 (4 review articles out of 8). The findings indicated that only 1 out of 8 the bibliographic review article conclusions fits Alison and Yang's (2003) model. Almost fifty percent of the move structures in the bibliographic review article conclusions contains these two moves (M1-M3). These two moves are not the only moves and this sequence has repeated in the move patterns and an M2 appears after or before this pattern. One review article conclusion (i.e. RevA.20) has the move structure M1-M2-M3-M2-M3. Thus, it is similar to the above group (M1-M2-M3), but varies from them because after M3 it contains one more M2 and M3 where the writer evaluates the review (M2A) and this is followed by suggesting further work in this area (M3SC). Overall, it seems

that in the bibliographic review articles rarely an agreed pattern exists in the textual organization of review article conclusions. It appears that the two moves M1 and M3 occurring more frequently in the Conclusion sections of the bibliographic review articles. It is found that Move 2 Strategy B ('Showing limitations, a gap, a challenge or an issue' occurring with a frequency of 50%) in the bibliographic review articles appeared less frequently than the critical evaluated review articles (71.5%). This move in the bibliographic review article can be considered as an optional move. At the same time, Move2 in the mixed-mode review articles appears almost 11 out of 13 (81%). In total, Move1 is similarly found to appear in both types of the review articles, the critical evaluative (64.5%) and bibliographic (62.5%) review articles, with almost the same frequency. At the same time, it is marked 15 times in the mixed-mode review articles (57.5%) relatively close to the critical evaluative and bibliographic review article texts. Move 3 appears with a frequency of almost 40% in the critical evaluative review texts, while it appears in the mixed-mode review texts more frequently than the other both types of review texts (with a frequency of 53.5%). At the same time, it occurs with a frequency of almost 44% in the bibliographic review articles. Table 6.15 demonstrates the frequency of the moves and strategies in the Conclusion section of the review articles.

Table 6.15: Frequency of Moves and Strategies in the Conclusion Sections

Moves/ Constituent steps	Critical E. RevA.	Bibliographic RevA.	Mixed-mode RevA.	Total
M1SA	5 57%	6 50%	6 46%	
M1SB	6 71%	6 75%	15 69%	61.5%
Move1 (total)	11	12	21	
Frequency of occurrence	64.5% 7 out of 9	62.5% 8 out of 8	57.5% 13 out of 15	
M2SA	5 43%	6 50%	16 77%	
M2SB	11 71.5%	7 50%	20 85%	62.75%
Move2 (total)	16	13	36	
Frequency of occurrence	57.25% 7 out of 9	50% 8 out of 8	81% 13 out of 15	
M3SA	7 86%	5 50%	11 69%	
M3SB	2 29%	3 37.5%	5 38%	
M3SC	7 29%	7 75%	13 69%	46%
M3SD	1 14%	1 12.5%	5 38%	
Move3 (total)	17	16	34	
Frequency of occurrence	39.5% 7 out of 9	43.75% 8 out of 8	53.5% 13 out of 15	

6.5   Summary of the chapter

In this chapter, the analysis of rhetorical move structures and linguistic features used in review articles in applied linguistics were presented and discussed. The findings, whilst limited to only 32 review articles published during 2000 to 2007 in Annual Review of Applied Linguistics (ARAL), indicated that there are four major moves in the Abstract section, three major moves in the Introduction section and three major moves in the Conclusion section. Thus, the rhetorical move structures for the analytical sections of the review articles in applied linguistics were suggested. The rhetorical move structures of all three types of the review articles were identified and compared in order to find out if there is any significant difference between the critical evaluative and bibliographic review articles. Importantly, there is discoursal variation within these sub-genres of the review article genre in terms of moves and strategies used in the three analytical sections namely the Abstract, Introduction, and Conclusion sections. The outcome of the analysis in this

stage of the research is a basic template of the structure (macro and micro-organizational structures) of review articles in applied linguistics. This body of knowledge aims at building genre knowledge for promoting academic literacy.

CHAPTER 7: ANALYZING THE THEMATIC UNITS OF THE BODY

SECTION IN REVIEW ARTICLES

7.1   Introduction

In chapter seven, the argumentative text type patterns were analyzed and identified in the Body section of review articles. As discussed before, the main analytical framework for this part of investigation is the prototype argumentative model (Hatim and Mason, 1990; Hatim, 2001). The researcher attempted to identify which argumentative pattern is commonly employed in the review article texts in order to answer the third research question of the current study. In other words, the authorial footprint of argumentation in thematic units of the Body section is investigated to mark the recurrent rhetorical features of review articles within theme-bound units. Finally, the writers' argumentative and evaluative steps which are considered an evolutionary procedure in their review articles are described. Besides, a semi-orbital structure for review articles in applied linguistics is proposed.

7.2   The Body section of review articles

Based on the findings of the current research, the following rhetorical move patterns (see Table 7.1, Table 7.2, and Table 7.3 below) normally appear more frequently in the Body section of the review articles in applied linguistics. Main discussions in the Body section of review articles are divided into theme-bound units which are identified by the content section headings instead of conventional section headings. Some of the identified strategies in the thematic units, especially those occurring in the 'Presenting evaluation' Move, are repeated and followed a cyclic approach. It can be noticed that the arrangement of moves, particularly strategies, does not always suggest any fixed move pattern. Some of the strategies do not appear in all the thematic units and these highly complex move

patterns in the Body section show that this genre is a very complex and recursive genre. Sometimes the moves have not followed any fixed order especially in the argumentative and evaluative review articles, thus they can occur in cyclical and recursive patterns. It should be added that most of the strategies do not appear in a predictable sequential arrangement, hence none of the strategies in the Body section appears in 100% of their determined move.

7.2.1   The thematic units of the Body section

It was found that the moves normally appear in a less-structured pattern in theme-bound units of the Body section. Main discussions are divided into the theme-bound units which are identified by the headings and sub-headings. Some of the strategies do not appear in the theme-bound units. So, the highly complex move patterns in the Body section of review articles show a great recursion. One of the main aspects which the review article writers necessarily include in the Body section is thematic units. The writers like to develop their evaluation, argument or discussion in thematic units and then the writers try to put them into some kind of logical order.

As discussed before, the rhetorical structures in the theme-bound units were not classified easily, because they were quite complex, recursive and cyclical. These recursive and thematic units constituted theme by theme patterns. In the critical evaluative review articles, the constituents can be resulted in an argument by argument pattern. These argumentative patterns were hierarchically constructed and recursive. Thus, these review articles contain obligatory and merely optional move elements and they do not follow a predictable sequential pattern. The accurate count of frequency for this section was not applied and the main purpose was to identify the argumentative text type patterns. The analysis of thematic units indicates that the argumentative text type patterns can be classified into two types namely, 'counter argumentative' and 'through argumentative'

text type patters. It was noticed that these argumentative text type patterns are apparently similar to Hatim and Mason's (1990) taxonomy for argumentative texts. In the following sections, the analysis of argumentative text type patterns in the thematic units is presented (see Appendix 'F' for more details).

7.2.1.1 Counter argumentative texts in the thematic Units

The analysis of argumentative thematic units in review articles indicates that the writers often employ four main moves to present their aims in counter-argumentation patterns. These four main moves include: (1) Establishing the background and referring to other writer's view/ or claim (thesis), (2) Announcing the review author's point of view (counter-claim), (3) Presenting evaluation (substantiation), and (4) Presenting the implication of the review (conclusion). Table 7.1 below demonstrates the moves and their functions.

Table 7.1: Counter-argumentative Pattern for the Theme-bound Units

Move	Functions
M1: Establishing the Background (Thesis)	Describing the idea/ theme or introducing the context to refer to the claim/ or the controversial issue and defining the components being discussed
M2: Announcing the Review Author's Point of View (Counter-claim)	Reflecting the value system (of the author/ or the discourse community) to take a position and stance
M3: Presenting evaluation (Substantiation)	The idea/ or issue is being evaluated and the evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' (i.e., it may look like a dialogue) to support the author's position/ or view/ or stance
M4: Presenting the Implication of the Review (Conclusion)	Representing the credibility of the author's view/ position/ or stance and justifying his/ her claims

The table shows that the first move deals with describing the idea/ theme or introducing the context to refer to the claim/ or the controversial issue and defining the components discussed. The second move deals with reflecting the value system (of the author/ or the discourse community) to take a position and stance. In Move 3, the idea/ or issue is evaluated and the evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' (i.e., it may look like a dialogue) to support the author's position or stance. The last move tries to represent the credibility of the author's view or position and justify his/ her claims.

In fact, this coding system fits the counter- argumentation patterns in the thematic units. This pattern often tries to establish the review author's position by arguing the issue or idea indicated or identified. It tries to cite other writers' view/ or claim and then to

elaborate it. Then the review author's view is emphasized and highlighted. This can be considered as the counter-claim. The counter-claim or the issue identified by the author usually opens the room to argue and evaluate the developments of a research in the related field and eventually it emphasizes the value system of the discourse community. This type of pattern does not usually appear in the research article texts except in the argumentation section of theoretical research articles (Yang, 2001). It should be added that the sub-moves in theme-bound units are only arranged based on their appearance and that is why it is nominated as strategies. As it has been suggested, the strategies in this type of rhetorical move structure are "non-obligatory and non-sequential constituents" (Kwan, 2006, p. 34). In other words, they cannot appear in a linear and fixed order. These strategies are often too complicated to realize a certain move. The moves and strategies in the thematic units often appear in more complex and cyclical structures than linear ones. Therefore, we found that the thematic units are very complex and recursive and they contain cyclical structures and strategies. Due to these reasons, the accurate frequency of the strategies was not counted. It appears that accurate counting of moves and strategies in the thematic units based on the two-layer analysis of moves and steps (move analysis) is impossible.

Table 7.2 below shows the overall organization of RevA.1 (see Appendix 'B' for the overall organization of review articles in the corpus). The subsequent example chosen from the Body section of the review article reveals how lengthy and recursive thematic unit is. And its thematic units also constitute theme by theme patterns. The constituents lead us to an issue by issue pattern. In the following example, the employed argumentative pattern for the theme-bound unit is also identified and eventually a schema of the moves and strategies is proposed.

Table 7.2: Overall Textual Structure for Review Article 1

Functional sections	Section headings in the review text	Sub-headings in the review text
Abstract	------	------
Introduction	Introduction	
The Body of the review article	Linguistics and Language Teaching	
	Corpus Linguistics, Authentic Language, and Task-based Instruction	
	Linguistics, Language Teaching, and Applied Linguistics	
Conclusion	No Conclusion	

The following example displays how thematic units in the Body section consist of lengthy, highly recursive, evaluative-loaded and argumentative text type patterns (RevA.1). The number of paragraphs (i.e. shown with [P.]) and sentences (i.e. shown with S.) is identified.

(RevA.1)

Theme-bound unit 1   LINGUISTICS AND LANGUAGE TEACHING

[Paragraph1] (S1) In traditional ways of thinking, applicability does not appear to be a problem. (S2) Since language is both what L2 teachers teach and linguists describe, it would seem self-evident that the findings of linguistics should be relevant to how the content of language courses is to be defined. (S3) Linguistics has always in fact been deferred to as the accepted authority on these matters, the assumption being that the language subject is derived from the linguistic discipline and that the units of description constitute the units for learning. (S4) On the face of it, this seems reasonable enough: If teachers cannot draw on linguistic descriptions in the design of their instruction, where else, after all, can they turn? (S5) But they need to know what such descriptions have to offer, and this is something that applied linguists can inform them about. (S6) In this view, the content of the language subject is necessarily dependent on linguistic description.

[Paragraph 2] (S7) The assumption of necessary dependency goes back a long way. (S8) The following can be taken as a representative statement:

He (the language teacher) is not teaching linguistics. But he is teaching something which is the object of study of linguistics, and is described by linguistic methods. It is obviously desirable that the underlying description should be as good as possible, and this means that it should be based on sound linguistic principles. (Halliday, et al. 1964:66).

[Paragraph 3] (S9) The something that the teacher is teaching, the language subject, is here equated with the linguist's object of study, the object language. **(S10)** But this object is, as I have indicated, describable, and definable, in different ways. **(S11)** The methods and principles employed by taxonomic structuralists, for example, are very different from those of generativists of the Chomsky stamp, which are, again, very different from those of functional grammarians, variationists, pragmaticists, and so on, all of whom would claim that their descriptions are good and sound. **(S12)** So which object of study is to be depended upon to provide the basis for the language subject? **(S13)** In practice, it has been the one in current vogue. **(S14)** Thus, when structuralist linguistics was in the ascendancy, the content of language courses was specified in terms of sentence patterns. **(S15)** With the shift to the pragmatic functioning of language, the units of courses were specified in terms of communicative functions.

[Paragraph 4] (S16) It seems to me that this assumption of dependency is mistaken. **(S17)** I want to argue that what the language teacher teaches is not the same as the object of study of linguistics, and that what is a 'good' description in reference to 'sound linguistic principles' cannot be assumed to be good for language pedagogy, which has its own principles to refer to. **(S18)** I want to argue, furthermore, that it is precisely because there is a necessary disparity between the principles of language pedagogy and those of the linguistic discipline that applied linguistics has a role to play. **(S19)** In this view, the purpose of applied linguistics is not to assume relevance but to question it, not to engage in application, but to inquire into applicability.

[Paragraph 5] (S20) A convenient way of talking about the object of study of linguistics is in reference to Hymes' well- known formulation of the components of communicative competence: the formally possible in respect to the resources of the code available, the feasible in respect to mental processibility, the appropriate in respect to the context, and the done or attested in respect to actual occurrence (Hymes 1972). **(S21)** The first two can be seen as features of I-language, the second two as features of E-language. **(S22)** Different approaches to linguistic description can be seen as giving prominence to one feature rather than another, and, as I have suggested, pedagogy has generally followed suit. **(S23)** Thus, with the extension of linguistic description to account for E-language, we shift from a 'structuralist' pedagogy of the possible to a 'communicative' pedagogy of the appropriate. **(S24)** What has been generally disregarded is that in Hymes' scheme the possible is also an intrinsic aspect of communication. **(S25)** This is, in part at least, because Hymes presents these different features as separate components and does not inquire into their relationship. **(S26)** I have discussed this elsewhere (Widdowson 1989), and this is not the place to deal with it again in detail, but we need to note that this matter of relationships is a crucial one, for in a normal experience of language, all of the features Hymes mentions come into play and interact in complex ways. **(S27)** If the object of description is fixated on one feature, then it cannot correspond with user reality, and this, in turn, raises questions about the relevance of any linguistic theory as a model for pedagogy.

Theme-bound unit 2: CORPUS LINGUISTICS, AUTHENTIC LANGUAGE, AND

TASK-BASED INSTRUCTION

[Paragraph 1] (S1) The concern over linguistic objects of description is not limited to formal generative linguistics. **(S2)** Rather, this concern also extends to what is in many ways the most important and influential development in E-language description over recent years, that of corpus linguistics. **(S3)** The 'goodness' of a linguistic description is now increasingly being measured against corpus analyses. **(S4)** The computer provides us with the capability of accumulating and analyzing vast amounts of language that users have actually produced. **(S5)** We no longer have to depend on our own intuitions about the language that people use, or on eliciting from them what they think they use. **(S6)** We can now establish patterns of usage as a matter of observed fact. **(S7)** This trend is, par excellence, the description of the attested in the Hymes scheme. **(S8)** It is obviously a highly significant development which has already had momentous effects on linguistic description. **(S9)** Nobody these days would contemplate writing a grammar or dictionary which did not take account of corpus findings. **(S10)** But we need to note that for all the facts they reveal, and in spite of what is often claimed, these findings are confined to one feature of language, namely the attested. **(S11)** They do not capture an absolute reality but a partial one. **(S12)** So, although they provide additional information of immense interest, it would be a mistake to suppose… [To be continued]

As shown above, the first thematic unit consists of five paragraphs with a total of 27 sentences. Based on our proposed model for the thematic units (see Table 7.5), four moves were identified and this thematic unit clearly conforms to counter-claim argumentation. The analysis and description of the moves and strategies are as follows: Move 1 describes the issue and introduces the context to refer to the claim/ or the controversial issue and involves in defining the components being discussed. This move includes the first four sentences (S1- S4) and sentences 6, 7, 8 and 9 (S6- S9). The author cites and brings up the claim by heavy use of hedges (for instance '…does not *appear* to be a problem', '…the *assumption* being that…', '…this *seems* reasonable enough', and '…*if* teachers cannot draw on').

Move 2 reflects the value system (of the author/ or the discourse community) to take a position and stance. In this move, the writer shows a contrastive shift between the claim made in the first move and 'counter-move' by an explicit adversative conjunction such as 'but' (S5 and S10). Other linguistic features which present Move 2 are a 'necessity modal' and a 'self-mention marker' such as '…*need to* know' and '…as *I* have indicated'. Then, the claim cited to be opposed is elaborated (S6) and previous research is reviewed by stating that 'the assumption of dependency goes back a long way' (S7). Several scholars' works are considered as a 'representative statement' (S7).

In Move 3, the issue is firstly being elaborated and later evaluated by the appropriate evidence. This evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' (i.e., it may look like a dialogue) to support the author's position or stance (for example, '…which object of study?', 'It seems to me that this assumption…is mistaken', 'I want to argue that…'). This move takes a big space in this theme-bound

unit, including almost nine sentences (S11- S19). The author criticizes applicability and the assumption of the language subject is derived from the linguistic discipline.

Move 4 represents the credibility of the author's view and stance. The author tries to justify his claim by offering solutions (S20- S22), giving results (S23), then by highlighting the issue in S24 he refers back to Move3 ('what has been generally disregarded'). After that, the author brings the reason and cites his own work (S25 and S26) and finally he raises the question. He tries to emphasize the issue then he restates it (i.e. the matter of relationship and applicability). The first thematic unit ends with raising questions about the relevancy of the linguistic theory as a model for pedagogy and the writer's strong point of view (S27).

In the second theme-bound unit the author, Henry Widdowson, extends his concern from linguistic objects of description to corpus linguistics and task-based teaching. He provides and extends explorations of this topic. After drawing on Hymes' (1972) theory of 'communicative competence', he makes a persuasive argument. In his argument, he claims that applied linguists mediate issues of language knowledge and language use in terms of their applications in daily-life situations. Regarding this, he further asserts that this is the role of applied linguists who should mediate the issues in language teaching and teacher training. He consequently argues that we need to realize that the applicability of linguistic descriptions is a potential.

As shown, in the first review article of the corpus (RevA.1), Henry Widdowson argues about three contentious issues, and these issues are categorized into three lengthy and recursive theme-bound units. And each issue is further expanded and argued in each theme-bound unit in the Body section. Hence, his review article is very lengthy,

complicated and hierarchically constructed. Its structure has also a great recursion and cyclical moves and strategies. The moves and strategies which the writer of this review article (RevA.1) brings and uses is presented in the following non-linear pattern/ or schema which illustrates an evolutionary procedure in this review article.
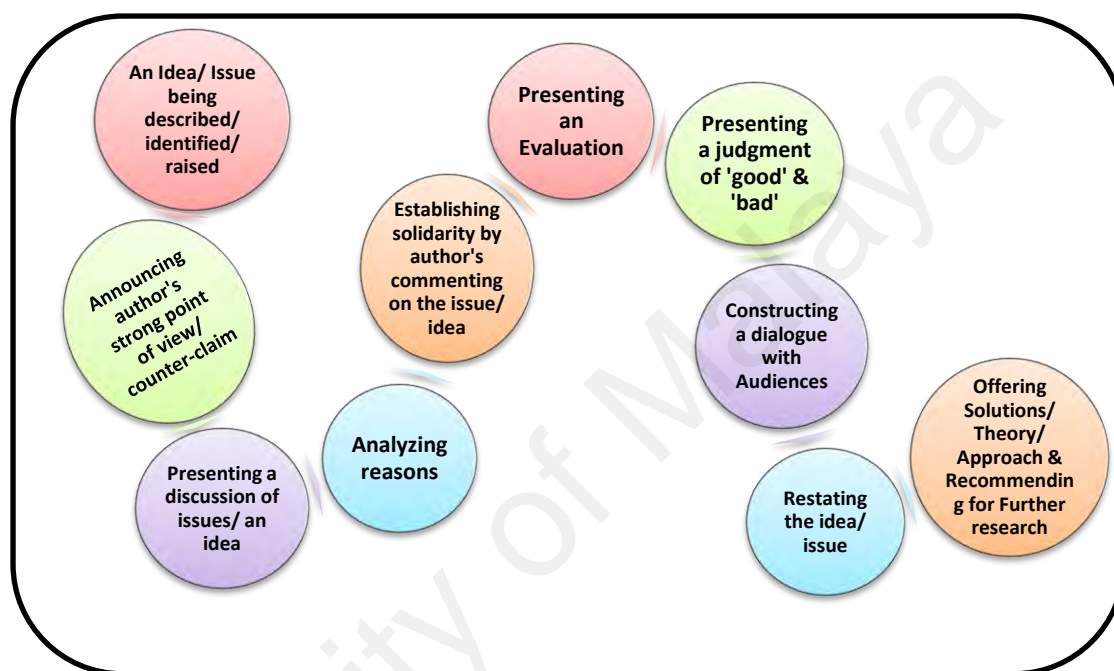
Figure 7.1: Evolutionary (non-linear) Schema in Review Article 1

It appears that the author's aim in this review article is to develop a case based on the case that he is developing _in fact it cannot be in linear fashion_ it entirely depends on the themes that emerge when the author does the preparatory work. The suggested schema (Figure 7.1) probably refers to the author's style and choice; first he starts to raise a question and comment, then he may explore, next he points out the issues and describes them, after that he develops an explanation, or he follows an integrated approach. As shown in Figure 7.1, each bubble represents a move or its strategy taken by the author. The moves and strategies are developed based on the themes that emerge when the author wants to prepare this review article. In the first bubble, for instance, an issue/ or an idea

is identified or raised or in the middle bubbles the author analyzes the reasons and presents an evaluation and at the end the author offers solutions. Now it is better to apply this evolutionary pattern to one of the theme-bound units in the review texts of the corpus. In the review article (RevA.4), the author also in the third theme-bound unit ('Policy and planning for ESP') refers to an issue regarding ESP in North Africa. Then, he announces his strong point of view about the problem of ESP and its official provision to structure ESP in the educational institutions. He presents the issue and indicates the weaknesses of the government in North Africa (e.g., '*paradoxically, the official discourse has been unequivocal about the need for English, but there has never been an official provision to structure ESP activity in the various higher education institutions*' taken from RevA.4, p.81).

The author later discusses the problems encountered. After that he elaborates the reasons of the issues in ESP like three key factors are being contended regarding the lack of professional developments in ESP in North Africa. He then puts ESP literature under question and brings the quotes from the scholars to support his own view (e.g. '*it is interesting to note that the mainstream ESP literature hardly addresses these issues… Duddely-Evans and St John (1998)…do not discuss these important obstacles…*' taken from RevA.4, p.82). He mentions and cites his own work to discuss some of the obstacles to ESP growth in Tunisia. Finally, he gives his suggestions and possible solutions to the raised issues (e.g. '*Local ESP program coordinators need to learn the appropriate communication and negotiation skills…*' taken from RevA.4, p.83) but at the end he emphasizes that covering and achieving the goals might not be easy (e.g. '*…however, this professionalism may not be easy to achieve because one is rarely afforded the resources…*' taken from RevA.4, p.83).

This academic review genre, as stated above, is a complicated genre and less structured. The plot of the review article, for example, contains a complex table of headings and sub-headings and it often takes an evolutionary step. The evolutionary pattern of the review article ranges from emerging an idea/ or raising an issue to evolutionary questions (i.e. 'so what?' and 'next what?'). During this procedure, an author after setting the situation may start with commenting on a claim, then an exploratory study of issues starts, next he gives an image as a description in order to take a position and then the author presents evaluations. In fact, in each plot of the review article genre we can find statement of facts scattered in the scene which there is no order. But it seems that among these scattered facts and ideas, the author suggests a new idea/ or shows the significance of the claim or the issue that he has put forward. Moreover, he professionally shapes the literature into a story. This lack of order itself, among scattered facts and issues, probably indicates an order. It is better now to refer to one of our specialist informants to get her view about the evolutionary schema of review articles in applied linguistics (feedback 1 from Informant '8'). Her feedback is as follows:

1- I begin by commenting that someone has said there is a problem, and I say that I will explore why the problem exists. I then give an indication of what sort of answer I will provide and briefly describe two other types of answer…Next, I explore some of the elements of the problem…To do that, I have to say what someone has given as a definition and then critically evaluate it…After that, I develop an explanation for the root of the problem, and I draw on a range of evidence that supports my claim in one way or another. This itself leads to further questions, which I answer by drawing in yet other types of evidence…Towards the end of the paper I offer a figure that aims to capture pictorially…I use the final main section and then the conclusion to consider where this leaves us and to comment at a more philosophical level… (Informant '8', e-mail interview, 2013)

In fact, both the figure (Figure 7.1) and the specialist informant's view reveals that an author tries to engage his/ her immediate audiences in this plot and leads them to follow the "wanderings of his train of thoughts" (Myer, 1989, p.48), evaluation and argument. That is the reason why the moves and the writers' textual strategies in the review article

genre follow cyclic procedures and contain a great recursion. Sometimes these moves or strategies can be considered merely optional and sometimes they never occur in the review texts. However, the introductory section, the context setting and concluding remarks of the review articles are often the core stage and it appears that the writers' moves and strategies in review texts can be presented in a cyclical and recursive structure. The rhetorical structure of review articles in applied linguistics surprisingly displays this complexity. Now it is better to discuss through argumentation in the review article genre. In the following section, this type of argumentative text-type pattern is elaborated and discussed.

7.2.1.2   Through argumentative texts in the theme-bound units

As contended before, the prototypical argumentation patterns were modified for the purpose of the present research (Hatim and Mason, 1990; Hatim, 2001). They were used for analysis of the theme-bound units in the Body section of the review articles. The counter-argumentation pattern, as shown above, contains the following moves: (1) establishing the background and referring to other writer's view/ claim (thesis), (2) announcing the review author's point of view (counter-claim), (3) presenting evaluation (substantiation), and (4) presenting the implication of the review (conclusion), whereas the through-argumentation pattern contains moves including: (1) establishing the background and referring to the review author's view/ claim (thesis), (2) presenting evaluation (substantiation), and (3) presenting the implication of the review (conclusion). Table 7.3 shows the framework of through-argumentation.

Table 7.3: Through-argumentative Pattern for the Theme-bound units

Move	Functions
M1: Establishing the Background (Thesis)	Announcing the review author's claim and the value system (of the discourse community) in order to take a position
M2: Presenting Evaluation (Substantiation)	The idea/ view is being evaluated and the evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' (i.e., it may look like a dialogue) to support the author's view/ or stance
M3: Presenting the Implication of the Review (Conclusion)	Representing the credibility of the review author's view/ position/ or stance

The analysis of argumentative thematic units in review articles indicates that the writers mainly employ three moves to present their aims in through argumentation patterns. The first move deals with announcing the review author's claim and the value system (of the discourse community) in order to take a position. In the second move, the claim or idea is evaluated and the evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' (i.e., it may look like a dialogue) to support the author's idea or claim. The third move tries to represent the credibility of the review author's position or view.

In the following section, there is another subsequent example chosen from the Body section of the review article (RevA.28). It shows how recursive its thematic units are. And the theme-bound units also constitute theme by theme patterns. The constituents also lead us to an issue by issue pattern. First, an overall textual structure of review article is presented in the following table (Table 7.4). Then, the review text is analyzed to identify the move types, the function of moves and authorial strategies.

Table 7.4: Overall Textual Structure for Review Article 28

Functional sections	Section headings in the review text	Sub-headings in the review text
Abstract	No Section Heading, but the content represents this section	
Introduction	No introductory section	---------
The Body of the review	The Role of the Critical Period Hypothesis in Age-related Research	
	Recent Research on Late Beginners: Can Adults Attain Native Proficiency?	
	Pedagogical Programs Based on "the Younger the Better" Assumption: Second versus Foreign Language Contexts	1. Early and Later Beginners in Immersion Programs
	Early Foreign Language Programs: Issues	1. Target Languages: Modern Foreign Languages in General versus English 2. Individual Differences 3. Early versus Later Start 4. Continuity and Transfer 5. Teachers of Young Learners and the Quality of the Language Learning Experience
Conclusion	Conclusions and Implications for Future Research	

The following is an example displaying how thematic units in the Body section are lengthy, highly complex, evaluative-loaded and argumentative in this review article (only one paragraph of the thematic unit 2 from Review Article 28 taken from the corpus, see Appendix 'J' for the rest of paragraphs):

(RevA.28)

Theme-bound unit2: Recent research on late beginners: Can Adults Attain Native Proficiency?

[Paragraph 1] (S1) A number of recent studies on the age factor have inquired into adults' ultimate attainment. **(S2)** Differences between early and late-start programs in immersion and foreign language contexts have also been explored. **(S3)** Research on ultimate attainment was called for by Long (1990) and a number of recent studies explore whether native proficiency is available to learners starting SLA after the CP. **(S4)** Over the last few years, this research question has inspired several empirical studies aiming to challenge the strong version of the CPH by identifying highly proficient adult learners of an L2 who started SLA after the CP and are indistinguishable from native speakers. **(S5)** These new studies go beyond the scope of traditional inquiries into the age factor as they triangulate their data and apply mixed research methodology: Although some studies use grammaticality judgment tests following Johnson and Newport's (1989) seminal study, they combine formal tests of competence with measures of performance. **(S6)** After testing post-puberty learners, authentic speech samples are used in tests for native speakers to pass a judgment on adult nonnative speakers. **(S7)** Other recent inquiries combine interview data and self-assessment with performance measures (Bongaerts, 1999; Bongaerts, van Summeren, Planken, & Schils, 1995, 1997; Marinova-Todd, 2003; Moyer, 2004; Nikolov, 2000a; Urponen, 2004). **(S8)** An important development in these studies relates to the variety of first and target languages: Successful post-puberty learners of L2 English, German, and Hungarian were involved speaking over 30 languages as L1, for example, Bulgarian, English, Farsi, Finnish, French, Hungarian, Russian, Slovak, and Ukrainian, among others (Marinova-Todd, 2003; Moyer, 2004; Nikolov, 2000a; Urponen, 2004). **(S9)** In this section five studies are discussed: In three projects the target language was English, whereas in two others participants learned Hungarian and German.

As shown above, the second thematic unit taken from RevA.28 consists of eight paragraphs with a total of 64 sentences. Based on our proposed models for prototypical argumentative texts in the thematic units (see Tables 7.1, 7.3, and 7.5), the moves identified for this thematic unit (RevA.28) do not conform to counter-claim argumentation, whereas the identified moves and strategies clearly conforms to through argumentation. Move 1 describes and introduces the context to refer to the claim. This move includes the first paragraph (S1- S9). The authors cite and bring up the claim by showing centrality, elaborating their own view, stating the research question in order to challenge the critical period hypothesis, citing and giving others' work, stating the validity of the new studies and presenting the purpose and structure of this thematic unit. Move 2 and its including strategies are observed in the paragraphs (P.2- P.5). These paragraphs justify the claim by surveying recent studies in the related field. In the four

paragraphs, recent case studies are surveyed in such a way that to justify and support the claim. These strategies are frequently observed in the four paragraphs including describing the methodology, tools and groups, arguing confirmative claims, synthesizing literature to establish a theoretical position, comparing and contrasting the findings with others' work and finalizing the findings. Move 3 and its strategies are observed in the other paragraphs (P.6, P.7, and P.8). In the sixth paragraph, the claim is discussed and then in the paragraphs 7 and 8, the writers explicitly claim that their view is confirmed by the case studies explained in the previous paragraphs. They indicate the lack of study in the related field and recommend further research.

In other words, the authors of this review article first claim centrality of their idea/ or point including the age factor into adults' ultimate attainment. They refer and cite the recent works on the theme (S1-S2). The writers then elaborate the claim if 'native proficiency is available to learners starting their second language acquisition after puberty' (S4). They try to raise the question as the main thesis of this review to be evaluated and argued. After stating the strong point of view (S4), the new studies in terms of the claim of this review article are surveyed and explained from the fifth sentence onwards. The authors of this review article describe and define the research methods done by the other scholars, showing the significance of these studies to back up the claim (S7-S8). The purpose and the structure of the forthcoming paragraphs are explained in the last sentence of the first paragraph (S9). The next paragraphs (P.2- P.5) justify the claim by surveying another scholars' work. In the four paragraphs, recent case studies are surveyed in such a way that to justify the claim of this review article. These moves are frequently observed in these four paragraphs including describing method and groups, arguing confirmative claims, synthesizing literature to establish a theoretical position, comparing and contrasting the findings of the recent studies and finalizing the findings. The writers'

strong point of view is emphasized by self-citation. In the sixth paragraph, the claim is discussed in order to indicate its significance (S49). In the seventh paragraph, the writers explicitly claim that their view in terms of 'native ultimate attainment is available to a number of adult learners learning second language after puberty' is confirmed by these case studies. And in the final paragraph (P.8), the writers directly reject the strong version of critical period hypothesis by referring to the strong point of view (S59) and they reach the conclusion. But, they suggest that there is a necessity for further research (S64). The writers in the second theme-bound unit try to look over recent findings and provide an overview. The thesis (as the claim of this section) is cited to be argued and evaluated through the texts strongly. Then, the abundant case studies and recent works are provided as evidence to back up their claim. After that, the reasons are analyzed and discussed as warrants. Next, the authors of the review article emphasize their strong point of view and reject the previous idea/ or claim. Finally, they suggest that there is a need for further research in better native ultimate attainment for adult second language learners.

As shown, the authors of this review article (RevA.28), Marianne Nikolov and Jelena Mikhaljevic, provide an overview about critical period hypothesis, second language learning (SLA) and early language learning and related pedagogical developments. They provide a review over recent findings and an update on issues regarding the question of the optimal age for second language learning. They also review some of the classroom implications of critical period hypothesis and argue about early exposure issues, their concerns especially related to early language teaching and exposure offered usually in English. And these issues are categorized into five lengthy and recursive sub-theme units. And each issue is further expanded and argued in each sub-theme unit in the Body section. Eventually, they reach the conclusion. The authors summarize the arguments and refer to the limitations of the works and developments. They discuss that for pedagogical

purposes additional studies are needed. The moves and strategies which the writers of this review article (RevA.28) are used and applied will be described in the following section.

7.2.2   The characteristics of each move in the theme-bound units

The theme-bound units were analyzed in order to identify move types and strategies employed by the writers. The analysis identified the typical move types, the move strategies which assist to characterize each move, the sequence of the strategies and the cyclical feature appearing in the moves. As discussed before, the arrangement of strategies in thematic units do not represent any fixed sequential structure. In the following sections, first of all the rhetorical move structure is proposed to describe the thematic units in the Body section of review articles in applied linguistics (see Table 7.5). Then, the characteristics of each move in the theme-bound units are presented. It is indicated that how each move is variably manifested.

Table 7.5: Rhetorical Move Structure for the Theme-bound Units

Move	Functions	Strategies**
M1: Establishing the Background	Describing the idea/ theme or introducing the context for the controversial issue and defining the components being discussed	A: Claiming centrality B: Elaborating and introducing the context/ or showing significance C: Announcing the other writer's claim D: Reviewing previous works

M2: Announcing the Writer's Point of View *	Reflecting the value system (of the writer/ or the discourse community) in order to take a position and stance	A: Announcing the review writer's counter claim
		
		B: Announcing another writer's view by
		    i) Quoting their ideas and/ or
		    ii) Citing their works
		
		C: Suggesting potential issues/or indicating a gap or a need

M3: Presenting Evaluation	The idea/ or issue is being evaluated and the evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' (i.e., it may look like a dialogue) to support the author's position/ or view/ or stance	A: Discussing problems/ or issues encountered by analyzing reasons
		
		B: Referring to others' works/ or views to synthesize literature
		
		C: Contrasting and comparing other authors' views:
		    i) Giving praise and/ or
		    ii) Giving criticism

M4: Presenting the Implication of the Review	Representing the credibility of the author's view/ position/ or stance and justifying his/ her claims	A: Drawing a logical conclusion based on the significance of the writer's claim or idea B: Restating the issue/ the gap or the challenge C: Offering possible solutions/ a new theory, an approach, or a model D: Suggesting further research

*= This move is not occurring in through-argumentative text type patterns.
**= These strategies do not appear in fixed order in thematic sections.

7.2.2.1 Move1: Establishing the background

This move intends to describe the idea or introduce the context to refer to the claim/ or the controversial issue and it deals with defining the components being discussed. It is important to note that the strategies appearing in this move are not arranged based on a fixed sequential order. These strategies are as follows: (A) Claiming centrality, (B) Introducing the context and elaborating/ or showing significance, (C) Announcing the other writer's claim, (D) Reviewing previous research. Examples of Move1 in thematic

units (examples from 1 to 7 for Strategy A, examples from 8 to 18 for Strategy B, examples from 19 to 21 for Strategy C, and examples from 22 to 25 for Strategy D) taken from the corpus are shown as follows:

(1) Classroom research…plays an important role in both initial teacher preparation and ongoing teacher development.
(RevA.2, Theme-bound unit 6, M1SA p.42)

(2) Another concern in language teacher education which is receiving a great deal of attention…
(RevA.2, Theme-bound unit 8, M1SA, p. 43)

(3) ESL/ LSP has a rather peculiar relationship with other branches of applied linguistics. Its closest connection is certainly…LSP is the prime realization of applied discourse analysis…
(RevA.3, Theme-bound unit 2, M1SA, p. 61)

(4) ESP in Northern Africa has always suffered from a status problem…
(RevA.4, Theme-bound unit, M1SA, p.81)

(5) The Chomskyan revolution in linguistics of the late 1950s…stimulated a profound change…making possible a new kind of collaboration with linguists…
(RevA.5, Theme-bound unit, M1SA, p.4)

(6) A small but increasing amount of CA and CA-informed research on talk in educational institutions directly addresses issues of interest to applied linguists. (RevA.9, Theme-bound unit, M1SA, p.14)

(7) In the five years since Burns summarized the then current research in the teaching of speaking (Burns, 1998),…no paradigm shift in methods and practices…so accurately described by Burns remains unchanged.
(RevA.18, Theme-bound unit, M1SA, p.26)

(8) In traditional ways of thinking, applicability does not appear to be a problem…it would seem self-evident that the findings of linguists should be relevant to…the assumption being that the language subject is derived from the linguistic discipline…on the face of it, this seems reasonable enough.
(RevA.1, Theme-bound unit 1, M1SB, p.21)

(9) The concern over linguistic objects of description is not limited to…
(RevA.1, Theme-bound unit 2, M1SB, p. 23)

(10) Traditional language teacher education has involved a delicate balancing act between education and training. The former addresses…The latter emphasizes…
(RevA.2, Theme-bound unit 1, M1SB, p.36)

(11) The core of traditional language teacher education has long been the methods course, a course which presents the theoretical rationale and …
(RevA.2, Theme-bound unit 2, M1SB, p.37)

(12) A related reason for the disciplines drifting apart has been their differing approaches to explanation. The dominant paradigm of linguistics, as it emerged…
(RevA.5, Theme-bound unit 5, M1SB, p.5)

(13) But why do we need a theory of language rights at all? From a liberal point of view, why isn't the appropriate solution simply a hands-off approach, leaving the choice of language use to individuals?
(RevA.13, Theme-bound unit 3, M1SB, p.9)

(14) The attitudes towards ELF and the theoretical positions related to it depend a lot on different descriptions of the model. With the realization of the new role of ELF, we have also moved beyond earlier models of global English. (RevA.26, Theme-bound unit 26, M1SB, p.198)

(15) Methods courses often discuss the rationale for, and instructional practices reflected in "innovative" methods…
(RevA.2, Theme-bound unit 2, M1SB, p.37)

(16) Much research on the amygdala has shown that it responds to negative stimuli…for example, monkeys who have had…
(RevA.6, Theme-bound unit 1, M1SB, p.24)

(17) Reference refers to resources for identifying a participant or circumstantial element whose identity is recoverable. In English the relevant resources include demonstratives…
(RevA.11, Theme-bound unit 1, M1SB, p. 53)

(18) A corpus is a large, principled collection of naturally occurring texts that is stored…
(RevA.12, Theme-bound unit 1, M1SB, p. 76)

(19) In this view, the content of the language subject is necessarily dependent on linguistic description…The something that the teacher is teaching, the language subject, is here equated

with the linguist's object of study, the object language. (RevA.1, Theme-bound unit1, M1SC, p.22)

(20) In continental Europe, that is, aside from the United Kingdom (UK) and Ireland, 'English' sometimes means ENL…sometimes it means a linguacultural ENL target…but generally maintaining ENL as the unquestioned reference norm.
(RevA.25, Theme-bound unit 1, M1SC, p.7)

(21) The CPH claims that natural language acquisition is available to young children, but it is limited in older adolescents and adults.
(RevA.28, Theme-bound unit 1, M1SC, p.235)

(22) …characterize work within corpus linguistics (for more details, see introductory corpus linguistics books such as Biber, Conrad and Reppen, 1988; Kennedy, 1998; and on statistics in corpus linguistics, Oakes, 1998)
(RevA.12, Theme-bound unit 1, M1SD, p.76)

(23) Subsequent work has examined talk in a variety of institutional or functionally specialized settings, such as legal settings (e.g., Atkinson & Drew, 1979; Drew, 1999; …), broadcast media (e.g., Clayman, 1992; Clayman & Heritage, in press;…), …, among others.
(RevA.9, Theme-bound unit 2, M1SD, p.10)

(24) The assumption of necessary dependency goes back a long way. The following can be taken as a representative statement: He (the language teacher) is not teaching linguistics. But he is teaching… (Halliday, et al. 1964:66).
(RevA.1, Theme-bound unit 1, M1SD, p.22)

(25) Most of the previous Call research on CMC has been carried out from an interactionist perspective (e.g., Abrams, 2006; Blake, 2005…)
(RevA.32, Theme-bound unit 1, M1SD, p.77)

7.2.2.2   Move2: Announcing the author's point of view (counter-claim)

This move intends to reflect the value system (of the author/ or the discourse community) to take a position and stance. This move does not appear in through-argumentation patterns. It is important to note that the strategies appearing in this move are invariably occurring in the counter-argumentation and they are not arranged based on a fixed sequential order. These strategies are as follows: (A) announcing the review writer's counter claim, (B) announcing other writers' views/ or positions by quoting their ideas/ or citing their works, and (C) suggesting potential issues/ indicating a gap or a need. These strategies are occurring more frequently in the critical evaluative and mixed-mode review articles than the bibliographic review articles. Examples of Move2 in the thematic units (examples from 1 to 5 for Strategy A, examples from 6 to 8 for Strategy B, and examples from 9 to 12 for Strategy C) taken from the corpus are shown as follows:

(1) But they need to know what such descriptions have to offer, and this is something that applied linguists can inform them about.
(RevA.1, Theme-bound unit 1, M2SA, p.22)

(2) This partnership was based on the belief that psychologists and linguists could now share a vision…initial studies based on this new view were very encouraging, but ultimately the two disciplines drifted apart and the level of collaboration dropped significantly.
(RevA.5, Theme-bound unit 1, M2SA, p.4)

(3) However, English can also be primarily intended to serve as lingua franca, where its use is essentially motivated by communicative needs, not linguacultural factors…
(RevA.25, Theme-bound unit 1, M2SA, p.7)

(4) The CPH claims that natural language acquisition is available to young children, but it is limited in older adolescents and adults. Although the existence of age effects is widely accepted, many applied linguists disagree on whether age effects are consistent with a CP.
(RevA.28, Theme-bound unit 1, M2SA, p.235)

(5) Unfortunately, this solution is incoherent. Although the state can avoid interfering with the language choices people make away from public institutions…there is no way to avoid taking a stand on a series of other language policy issues. (RevA.13, Theme-bound unit 3, M2SA, p.9)

(6) Teacher development is a life-long process of growth…, but the important distinction is that teachers are engaged in the process and they actively reflect on their practices. According to Wallace (1991), "The distinction is that training or education is something that can be presented or managed by others, whereas development is…" (p.3)
(RevA.2, Theme-bound unit 1, M2SB, p.36)

(7) Over 95 percent of the ESP teachers are on loan from secondary schools and thus receive little or no recognition…(Daoud 1998b; 1999…but note that such a state is not uncommon elsewhere, cf. Swales 1984; 1994). (RevA.4, Theme-bound unit 3, M2SB, p.81)

(8) However, the emergence of powerful new techniques for modeling associative learning, such as connectionist networks (Bechtel & Abrahamsen, 1991…) and latent semantic analysis (Landauer and Dumais, 1997) are challenging these beliefs.
(RevA.5, Theme-bound unit 2, M2SB, p.8)

(9) It seems to me that this assumption of dependency is mistaken…
(RevA.1, Theme-bound unit 1, M2SC, p.22)

(10) Traditional teacher education has largely ignored the substantial set of beliefs about teaching, learning, teacher-student roles, and the like which teacher candidates bring to their program…
(RevA.2, Theme-bound unit 2, M2SC, pp.38)

(11) Advances in computer technology have made increasingly large corpora possible, but there has unfortunately been relatively little empirical investigation… However, much work in discourse analysis requires other kinds of analyses.
(RevA.12, Theme-bound unit 1, M2SC, pp.77)

(12) With the exception of early work on young interpreters…very little has been written about the lived experiences of interpreters and/ or about the development of such exceptional types of bilingualism. (RevA.16, Theme-bound unit 2, M2SC, p.64)

7.2.2.3 Move3: Presenting evaluation (Substantiation)

This move intends to evaluate the idea or the issue and the evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' (i.e., it may look like a dialogue) to support the author's position/ or view. Once again, the strategies appearing in this move are not arranged based on a fixed sequential order. These strategies are as follows: (A) discussing the problems/ or the issues encountered by analyzing reasons, (B) referring to others' works/ or views to synthesize literature, and (C) contrasting and comparing other authors' views by praising or criticizing. This move often occurs in argumentative review texts and is an optional move in descriptive review texts. In other

words, the analysis of theme-bound units indicates that the third move appears more frequently in the critical evaluative review articles than the bibliographic review texts. Examples of Move3 in argumentative thematic units (examples from 1 to 6 for Strategy A, examples from 7 to 10 for Strategy B, and examples 10 and 15 for Strategy C) taken from the corpus are shown as follows:

(1) …I want to argue that what the language teacher teaches is not the same as the object of study of linguistics, and that what is a 'good' description in reference to 'sound linguistic principles' cannot be assumed to be good for language pedagogy… (RevA.1, Theme-bound unit 1, M3SA, p.22)

(2) What is often missing from traditional language teacher education is recognition of the role that the teacher plays in generating knowledge…but teachers also need access to narrative ways of knowing…language teacher education has ignored the important "what" and "why" questions which can only be answered by teacher reflection and research. (RevA.2, Theme-bound unit 2, M3SA, p.39)

(3) …the 1964 "manifesto" offered a simple relationship between linguistic analysis and pedagogic materials…there was no strong emphasis on the need for practitioners to have any of the following types of expertise: Expert content knowledge of the fields or professions they were trying to serve; real understanding of the rhetorical evolution of the discourses central to those fields or professions… (RevA.3, Theme-bound unit 1, M3SA, p.60)

(4) On the other hand, it has very few points of contact with second language acquisition. Indeed, in this context it is probably not a chance event that last year's ARAL 19 had an opening section entitled "Second Language Acquisition" and a distinct second one entitled "Language Use in Professional Contexts". These two intellectual worlds thus continue to be socially constructed poles apart, perhaps because… (RevA.3, Theme-bound unit 1, M3SA, p.61)

(5) This situation stems from a lack of policy and planning commitments to ensure the professional development and delivery of ESP services, which may be explained by several factors, including central control, institutional inertia, and continuing resistance to the spread of English in a French-dominant educational and economic system…It is interesting to note that the mainstream ESP literature hardly addresses these issues…only one book review (Kaplan 1998)…The year 2000 is upon us and yet ESP teacher-training programs are only beginning to address these issues. (RevA.4, Theme-bound unit 3, M3SA, p.81-82)

(6) Yet, until this past half decade, the regaining of forgotten language had received little attention…So far, the recent studies, along with the previous scant literature on language relearning… (RevA.8, Theme-bound unit 4, M3SA, p.66)

As shown above in the first strategy of Move 3, the writers of the review texts try to deal with discussing the issues and argue the ideas. They discuss the problems encountered in the developments of that field by analyzing the reasons ('I want to argue that…', '…lack of policy and planning and the existence literature did not address the issues…', '…'what' and 'why' questions have been ignored in language teacher education programs', '…there was no strong emphasis on the need for practitioners to

have certain expertise'). In the second strategy of Move 3, the writers try to refer to other

experts' works to back up and synthesize literature. The examples are shown as follows:

(7) The new impetus to this area of study has come from the recent application of the savings paradigm… (de Bot & Stoessel, 1989, 1999; Hansen & Asao, forthcoming…); from Yukawa's 1997 dissertation (see annotation) … (RevA.8, Theme-bound unit 4, M3SB, p.66)

(8) Dudley-Evans and St John (1998), Johns and Dudley-Evans (1991), and Robinson (1991), the defining references on ESP, do not discuss these important obstacles…Among the twelve ESP certificate programs listed in Holden (1998), only one offers a language policy course…Daoud (1999) discusses some of the obstacles to ESP growth in Tunisia in terms of the management of innovation and concludes by questioning the commitment of Tunisian educational policy makers to ESP development…These issues are occasionally addressed by international ESP guest speakers in local contexts (e.g., Grabe 1996, Swales 1993, 1994); however they are given more attention in the language policy… (RevA.4, Theme-bound unit 3, M3SB, p.82-83)

(9) And yet those who talk about tasks regularly invoke this reality as a necessary design feature. Thus, it appears as one of the criteria that Skehan (1998) specifies as definitive of a task…He comments on this issue as follows… (RevA.1, Theme-bound unit 2, M3SB, p.27)

(10) Although it is generally recognized that the focus of pragmatics involves social interaction in various communicative contexts, most classroom-based language learning consists of discourse that is "institutionally asymmetric, non-negotiable, norm-referenced, and teacher-controlled" (Kramsch, 1985, p.369). In fact, Kasper and Rose (2002) suspected that even the richest and most complex tasks in traditional language classrooms would be unlikely to "provide valid representations of pragmatic practices in authentic contexts" because of "the absence of social consequences" (p.88) within meaningful interactions. (RevA.31, Theme-bound unit 2, M3SB, p.52)

In the following examples, the writers want to compare and contrast other authors'

view, to deal with praising or criticizing their ideas, works or methods. The third strategy

is considered as one of the significant strategies in Move 3. It creates condition for the

writers to construct a dialogue and argues ideas, they attempt to interact with their readers

to seek their agreement. By using this strategy, the authors evaluate the views and the

works. At the same time, they bring in their audiences to share their evaluation and views

with them. They try to persuade their readers to be in line with their strong point of view

and approve their ideas. In other words, they create this type of dialogue to indicate their

own stance and commitment to the field. The examples are shown as follows:

(11) In contrast to Cohen, Ishihara, and Sykes's use of simulated conversations and elicited discourses, Braun (2005) capitalized on CM in The ELISA Project to provide learners of English with a Web-based resource for genuine English-language oral interviews…The ELISA Project is significant because… (RevA.31, Theme-bound unit 1, M3SC, p.50)

(12) While some scholars insist that it is at the state level that communities can negotiate their interests against English effectively (see Sonntag, 2003), others find that state policies are limited and prefer to factor in the role of individuals… (see Blommaert, 2005; Canagarajah, 2006a) (RevA.26, Theme-bound unit 3, M3SC, p.204)

(13) The description that corpus analysis provides, then, is necessarily partial in that it privileges one aspect of language. It deals with the attested message forms, but not with the possible or potential of the code from which they are drawn…Now it is important to stress that this view

does not deny the validity of such text description, but only to recognize that…its validity is bound to be limited. (RevA.1, Theme-bound unit 2, M3SC, p.24)

(14) The shift from methods to methodology is consonant with constructivist theories of learning_ a shift away from a top-down approach to methods as "products" for teachers to learn and "match" and toward a bottom-up approach to methodology as reflections on experiences. While few language teacher educators believed that the role of the traditional methods course was to make future teachers into "methods" teachers, the counter view…conveyed little coherence. (RevA.2, Theme-bound unit 2, M3SC, p. 38)

(15) The early LSP practitioners were thus well equipped to carry out relatively "thin" descriptions of their target discourses. What they principally lacked was a perception of discourse itself and of the means for analyzing and exploiting it_ lacunae that were largely rectified by the 1980s. (RevA.3, Theme-bound unit 1, M3SC, p. 60)

7.2.2.4 Move4: Presenting the implication of review (Conclusion)

This move intends to represent the credibility of the author's view/ or position and justify his/ her claim. These strategies are as follows: (A) Drawing a logical conclusion based on the significance of the writer's idea or claim, (B) Restating the issue/ or the gap/ or the challenge, (C) Offering possible solutions or offering a new theory, an approach, a model, or a program, (D) Suggesting further research. These strategies do not appear in a fixed sequential order. Examples of Move4 in thematic units taken from the corpus are shown as follows:

(1) **(S1)** I have discussed this elsewhere (Widdowson, 1989), and this is not the place to deal with it again in detail, but we need to note that this matter of relationships is a crucial one, for in a normal experience of language, all of the features Hymes mentions come into play and interact in complex ways. **(S2)** If the object of description is fixated on one feature, then it cannot correspond with user reality, and this, in turn, raises questions about the relevance of any linguistic theory as a model for pedagogy. (RevA.1, Theme-bound unit 1, M4 Strategy B & A, p.23)

The first sentence (M4 Strategy A) tries to recommend and the writer warns the immediate audience to take the matter of applicability and relationship into consideration. In the second sentence (M4 Strategy B), the writer's strong point of view has been repeated and the relevancy of any linguistic theory as a model for application to the classroom level has been put under question (i.e. the matter of relationship and applicability).

(2) **(S1)** Collections of "what works" or "new ways" of teaching or educating teachers (e.g., Freeman and Cornwell 1993) continue to provide teachers with practical options, but analysis and evaluation of teaching and learning strategies that teachers use in a variety of contexts help bring coherence to the process. **(S2)** Focusing on teachers--their beliefs about teaching, learning, or classroom interaction--can help balance more top-down, product-oriented

conceptions of language teaching, with more nuanced, bottom-up, process-oriented descriptions of specific language teaching events. **(S3)** Studies of teachers, either undertaken by teachers themselves or in collaboration with researchers (Shulman 1992), can help illuminate the processes by which language teachers plan and make decisions about their teaching (Woods 1996). **(S4)** Central to these studies is the need to examine underlying teacher beliefs and teacher thinking. (RevA.2, Theme-bound unit 2, Move 4 Strategy A- Move 4 Strategy C- Move 3 Strategy B- Move 4 Strategy D, p. 38)

As shown, in the second example above, the first sentence tries to indicate the writer's counter-claim ('…but analysis and evaluation of teaching…help bring coherence to the process.'). In the second sentence, the writer gives her suggestion (Move 4 Strategy C) and subsequently the writer has tried to synthesize the literature and bringing other experts' ideas and works to back up her own strong point of view (Move 3 Strategy B). Eventually, she suggests further examination regarding teacher beliefs and teacher thinking (S4- Move 4 Strategy D).

(3) **(S1)** In the light of the increasing social awareness in motivational psychology, this line of inquiry is of particular significance and, as emphasized by Clément and Gardner (in press), Dornyei (in press-a), and McGroarty (2001), L2 motivation as a situated construct will undoubtedly be one of the main targets of future motivation research. (RevA.7, Theme-bound unit 1, Move 4 Strategy A- Move 3 Strategy B- Move 4 Strategy D, p. 45)

In the third example above, the writer draws a logical conclusion based on the significance of his own idea, and then to show a support to this strong idea he refers to his own and other experts' works (i.e. to synthesize literature), and finally the writer refers to 'L2 motivation' as one of the main targets of future research (Move 4 Strategy D).

(4) The research hitherto on multiliteracies has largely been qualitative…still in the formative and descriptive stage of observing how such text construction practices work in small settings or few subects…Studies of advanced scholars_ such as Canagarajah (2002b) and Prior (1998)_ are ethnographic…However, there is a need to move beyond these qualitative case studies and analyze larger pools of writers and compare case studies to develop a typology of strategies used to negotiate the local in English writing. (RevA.26, Theme-bound unit 2, Move 4 Strategy B-Move 3 Strategy B- Move 4 Strategy B- Move 4 Strategy D, pp. 209-210)

In the example above (example 4), the writer first puts the research on multi-literacies under question and refers to them as a descriptive, qualitative case studies working in small settings and only few subjects (Move 4 Strategy B). Then, he refers to some of the works done before by advanced scholars to support his claim. He cites his own work as

one of the seminal ethnographic studies, entitles himself as an advanced scholar (Move 3 Strategy B). Next, he indicates a need to move beyond these qualitative case studies (Move 4 Strategy B) and eventually he suggests further case studies (Move4 Strategy D). In the following section, the text-type patterns of selected theme-bound units in the three types of the review articles are presented.

7.2.3   Argumentative text-type patterns in the theme-bound units

This section aims to display what types of argumentative patterns were employed for the Body section in the three types of review articles. From each type of review article text, a theme-bound unit from the Body section was selected in order to analyze and display the argumentation. From the critical evaluative review articles 9 texts and the bibliographic review articles 6 texts were included in identifying and analyzing the argumentation patterns. From the mixed-mode review articles only 5 texts were selected and included in the analysis of argumentative text-type patterns in thematic sections. As mentioned before, the main aim of this stage of analysis in this research was to track the authorial footprints of argumentation in the review article genre.

As indicated before, the authorial footprints of argumentation in the thematic units of review articles can be traceable. In each argumentative thematic unit, we can identify almost certain moves involved in arguing and discussing the issues and ideas. The authors often intrude in these discoursal moves to follow communicative purposes/ or their academic intentions. It seems that many of the authors writing critical evaluative reviews and mixed mode reviews are involved in laying out the background by identifying an idea, or raising an issue, describing turning points, arguing ideas and then evaluating the developments. We can clearly track footprints of argumentation in the authors' review articles so that they can lead us as their own immediate audiences to evolutionary questions. The writers often describe the turning points in the related field, then they may

analyze reasons and finally they can argue the claims and evaluate them. The evolutionary questions inspire and motivate other researchers, postgraduate students and novice writers to think about new directions and trends in the related field. Eventually, they show a need for further research or offer possible solutions. The subsequent examples (taken from the corpus) represent the discussed points in terms of argumentative patterns or descriptive ones. The findings showed us how the authors in certain review article texts employ an evolutionary pattern and argumentation. Besides, the results indicated that there are two types of certain descriptive review texts including 'indicative' and 'informative' bibliographic review articles'. In the former review text, the argumentation cannot be identified and marked. They are merely descriptive and provide only an overview of the developments in a research. In the latter one, the descriptive review texts not only give us a history of the related fields but also refer to a lack of study or research. This type of review articles informs us that there is a need for further research. They present a lack of study or investigation in the field, they are sometimes involved in arguing and evaluating the works or views. Table 7.6 below represents the identified patterns and moves in the four thematic units of review articles (see Appendices 'B' and 'G' for more details of these patterns in the selected review texts).

Table 7.6: Text-type Patterns in the Theme-bound Units

Data	Text Type	Text-Type Patterns in Thematic Sections and Plot of moves
RevA.2	CE Rev	In this thematic section 'Counter-argumentation' is identified and marked. The author was showing a contrastive shift between 'claim' and 'counter-claim' by using an explicit adversative conjunction like 'but'. The plot of moves: M1 [defining and elaborating the theme, introducing the context of the theme and referring to others' views]+M2[announcing the contrastive shift, referring to others' views and works, indicating the issues]+M3[discussing the theme by synthesizing literature]+M4[offering the author's strong point of view]+M2[showing the gap in the theme, referring to the counter-claim and other scholars' strong point of view].
RevA.3	CE Rev	In this thematic section (second one) 'Through-argumentation' is identified and marked. The author was raising a question and discussing the problems encountered. The plot of moves: M1[describing the idea and elaborating the context]+M2[reflecting the author's claim]+M3[discussing the problems, giving reasons why both SLA and LSP were apart from each other, giving comments and putting LSP under question]+M2[showing lack of study]+M3[discussing problems encountered and presenting the issue; comparing two situations in USA with Australia, arguing that LSP has not a fixed status-has a variable one]+M4[restating the issue, drawing a logical conclusion of the argument, giving a possible solution: as a partial consequence 'LSP has to establish itself as a full profession or as sub-discipline of language studies, restating the issue in institutional situation and finally offering a plan].
RevA.6	Mix Rev	This review text is a mixed-mode review article. The author has tried to propose the confluence of stimulus appraisal and social cognition. He has described its anatomy and explained how it can operate in motivation for second language learning. Eventually, he has involved the readers in argument. Thus, in the theme-bound units of this review text we can trace not only descriptive text-type patterns but also argumentation has been identified and marked. The author in this thematic section (the third theme-bound unit) has simply defined his strong point of view (M1). He has cited others and his own works to establish a strong position to his view (M1). He then has proposed a circuit (model) to show the translation of incentive motive into behavior to achieve the goal (M2). He has clarified the circuit and cited others' works and stated directly others' strong point of views (M2). He has brought up a contrastive view against his strong view to compare (M2). He has elaborated and given another example to show how incorporating incentive information helps a learner to achieve a goal (M3). The author has been restating the claim and referred to the proposed model again. He has expanded and elaborated it further and finally he has stated his hope to a future development (M3). As discussed before, these are a set of moves indicating through-argumentation being developed by the author in this thematic section of the review text.
RevA.8	Bib Rev	The paragraphs in the thematic sections are going to give a summary moving from distance to close regarding language attrition and second language acquisition. This review article is reviewing previous studies regarding language loss: L1 and L2 loss described in the language attrition literature. In fact, this review text is considered as a discipline review article that is to say it is a survey of the current literature and indicates a need for further research. It is an informative bibliographic review text and tries to survey and shows a lack of study or research. In the theme-bound units of this review text argumentation cannot be identified and marked. In 'Relearning' thematic section, for example, the author has laid out the situation and giving a background about the topic (M1). Then, the author is indicating a gap which there has been little attention to this area (M2). After this move, the author has made a point to introduce and elaborate the theme 'relearning' for the readers. The author has cited a few works done by other scholars to prove that this has been a main application. Later, the author has been expanding one of the main works to show that the work has been done from different perspectives.

7.2.4 The evolutionary procedure taken by the authors of review articles

The findings of this research suggest that the authors have specific patterns or orders in their minds to begin, proceed with their review texts in the main Body sections of review articles, and end it with their suggestions. Based on the genre analysis of review articles, the authors of critical evaluative and mixed mode review articles are following the four stages. As it has been followed in many review articles, the Body section consists of several theme-bound units. Each theme-bound unit can have almost four major moves, but these moves can appear in a cyclical and repeated pattern. The four major moves in each theme-bound unit can be explained as follows:

First, the authors describe an idea/ issue in the field that they are writing the review article. Describing the idea/ issue can be done by setting the background and introducing the context for the contentious issue/ or idea. There are different strategies to show this function such as: they claim centrality of the idea/ issue, they show significance of this idea/ issue, and they also elaborate it more.

Second, the authors try to take a position in this move of the body by announcing the strong point of view. Announcing scholars' views on the idea/ issue can be done by quoting their ideas or even citing their works. The authors might include their own views explicitly or implicitly here in order to take a position.

Then, in the third move, the authors present evaluation. The idea/ or issue is being evaluated and the evidence can be provided to support the authors' position. Evaluating the issue can be done by several strategies such as presenting the issue/ or idea, elaborating it, showing a need, discussing the problems encountered, analyzing the reasons, synthesizing the literature to establish strong position for the authors' view,

comparing and contrasting the views in the field, and praising and criticizing the views. The authors like to open the room for their argument and evaluation in order to construct a dialogue with their intended audiences like the discourse community members, scholars in the field and postgraduate students. They try to persuade their immediate audiences to agree with their view. The authors attempt strategically to bring in their readers by using textual strategies to interact with their audiences and seek for their agreement.

Finally, in the fourth move, the authors try to make justified claims. They often do this function by restating the idea or issue, offering strong viewpoints, highlighting the significance of it, recommending possible solutions, offering a new model or approach and suggesting further research. Figure 7.2 presents these moves.
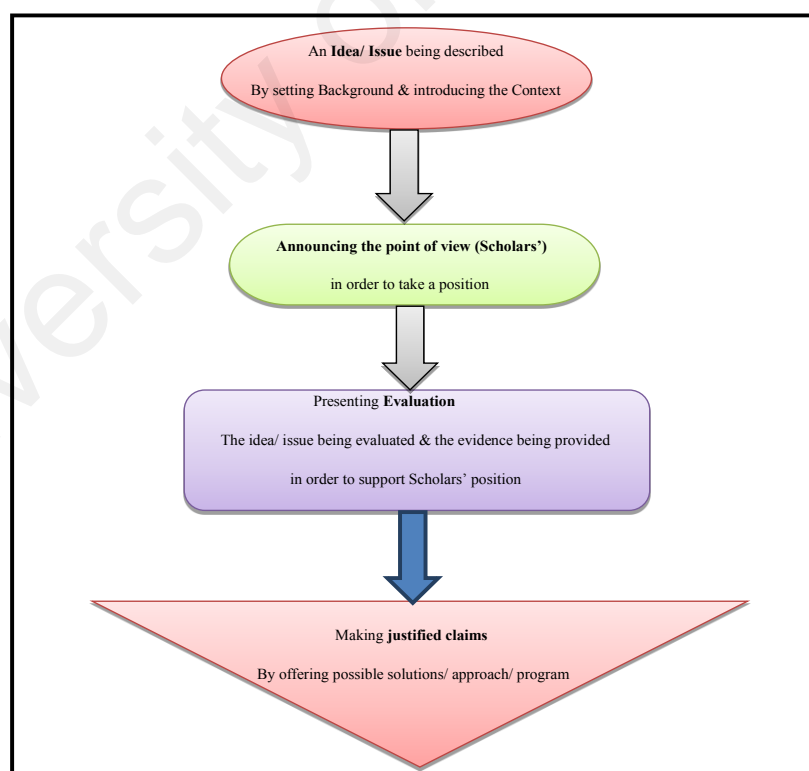
Figure 7.2: Linear Move Pattern in the Theme-bound Units

As explained above, there seems to be an evolutionary procedure of the review article genre in its theme- bound units. And in this evolutionary procedure, there are strategies applied by the authors of review articles. These strategies can be ranged from allowing an idea to emerge/ or identifying an issue to representing its credibility. Besides, the authors' claim can be justified here by offering possible solutions to the issue identified, or a new model or an approach might be offered in the review article genre. In the following figure this procedure in a theme-bound unit can also be illustrated in a new and clear way (Figure 7.3).
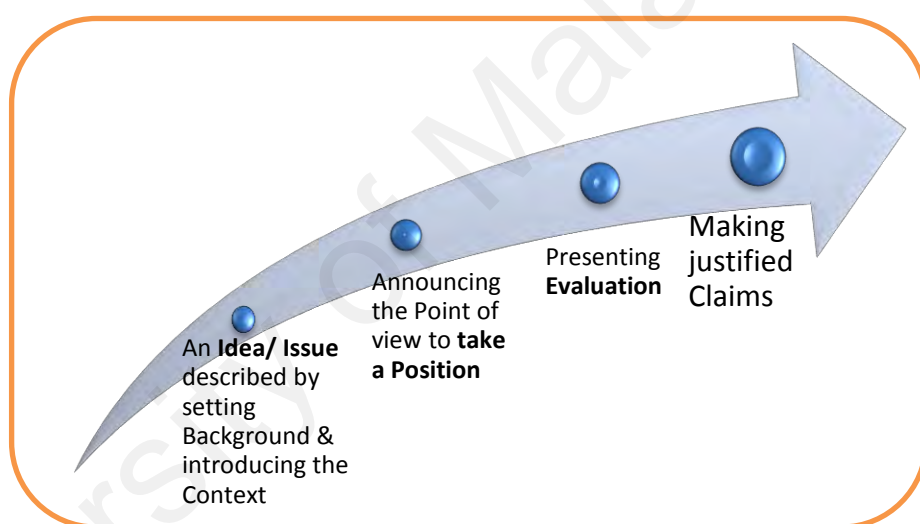
Figure 7.3: Procedure of Strategies in the Theme-bound Units

At the beginning phases of analyzing the rhetorical moves of review articles, the figure demonstrating a linear procedure came to my mind and it was shaped. However, after receiving the specialist informants' views at several stages of this research, the researcher realized that the linear procedure for the rhetorical move structure of review articles in applied linguistics cannot be applicable and a comprehensive one, because several moves of the theme-bound units act as cyclic and recursive elements. Moreover, the authors based on their own styles and choices critique and evaluate ideas in their field of study

and research in an evolutionary procedure and they don't follow the moves in linear fashion at all.

In fact, conducting a research is a gradual academic procedure and its foundation can be established step by step; at the same time one puts the findings next to each other just like the pieces of a puzzle to find an answer to his/ her research question. The right pieces of a puzzle in a research journey can be found and joined together by analyzing, modifying, reordering the pieces and seeking for the discourse community members' perspectives and views. As explained before (see Chapter 4: Methodology), in this kind of research one must refer to the second rater and the insiders' views. Therefore, the researcher reached an agreement first with a second- rater and then consulted and talked to the specialist informants. For the first step, the reliability of move boundaries in the corpus of this research was assessed by the second rater. Although there were some differences between the two raters in move identification in the prevalent analytical sections in the review articles, the percentage agreement rate suggests high overall inter-rater reliability in the current research (88.5% for the critical review articles, 95% for the bibliographic review articles, 84% for the mixed-mode review articles, and almost above 90% for the theme-bound units in the Body section). Secondly, the specialist informants were asked several times for their views. The informants' insightful and important views about the procedure of placing and bringing moves in each section of review articles in applied linguistics played a significant role in shaping the rhetorical move structures for the analytical sections of review articles. Although the figure above (Figure 7.2) seems to be reasonable, it is rather a simple pattern. As a result, that figure cannot solely demonstrate this point because it looks like a plain one and the moves were ordered in a fixed and linear way. This generic structure might be true in some review genres, but we need a more comprehensive and applicable pattern. According to the informants' feedback, they do not follow their themes and cases in a linear procedure all the time.

Consequently, the linear pattern should be modified. It is noteworthy now to refer to one of our specialist informant's views (feedback 2 again from Informant '8').

2- Your outline seems reasonable, but it is always going to be a generalization and is inevitably also rather simple compared with what (some) authors actually do. There may be some people who have been trained to write in this way and then I guess you might find some conformity (such as you do in the writing up of an experiment, which has clear stages and sections). But if I do use this structure, I am not doing so all that consciously and I certainly would not allow it to drive the narrative beyond where it happens to reflect an underpinning logic…The other thing I should reiterate is that you need not to assume that the product is a direct reflection of the process. One often does not write in a linear fashion and at the later stages of composition often the entire original structure is unpicked and reconstructed. (Informant '8', e-mail interview, 2013)

The informant's insightful and important view about the procedure of placing and bringing moves and strategies in the thematic units of review articles guided us in shaping the rhetorical structure for the review article genre. The mentioned move-pattern above (Figure 7.2) displays some common moves appear frequently in a few thematic units in review articles, but it appears that the moves and strategies occur in a great recursion and in a less-structured pattern. According to the informant's view above, most of the authors do not follow their themes and cases in a linear procedure all the time. Consequently, the pattern following linear procedure needs to be modified.

Yet another informant's view (feedback 3 from Informant '5') suggests that the main focus of a review article is to look at the research critically and also review article intends to show the main trends to the experienced researchers and novice writers.

3- A review article is a critical overview of what has been published on a specific topic over a certain period of time. The purpose is to allow novice and experienced readers to see what the main trends are, who has published what, what the focal points are, and what methodology the authors used in their studies. This can be helpful to direct attention to studies of interest without having to read all of them. As researchers often lack time to browse journals and books, this type of publication saves time. (Informant '5', e-mail interview, 2012)

Once again, it was noticed that there are special types of review article texts that are especially engaged with critical looking, validating and evaluation of the works and argumentation (i.e. the critical evaluative review articles). The Body section of these review articles contains thematic units which are involved in debate and argumentative interaction or dialogue. As discussed and shown before, we can trace authorial footprints of argumentation in this kind of thematic units. In each argumentative thematic unit, we can identify several moves which the authors intrude in these discoursal moves to follow communicative purposes or their academic intentions.

It seems that many of the authors writing critical evaluative reviews and mixed mode reviews are involved in laying out the background by identifying an idea, or raising an issue, describing turning points, arguing ideas and claims and then evaluating the developments. We can clearly track footprints of argumentation in authors' review articles until they lead us to evolutionary questions. The authors usually describe the turning points in the related field, then they analyze reasons and finally they argue the claims and evaluate them. The evolutionary questions inspire and motivate other scholars, postgraduate students and novice writers to think about new directions and trends in the related field. These questions namely 'so what?', 'then how?', and 'what next?' make the discourse community members and postgraduate students think of new directions in that field. They show a need for further research. The following diagrams represent the discussed points in a continuum of evolutionary procedure for the review article genre (see Figure 7.4 & Figure 7.5).
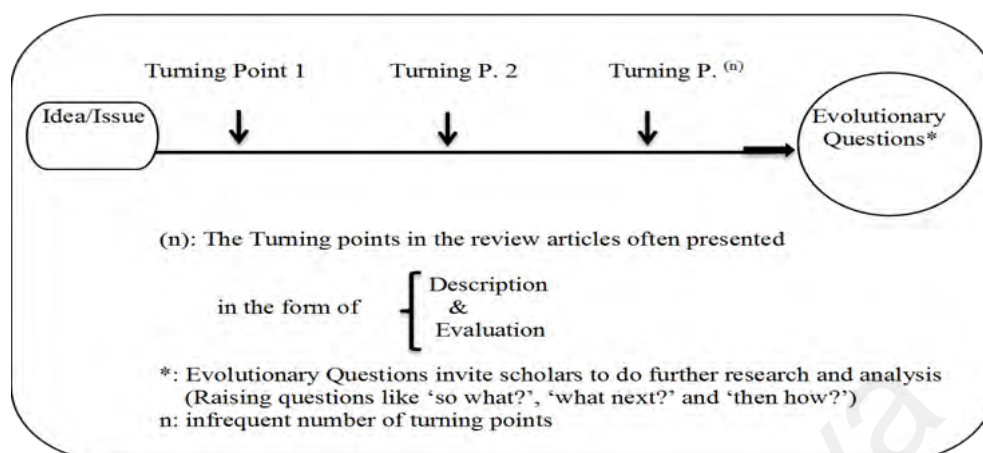
Figure 7.4: The Continuum of Evolutionary Procedure in the Review Article Genre

As shown above, the turning points in the related field are often presented in the form of description and evaluation. The authors call up these turning points in the related fields diachronically or synchronically. The authors bring and place the topics of turning points from here and there but all related to a unique topic or theme like scattered areas which are connected by the roads on a geographical map. They are considered as 'wandering of trains of thoughts' and they are presented in thematic units of the Body section in each review article. They often follow the main four cyclical moves in the Body section not only to emphasize evaluation but to suggest also possible solutions and to recommend further research. In other words, the authors employ several textual strategies which are ranged from describing an idea or a theme, or identifying an issue, representing its credibility, evaluating the issues or ideas to putting forward evolutionary questions (see Figure 7.5).
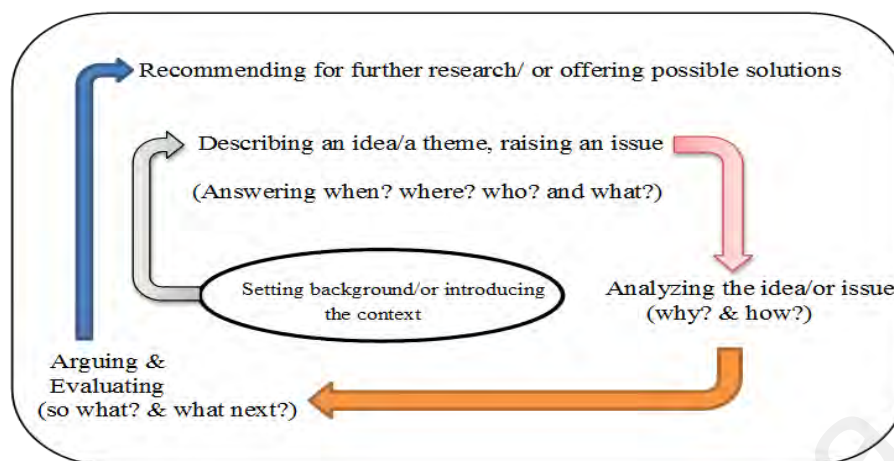
Figure 7.5: Schematic of Evolutionary Procedure in Review Articles

The figure above displays that the authors' claim can also be justified by offering possible solutions to the issue or suggesting a new model, an approach or recommending further research. Moreover, the authors based on their own personal writing styles, communicative intentions, the value system of the discourse community, the scope of the topic and the choices critique and evaluate ideas in their field of study in an evolutionary procedure. In order to prove this, as it is discussed before, the strategies employed in the theme-bound units of the review article corpus were analyzed (see Table 7.6). Besides, several specialist informants were consulted for their views during the current research journey. The informants' insightful feedback about the procedure of placing and bringing moves in the Body section of review articles in applied linguistics played a significant role in shaping this rhetorical move structure for the review article genre (See Table 7.5).

In fact, the accurate frequency count of moves and strategies for the Body section of review articles cannot be possible, because this section is recursive, cyclical and complex and it is also full of theme-bound units carrying arguments and sub-arguments, the two-layer analysis of moves and steps seems inadequate to apply for. The thematic units which are involved in evaluation and argumentation have highly recursive and cyclical

structures. The basic moves and strategies, which are proposed based on the findings of our research, constitute one part of the author's argumentative and evaluative texts in review articles. These moves and strategies, constituting argumentative texts, are similar to Hatim and Mason's (1990) argumentative text pattern and Toulmin's (2003, p.97) argumentation pattern (i.e. the argumentative pattern consists of claim, data, warrant, backing and rebuttal elements). Therefore, our analysis shed light on not only the genre-specific features that govern the analytical sections of review articles but also writers' commonly-used argumentative patterns and strategies employed in thematic units of the Body section. After discussing and presenting a preliminary analaya of review articles particularly the thematic units, now it is better to suggest a structure for the three proposed types of review articles in applied linguistics.

As explained above, most of these strategies in the moves (there are often 4 major moves in each theme-bound unit in the Body section of critical and mixed-mode review texts) are cycling elements and sometimes optional, and these moves might be reordered and even they do not appear at all in the review article genre. After collecting the informants' views, Figure 7.6 is shaped. This figure looks like a semi-orbital structure. This structure can be used to illustrate interrelated connection between outer ring circles (i.e. different stages and moves taken by the author after laying out the situation and setting the ground) and the central ring (i.e. the situation or main idea claimed by the author). This semi-orbital structure of review articles in applied linguistics focuses on both main idea or situation in the center circle and how the different moves and strategies in the outer ring of circles contribute to the main idea or the situation in the center.
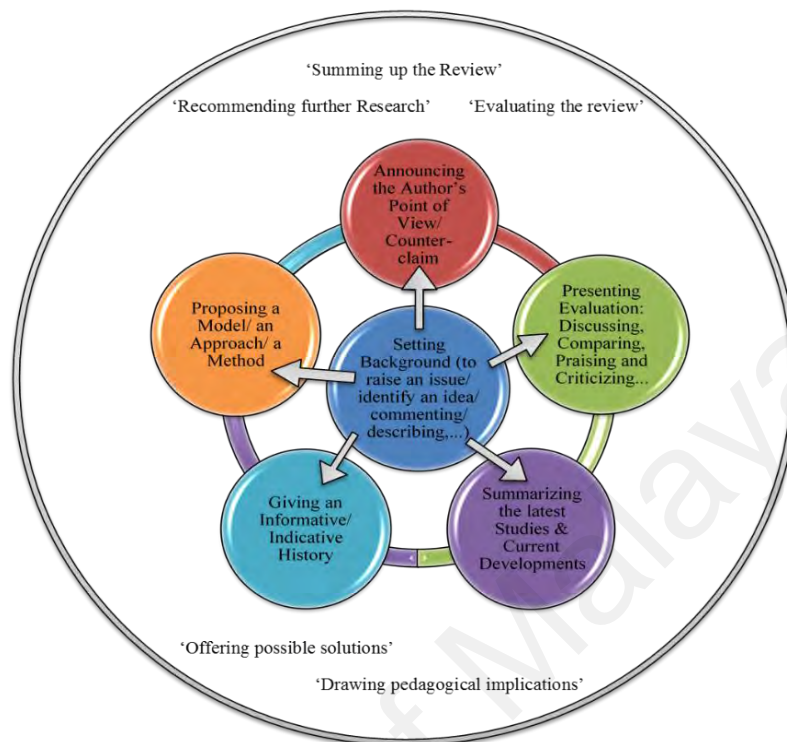
Figure 7.6: Semi-orbital Structure for the Review Article Genre

This semi-orbital or nucleus structure resembles print media news story (Iedema, 1997; White, 1997). This structure looks like an orbital structure with an obligatory core move (i.e. it plays the role of the Introduction section of the review article genre) and optional elaborating moves which they are not strictly sequenced and inter-connected as well in second outer (i.e. they play the role of thematic units of the Body section) and third outer circles (i.e. it plays the role of the Conclusion section), but unlike media news story generic structure the sub-components in the review article genre (in the outer circles) are linked to each other and it should be added here that this genre offers introductory background and context setting. For example, one of the specialist informants of this study (see feedback 1 in section 7.2.1.1) explained the structure of moves and strategies of her review article in this way: [commenting that someone has said there is a problem-----»exploring why the problem exists----»giving an indication of her answer----

»describing her answer----»exploring elements of the problem----»referring to other scholar's view----»evaluating that view critically----»developing an explanation for the root of the problem----»giving and bringing evidence to support her claim----»offering a figure----»concluding that where this issue leads us and eventually giving comments]. In another example, the structure of moves and move elements are identified (RevA.26) and they can be presented as follows: [establishing the background-----»reviewing the debates----»addressing the new challenges----»reviewing the studies----»developing the paradigms----»the writer's idea is presented and the proposal given as a solution]. Yet, another specialist informant believes that the structure of moves and move elements in the review article genre can be presented as follows:

4- A review article summarizes, synthesizes and attempts to give an overall meaning to research, methods, and/or theory in a particular domain of investigation, defined by the article. It often also attempts to point to directions for future research and even point towards a potential trajectory of that work. Sometimes review articles focus on the work of a particular lab or group (usually associated with the author), to show the coherence and scope and direction of that group's work. (Informant '1', e-mail interview, 2011)

As a result, we can now elaborate the reasons why the bubbles present the cyclical nature in the figure and they do not indicate the start or end of the cycle. As it was noticed the authors take different moves and move elements in their review article genre. It is significant to note that why in the current research the semi-orbital structure is proposed for the review article genre in applied linguistics. In fact, it is shaped based on the nature of the review article genre, types, authors' personal writing styles and communicative intentions and communicative purposes. In other words, the authors critique and evaluate ideas in this field of study in an evolutionary procedure. That is the reason why the moves and strategies, particularly in thematic units of the Body section, in the corpus of this research follow cyclic procedures and show a great recursion. Sometimes these moves and strategies can be considered optional and sometimes they never appear in some

theme-bound units, but the introductory background and context setting is the core move and it is similar to a semi-orbital structure. As a result, this semi-orbital structure is proposed and it can be applied to review articles in applied linguistics.

7.3   Summary of the chapter

In this chapter, the analysis of the macro and micro-organizational structures of the thematic units in the Body section were presented and discussed. The findings revealed that writers in review articles take an evolutionary procedure in presenting their evaluation and announcing their strong views and comments. They argue ideas and leave an authorial footprint of argumentation through the various textual strategies. These footprints can exhibit the writers' viewpoints, communicative intentions, evaluation and attitudes towards other writers' claims. The writers' footprints in the review texts can inform their destination. The authorial footprints reflect the writers' direction and position. These writers based on the communicative purposes and intentions of the review texts either employ counter-argumentative strategies or through-argumentative strategies. Analyzing the theme-bound units in review articles revealed that how the writers assert in the review texts and how they praise and criticize the other writer's claim. Therefore, the main important aim of this chapter was to identify and find out what type of argumentative patterns (either counter argumentation or through argumentation) was employed in the Body sections of review articles.

After receiving feedback from the specialist informants, the schematic of evolutionary procedure and the semi-orbital structure for the review article genre were formulated and suggested. In other words, we highlighted not only the genre-specific features that govern review articles but also writers' commonly-used argumentative patterns and the strategies employed to show argumentation in review articles in applied linguistics.

The findings of the current research suggest that the review article genre opens a window to the history of projects and works done by the scholars. The review article genre puts the results from several primary sources together and it conducts a research on its related literature to propose and present a coherent argument about an issue, an idea or a condensed description of a field. One of the key aspects of the review article genre is that it provides a rich source for an especial point of view in a field. A research article has to give a report from immediate findings and it should describe the work which has not already been published, while a review article might describe, analyze, raise issues, argue ideas, evaluate, suggest possible solutions and summarize the works which had already been published. It can also evaluate the current state of research in the field which is under review (O'Connor and Woodford, p. 4).

CHAPTER 8: ANALYZING ATTITUDE MARKERS AND SELF-MENTION RESOURCES IN REVIEW ARTICLES

8.1   Introduction

In this chapter, the results of analyzing two stance features particularly attitude markers and self-mention resources in review articles are presented and discussed. As contended before in Chapter 4, the analysis of the two features was conducted in two stages. First, 32 review articles in the corpus of this research were analyzed using Wordsmith tools version 6 (Scott, 2006). A list of 85 attitude markers and 8 self-mention resources were selected and specially developed for the purpose of the current research. The list was also based on previous researchers' work especially Hyland (2000, 2005a, 2009) and Kuhi, Yavari, Sorayyaei Azar (2012) (see Appendix 'D' for a revised and developed list of 'attitude markers' for this study). The focus was only on the investigation of explicit attitudinal lexicons used in review articles. Moreover, it was focused only on the analysis of exclusive 'we' and first-person pronouns (i.e. self-mention resources) in the review texts. In order to analyze and identify attitude markers and self-mention resources in the entire corpus of this study the computer-readable review texts were carefully scanned and analyzed in search of the two stance features previously developed for the purpose of this study. The investigation of the context was carried out to make sure that the lexicons in the review texts really stand for the two features. At this stage of analysis, the main step focused on form, frequency, and type of these markers. In other words, in order to get a clearer understanding of their functions, a rigorous analysis of the context was also carried out.

Several important points and steps were taken into consideration at this stage of analysis. First, the Abstract section of review articles was only screened and marked. Then, the frequency and some functions of attitudinal features and self-mention resources were presented in some examples and the tables. Second, during the analysis several cases were found by the concordancer which were irrelevant for the purpose of this stage of analysis and they were deleted from the results (e.g. 'Major' was found in the review texts as a proper name, 'I' was found in the review texts as the term for 'Internalized (I) Language' was used by scholars, or 'New' was found in the review texts standing for the first word of 'New York' as a proper name).

Moreover, all evaluative items in integral and non-integral citations which were carrying and denoting other writers' ideas and positions were deleted from the results. We normalized the frequency counts at 1,000 words and it was applied for the entire of this study. Then, 8 critical evaluative review articles and 8 bibliographic review articles out of 32 review texts in the corpus were selected randomly (i.e. two sub-corpora were created). These two sub-corpora of review articles were checked several times to make sure that each review article was classified in the right group. Then, two computer-readable sub-corpora were compiled. The critical evaluative review articles contained almost 52572 words and the bibliographical review articles contained almost 42267 words. These steps were significantly taken to increase the accuracy of the results of analysis.

The two sub-corpora were then screened by Wordsmith tools version 6 in order to investigate the occurrence, the use and categories of attitude and self-mention markers in the review texts. Besides, at this stage, to get higher reliability in the findings of the current study, not only the researcher's analysis but also the second-rater's analysis was

applied. Four prevalent sections of review articles in both sub-corpora were investigated carefully (i.e. the four analytical sections of both sub-corpora were read word by word to make sure that the two stance features really stood for attitude markers and self-mention resources). This stage of the analysis was necessary to increase the reliability of the findings. The items were double checked by the second rater. The inter-rater reliability was found to be above 85%. In spite of some differences in attitude markers identification and their roles, this percentage suggests high overall reliability in this research.

The analysis of metadiscoursal features (i.e. attitude markers and self-mention resources) in review articles revealed which analytical sections the two stance features were gathered and clustered in. The results of this study also gave clearer understanding of their types, frequency of occurrence, forms, and categories. The analysis of these two features also helped us explain and account for the similarities and differences found in the use of the two stance markers in the two sub-corpora of review articles (i.e. critical and bibliographic review sub-corpora). Once again, it is important to note that attitude markers can contribute to showing authors' judgment, evaluation and attitudes towards the proposition. These markers are typically writer-oriented and the persuasiveness of the authors' argument is supported and strengthened by attitude markers (Hyland, 2005a). The review article genre is an evaluative-loaded and argumentative genre.

Moreover, analyzing evaluative items in this genre indicated the frequency of occurrence, forms, and types of attitude markers. Besides, it showed us the use of evaluative items such as adjectives, adverbs, verbs, and nouns in this genre which was apparently based on common shared disciplinary values and the authors' communicative intention. It seems that the review article authors made use of evaluative items and self-mention resources in the review texts to interact with the immediate audiences and guide

them through their evaluation and argument. I have limited myself to looking at attitudinal lexicons and self-mention resources in review articles due to several reasons including (1) to find out how these two main metadiscoursal features of stance have been used to construct the relationship between the authors of the review texts and the immediate readers, (2) to identify how the authors evaluate and argue ideas, how they raise issues and offer possible solutions, how they criticize and praise, how they leave their authorial footprints of argumentation behind and how they give suggestions and recommend further research, and finally (3) to make this research manageable. So, I have not addressed hedges and boosters in this research.

In the following sections, the results of analyzing two stance features (i.e. attitude and self-mention markers) are presented and discussed. Subsequently, a summary of the results is presented which contends the appearance of two stance features in both types of the review articles (i.e. critical evaluative review articles and bibliographic review articles). Finally, concluding remarks of the chapter is presented.

8.2   Attitude markers

Attitude markers in a written text show authors' views, feeling, judgment, evaluation, agreement, emotion and attitudes towards the propositional content. These markers inform the readers about the author's point of view and his position in the text. Words like 'important', 'critical', 'surprisingly', 'hopefully', 'only', and 'agree' are considered attitude markers. They show us the authors' feeling, emotion, agreement and "affective attitude" towards an important view or a theme (Hyland, 2008). Attitudinal lexicons can appear in the form of attitudinal verbs (e.g. 'expect', 'prefer', 'agree'), attitudinal adverbs (e.g. 'only', 'dramatically', 'essentially', 'unfortunately', 'importantly'), attitudinal adjectives (e.g. 'important', 'problematic', 'remarkable', 'difficult'), attitudinal nouns

(e.g. 'importance', 'significance', 'lack', 'issue', 'limitation'). Hyland also believes that attitude markers can be signaled by "typographical devices such as italics and exclamation" (1999, p.6). They can express positivity or negativity. They can also show significance, agreement, disagreement, surprise and a few others to name. As Hyland (2005c) believes, attitude markers make "writers both express a position and pull readers into a conspiracy of agreement so that it can often be difficult to dispute these judgments" (p.180). It is important to note that authors can use attitude markers as one of the persuasive strategies in their texts. They often express and show their feeling or attitude towards the proposition in their texts. The authors constantly intrude their perspectives, judgments, feeling and attitudes towards the proposition in their texts in order to seek the readers' agreement. This can be considered as a sort of persuasive strategy. There are several functions which can be determined for attitude markers. The functions are as follows: (1) attitude markers express the significance of the proposition, (2) they can justify the research, (3) they can judge and evaluate the researchers' works positively or negatively, (4) they may show a niche, and (5) they can emphasize the originality of the researchers' works (Koutsantoni, 2004, p.179).

In this chapter, the results of investigating attitude markers are presented in three sub-sections. First, section 8.2.1 discusses the distribution of attitude markers in the 32 review articles, in their various analytical sections. Second, section 8.2.2 reports on a comparative analysis of attitudinal lexicons in two sub-corpora (i.e. the critical evaluative and bibliographic review articles). The frequency of occurrence of attitudinal lexicons in both sub-corpora was investigated and compared. Third, section 8.2.3 is dealt with the lexical features of attitude (i.e. adjectives, adverbs, nouns, and verbs) employed to express the authors' feeling, judgment, evaluation, and attitude towards the proposition of the content in the review texts.

8.2.1 Distribution of attitude markers in review articles

The corpus analysis of review articles showed that attitude markers appeared in four analytical sections with different frequency. For example, we identified 7.18 attitude markers per 1,000 words in the Introduction sections which was less frequent than the attitude markers in the Conclusion sections in review articles (9.75 attitude markers per 1,000). Table 8.1 shows the frequency of attitude markers in the four different analytical sections and their occurrences per 1,000 words in review articles.

Table 8.1: Overall Distribution of Attitude Markers in 4 Analytical Sections

Sections	Overall words	Hits	Per 1000	The first six most frequent attitude markers
Abstracts	4965	41	8.26	Critical- important- key- only- main- difficult
Introductions	11983	86	7.18	Only-important-complex-critical-major-best (best, difficult, main, key, and useful are in the same range 0.25 per 1000)
Body	170955	1294	7.75	Only-important-appropriate-complex-significant-major (major and better are in the same range 0.29 per 1000)
Conclusions	9947	97	9.75	Important-only-appropriate-better-necessary-useful

The findings indicated two important points. The first surprising point is that most of the attitude markers used in the four analytical sections in review articles were attitudinal adjectives. In contrast, the rest of attitudinal markers such as adverbs, verbs, and nouns were scarce. The most frequent attitude markers in the four analytical sections, for example, were 'only', 'important', and 'issue'. The published research in applied linguistics included a high number of explicit attitudinal lexicons in research articles and review articles. Other researchers' results indicated that the authorial voice is clearly visible in their works and researches. This voice can be identified by stance features particularly attitude markers and self-mentions. These attitude markers were found to

express the authors' attitude towards the proposition they discuss or argue. In consensus with other researchers' findings regarding the analysis of attitude markers in academic discourses (Koutsantoni, 2004; Hyland, 2005b; Swales and Burke, 2003), explicit adjectives were found to be more frequent than any other attitudinal lexicons such as adverbs, nouns and verbs in review articles. It was also found that attitudinal adverbs (such as 'only', 'necessarily', 'significantly', 'completely', 'essentially, 'appropriately', and 'unfortunately') were used more frequently than verbs in review articles in applied linguistics, very closely followed by nouns. Attitudinal verbs were the least frequent attitudinal lexicons in this study. Adverbs and almost nouns were the second and third most frequent attitude markers in the entire corpus respectively. It is important to note that only a few attitudinal verbs and nouns were used in review articles. The most frequent nouns found in the review texts were 'issue', 'need', 'support', 'problem', 'value', 'importance', 'insight', 'lack', 'difficulty', and 'constraint'. Besides, the most frequent verbs found in review articles were 'contribute', 'extend', 'fail', 'expect', 'prefer', 'think', 'believe', 'ensure', 'support', and 'feel'. There were quite a few attitudinal adjectives in the review texts. The first ten most frequent adjectives marked in the review texts were 'important', 'appropriate', 'complex', 'critical', 'better', 'significant', 'major', 'best', 'useful', and 'main'. In contrast, attitudinal verbs, nouns and adverbs were less frequent than attitudinal adjectives. They were scarce in the corpus. All in all, attitudinal lexicons such as adjectives, adverbs, nouns and verbs are considered as evaluative items expressing value, significance and importance, indicating a need or a lack of source, expressing evaluation, showing emotion and indicating weaknesses and shortcomings. That is the reason why the main focus in analyzing attitude markers was on affect rather than evidentiality and modality.

The second point is that the attitude markers in the Introduction sections appeared with the frequency of 7.18 items per 1,000 words, while they were found in the Conclusion sections with the frequency of 9.75 items per 1,000 words (see Table 8.1). Although the active words in the Introduction sections (11983 words) were more than the words in the Conclusion sections (9947 words), the frequency of attitude markers in the Conclusion sections (97 hits) was higher than the Introduction sections (86 hits). One main reason for the different frequency may be referred to the authors' evaluation moves and strategies being involved in the Conclusion sections. The second move in the Conclusion sections (Move2: Evaluation of the review) was dealt with the evaluation of the research or other scholars' view. The authors evaluated the significance and limitations of the developments in a research by using writer-oriented linguistic realizations such as attitude markers in this move.

Besides, the authors sometimes used clusters of attitude markers to show the persuasiveness of their evaluation and argument. These markers focus not only on praising the works or views but also on criticizing the works and views in the review texts. The analysis of the evaluative items indicated that they were employed in several moves of the analytical sections in the review texts with the different frequency. The second move (Move2: Evaluation of the review) of the Conclusion sections included good examples of evaluative items employed by the authors. The authors used a cluster of attitudinal lexicons to indicate the significance of the developments in the related field (e.g. 'new advances', 'lively area', 'recent developments', 'growing', and 'advancing'). At the same time, the authors could present the limitations of the developments in the related field (e.g. 'pressing problems', 'major challenges', 'unable to do full justice', 'disappointing', 'limited', 'unfortunately', 'issues', 'criticizing', and 'difficulty'). Some examples dealt with the evaluation in the Conclusion sections (Move2) are as follows:

(1) …*not* succeeded in developing a *unified* view of language that is broadly accepted by researchers…There are signs, however, that future prospects for collaboration are *brighter*. Specifically, *new advances* in the brain sciences… (RevA.5, Summary and conclusion, p.16)

(2) …ESP/ LSP has played its full part in the emergence of Applied linguistics as a discipline…I have not been able to do *full justice* to the *lively area* that usually goes by the name of Contrastive Rhetoric…some other *recent developments*. One is the *tremendous interest* in corpus linguistics and its *great potential* for LSP work…Overall, we can see that LSP has a number of *structural problems* such as *weaknesses*…uncertain provision of professional training. (RevA.3, Final Considerations, p.67)

(3) This brief and necessarily sketchy overview has *hopefully* demonstrated that…a *new* generation of international scholars…has been extended to cover a variety of related *issues*. (RevA.7, Conclusion, p.52)

(4) Although the areas of intersection between applied linguistics and CA touched on in this review have of necessity been *limited*, there are indications that the relationship between the two fields is *growing*…a *powerful* resource in *advancing* the learning of a language… (RevA.9, Conclusion, p.18)

(5) …studies of the discourse of other languages are clearly *lacking*…A final *pressing problem* for those engaged in qualitative research is determining a standard, or standards, that should be used in evaluating this research...qualitative research has no such neat and tidy correlates. (RevA.10, Conclusion, p.43)

(6) The results of this brief survey…may seem *disappointing*…political theorists have focused more on *criticizing old* approaches than on developing *new* and *better* ones…one *difficulty* with this proposal is that…yet, this is precisely what is often at *issue* in language conflicts. (RevA.13, New Directions, pp.16-17)

(7) Although the intersection between the literature on interpreters and interpreting…has been *limited*...the literature on interpreting provides a number of *insights*…the literature on interpreting and the *special* characteristics of interpreters…needs to be explored by mainstream students of bilingualism as they address the many *complex issues*… (RevA.16, Conclusions and Implications, p.68)

(8) …listening is a *difficult* skill to research. This may explain the *limited* number of studies, *particularly* in listening…listening comprehension needs *more rigorous* research, given the overall *importance* of listening for language learning. (RevA.17, Directions for Future Research, p.18)

(9) …there is a *significant* amount of practitioner knowledge built up in programs and classrooms around the world *in support of specific* instructional approaches…In many cases, this knowledge works well and supports students' reading development. (RevA.19, Conclusions, p.59)

(10) This research will be *useful* in further determining where such learners' *strengths and weaknesses* lie…it will take time and *effort* for SLA researchers to study illiterate adults. It may be *challenging* for some SLA researchers…there are *issues* of access to illiterate adult learners (RevA.24, Conclusion, p.89)

(11) …create *significant challenges* for applied linguistics. There is still a *bias* in the field…the ELF research discussed above *need to be taken seriously*… (RevA.26, Conclusion, p.211)

(12) However, for early FL programs to be *useful*, *certain* conditions must be met: (1) learners need to have *positive* attitudes… (RevA.28, Conclusions and Implications, p.251)

As contended above, although the attitude markers in the Introduction sections (7.18 per 1,000 words) appeared less frequently than the Conclusion sections, there were still some good examples dealt with indicating a gap or raising an issue in the second move of the Introduction sections (Move2: Narrowing down the scope of review). The review article authors discuss issues and challenges, particularly in critical evaluative and mixed-mode review texts. Therefore, they set the ground and laid out setting for the readers in the Introduction sections. That is why in the second move the authors tried to establish a

niche and narrowed down the main essence of review articles for the immediate audiences. They referred to the issues, challenges, and lack of studies in this part of Introduction. Moreover, they tried to emphasize this niche by their evaluative items such as adjectives, adverbs, nouns and negation verbs. Some examples are as follows:

(1) My *concern*, in *particular*, is with L2 learners as a *particular* kind of language user: At *issue* is the extent… (RevA.1, Introduction, p.21)
(2) In North Africa, the *challenges* for the next decade and beyond are *considerable* but *exciting*…such a demand is *unequivocal*, there is a *lack* of policy… (RevA.4, Introduction, p.77)
(3) …a great deal of work in theoretical linguistics makes *little* reference to current developments in psychology…the *sad* truth is that many psychologists *interested* in language have not kept up with recent developments… (RevA.5, Introduction, p. 4)
(4) …concordance listings represent *only* a *small* piece of the work that goes on in corpus linguistics. *Full* corpus-based studies provide *complex* information about social and textual factors that influence language choices… (RevA.12, Introduction, p.75)
(5) Yet, there is one form of diversity that has received *little* attention from political theorists…This is *striking* when compared to the many volumes… (RevA.13, Introduction, p.3)
(6) Although research in L2 listening instruction remains *limited*, *recent* findings provide some *useful insights* for language teachers… (RevA.17, Introduction, p.3)
(7) It is, therefore, *unfortunate* that the bulk of disciplinary discussions within the field…are *scarce*. (RevA.22, Introduction, p.26)
(8) …immigrant and refugee English language learners with *limited* formal education have become a *critical* mass in many cities in North America and adult illiteracy is very *high* worldwide. *Sadly*, some 799 million people are still illiterate… (RevA.24, Introduction, p.77)

Yet, there are some examples in the Introduction sections indicating the writers' evaluation of their own works. Some authors of the review texts used a positive or a negative assessment of their own research to indicate the significance or limitations of their review. They evaluated their own works due to saving their face (see 'Face Threatening Act' in Brown and Levinson, 1987; Myers, 1989) against the probable critiques. Some examples are as follows:

(1) In this chapter, I describe 16 empirical research studies in applied linguistics that are representative of *recent* discourse *analytic* work; from this work, *I hope* that we can infer the *current* methodological preoccupations in this work. (RevA.10, Introduction, p.34)
(2) In this overview, several *issues* will *not be covered*. First, it is not possible to consider every variation of L2 (or L1) student type…Several reviews would be required for adult literacy training for nonacademic purposes… (RevA.19, Introduction, p.45)
(3) To make our task *manageable*, we have *limited* ourselves to looking at published work _*specifically*, refereed journal articles, book chapters, and books; we have not addressed here scholarship in the form of dissertations, ERIC…We have attempted to be *comprehensive*, but *inevitably* things get left out: We apologize in advance for any omissions. (RevA.20, Introduction, p.71)
(4) In a chapter of this size it is impossible to cover all facets of corpus linguistics…I have neglected much work with cross-linguistic comparisons… (RevA.12, theme-bound unit, p.85)

The findings of this study about the frequency of attitude markers in the Body sections revealed that adjectives were occurring more frequently than other attitudinal lexicons such as adverbs, nouns and verbs. The review articles in applied linguistics include a large number of explicit attitudinal lexicons (1521 hits/ or 7.66 attitude markers in 1,000 words). The results of other researchers' work indicated that authors' voice was clearly visible in their works. This voice was identified by stance features particularly attitudinal lexicons and self-mentions. Likewise, it is noteworthy that explicit adjectives were found to be more frequent than any other attitudinal lexicons such as adverbs and verbs in the Body sections of review articles. Like the Introduction and Conclusion sections, 'adverbs' (e.g. 'interestingly', 'obviously', 'significantly', 'surprisingly', 'unfortunately', and 'usefully') were the second most frequent attitude markers and verbs (e.g. 'agree', 'prefer' and 'wish') were less frequent than attitudinal adjectives and adverbs in the Body sections. Adjectives are considered as evaluative items expressing value, significance and importance, showing critique and praise, expressing evaluation and referring to strength and weakness. Examples of attitudinal lexicons in the thematic units taken from the corpus are shown as follows:

(1) The description that corpus analysis provides, then, is *necessarily partial* in that it privileges one aspect of language. It deals with the attested message forms, but not with the *possible* or *potential* of the code from which they are drawn…Now, it is *important* to stress that this view does not deny the validity of such text description, but *only* to recognize that…its validity is bound to be *limited*. (RevA.1, theme-bound unit 2, p. 24)

(2) On the other hand, it has *very few* points of contact with SLA. Indeed, in this context it is probably not a chance event that last year's ARAL 19 had an opening section…two *intellectual* worlds thus continue to be *socially* constructed poles apart…However, if these kinds of field-imposed *restrictions* are a cause of *regret* to the LSP movement, it is also true that LSP has been *insufficiently* concerned with… (RevA.3, theme-bound unit 2, p. 61)

Examples 1 and 2 show the 'pairing strategy'. It is one of the strategies to tone down criticism in the evaluative texts. This strategy needs to pair criticism with praise (Hyland and Diani, 2009). In the first example, the author tried to evaluate the corpus analysis and referred to its incomplete descriptions about only one aspect of language, however at the same time he was emphasizing its validity. Or in the second example, the author referred

to one of the weaknesses of LSP which had fallen apart from SLA. The field-imposed restrictions claimed by the author was considered as a sort of regret to the LSP movement. However, at the same time the author emphasized that LSP was always involved with the students' learning matters. In these examples taken from the corpus, we can notice that the authors of review articles employed these strategies to evaluate others' work and views by criticizing and praising, representing themselves and acknowledging alternative views.

Thus, the authors of review texts carefully take advantage of praising and criticizing strategy. They pair criticism with praise in order to tone down comments. In fact, evaluating works and views need to be compared and contrasted with the norms and values of the discourse community to which they belong. These values are created by the community's bodies of knowledge. The authors try to position their views by applying these evaluative strategies. The authors try to take advantage of evaluative items such as opposing adjectives and noun phrases to pair criticism with praise (e.g. 'interesting methodology' against 'mistaken assumption', 'success' against 'fail', 'interesting story' against 'too complex'). Some more examples taken from the corpus are as follows:

(3) It is *important* to note, however, that ESP is not the *sole issue* in LSP *concerns* in North Africa. *Issues* involving other languages also need to be reviewed… (RevA.4, theme-bound unit 1, p.79)

(4) The story of how psychologists attempted to test this idea is *interesting*, but too *long* and *complex* to relate here; the *important* point is that after some early *successes*, most psychologists *failed* to be convinced… (RevA.5, theme-bound unit 1, p. 5)

(5) Although this research perspective is still *relatively new*, during the past decade it has been adopted by a *growing* number of scholars…*partly* driven by recognition that, by accounting for the *dynamic* evolution of motivation… (RevA.7, theme-bound unit 1, p.46)

(6) A *small* but *increasing* amount of CA and CA-informed research on talk in educational institutions directly addresses *issues* of interest to applied linguists. (RevA.9, theme-bound unit 3, p. 14)

(7) This *problem* seems *unsolvable* within the LHR framework. Its very *attraction_* namely, that its standards apply universally to all individuals regardless of history, numbers, or nationhood_ is also its *weakness*. The *only* sorts of language rights that can be defined in this universal way are minimal rights…In this way, LHR are *insufficient* to ensure linguistic justice…In the end, both the benign *neglect* approach and the LHR approach *suffer* from the flow of attempting to avoid the unavoidable… (RevA.13, theme-bound unit 3, p. 11)

(8) Over the years there have been various empirical attempts to demonstrate the influence of L1 concepts…one study *especially interesting* because of its methodology (Ijaz, 1986), considered cases…Ijaz assumed that meaning transfer was the same as conceptual transfer, and as the discussion in the preceding section suggests, such an assumption is *mistaken*. Furthermore, the cloze tests Ijaz used cannot really show…(RevA.21, theme-bound unit 2, p.9)

It is important to note that evaluative items in the Abstract sections are not rare as well. The findings of this research indicated that attitude markers were frequently used in the Abstract sections particularly in Move1: Situating the review. They were used frequently to situate the review. In other words, the authors of review articles used attitudinal lexicons in Move1 of the Abstract sections to provide the background knowledge on the previous research and to define the idea or theme of the review for the immediate audiences. These evaluative items such as adjectives, adverbs and verbs help the authors to situate the review in the first move of the Abstract sections. Examples of attitude markers in the Abstract sections taken from the corpus are shown as follows:

(1) Over four decades ago the so-called Chomskyan revolution appeared to lay the foundation for a *promising new* partnership between linguistics and psychology. (RevA.5, Abstract, Critical Evaluative Review Article)

(2) The omnipresence of English in Europe has led to *numerous* discussions about its widespread functions and *special* status compared to all other European languages. (RevA.25, Abstract, Critical Evaluative Review Article)

(3) The study of L2 motivation has reached an *exciting* turning point in the 1990s, with a variety of *new* models and approaches proposed in the literature...(RevA.7, Abstract, Bibliographic Review Article)

(4) A *few* studies have continued theoretical threads from previous work…we have also seen the beginnings of *promising new* lines of research…(RevA.8, Abstract, Bibliographic Review Article)

(5) …Neurobiology and psychology have become *more* closely integrated in *recent* years as evidenced by the emergence and development of such disciplinary interfaces as biopsychology and...is *widely* accepted… (RevA.6, Abstract, Mixed-mode Review Article)

(6) …a *critical* overview of the *issues* and research conducted since the most *recent* state-of-the-art article published in ARAL… (RevA.28, Abstract, Critical Evaluative Review Article)

Move1 is used to lay out the situation for the review texts either by providing background on the previous research or elaborating the idea or theme. This move can also be recognized through clusters of evaluative items in the review texts. Yet, attitude markers were also frequently used in the second move of the Abstract sections (Move2: Presenting an issue). The attitudinal lexicons such as adjectives, adverbs, verbs, and

nouns (e.g. 'limited', 'critical', 'overwhelming', 'many', 'few', 'new', 'current', 'unfortunately', 'only', 'thoroughly', 'difficult', 'neglect', 'issues') were identified in the second move of the Abstract sections presenting a gap or raising an issue.

(7) *Many* have now concluded, however, that the *hopes* originally expressed for this partnership were not realized. (RevA.5, Abstract, Critical Evaluative Review Article)

(8) Yet, *many* of these discussions conceive of Europe as a group of nation states where English is either a first or a foreign language. (RevA.25, Abstract, Critical Evaluative Review Article)

(9) *Unfortunately*, all studies focus *only* on English discourse, which suggests that analyses of discourse in other languages are clearly needed; moreover, it was *extremely difficult* to find published discourse analytic studies which employ *only* quantitative research methods. (RevA.10, Abstract, Mixed-mode Review Article)

(10) There is empirical support for each of these implications, although at the same time, additional research related to *many* is *needed to* further identify... (RevA.19, Abstract, Mixed-mode Review Article)

(11) After years of *neglect*, political theorists in the last few years have started to take an interest in *issues* of language policy, and to explore the normative *issues* they raise. (RevA.13, Abstract, Mixed-mode Review Article)

(12) Although there are *many* studies on the *new* international norms…, there are *limited* discussions… (RevA.26, Abstract, Critical Evaluative Review Article)

The results indicated that not only adjectives but also adverbs, nouns and verbs were found to express the authors' views, evaluation and attitude towards the propositional content. These attitudinal lexicons explicitly inform the immediate audiences the authors' view and perspective of a particular idea. These markers refer to the authors' "affective attitude" towards a certain matter (Hyland, 2008).

In fact, evaluative items can carry various functions. They may express the views positively or negatively in the review texts. They can indicate a niche or an issue. Their functions can be presented in the review texts in various types. They can be classified into different types including (1) attitude markers presenting 'importance' (e.g. 'central', 'core', 'contribute', 'contribution', 'critically', 'crucial', 'deserve', 'attention', 'essential', 'expand', 'extend', 'fundamental', 'importance', 'importantly', 'influential', 'key', 'main', 'major', 'merit' (attention), 'primary', 'notable', 'noteworthy', 'relevant', 'significant', 'significantly', 'significance', 'vital'), (2) attitude markers presenting 'issues and gaps' (e.g. 'limited', 'critical', 'overwhelming', 'few', 'unfortunately', 'only',

'difficult', 'neglect', 'issues', 'need to', 'lack', 'short of', 'shortcoming', 'absence', 'inconsistent', 'poor', 'problematic', 'underdeveloped', 'unexplored'), (3) attitude markers presenting 'emotion' (e.g. 'amazing', 'surprising', 'surprisingly', 'interestingly', 'fortunately', 'unfortunately'), and (4) attitude markers presenting 'assessment' (e.g. 'adequate', 'better', 'best', 'broadly', 'caution', 'complex', 'complexity', 'comprehensive', 'conclusively', 'confident', 'dangerous', 'desirable', 'dilemma', 'discovery', 'easy', 'effective', 'ensure', 'first', 'generalizable', 'good', 'great', 'hard', 'hopeful', 'in-depth', 'insight', 'marginal', 'meaningful', 'necessary', 'narrow', 'new', 'obvious', 'opaque', 'overemphasize', 'overlook', 'promising', 'reasonable', 'reliably', 'respond', 'satisfactory', 'serious', 'strength', 'strict', 'sufficient', 'suggestive', 'support', 'tremendous', 'true', 'unique', 'useful', 'usefully', 'valid', 'validity', 'valuable', 'value', 'worth', 'worthwhile').

The findings indicated that the first highest hit refers to '*only*' (254 hits/ 1.28 in 1,000 words) and the second highest refers to '*important*' (203 hits/ 1.02 in 1,000 words). Overall, there were 1520 hits/ 7.66 attitude markers in 1,000 words in the entire of the corpus. Table 8.2 summarizes the frequency of use of the different attitudinal lexicons in review articles. It shows the total frequency of attitude markers (1520) and their occurrences per 1,000 words in the entire of the corpus. It indicates that the most frequent attitude markers in review articles are attitudinal adjectives (69%) and the least frequent belong to the attitudinal verbs. The analysis was conducted based on the 85 cases (i.e. attitudinal lexicons) which were developed and enlisted for the purpose of this study. Accordingly, one of the useful points of the findings is that a list of attitudinal lexicons in the field of applied linguistics is developed based on the present corpus analysis. The developed list contains 181 attitude markers and it can be used for future researches (see

Appendix 'D' for the developed list of attitude markers and Appendix 'H' for a sample of Wordsmith analysis).

Table 8.2: Overall Distribution of Attitude Markers in Review Articles

The analysis of 'attitude markers' in review articles				
N	File	Words	Hits	per 1,000
	Overall	198426.00	1520.00	7.66
1	only	198426.00	254.00	1.28
2	important	198426.00	203.00	1.02
3	appropriate	198426.00	89.00	0.45
4	complex	198426.00	74.00	0.37
5	critical	198426.00	64.00	0.32
6	better	198426.00	61.00	0.31
7	significant	198426.00	57.00	0.29
8	major	198426.00	57.00	0.29
9	best	198426.00	55.00	0.28
10	useful	198426.00	55.00	0.28
11	main	198426.00	54.00	0.27
12	key	198426.00	50.00	0.25
13	difficult	198426.00	46.00	0.23
14	interesting	198426.00	42.00	0.21
15	necessary	198426.00	39.00	0.20
16	meaningful	198426.00	31.00	0.16
17	unique	198426.00	20.00	0.10
18	valuable	198426.00	17.00	0.09
19	essential	198426.00	16.00	0.08
20	consistent	198426.00	16.00	0.08
21	expected	198426.00	15.00	0.08
22	comprehensive	198426.00	15.00	0.08
23	essentially	198426.00	15.00	0.08
24	unfortunately	198426.00	13.00	0.07

The results of this research are to somehow similar to Hyland's (1999b, 2005c) results. Both studies, Hyland's and the present research, analyzed the attitude markers in the whole analytical sections either in research articles or review articles. Likewise, the analysis in both studies has been conducted in the same field namely 'applied linguistics'. However, Hyland investigated all four stance features (i.e. attitude markers, hedges, boosters and self-mention resources) in applied linguistic research articles. Although, the occurrence of attitude markers and self-mention resources were investigated in the four analytical sections of review articles in the present research, the main focus of this study was on types, frequency, lexical forms and functions of these markers in the whole review articles particularly in critical and bibliographic review articles. Hyland also indicated that attitude markers are one of the significant stance features in research articles particularly in soft sciences. His findings revealed that attitude markers were less frequent than hedges in the corpus of his study. Unlike the current study (7.66 per 1,000 words), his investigation indicated a bit higher use of attitude markers in the applied linguistic research articles (8.6 per 1,000 words). Hyland (1999b, 2005c) has not mentioned the number of attitude markers that he employed in his research, whereas in the present research the number of attitude markers was investigated in the entire of the review article corpus was 85 attitude markers. Moreover, he analyzed the stance features in 30 applied linguistic research articles, whereas in this study only two features of stance namely attitude markers and self-mention resources were investigated in 32 applied linguistic review articles. In other words, while the number of words was not specified and mentioned in Hyland's, the number of words in the entire corpus of this study is 198426 overall words.

8.2.2 Attitude markers in the critical evaluative and bibliographic review articles: A comparative study

In this section, the frequency of occurrence of attitude markers in the two sub-corpora (critical evaluative and bibliographic review articles) was investigated and compared. These two computer-readable sub-corpora were compiled and the length of these review texts were calculated. The critical evaluative review articles contained almost 52572 words and the bibliographical review articles contained almost 42267 words. The list of attitude markers (85 attitude markers) were loaded in Wordsmith tools version 6 (Scott, 2006) to screen and mark these markers in the review texts. They were analyzed, identified and marked in the two sub-corpora. The results revealed the number, type and frequency of the occurrence. The findings indicated the number of attitudinal lexicons which were clustered and gathered in the two sub-corpora. In order to get clearer understanding of their functions, a rigorous analysis of the context was carried out. The analysis was conducted several times to assure that the selected lexicons were representative of attitude markers. Table 8.3 summarizes the frequency, type and number of the different attitudinal lexicons in the two sub-corpora.

Table 8.3: Attitude Markers in the CE and Bib review articles

CE Review Articles	Total No of words	Hits	Per 1000	The first ten most frequent attitude markers
RevA.1	5615	61	10.86	Only-appropriate-significantly-meaningful-surprising-difficult-essentially-significant-important-comprehensive
RevA.2	4534	30	6.62	Important-best-appropriate-only-major-inappropriate-unexpected-consistent-critical-remarkably
RevA.3	4444	33	7.43	Important-major-only-better-significantly-complex-significant-comprehensive-useful-key
RevA.4	5322	36	6.76	Only-appropriate-best-important-major-main-complex-better-unique-significant
RevA.5	6502	48	7.38	Important-interesting-complex-only-better-appropriate-inappropriate-main-critical-correctly
RevA.25	9747	79	8.11	Only-important-essentially-interesting-complex-main-difficult-better-useful-significant
RevA.26	7143	28	3.92	Only-important-striking-prefer-appropriate-unique-difficult-main-importantly-critical
RevA.28	9265	109	11.76	Important-only-better-appropriate-critical-significant-necessary-key-best-main
Total: 8	52572 (#6571)	428 Total average hit #53	# 7.85	
Bib Review Articles	**Total No of words**	**Hits**	**Per 1000**	**The first ten most frequent attitude markers**
RevA.7	4409	35	7.94	Complex-significant-better-best-useful-important-main-hopefully-only-interesting
RevA.8	3256	14	4.30	Only-better-main-dramatically-robust-remarkable-key
RevA.11	4142	17	4.10	Important-main-significant-better-fortunately-best-critical-expected-complex-appropriate
RevA.12	4833	32	6.62	Complex-important-useful-unusual-main-only-major-best-better-striking-consistent
RevA.14	7681	56	7.29	Important-only-better-comprehensive-major-preferred-critical-complex-significant-necessary
RevA.17	6806	77	11.31	Only-important-useful-better-critical-necessary-significant-difficult-comprehensive-unique
RevA.20	7149	33	4.62	Critical-important-only-better-major-dramatic-comprehensive-complex-agree-interesting
RevA.27	3991	23	5.76	Agreed-only-key-difficult-significance-understanding-important-correctly-complex-unique
Total: 8	42267 (#5283)	287 Total average hit # 36	# 6.49	

CE= Critical Evaluative; Bib= Bibliographic

The analysis of frequency of occurrence helped us to explain and account for the similarities and differences found in the use of attitude markers in the two sub-corpora. The comparative analysis of attitude markers in the two sub-corpora contribute to

showing the authors' judgment, evaluation and attitudes towards the proposition of the review texts. Attitude markers were explicitly used in the review texts particularly in evaluating of the works and scholars' views, presenting the significance of developments in a research, presenting an issue or a gap, pairing criticism with praise and presenting limitations and significance of the review. The significance of the frequency of attitudinal lexicons can be more apparently understood in a comparative analysis between the two types of review articles.

Table 8.3 shows that the attitude markers in the critical evaluative review articles appeared with the frequency of 428 hits/ or 7.85 items in 1,000 words, while these markers occurred in the bibliographic review articles with the frequency of 287 hits/ or 6.49 cases per 1,000 words. As a result, the analysis of attitudinal lexicons in the two sub-corpora using Wordsmith tools version 6 showed that several attitude markers including certain attitudinal adjectives, adverbs and nouns (e.g. 'important', 'appropriate', 'critical', 'only', 'essentially', 'necessarily', 'issue', 'need', 'problem', 'lack', and 'difficulty'), were more frequent in the critical evaluative review articles. The findings showed that the attitudinal adverb such as '*only*' appeared with the frequency of 74 items/ 1.41 per 1,000 words in the critical review texts, whereas it appeared with the frequency of 38 items/ 0.91 per 1,000 words in the bibliographic review texts. Or the attitudinal adjective like '*important*' occurred with the frequency of 58 items/ 1.10 per 1,000 words in the critical review texts, while it appeared slightly different with the frequency of 42 items/ 1 per 1,000 words in the bibliographic review texts.

Remarkably, both 'only' and 'important' were the most frequent attitude markers appeared in the two sub-corpora but with the different frequency. The analysis showed that several attitude markers including attitudinal adjectives such as '*appropriate*' (44

items/ 0.83 per 1,000 words) and attitudinal nouns such as 'problem', 'lack', 'need', and 'issue' in the critical evaluative review articles were more frequent than in the bibliographic review articles.

Overall, the results revealed that the 11 attitudinal lexicons in the critical evaluative review articles (5.56 cases per 1,000 words) appeared more frequently than in the bibliographic review articles (4.50 cases per 1,000 words). There were 10 attitude markers in each sub-corpus which were common in the both sub-corpora, except in one item. In the following table (Table 8.4), the first eleven most frequent attitudinal lexicons were identified for the both sub-corpora. Once again, attitudinal adjectives occurred more frequently than any other attitudinal lexicons in the both sub-corpora of review articles. In agreement with the previous investigations of attitudinal lexicons in academic discourses (Swales and Burke, 2003; Koutsantoni, 2004) attitudinal adjectives were found to be more frequently than any other attitudinal lexicons in the research articles. Apparently, the findings of this research indicated that attitudinal adverbs were the second most frequent attitudinal markers in the two sub-corpora of review articles, very closely followed by the nouns. Only a few types of attitudinal verbs were identified and marked in the both sub-corpora of review articles in applied linguistics. In an overall analysis of attitudinal lexicons in the two sub-corpora, these lexicons particularly attitudinal adjectives were more common in the critical evaluative review articles than the bibliographic review articles (see Appendix 'I' for a comparative analysis of attitude markers).

Table 8.4: First Eleven Most Frequent Attitude Markers in Both Sub-corpora

Critical Evaluative Review Article		Per 1,000	Bibliographic Review Article		Per 1,000
Attitude markers	hits		Attitude markers	hits	
Only	74	1.41	Important	42	1.00
Important	58	1.10	Only	38	0.91
Appropriate	44	0.83	Better	20	0.48
Better	21	0.40	Complex	16	0.38
Best	17	0.32	Significant	16	0.38
Significant	15	0.28	Major	12	0.28
Complex	15	0.28	Main	10	0.24
Main	14	0.26	Critical	10	0.24
Significantly	13	0.24	Significantly	9	0.21
Critical	12	0.22	Best	8	0.19
Major	12	0.22	Comprehensive	8	0.19
Total hits	295	5.56	Total hits	189	4.50

In fact, the persuasiveness of the authors' argument was supported by attitude markers (Hyland, 2005a) particularly in those review texts which were involved in argumentation and evaluation. Although the results of this study showed that the use of evaluative items (particularly attitudinal adjectives) in the critical evaluative review texts was more frequent than the bibliographic review articles, these features were commonly used in several analytical sections of the both types of review texts to organize the review discourse, and indicate the main functions such as the significance and limitation of a review and evaluation of the research and review. It seems that the authors of review articles made use of evaluative items in the review texts to interact with the immediate audiences and to establish their own strong position. They included the attitudinal lexicons in their review texts to support their views, present an evaluation and seek the readers' agreement.

8.2.3   Attitudinal lexicons

Attitudinal lexicons seem to be typically writer-oriented and the authors of review articles explicitly used these markers in several analytical sections of their review texts to present the main functions. They were used in several moves of the analytical sections of

the review texts, as discussed before, to indicate significance, evaluation, limitation, and emotion. Attitude markers were mainly classified into four groups namely adjectives, adverbs, nouns, and verbs in review articles of the corpus of this study. The attitudinal lexicons such as attitude verbs were the least frequent features in this study. The attitudinal lexicons were discussed in the following sections.

8.2.3.1   Attitudinal Adjectives

As discussed before, the authors expressed their attitude, feeling and evaluation mostly through attitudinal adjectives in review articles. Attitudinal adjectives were more frequent than any other attitudinal lexicons. The authors may express their attitude positively in a form of praise or negatively in a form of critiques. In addition, the authors can express their attitude, feeling and judgment in many different types such as significance, limitation, evaluation, emotion and so on. The authors by including their feeling, judgment, evaluation and attitude in review article texts attempt to persuade the audiences and seek the agreement. In the following section, the most frequent adjectives used in the different analytical sections of review articles are presented. They represent certain functions and are identified in the different analytical sections of review articles. There are several attitudinal adjectives presenting significance in the Introduction sections (i.e. claiming centrality) and in the thematic units (i.e. indicating the significance of works) such as 'important', 'significant', 'major', 'main', 'key', 'first', 'validity', 'valuable', 'novel', 'developing', 'growing', 'influential', 'momentous', and 'potential'. Several examples taken from the corpus are as follows:

(1) …this concern also extends to what is in many ways the most *important* and *influential* development in E-language description over recent years… (RevA.1, Introduction)
(2) It is obviously a highly *significant* development which has already had *momentous* effects on linguistic description. (RevA.1, Theme-bound unit 2)
(3) Wallace identifies three *major* models… (RevA.2, theme-bound unit 1)
(4) …; thus, it is *important* to consider the effects of context upon teacher decision-making and teaching and learning. (RevA.2, theme-bound unit 1)

(5) As far as register analysis is concerned, there has been *significant* work in tenor, mode, and field. The *main* tenor initiative draws on appraisal analysis to explore solidarity… (RevA.11, theme-bound unit 2)

(6) Another *major* development in interpersonal discourse semantics has been the emergence of appraisal theory… (RevA.11, theme-bound unit 2)

(7) *Valuable* contributions to this area of investigation come from various parts of Europe… (RevA.25, Future Directions and Challenges)

(8) The hybrid genres and mixed varieties of English in lingua franca communication create *significant* challenges for applied linguistics. There is still a bias in the field… (RevA.26, Conclusion)

(9) One of the *most influential* paradigms in mainstream motivational psychology has been offered… (RevA.7, theme-bound unit, p.47)

(10) A *novel* line of research that has the *potential* to revolutionarize the study of L2 motivation has been pursued by John Schumann…This work has been one of the *first* attempts in the L2 field…link the study of language to this particularly dynamically *developing* discipline…The *key* constituent of Schumann's theory is… (RevA.7, theme-bound unit, p.46)

(11) Though few studies have used a mapping approach, its *potential* to contribute to our understanding of discourse is great. (RevA.12, theme-bound unit, p. 85)

There are a few attitudinal adjectives indicating gaps, showing a need or a lack, presenting issues or limitations in the Abstract sections, Introduction sections, thematic units and the Conclusion sections such as 'missing', 'problematic', 'limited', 'little', 'few', 'restricting', 'not enough', and 'conflict'. Some examples taken from the corpus are as follows:

(1) What is often *missing* from traditional language teacher education is recognition of the role that the teacher plays… (RevA.2, theme-bound unit 2)

(2) Limiting one's interest and analytic tool kit only to institutional talk…or only to practices of everyday conversation can result in *missing* the complexity of all kinds of talk and interaction and in *restricting particular* findings to one domain or the other. (RevA.9, theme-bound unit, p. 12)

(3) Without corpus linguistics techniques, however, the amount of language that could be included was *quite limited*. (RevA.12, theme-bound unit, p. 83)

(4) This situation is obviously *problematic*: The need for a common means of communication is in *potential* conflict… (RevA.25, theme-bound unit 1)

(5) There has been *little* research in this area since then, in both L1 and L2 contexts, to support the instructional connection between vocabulary knowledge and comprehension. (RevA.19, theme-bound unit, p. 49)

(6) However, I have tried to highlight the fact that there is *not enough* research being done, particularly in L2 contexts, on the effectiveness of instructional practices and the direct effects of specific abilities on reading comprehension development. (RevA.19, Conclusion, p. 60)

(7) There are currently very *few* studies addressing these variables in ELF contexts. (RevA.27, theme-bound unit, p. 226)

It is essential to note that in the theme-bound units of the Body section several rhetorical strategies like 'criticizing and praising', 'comparing and contrasting' and 'analyzing the reasons' were used. Besides, in the Conclusion sections a rhetorical strategy such as evaluating the review was employed to present the depth evaluation of

the developments in the field. These strategies were used by the authors in review articles to establish their own views and positions and seek the audiences' agreement. The evaluation following those strategies usually appeared in the critical evaluative review articles.

Moreover, the authors restated and repeated their views and argumentation by their explicit comments. In these strategies, the authors were using attitudinal lexicons to make their positions significant and reliable. The reliable evaluation and the detailed argument actually open the space for the immediate audiences to be involved in the reviewing and evaluation. This situates the room for the readers to accept or reject the authors' claim. The immediate audiences can be involved in the flow of evaluation the authors of review articles have made. This helps the audiences to understand the process of evaluation, argument, and reviewing. In other words, the review article authors involved the readers in their argument and evaluation of the developments in a research in the field. By using attitude markers, the writers tried to negotiate and interact with their readers and made them to follow their argument and evaluation in the review texts. They managed to include their ideas and judgment in the texts by using attitudinal lexicons.

It was found that the following adjectives were identified in the review texts such as 'potential', 'important', 'appropriate', 'significant', 'complex', 'critical', 'dramatic', 'significant', 'better', 'best', 'limited', 'partial', 'concern', 'bias', 'true', and 'useful'. More importantly, these attitudinal adjectives were sometimes combined with nouns or adverbs to make 'syntactic constructions'. These syntactic constructions in the review texts can engage the readers with the flow of argument and evaluation. It seems that the authors employed these syntactic constructions in their review texts to emphasize the significance of their argument and views, make their positions stronger and gain

credibility. The syntactic constructions indicate their evaluation is reliable and worthy to pay attention. They used these textual syntactic constructions in the review texts to create conditions for the immediate audiences to accept their views. In other words, they seek the agreement for their own evaluations and argument. The authors bind themselves to the readers to get their attention and agreement.

As discussed above, the authors used syntactic constructions with the attitude markers to have control over the presentation of their content. They need to engage the readers and lead them to their own strong views to be understood and accepted. They used different syntactic constructions in the review texts which are presented in the subsequent sections. The attitudinal adjectives are used either as noun pre-modifiers (e.g. 'problematic categories', 'little progress', 'exciting time'), or they were used in superlative or comparative forms (e.g. 'the most important', 'less progress'). It is important to note that attitudinal adjectives were sometimes pre-modified by adverbs to intensify them (e.g. 'particularly striking', 'clearly encouraging', 'obviously problematic', 'dramatically developing', 'highly significant', 'necessarily partial', and 'quite limited'). These syntactic constructions help the authors to guide their immediate audiences in their review texts to their intended messages. The authors can make sure that they have led their readers to the obvious interpretation of the argument or review. Some examples of the syntactic constructions are as follows:

(1) Despite widespread criticism of its dominance, it has to be acknowledged that English does serve the ideal of European integration and facilitate movement across borders. A *particularly striking* example of how English functions in this way (RevA.25, Introduction, p. 5)
(2) The description that corpus analysis provides, then, is *necessarily partial* in that it privileges one aspect of language…its validity is bound to be *limited*. (RevA.1, theme-bound unit)
(3) Conversation analytic studies have the *potential* to bring some clarity to the *problematic* categories of "native" and "nonnative" speaker. (RevA.9, theme-bound unit, p. 13)
(4) Although the areas of intersection between applied linguistics and CA touched on in this review have of necessity been *limited*, there are indications that the relationship between the two fields is *growing*. (RevA.9, Conclusion, p.18)
(5) Although the research trends in effectiveness of instruction discussed so far are *clearly encouraging* and take a longer view of instructed L2 development, *little* progress seems to have occurred regarding the use of time-series designs in SLA research. (RevA.22, theme-bound unit, p.33)

(6)   Moreover, some recent studies have implemented *true longitudinal* intervention designs, although they cannot be characterized as fully quasi-experimental because no control or comparison group was employed. (RevA.22, theme-bound unit, p. 32)

There are a few attitudinal adjectives presenting emotion such as 'interesting', 'surprising', 'amazing', and 'exciting'. Some examples are as follows:

(1)   The *interesting* question is how they are to be related, what relevance the description of one might have for the design of the other... (RevA.1, theme-bound unit, p. 26)
(2)   This is not *surprising*, actually, for it would require them to distance themselves from their own disciplinary perspective… (RevA.1, theme-bound unit, p. 28)
(3)   It is an *exciting* time to be working in the area of second language writing. (RevA.20, Introduction, 70)

'Adjectival constructions' are considered as one of the sub-classifications of attitudinal adjectives. It is called 'subjective complement'. In other words, attitudinal adjectives function as subjective complement. Some examples taken from the corpus are as follows:

(1)   Now *it is important to stress that* this view does not deny the validity of such text description… (RevA.1, theme-bound unit, p. 24)
(2)   Therefore, *it is important to consider how* individuals modify, resist, and reconstruct dominant policy discourses and… (RevA.26, theme-bound unit)
(3)   *It is indeed surprising that*… (RevA.22, theme-bound unit, p. 36)
(4)   *It is important to note*, however, *that* ESP is not the sole issue in LSP concerns in North Africa. Issues involving other languages also need to be reviewed… (RevA.4, theme-bound unit, p. 79)
(5)   *It has to be acknowledged that* English does serve the ideal of… (RevA.25, Introduction, p. 5)

8.2.3.2 Attitudinal Adverbs

Attitudinal adverbs were the second most frequent attitude markers in review articles. As discussed before, the authors expressed their attitude, feeling and evaluation mostly through attitudinal lexicons in review articles. Attitudinal adverbs were not as frequent as attitudinal adjectives. However, the findings indicated that the first most frequent attitude markers belonged to one of the attitudinal adverbs namely '*only*' which was usually present with the frequency of 254 cases, 1.28 cases per 1,000 words in the both sub-corpora as well. There were also a few cases of attitudinal adverbs identified and marked in the entire of the corpus, but with less frequency, such as 'essentially' (15 hits/ 0.08 cases per 1,000), 'unfortunately' (13 hits/ 0.07 cases per 1,000 words), 'appropriately' (9

hits/ 0.05 cases per 1,000 words), 'interestingly, importantly, dramatically' (all in the same range 6 hits/ 0.03 cases per 1,000 words), 'surprisingly' and 'remarkably' (both in the same range 5 hits/ 0.03 cases per 1,000 words), 'correctly' (4 hits/ 0.02 cases per 1,000 words), and 'hopefully', 'preferably', and 'fortunately' (all in the same range 2 hits/ 0.01 cases per 1,000 words). The attitudinal adverb 'only' got the frequency of 16 cases (0.38 per 1,000 words) in the bibliographic review article sub-corpus, whereas it got the frequency of 25 cases (0.47 per 1,000 words) in the critical evaluative review article sub-corpus. The results revealed that a few attitude adverbs such as 'only', 'essentially', 'importantly' and 'necessarily' in the critical evaluative review articles were found to be more frequent than in the bibliographic review articles. On the contrary, it was found that attitude adverbs such as 'significantly', 'unfortunately' and 'hopefully' were more frequent in the bibliographic review texts than in the critical review texts. In the following excerpts, a few attitudinal adverbs carrying certain functions are presented. These functions may vary from indicating a gap to emphasizing the significance of the developments in the field. They were associated with various syntactic constructions in the different analytical sections of review articles.

(1) Although there is ample indirect evidence that the teacher's own level of motivation is 'infectious'…, *hardly* any research has been done in the past to explore this relationship. (RevA.7, theme-bound unit, p.50)
(2) Although their importance was noted in the past, *only* corpus-based studies have provided quantitative support to show just how common these recurring sequences are over a wide range of texts. (RevA.12, theme-bound unit, p. 85)
(3) Advances in computer technology have made *increasingly* large corpora possible, but there has *unfortunately* been *relatively* little empirical investigation of the size and sampling that are reliable yet efficient for representing all the variation in a language. (RevA.12, theme-bound, p. 77)
(4) *More importantly*, as Chapelle (2005) observed, the topic of language and technology is now an established strand in the yearly American Association for Applied Linguistics (AAAL) convention. (RevA.32, Conclusions, p. 88)
(5) Dewey's research questions are *strikingly* similar to Mollin's, but the emerging findings promise to be *intriguingly different*. (RevA.25, theme-bound unit, p. 12)
(6) *Most remarkably*, there have been some 236 million edits to Wikipedia since its inception in 2001 made by 5.77 million contributors (Wilkinson & Huberman, 2007).
(7) This brief and *necessarily* sketchy overview has *hopefully* demonstrated that L2 motivation research is currently flourishing. (RevA. , Conclusion, p.)
(8) *Unfortunately*, there is little information in the literature about the particular conditions…
(9) *Interestingly*, the view of interpreters (and prospective interpreters) as fully developed exceptional bilinguals is problematized by the debate within the interpreter-training profession about the role of language instruction in such programs.

(10) Following Grabe's (2004) work, Chun (2006) *correctly* pointed out two separate aspects of lexical knowledge that impact reading comprehension: the learning of vocabulary and the fluency (i.e., automaticity) of word recognition.

(11) Bigelow, Delmas, Hansen, and Tarone (under review) find that Somali adults who have low literacy levels are *significantly less able* to *correctly* recall oral recasts of their erroneous English L2 questions

(12) …apart from historical background references, one finds *relatively little bibliographical overlap* in a great number of writings.

As illustrated in the examples above, the results revealed that attitudinal adverbs appeared in different syntactic constructions carrying and performing certain functions. For example, some adverbs were used as 'adjective pre-modifiers' (e.g. 'obviously problematic', 'dramatically developing', 'highly significant', 'necessarily partial', 'quite different', and 'quite limited'). Sometimes adverbs were modified by other adverbs to intensify the writers' evaluation or judgment (e.g. 'quite simply', 'quite differently', 'quite strongly', 'quite highly', and 'too often'). Or they can occur in superlative or comparative forms (e.g. 'more importantly' and 'most importantly'). Even they can be sometimes considered as verb-modifying adverbs (e.g. 'correctly pointed out' and 'correctly recall'). Yet, in some cases, it was found that attitudinal adverbs are combined with adjectives to express negative attitude (e.g. 'significantly less able', 'relatively little bibliographical overlap', 'relatively little empirical investigation', 'completely inaccessible', and 'completely unmanageable'). All in all, attitudinal adverbs are found to be far more common than verbs in the review texts, very closely followed by attitudinal nouns. These evaluative items were explicitly used to express the review article authors' value judgment towards the content of proposition in the various analytical sections of review articles.

8.2.3.3 Attitudinal Verbs

Attitudinal verbs are considered as one of the other types of attitudinal lexicons. There have been a number of studies in metadiscoursal analysis in academic writing investigating attitudinal lexicons in academic discourses and their types and functions

(Hyland, 2000, 2005a, 2009; Koutsantoni, 2004, Swales and Burke, 2003; Thetela, 1997). They examined attitude markers and suggested that authors' view, evaluation and attitudes are most explicitly signaled by attitudinal lexicons such as adjectives, adverbs, and verbs. Although attitudinal verbs explicitly signal authors' established position and stance, the findings of this study indicated that there are only a few attitude verbs appeared in review articles presenting attitude. The results showed that attitudinal verbs are less frequent than attitudinal adjectives, adverbs and nouns in review articles. There are only a few cognitive verbs such as 'think' (27 cases, 0.13 per 1,000), 'believe' (26 cases, 0.13 per 1,000), 'feel' (22 cases, 0.11 per 1,000), and 'imagine' (7 cases, 0.03 per 1,000) identified and marked in the corpus and they indicated the authors' cognitive domain about the propositions they discuss or argue. However, their frequency of occurrence is very low and they are very rare in the entire of the corpus. The first ten most frequent attitudinal verbs appeared in the entire of the corpus including 'contribute', 'extend', 'expect', 'prefer', 'think', 'believe', 'ensure', 'support', 'feel', and 'hope'. Some examples taken from the corpus are as follows:

(1) Their importance *extends* the point just made in the preceding paragraph. What figures most centrally for the persons whose language use we study and *hope* to *contribute* to is what they get done by talking… (RevA.9, theme-bound unit, p.9)
(2) I *expect* this technology to affect our conception of language and attendant semiotic systems as radically as the invention of writing… (RevA.11, Conclusions, p.62)
(3) Thus, language teachers, for example, may, and indeed often do, *think* of mediation as an unwanted, and unwarranted, intrusion on their domain. (RevA.1, theme-bound unit, p. 32)
(4) Ultimately, we will see if new generations of researchers shift their views to make convergence possible. I *think* we are now witnessing such a shift in the making, for the reasons described in the next section. (RevA.5, theme-bound unit, p. 8)
(5) Nevertheless, I *believe* there are two major challenges that will affect the popularity and acceptance of corpus-based discourse studies in the future. (RevA.12, The Future for Corpus Linguistics, p. 86)
(6) Recent developments suggest we may soon see a new era of collaboration between linguistics and psychology that, one *hopes*, will be more enduring. (RevA.5, theme-bound unit, p. 8)
(7) In many cases, this knowledge works well and *supports* students' reading development. In fact, many teachers and teacher trainers might say that they already know many of the points made in this review… (RevA.20, Conclusion, p. 59)
(8) It is hard to *imagine* this present survey article, five years on, without an account of spoken corpora and their growing influence on the pedagogy of speaking. (RevA.18, theme-bound unit, p.26)
(9) …but when programs become more widely spread, there is less research and often funding is also withdrawn. No studies are available on why, if any, programs *fail*. (RevA.28, theme-bound unit, p. 243)
(10) This review article cannot *hope* to be comprehensive of the impressive body of knowledge amassed since then, or in even the last five years. (RevA.14, theme-bound unit, p. 25)

As shown above, attitudinal verbs are used in the different sections of review articles carrying different functions in order to present the authors' views, judgment, evaluation, and attitude towards the developments in the field. These attitudinal verbs allow the authors to take a stance to convey their agreement, disagreement and surprise. The functions of attitude verbs can vary from indicating a gap/ issue or showing a lack of study (like examples 8 and 9 above) to evaluating the review in the Conclusion section (example 5).

8.2.3.4   Attitudinal Nouns

Attitudinal nouns are considered as one of the subcategories of attitudinal lexicons. Not only attitudinal adjectives, adverbs and verbs but also attitudinal nouns are found to present the author's attitude and evaluation in review articles. The findings of this study indicated that there are quite a few nouns appeared in review articles. The results showed that attitudinal nouns are statistically very close to attitudinal adverbs in the review texts. However, they are less frequent than attitudinal adjectives and far more common than attitudinal verbs in review articles. The attitude markers are used in the different prevalent sections of review articles carrying important and various functions. They are dealt with presenting the authors' views, evaluation and attitude towards the propositions. Their functions can vary from presenting an issue, showing a lack of study or emphasizing the authors' concerns to indicating the significance of developments in a research. The first ten most frequent attitudinal nouns appeared in the entire of the corpus are including 'issue', 'need', 'support', 'problem', 'value', 'importance', 'insight', 'lack', 'difficulty', and 'constraint'. Some examples taken from the corpus are as follows:

(1) …The *need* for a common means of communication is in potential *conflict*…This intrinsic *difficulty* constitutes a *challenge* for language policy, a key *issue* to which we will return… (RevA.25, theme-bound unit 1)

(2) Research has also documented the *concerns* that non-native speaking teacher candidates…a *lack* of self-confidence about target language proficiency, perceived *bias* in favor of native speakers in hiring…a *lack* of role models and voice… (RevA.2, theme-bound unit, p.43)

(3) Clearly the increasing prominence of ELF by its nature poses a considerable *challenge* to existing established attitudes towards the nature of English and its teaching. It is therefore important to address *concerns* voiced by teachers… (RevA.25, Future Directions and Challenges, p. 21)

(4) A lack of continuity of support and ownership is also typical. (RevA.28, theme-bound unit, p. 249)

(5) One of the most common approaches taken in corpus studies is to focus on a particular language feature…Such investigations offer insight into the factors that shape the choices that language users make for different discourse conditions. (RevA.12, theme-bound unit, p. 78)

(6) This situation is obviously problematic: The *need* for a common means of communication is in potential *conflict* with the ideals of societal multilingualism and individual pluri-lingualism. This intrinsic *difficulty* constitutes a *challenge* for language policy, a key *issue* to which we will return in the final section of this review. (RevA.25, theme-bound unit, p. 8)

As shown in the examples above, attitudinal nouns are used in review articles to present an issue, refer to the author's view and indicate the importance of the developments in a research in this field. The authors, for instance in the last example (number 6), have used several attitude markers expressing assessment and referring to evaluative strategies (like 'need', 'conflict', 'difficulty', and 'challenge') to emphasize the problem and they restate that the intrinsic conflict makes a major problem for language policy. In consensus with Hyland's (2005a, p. 150) notion and suggestion, the authors of research articles in the soft sciences use clusters of attitudinal lexicons to create a research space and indicate a niche. The findings of this study indicated that the review article authors use the same strategy. As shown above (examples 3 and 6), the authors have used the clusters of attitudinal nouns to indicate a gap and present an issue. In other words, they create a research space in the review article genre by employing the evaluative markers like attitudinal lexicons. The writers use the evaluative markers in writing academic review genres as one of the rhetorical strategies to create a research space. This textual strategy is more common in the soft sciences rather than hard sciences (Hyland, 2005a). It appears that the review article authors in applied linguistics rely on more explicit argument and evaluation in order to take a stance, gain credibility and establish their position. Therefore, the authors in applied linguistics use explicitly attitudinal lexicons to create a research space, establish a niche, create a persuasive

discourse, represent personal style and establish personal credibility. Even one of the specialist informants of this study states that:

> one of the main reasons why authors employ attitude markers in their research and review discourses is related to the personality of the authors involved. They have different value systems; they tend to show different reactions to a thing or an event, finding it insignificant, important, a matter of life and death, etc., which is quite normal. Also, it may be due to the speech/writing habits they have developed in their native language and they transfer them (habits) to the second/foreign language process of production.
> (Azabdaftari, Personal Communication, Jan. 2016)

In other words, the authors of the review texts employ attitude markers to construct a persona of authority. They significantly use attitude markers as a textual strategy in the review texts to evaluate the developments in the field. These markers can guide readers through the review texts and create conditions for their interaction with the authors.

In short, the investigation of attitude markers in review articles has several results. The results indicated that certain attitude markers like 'only' and 'important' are the most frequent attitude markers in review articles in applied linguistics especially in both sub-corpora, but with different frequency. However, it should be noted that the review article authors have included their evaluation and views in their review texts and interacted with their immediate audiences by presenting their evaluation and attitudes towards the proposition of the content. The attitude markers are more common in the Conclusion sections than other sections. They appear more frequently in the second and third move of the Conclusion sections namely 'Evaluating the review' and 'Giving suggestions'. The authors have evaluated the review and presented the significance and limitations of works and developments in the field. Or they give suggestions for further research and offer possible solutions for the raised issues. It was noticed that the authors have employed clusters of attitude markers in the review texts to interact with the readers and seek their agreement. The attitudinal lexicons are more frequent in these moves and strategies of the

Conclusion sections. The attitudinal lexicons for expressing evaluation and views was analyzed in review articles and four types of attitudinal lexicons (i.e. adjectives, adverbs, nouns and verbs) were identified, however it was noticed that only two types of attitudinal lexicons including attitudinal adjectives (e.g. 'important', 'appropriate', 'complex', 'better', 'significant', and 'useful') and adverbs (e.g. 'only', 'necessarily', 'significantly', 'completely', 'essentially', and 'appropriately') are the first and second most frequent attitude markers, respectively. Attitudinal nouns and verbs are the least frequent attitudinal lexicons in review articles. The attitudinal nouns such as 'issue', 'need', 'support', 'limit', 'problem', 'importance', and 'lack' are the most frequent nouns and only the verbs such as 'contribute', 'think', 'feel', 'ensure', and 'support' are marked as attitudinal verbs. It seems that modals of obligation (such as 'should', 'ought', 'must', 'have to', and 'need to') can play a key role in expressing the authors' views, evaluation and suggestion. They are used most frequently in the Conclusion sections to indicate a need for further research, present a solution and give suggestions. However, it should be mentioned that no attempt was made to categorize and include the modals in the present research based on their functions in the analysis of attitude markers in review articles.

8.3   Self-mention resources

The term self-mention has been defined as the explicit use of first person pronouns and possessive adjectives by authors in academic discourses. Self-mention resources can represent the writers' presence in academic discourses. These features can be measured by the frequency of first-person pronouns, objective pronouns, and possessive adjectives (e.g. 'I', 'me', 'my', 'we', 'our', 'us'). All written discourses carry information about the writer, but the convention of personal projection through first-person pronouns is perhaps the most powerful means of self-representation (Ivanic, 1998). This study has followed Hyland's (2002a) functional classification for personal pronouns in review articles. He

has suggested a classification of four different discourse functions for the aspect of self-mention resources in academic setting. They are as follows: (1) stating a purpose, (2) explaining a procedure, (3) elaborating an argument, and (4) stating results or claims. His clarification refers to this fact that certain functions contain more powerful authoritativeness (like 'elaborating an argument' and 'stating results or claims') than others (like 'stating a purpose' and 'explaining a procedure'). The writers strategically use exclusive '*we*' to refer to themselves or inclusive '*we*' to refer to either themselves or readers. It is the exclusive '*we*' and explicit self-mention resources that I am concerned with in this current research because Wordsmith tools cannot spot and identify the implicit features of the written texts.

In the following sections, the results of the current study in terms of self-mention analysis in review articles are presented in three sub-sections: (1) explaining and discussing distribution of self-mention resources in review articles and in their different analytical sections, (2) comparing the distribution of self-mention resources in the two sub-corpora and (3) comparing the first person singular pronouns and the first person plural pronouns and their functions in the corpus of this study.

8.3.1   Distribution of self-mention resources in review articles

The investigation of self-mention in the 32 review articles using Wordsmith tools version 6 indicated that the review article authors used this feature of metadiscourse to interact with their readers in the different analytical sections of review articles in applied linguistics. The authors expressed themselves not only to negotiate with the readers but also to indicate their contributions to the field and create a perspective of confidence about their own knowledge and competence in the readers' mind. The presence of authors in their academic texts is not only discipline-oriented (i.e. the nature of disciplines is an

important key) but it also depends on the authors' personal style and their seniority. The significant functions of self-mention can be observed in the different analytical sections of review articles such as the Abstract and Introduction sections (Move3: Presenting the review the authors try to indicate objectives), the theme-bound unit (Move1: Making claims, in Move2: Counter-claims, and in Move3: Describing methodology, explaining findings, and elaborating an argument and guiding the readers through the argument), and the Conclusion section (Move2: Evaluating the developments, and in Move3: Giving suggestions). Table 8.5 summarizes the distribution of self-mention resources in the entire of the corpus.

Table 8.5: Distribution of Self-mentions in the Entire of the Corpus

No.	File	Overall Words	Hits	per 1,000
1.	Overall	198426.00	534.00	2.69
2.	we	198426.00	302.00	1.52
3.	I	198426.00	102.00	0.51
4.	our	198426.00	73.00	0.36
5.	us	198426.00	43.00	0.21
6.	me	198426.00	2.00	0.01
7.	my	198426.00	3.00	0.02
8.	the author	198426.00	7.00	0.03
9.	the writer	198426.00	2.00	0.01

The findings also indicated that the subjective pronoun '*we*' was used more frequently than other types of self-mention resources in review articles. It showed that the first most frequent self-mention resource was the first person plural pronoun '*we*' (302 items / 1.52 in 1,000 words) and the second most frequent was the first person singular pronoun '*I*' (102 items / 0.51 in 1,000 words). Overall, there were 534 hits/ 2.69 items in 1,000 words in the entire of the corpus.

However, it needs to mention that the total appearance of self-mention resources in the current study was almost two times lower than Hyland's (2005c) results. He found that self-mention resources in the 30 Applied Linguistics research articles appeared with a frequency of 4.8 per 1,000 words. Whereas, the findings of this research indicated that self-mention features in the 32 review articles occurred with a frequency of 2.69 per 1,000 words (i.e. two times lower than previous study). This difference can be related to the type of the research genre. There is a great variation between the research article genre and the review article genre. There is a possibility that the authors (in Hyland's study) presented themselves more explicitly in the qualitative and quantitative research articles than the review article authors. Although the presence of writers in academic discourses is disciplinary- specific (Hyland, 2001; Martinez, 2005), there can be not only an inter-disciplinary variation, but there is also a variation in a genre colony or a genre family. As discussed before, research articles and review articles are two sub-genres of the research genre (Swales, 2004). There is a possibility that authors in the research article sub-genre express themselves more frequently and explicitly than the review article genre.

Table 8.5 illustrates the frequency of use of the different self-mention resources in review articles. In other words, it reveals not only the most frequent resource but also the least frequent one. It indicates that the most frequent self-mention resource in review articles (i.e. 'we') occurred with the frequency of 56.5% (1.52 per 1,000 words) and the least frequent resources were belonging to other types of self-mentions such as 'the author' (7 hits), 'me' (2 hits), 'my' (3 hits), and 'the writer' (2 hits). The analysis of self-mention resources in review articles was conducted based on the 8 items (i.e. 'we', 'I', 'our', 'us', 'me', 'my', 'the author', and 'the writer').

The analysis of the 32 review articles indicated that self-mention resources appeared in the four analytical sections with different frequency. For example, we identified 36 self-mention resources, 7.25 per 1,000 words, used in the Abstract sections. We also found that 60 self-mention resources, 5 per 1,000 words, appeared in the Introduction sections which was less frequent than the self-mention in the Conclusion sections (77 items, 7.74 per 1,000 words). The analysis illustrated that self-mention was the least frequent in the Body sections of review articles (361 items, 2.11 per 1,000 words). Table 8.6 shows the frequency of self-mention features in the four different analytical sections and their occurrences per 1,000 words in review articles.

Table 8.6: Distribution of Self-Mention Resources in the Four Analytical Sections of Review Articles

Self-mention markers	Abstract		Introduction		Body		Conclusion	
	Freq.	Per 1,000	Freq.	Per 1,000	Freq.	Per 1,000	Freq.	Per 1,000
We	21	4.23	31	2.75	206	1.20	44	4.42
us	1	0.20	2	0.17	34	0.19	6	0.60
our	7	1.41	7	0.58	41	0.23	18	1.81
I	7	1.41	18	1.50	68	0.39	9	0.90
me	-	-	-	-	2	0.01	-	-
my	-	-	2	0.17	1	0.01	-	-
the author	-	-	-	-	7	0.04	-	-
the writer	-	-	-	-	2	0.01	-	-
Total	36	7.25	60	5.00	361	2.11	77	7.74

The findings of this study about the frequency of self-mention resources in the four different analytical sections in review articles revealed two significant points. The first key point is that most of the self-mention resources used in the four analytical sections of review articles were belonging to the subjective pronoun 'we' (i.e. 'first person plural pronoun'). In other words, it was the highest frequency among the authors' explicit self-mention resources. In contrast, the rest of self-mention features such as 'us', 'our', 'I', 'me', 'my', 'the author', and 'the writer' were scarce. The first most frequent self-mention feature in the four analytical sections was the first person plural pronoun 'we'

(302 cases/ 1.52 per 1,000 words). The second most frequent self-mention marker was the first person singular pronoun 'I' (102 cases/ 0.51 per 1,000 words), very closely followed by the possessive adjective 'our' (73 cases/ 0.36 per 1,000 words). Notably, it was found that the possessive adjective 'our' (0.36 per 1,000 words) was more common than the objective pronoun 'us' (0.21 per 1,000 words) in review articles in applied linguistics.

Besides, other researchers' findings indicated that a high number of explicit self-mention resources in other disciplines were invariably present in research articles. Kuo's (1999) analysis of self-mention features in the engineering fields and Martinez's (2005) study in the field of biology, for example, indicated that authors' voice was clearly visible in their works and researches using the exclusive 'we' more explicitly in the result sections of the research articles.

As discussed before, this voice can be identified not only by attitude markers but also by self-mention features. Self-mention features like the subjective pronoun 'we' can be used inclusively or exclusively. For example, in the following excerpts (1 and 2), taken from the corpus of this study, the use of self-mention resource such as 'we' was presented in the two different situations. The first example shows inclusive 'we'. This review article was a single-authored text and the author engaged the readers in his argument and evaluation of corpus linguistics. While, in the second example, the text was not a single-authored text and the writers were explaining the structure of the chapter. Besides, they themselves referred to the limitation of review article in order to avoid being criticized:

(1) *We* should recognize that corpus analysis is not a different and improved way of dealing with the object of study of linguistics…*We* need to note too that the object of study in corpus linguistics is a particular language in itself…not as representative of language in general… (RevA.1, theme-bound unit, p.24)

(2) *We* have omitted from this part of the chapter some of the most central areas of conversation-analytic inquiry-in particular, sequence organization (Schegloff, 1990, 1995) and the analysis of the formation… (RevA.9, theme-bound unit, p. 9)

In other words, as shown in the two excerpts above, the subjective pronoun 'we' is used in the first excerpt as inclusive 'we' and in the second one as exclusive 'we'. The author of the first review article (a single-authored review article) intends to bring the readers in and involves them in the evaluation of the theme. The author negotiates with his immediate audiences and tries to build a relationship with the readers. This is one of the authorial strategies to persuade the readers to accept the author's view (i.e. one of the significant rhetorical strategies which can be mentioned a persuasive strategy). Hyland (2005a) believes that using inclusive 'we' binds the authors to the readers. The authors apply these strategies like using inclusive 'we' and using clusters of attitude markers in argumentative and evaluative discourses such as critical evaluative review articles in order to interact with the immediate audiences and persuade them to agree with the authors' ideas. Consequently, the author in the first excerpt uses inclusive 'we' together with modal verb 'need to' to create an obligatory situation for everyone in evaluating corpus linguistic studies. He wants the readers to be wary about the advantages and disadvantages of corpus linguistics.

Once again, it should be added that the main focus of this research was on the exclusive 'we' in the review texts. However, when the first person plural pronouns were analyzed in the review texts and inclusive 'we' with exclusive 'we' was differentiated, several functions such as 'presenting evaluation', 'directing to some important works or views', and 'giving suggestions' were observed in the corpus. These self-mention resources, particularly 'we' may refer to the contributors or to the single author of review articles. In the second excerpt, the authors explain the focused themes and they present the structure of the review text. The authors use explicitly this exclusive 'we' to strengthen their position and support their claims. In other words, the authors' role in the review of developments in a research can be presented by the significant presence of subjective

pronoun 'we'. Or the writers may support their own claims or counter-claims and strengthen them in the thematic units of review articles. These self-mention features were found to present the review article authors' evaluation, feeling, judgment, argument, and attitude towards the proposition they discuss or argue. It is important to note that in comparative form a few self-mention resources were very scarce in the entire of the corpus such as 'my', 'me', 'the author' and 'the writer'.

The second point is that, as shown in the table (see Table 8.6), the self-mention resources in the Introduction sections appeared with the frequency of 5 items per 1,000 words, while they were found in the Conclusion sections with the frequency of 7.74 items per 1,000 words. Although the number of words in the Introduction sections in review articles (11983 words) were higher than the Conclusion sections (9947 words), the self-mention resources in the Conclusion sections (77 hits) appeared more frequently than the Introduction sections (60 hits). In the Conclusion sections, as Table 8.6 apparently illustrates, the self-mentions (7.74 items per 1,000 words) were used slightly more than in the Abstract sections (7.25 items per 1,000 words). Also, the self-mention resources in the Conclusion sections were more common than in the Introduction and the Body sections. One main reason for the different frequency is referred to the moves used by the review article authors in the Conclusion sections like Move2: Evaluating the developments in the reviews (i.e. Strategy 1: Indicating significance and Strategy 2: Presenting limitations) and Move3: Giving suggestions (i.e. Strategy 1: Offering possible solutions and Strategy 3: Recommending further research). For example, the second move in the Conclusion sections were dealt with the evaluation of the research or other scholars' views.

In fact, the authors evaluated the significance and limitations of the developments in a research in the field by using writer-oriented linguistic features such as attitude markers and self-mention resources in this move. These two features help the authors of review articles to make an interactive connection with the immediate audiences. The analysis of the self-mentions indicated that they were employed in several moves of the analytical sections (i.e. Abstract, Introduction, Body, and Conclusion sections) with the different frequency. The second move (Move 2: evaluating the review) and the third move (Move 3: giving suggestions) of the Conclusion sections, for instance, included good examples of authorial identity employed by the authors. The authors used explicitly self-mention resources in order to present the essence of the review and indicate the authors' purpose, develop an argument, indicate the significance or limitations of the developments in the related field, and make a point. For example, the self-mention resources were found in the Abstract sections in Move3: 'presenting the review':

(1) *I* then argue that recent developments…may provide a more solid basis for partnership. (RevA.5, Abstract, p. 3)
(2) In the following chapter, *I* will show how a field that increasingly informs psychology can also inform… *I* examine brain mechanisms that are involved in second language acquisition motivation… (RevA.6, Abstract, p. 23)
(3) In this chapter *I* provide an overview of some of the current themes and research directions that *I* find particularly novel or forward-looking… *I* argue that the initial research inspiration… (RevA.7, Abstract, p. 43)
(4) After covering these areas, *we* include a brief discussion of some key themes…finally, we discuss… (RevA.9, Abstract, p. 3)
(5) In this chapter, *we* examine why this interest has arisen and provide an overview of the main approaches that have been developed… (RevA.13, Abstract, p. 3)
(6) In this chapter, *we* present a brief overview of the literature on interpreting focused specifically on issues and questions raised by this literature about the nature of bilingualism in general. It is *our* position that research carried out on interpreting while primarily produced with a professional audience in mind… (RevA.16, Abstract, p. 58)

In the Introduction sections, self-mention resources were also found in Move3: 'Presenting the review article':

(1) *My* purpose in this contribution is to look into this question of applicability as it relates to language pedagogy… (RevA.1, Introduction, p. 21)
(2) In this review, *I* identify some past barriers to cooperation between psychology and linguistics. *I* argue that these barriers appear to be dropping… (RevA.5, Introduction, p. 3)
(3) In this chapter, *we* review and reflect on developments…*we* sometimes address earlier work to provide...To make *our* task manageable, *we* have limited ourselves to… (RevA.20, Introduction, p. 70)

In the theme-bound units, self-mention resources were found in Move3: 'Presenting evaluation':

(1) It seems to *me* that this assumption of dependency is mistaken. *I* want to argue that… (RevA.1, theme-bound unit, p.22)
(2) …as far as *I* can see, almost all of the many new journals that have been springing up have an English-only submission policy. *We* are facing a real loss in professional registers in many national cultures with long scholarly traditions. (RevA.3, theme-bound unit, p. 67)
(3) *I* would even argue that the label `ESP teacher' no longer seems appropriate for anyone involved in the field, because of… (RevA.4, theme-bound unit, p. 85)
(4) In this section, *we* discuss the most important issues emerging from recent sources… (RevA.28, theme-bound unit, p. 243)

In the Conclusion sections, self-mention resources were found in several moves namely, Move1: 'Summarizing the review', Move2: 'Evaluating the review', and Move3: 'Giving suggestions'. Some examples taken from the corpus are as follows:

(1) This chapter has attempted to show how stimulus appraisal, foraging, and social cognition are implemented largely by the same neural system. Extending this view, *I* have argued that motivation in second language acquisition… Therefore, *I* believe that the continued integration of psychology and neurobiology will contribute significantly to our knowledge …(RevA.6, Conclusion, p. 36)
(2) Obviously in a survey of this kind *I* have had to be selective…The success of this enterprise depends on the development of relevant software to both enhance and supplant manual analysis. *I* expect this technology to affect our conception of language and attendant semiotic systems… (RevA.11, Conclusion, p.62)
(3) However, *I* have tried to highlight the fact that there is not enough research being done, particularly in L2 contexts… (RevA.19, Conclusion, p. 60)
(4) *We* suspect that any such alternative model will require a shift in focus…More work is needed to determine the implications of these new approaches for the various issues *we* have mentioned in this article… (RevA.13, Conclusion, p. 16)
(5) As for the research related to second language writing instruction, *we* also see positive developments. *We* see an increasing amount of published research… (RevA.20, Conclusion, p. 84)

In the next section, the comparative study of self-mention resources in the both sub-corpora (i.e. the critical evaluative and bibliographic review articles) is presented.

8.3.2 Self-mention resources in critical evaluative and bibliographic review articles: A comparative study

In this section, the frequency of occurrence of self-mention resources in the two sub-corpora was investigated and compared. As explained before, from both types of the review articles 8 review texts were selected randomly in order to analyze the type and frequency of occurrences of self-mention resources. These two computer-readable sub-

corpora were compiled and the length of these review texts were calculated. The 6 self-mention features (i.e. 'we', 'us', 'our', 'I', 'me', and 'my') were loaded in Wordsmith tools version 6 (Scott, 2006) to screen and mark these resources in the review texts. They were analyzed, identified and marked in the two sub-corpora. The results revealed the number, type and frequency of the occurrence of self-mention resources. The findings indicated the self-mention resources were clustered and gathered in the two sub-corpora. Table 8.7 summarizes the comparative study of the frequency, type and number of self-mention resources in the two sub-corpora.

Table 8.7: Comparative Analysis of Self- Mention Resources in Both Sub-corpora

Self-mention features	Bibliographic Review Articles		Critical E Review Articles	
	Freq.	Per 1,000	Freq.	Per 1,000
We	45	1.08	106	2.02
us	2	0.04	18	0.34
our	21	0.50	13	0.24
I	33	0.79	42	0.80
me	-	-	2	0.03
my	1	0.02	2	0.03
Total	102	2.45	183	3.48
Overall words	42267		52572	

As illustrated in the table above, the analysis of frequency of occurrence helped to explain and account for the similarities and differences found in the use of self-mention resources in the two sub-corpora. The comparative analysis of these resources in the two sub-corpora contribute to showing authorial identity and voice in review articles. Subjective pronouns (i.e. 'I' and 'we') were explicitly used in the moves and strategies of review articles particularly in presenting the review, stating the objectives, evaluating of the works and scholars' views, presenting the significance of developments in a research, presenting an issue or a gap, arguing ideas, and presenting limitations and

significance of the review. The significance of the frequency of subjective pronouns can be more apparently understood in a comparative analysis between the two types of the review articles.

As shown in the table above (Table 8.7), for instance, self-mention features in the critical evaluative review articles occurred with the frequency of 183 items, 3.48 per 1,000 words, while these resources in the bibliographic review articles appeared with the frequency of 102 items, 2.45 per 1,000 words. As a result, the analysis of the two sub-corpora using Wordsmith tools version 6 revealed that these resources particularly subjective pronouns (e.g. 'we' and 'I') were more frequent in the critical evaluative review articles than bibliographic review articles. Moreover, the objective pronoun such as 'us', was more frequent in the critical review texts than the bibliographic review texts. The findings indicated that the subjective pronoun such as '*we*' appeared with the frequency of 106 items/ 2.02 per 1,000 words in the critical review texts, whereas it occurred with the frequency of 45 items/ 1.08 per 1,000 words in the bibliographic review texts. Similarly, the subjective pronoun '*I*' got almost the same frequency in both sub-corpora very close to each other (in the bibliographic review articles with the frequency of 0.79 per 1,000 words and in the critical evaluative review articles with the frequency of 0.80 per 1,000 words). Importantly, both subjective pronouns 'we' and 'I' were the most frequent self-mention resources appeared in the two sub-corpora but with different frequency. Some examples taken from the bibliographic sub-corpus are as follows:

(1) In this chapter, *I* provide an overview of some of the current themes and research directions that *I* find particularly novel or forward-looking. (RevA.7, Abstract, p. 43)
(2) …*we* describe and reflect on developments relating to the teaching of L2 writing. While *our* primary focus is applied research, *we* have also addressed basic research that has clear implications for pedagogy. (RevA.20, Abstract, p. 70)

As shown in the two excerpts above, the authors in the Abstract sections of bibliographic review articles used the subjective pronouns to present their review texts and consequently indicate their objectives.

(3) First, *I* summarize some general theoretical and research methodological advances, then *I* describe a number of novel motivational themes emerging in the literature. (RevA.7, Introduction, p. 44)

(4) In this chapter, *we* review and reflect on developments in second language writing instruction over the last three to four years—though *we* sometimes address earlier work to provide contextual information for current studies. The scholarship *we* report on here focuses primarily on applied research, but *we* have also included basic research… (RevA.20, Introduction, p. 70)

The authors also used the subjective pronouns in the Introduction sections to indicate the purpose of the chapter/ or review article (excerpts 3 and 4). Besides, the authors used self-mention resources in the theme-bound units to refer to the works, implicitly their own works were sometimes mentioned to establish their position as a pioneer in the field or to support his stance (excerpts 5 and 6).

(5) …hardly any research has been done in the past… Recently, however, a number of theoretical and empirical studies have addressed the issue… the pioneering research in the L2 field by Pennington (1995) and Doyle and Kim (1999), *I* devoted a whole chapter in *my* general overview of L2 motivation… The only published empirical study on motivational strategies that *I* am aware of in the L2 field is a teacher survey that *I* conducted with a colleague (RevA.7, theme-bound unit, p. 50)

(6) In a feeble attempt to fill in some of these gaps, *I* shall mention a few of these additional areas… (RevA.14, theme-bound unit, p. 37)

The findings revealed that the self-mention features, particularly 'we' and 'I', in the Body sections were less frequent than the Abstract, Introduction, and Conclusion sections. The self-mention features especially the subjective pronoun such as 'we' and the possessive adjective such as 'our' were the most frequent in the conclusion sections. In the following excerpt (no.7), the author used the first person plural pronoun 'we' in order to refer to both the pioneers of the field and international scholars who have extended the scope of motivation research to cover the related issues.

(7) As a result, *we* now have a vibrant mixture of approaches to the understanding of L2 motivation, comparable on a smaller scale to the multi-faceted motivational arena in psychology generally. (RevA.7, Conclusion, p. 52)

(8) Nevertheless, *I* believe there are two major challenges that will affect the popularity and acceptance of corpus-based discourse studies in the future. (RevA.12, Conclusion, p. 86)

In the excerpt above (no.8), the author used the subjective pronoun 'I' and an attitudinal verb 'believe' to indicate her view and attitude towards the two challenges

which influence the popularity of corpus linguistics. Similarly, self-mention resources were used frequently in the different analytical sections in the critical evaluative sub-corpus. They represented different functions such as presenting the review, indicating the purpose of the review, laying out the structure of the review, presenting evaluation and arguing ideas, referring to the works, and giving suggestions. Now, some examples taken from the critical evaluative sub-corpus are as follows:

(1) *I* then argue that recent developments…may provide a more solid basis for partnership. Next, the chapter describes two possible ways… (RevA.5, Abstract, p. 3)

(2) First, *we* summarize what research has said about the Critical Period Hypothesis (CPH) in cognitive science and neurobiology, then *we* review recent findings of age-related studies… (RevA.28, Abstract, p. 234)

(3) *My* purpose in this contribution is to look into this question of applicability as it relates to language pedagogy. *My* concern, in particular, is with L2 learners… (RevA.1, Introduction, p. 21)

(4) It seems to *me* that this assumption of dependency is mistaken. *I* want to argue that… (RevA.1, theme-bound unit, p. 22)

(5) If *we* define ELF very loosely, these instances of English might indeed be candidates for inclusion under the rubric "ELF," … (RevA.25, theme-bound unit, p. 7)

(6) This intrinsic difficulty constitutes a challenge for language policy, a key issue to which *we* will return in the final section of this review. (RevA.25, theme-bound unit, p. 8)

(7) *I* have analyzed the case of Tamils in Sri Lanka in a similar way to show how local people negotiate the nationalism of the political leaders and… (RevA.26, theme-bound unit, p. 203)

(8) Nor have *I* adequately covered some other recent developments. (RevA.3, Conclusion, p. 67)

(9) *We* contend that the only way out of this quandary is to welcome next to the familiar, long-established ENL an essentially different English… (RevA.25, Conclusion, p. 24)

8.3.3 The first person singular and first person plural pronouns: A comparative study

There are two main types of self-mention resources namely the first person singular pronouns (such as 'I', 'me', and 'my') and the first person plural pronouns (such as 'we', 'us', and 'our'). These pronouns include subjective, objective, and possessive cases. In general, it was noticed that the first person plural pronouns were more common than the first person singular pronouns, this case sometimes occurred even in the single-authored review articles. Thus, the two types of first person pronouns were compared in the 32 review articles. Table 8.8 summarizes an overall comparative study of the first person singular pronouns with the first person plural pronouns in the entire of the corpus.

Table 8.8: Overall Comparison Between First Person Pronouns

	First person singular pronouns		First person plural pronouns	
	Frequency	Per 1,000	Frequency	Per 1,000
32 Review Articles (entire corpus)	107	0.54	418	2.11

The first person singular pronouns were invariably present in single-authored review articles. The pronouns in these review texts were employed to indicate the presence of the writers themselves. These pronouns were underused in the multiple-authored review articles. Among the first person singular pronouns, the subjective pronoun 'I' was the most frequent pronoun in the review articles (102 cases, 0.51 per 1,000 words). The other first person singular pronouns were less frequent and rare in review articles. According to the results of this study, it was found that the authors employed the subjective pronoun 'I' in review articles for indicating various functions. These functions were also identified in the literature (Hyland, 2002; Tang and John, 1999). The authors in review articles, for example, used the subjective pronoun 'I' to indicate the objectives or purposes, to present the structure of the review texts, to elaborate an argument, and to guide the readers through the works and direct the readers through the summary (as illustrated in previous sections).

It was noticed that the authors in the critical evaluative review articles used the subjective pronoun 'I' with the reporting verbs such as 'argue' and 'discuss' more frequently than the authors in the bibliographic review articles (e.g. 'I want to argue that…', 'I want to argue, furthermore, that…', 'I would even argue that…', 'I will argue below that…'). The authors in these review articles presented themselves explicitly and

considered as 'arguer', because they themselves started to argue and raise issues in order to offer possible solutions. Their role in these review texts were considered as the most powerful author. On the contrary, the authors in the bibliographic review articles used other scholars' names and the subjective pronoun 'they' with the verb 'argue' (e.g. 'they argue that…', 'the researchers argue that…', 'In fact, some would argue that…', 'In this issue, X and Y argue that…').

As it was shown, in the critical review texts the authors themselves elaborated the argument, stated their claims, and guided the readers through the evaluation and interacted with them through the argument, whereas in the bibliographic review texts the authors acted as interpreters or like 'news reporters'. They reported someone else and other scholars' claim and argument. They acted in these review texts as 'writer' and they did not involve themselves in any argument. In other words, there are two kinds of author's voice in the review texts namely: 'assertive persona' and 'impersonal persona'. The former voice argues ideas and has a claim to make in order to establish the stance, while the latter one does not like to involve in any argument and the voice does not have a claim to make. In the two sub-corpora, different rhetorical stance strategies can be identified and noticed such as 'creating persona'. This strategy presents several voices in terms of various authorial identity styles and it invites the immediate audiences to interact and negotiate in the argument and evaluation. This persuasive strategy binds the authors of review articles with their readers. In fact, this characteristic of review articles (i.e. creating persona or presenting several voices) makes the review article genre a complicated genre. The findings also indicated that the first person singular pronouns were more common in the critical review articles (46 cases, 0.87 per 1,000) than the bibliographic review articles (34 cases, 0.81 per 1,000).

The first person plural pronouns were invariably present not only in the multiple-authored review articles but they were also present in the single-authored review articles. The first person plural pronouns were used to present the authors themselves, the authors and the readers, and sometimes they referred to the author (as a single-authored) and those who assisted the research process and all the contributors. Among the first person plural pronouns, the subjective pronoun 'we' was the most frequent pronoun in review articles (302 cases, 1.52 per 1,000 words). The other first person plural pronouns were less frequent than the subjective pronoun 'we' and they were rare in review articles. The second most frequent pronoun was the possessive adjective pronoun 'our' in review articles (73 cases, 0.36 per 1,000).

According to the results of this study, it was found that the authors employed the first person plural pronouns such as 'we', 'our', and 'us' in the Conclusion sections of review articles more frequently than other analytical sections, because these pronouns presented and carried several functions such as presenting limitations and significance of the review, giving suggestions and offering possible solutions. These functions were also identified in the literature (Harwood, 2005a; Hyland, 2002; Tang and John, 1999). Table 8.9 shows the frequency of first person pronouns in a comparative form between the critical evaluative review articles and the bibliographic review articles.

Table 8.9: Comparative Analysis of First Person Pronouns

Pronouns	Critical Evaluative Review Articles		Bibliographic Review Articles	
	Frequency	Per 1,000	Frequency	Per 1,000
First person singular pronouns	46	0.87	34	0.81
First person plural pronouns	137	2.61	68	1.63
Overall total	183	3.48	102	2.45

Table 8.9 illustrates that the first person plural pronouns were the most common pronouns not only in the critical evaluative review articles but also in the bibliographic review articles. The frequency of the first person plural pronouns in the bibliographic sub-corpus was 68 cases, 1.63 per 1,000 words, while their frequency in the critical evaluative sub-corpus was 137 cases, 2.61 per 1,000 words. These pronouns were more common in the critical review texts because the authors most frequently interacted with their readers in order to ask agreement and persuade their readers to accept their ideas. They included their authorial voice and explicit self-mention features in order to guide their readers in the argumentative and evaluative texts such as critical evaluative review articles.

Although the first person plural pronouns were more common than the first person singular pronouns in both sub-corpora, they comprised even the highest portion of self-mention features in the entire of the corpus. In the 32 review articles, the first person plural pronouns comprised almost 80% of the whole self-mention resources in the entire of the corpus. Among the first person plural pronouns used in the corpus, the subjective pronoun 'we' (i.e. either inclusive or exclusive 'we') was the first most frequent pronoun (1.52 cases per 1,000 words). It is noteworthy that exclusive 'we' appeared in the entire

of the corpus with the frequency of 159 cases, 0.80 per 1,000 words, followed very closely with inclusive 'we' (143 cases, 0.72 per 1,000 words).

In order to analyze the first person plural pronouns in the single-authored and multiple-authored review articles, all cases of the first person singular and first person plural pronouns identified in the entire of the corpus were checked in detail. The investigation of these pronouns in review articles indicated that they were present in review articles with the different frequency. The first person plural pronouns, however, were more common in the entire of the corpus. It is essential to note that self-mention resources were not sometimes present in the review texts. For instance, these features did not occur in the two review articles of the corpus of this study (e.g. RevA.2 and RevA.21). Both of these review articles were single-authored. On the contrary, the self-mention features were present with higher frequency in the review articles such as in RevA.30 (11.84 cases per 1,000 words) and also in RevA.1, they were present with the frequency of 9.96 cases per 1,000 words. It was noticed that the first person singular pronouns did not occur in several single-authored review articles such as RevA.8 and RevA.17, however the first person plural pronouns were present in these review texts particularly inclusive 'we'. Importantly, the results indicated that the first person singular pronouns did not appear in 15 review articles of the corpus which four out of fifteen (4 out of 15) these review texts were single-authored. Table 8.10 summarizes the frequency of first person singular pronouns and first person plural pronouns in the entire of the corpus.

Table 8.10: Comparative Analysis of First Person Pronouns in Review Articles

no.	S/P	First person singular pronouns					First person plural pronouns						Overall total	Per 1,000
		I	Me	My	Freq.	Per 1,000	In. We	Ex. We	us	our	Freq.	Per 1,000		
1	S	20	2	2	24	4.27	24	-	6	2	32	5.69	56	9.96
2	S	-	-	-	-	-	-	-	-	-	-	-	-	-
3	S	6	-	-	6	1.35	1	-	2	2	5	1.12	11	2.48
4	S	1	-	-	1	0.18	1	-	4	2	7	1.31	8	1.49
5	S	8	-	-	8	1.24	17	-	2	5	24	3.73	32	4.98
6	S	12	-	-	12	2.03	6	-	1	3	10	1.69	22	3.72
7	S	19	-	1	20	4.94	7	-	-	2	9	2.02	29	6.51
8	S	-	-	-	-	-	1	-	-	1	2	0.63	2	0.63
9	M	-	-	-	-	-	6	14	1	2	23	3.25	23	3.26
10	S	5	-	-	5	1.00	2	-	2	2	6	1.20	11	2.20
11	S	3	-	-	3	0.75	1	2	1	2	6	1.51	9	2.26
12	S	8	-	-	8	1.69	1	-	-	6	7	1.48	15	3.18
13	M	-	-	-	-	-	15	14	1	2	32	4.34	32	4.34
14	S	1	-	-	1	0.13	-	-	-	-	-	-	1	0.13
15	S	2	-	-	2	0.40	4	-	2	-	6	1.22	8	1.63
16	M	-	-	-	-	-	-	7	1	7	15	2.56	15	2.56
17	S	-	-	-	-	-	4	-	-	-	4	0.58	4	0.58
18	M	-	-	-	-	-	1	-	-	1	2	0.39	2	0.40
19	S	2	-	-	2	0.28	-	-	-	-	-	-	2	0.28
20	M	-	-	-	-	-	-	19	-	5	24	3.56	24	3.56
21	S	-	-	-	-	-	-	-	-	-	-	-	-	-
22	M	-	-	-	-	-	1	37	4	4	46	5.60	46	5.60
23	S	2	-	-	2	0.32	-	-	1	-	1	0.16	3	0.48
24	M	-	-	-	-	-	3	18	2	6	29	4.46	29	4.46
25	M	-	-	-	-	-	7	6	2	4	19	1.91	19	1.91
26	S	7	-	-	7	0.97	19	2	3	2	26	3.60	33	4.58
27	S	2	-	-	2	0.50	6	-	-	5	11	2.75	13	3.25
28	M	-	-	-	-	-	-	6	1	1	8	0.87	8	0.87
29	M	-	-	-	-	-	-	6	3	1	10	1.49	10	1.49
30	M	-	-	-	-	-	16	28	4	4	52	11.84	52	11.84
31	S	3	-	-	3	0.30	-	-	-	-	-	-	3	0.30
32	S	1	-	-	1	0.15	-	-	-	2	2	0.31	3	0.47
Total	S=21 P=11	102	2	3	107	0.54	143	159	43	73	418	2.11	525	2.65

S: single-authored review articles; M: multiple-authored review articles

Analysis of the subjective pronoun 'we', the objective pronoun 'us', and the possessive adjective pronoun 'our' marked in the single-authored review articles indicated that several authors in these review articles used inclusive pronouns. These inclusive pronouns referred to the authors and the readers (excerpts 1-8). The inclusive pronouns were employed in the review texts to give suggestions and make recommendations, to guide the readers through the evaluation and argument, and to promote the research by presenting its contribution. For example, it was found that the inclusive pronoun such as 'us' was employed to present how the results or studies can help the field. In review articles, the objective pronoun 'us' was mostly collocated with several verbs (e.g. '…give

us…', '…help us…', '…teach us…', '…tell us…', '…remind us…', '…warn us…', and '…lead us…'). The analysis of the first person plural pronouns indicated that the possessive adjective pronoun 'our' was usually used as inclusive pronoun in the single-authored review articles and it was mostly collocated with nouns such as 'understanding' and 'knowledge'. Some instances taken from the corpus are as follows:

(1) *I* argue that these barriers appear to be dropping due to the rise of new research methodologies, and that *we* are now entering a time that may see a new convergence between the disciplines. (RevA.5, Introduction, p.4)

(2) The computer provides *us* with the capability of accumulating and analyzing vast amounts of language that users have actually produced. *We* no longer have to depend on *our* own intuitions about the language that people use… (RevA.1, theme-bound unit, p. 23)

(3) … from this review, *I* hope that *we* can infer the current methodological preoccupations in this work. *I* begin by looking at two studies… (RevA.10, Introduction, p.34)

(4) Part of this issue simply derives from the massive amount of new information that is now available; for example, *we* now have several studies that can tell *us* much about the evolution of professional discourse… (RevA.3, theme-bound unit, p. 60)

(5) Time, and future research, will tell *us* if that is true, and if so, what those core abilities are. (RevA.24, Conclusion, p. 60)

(6) Recent work on child interpreters…has contributed to *our* understanding of some of these issues. (RevA.16, Conclusions, p. 70)

(7) Clearly notions of quality of interpretation and theories about the assessment of this quality, both currently underdeveloped, will be basic to *our* understanding of the differences… (RevA.16, Conclusions, p. 70)

(8) Therefore, *I* believe that the continued integration of psychology and neurobiology will contribute significantly to *our* knowledge of issues important to the field of applied linguistics. (RevA.6, Conclusions, p. 36)

However, the authors in single-authored review texts also used exclusive pronouns such as 'we', 'us', and 'our' in review articles which they referred to themselves, the discourse community, or a group of researchers who contributed and helped the research process. According to one of the specialist informants of this study, this type of first person plural pronoun is called 'royal we'. He further adds that:

If few people avoid using 'I' and 'we', the causes may be due to:
a) they lack confidence in their views, b) they are inclined to offer a low profile of themselves, c) they are not expert on the issue they are handling, or d) they are using other persons' views (a case of plagiarism), and e) regarding your question on pronouns, I may say that a function of 'we', called 'royal we' is realized when the writer or speaker intends to affiliate himself/herself as part of the discussion/research group. (Azabdaftari, Personal Communication, Jan. 2016)

Some instances taken from the corpus are as follows (excerpts 9-10):

(9) A final pressing problem for those engaged in qualitative research is determining a standard…It is imperative for those of *us* working within "interpretive" research traditions to address these issues…so that *we* can ensure that all published research, both qualitative and quantitative, is truly quality research. (RevA.10, Conclusion, p. 43)

(10) In *our* research, *we* have been interested in measuring individual differences in cognitive control… In the study to be summarized here, *we* asked whether… (RevA.5, theme-bound unit, p.12)

As illustrated in the excerpts above, it is possible that these studies were part of team work or project (such as 9 and 10); and the data were collected by a group of researchers or the contributors. Hence, it was observed that in the single-authored review articles the first person plural pronouns such as 'we', 'us' and 'our' were also used to refer to a group of researchers who were involved in conducting a research or assisted the single author during the research project. It is important to note that the authors in these type of review articles acted as 'researcher'. The author's role was considered as a researcher who conducted the research and a group of researchers or scholars cooperated with the author during the research process.

The results of this study illustrate that inclusive 'we' was used in both of single-authored and multiple-authored review articles (see Table 8.9). As it has been pointed out, using inclusive pronouns such as 'we', 'us', and 'our' has been considered as a strategy to interact and negotiate with the immediate audiences in academic writing (Harwood, 2005c; Hyland, 2005a). This persuasive strategy can also bind the author to the reader in review articles. The authors tried to involve their readers in their argument and evaluation of the developments in a research. They can guide the readers through their arguments in the review texts. This helped the authors to establish their solidarity and seek for their readers' agreement. By using these strategies, the authors intrude their presence and views in the argument and evaluation and persuade the readers to accept their judgment and claims. For example, it was found that the author in his review article

(e.g. RevA.11) used both exclusive and inclusive 'we'. In exclusive 'we', the author included the research which he and other scholars were conducting to present a model. In the same review text, the author was talking about a new relevant software and he suggested to develop this new software to affect and enhance manual analysis. The new software, the author told that, would contribute to our knowledge and increase our conception of language. The following excerpts taken from the corpus are presenting these instances:

(11) Mode is concerned with semiotic distance, as this is affected by the various channels of communication through which *we* undertake activity… (RevA.11, theme-bound unit, p. 62)
(12) The success of this enterprise depends on the development of relevant software…*I* expect this technology to affect *our* conception of language…since for the first time *we*'ll be able to manage large-scale socio-semantic analyses of data. (RevA.11, Conclusion, p. 62)

It was also found that the inclusive 'we' was employed by the review article authors to give suggestions and offer possible solutions.

(13) Further investigations into corpus sizes and sampling techniques are needed, as well as further research into the kinds of variation that exist in language so that *we* can make sure to capture all kinds of variation in new corpora. (RevA.12, Conclusion, p. 87)
(14) … *we* need to investigate pedagogic approaches that do not short-circuit the strategic dimension of L2 listening…*We* need further research on teaching listeners in classroom settings how to negotiate meaning… (RevA.17, Directions for Further Research, p. 18)

There are a number of researchers analyzed the functions of inclusive 'we' and exclusive 'we' in academic writing (for example, Harwood, 2005c; Hyland, 2001; Kuo, 1999; Tang and John, 1999, and to name a few). As was mentioned before, it is not the focus of this study to analyze and categorize the inclusive pronouns, however some of these functions for the first plural pronouns such as inclusive 'we', 'us', and 'our' were also observed in the entire corpus of this study.

In short, the analysis of self-mention resources in review articles indicated that all of the review articles in the corpus of this study used first person pronouns, except the two review texts. The review article authors used these pronouns to professionally negotiate and wisely interact with their readers in order to seek agreement. Although single-

authored review articles comprised more than half of the corpus (i.e. 21 out of 32 review texts, 65.6% of the corpus were single-authored), the first person plural pronouns were more common than the first person singular pronouns. Moreover, the first person singular pronouns were not present at all in 11 review texts (including either single-authored and multiple-authored review articles). In other words, the first person singular pronouns were less frequent than the first person plural pronouns. The analysis also showed that the authors in the single-authored review texts mostly used the first person plural pronouns as inclusive pronouns, because they wanted to bring in their readers to engage with the evaluation and argument. The inclusive pronouns referred to the author and the reader or the author and the discourse community (as 'royal we'). As it was found, exclusive 'we' was used in the corpus of this study with the overall average frequency of 30%, followed inclusive 'we' very closely with the frequency of 27% among first person pronouns. It is noteworthy that the frequency of occurrence of exclusive 'we' and inclusive 'we' was very close to each other in the corpus of this study.

In fact, the analysis of variation in the use of inclusive and exclusive 'we' in review articles reveals that there is a significant difference between the authors associated with the frequency of use of the subjective pronoun 'we'. The results showed that there were some authors did not represent themselves explicitly in review articles such as in RevA.2 and RevA.21, whereas there were several authors expressed themselves repeatedly in the review texts such as in RevA.1, RevA.5, RevA.6, RevA.7, and RevA.26. There can be several main reasons for the higher frequency of authors' self-mention in review articles. The reasons for the authors' self-mention presence in the review texts can be due to the type of review article (i.e. if it is a critical evaluative review or only an overview and a bibliographic review), the author's personal style and preference, and the author's seniority or position in that field and in the discourse community.

It is important to note that self-mentioning is one of the significant persuasive strategies in academic writing. The authors use this feature of stance to seek their readers' immediate agreement, gain credibility, establish their view and indicate their position in the field as one of the discourse community members. The higher frequency of the use of self-mention can indicate the authors' strong position in that field and their contribution to that field. The higher frequency use of self-mention can "point to the personal stake that writers invest in their arguments and their desire to gain credit for claims" (Hyland, 2011, p. 11). Those authors who express themselves explicitly in the texts can be one of the discourse community parents and they are really 'I' in their own field and they try to represent themselves in order to promote themselves and tell the immediate audiences that they are one of the pioneers in this field (Harwood, 2005b; Hyland, 2001). It was noticed that the authors also negotiated and interacted with their immediate audiences in order to bring them in and engage them in the argument and evaluation of the developments in the field. They create persona, particularly 'assertive persona' rather than 'impersonal persona', to make a claim and give comments on its truth. The authors can develop their arguments and evaluation by using this kind of rhetorical strategy. This strategy can be considered not only as a politeness strategy but also as a persuasive strategy.

When the authors employ inclusive plural pronouns, they invite their readers to be involved in the argument or evaluation. This strategy can be considered as a politeness strategy and it shows that the authors respect their audience as well. The authors bring in the readers to negotiate with and by employing this strategy they want to keep their claims balanced against the readers' expectations. In fact, the authors consider the readers' possible objections and needs as well. This strategy, creating persona, represents the authors' stance or their textual voice. As discussed before, the authors can have several

voices in a review article due to stylistic differences, seniority and communicative purposes.

It was actually noticed that the authors used self-mention features and presented themselves explicitly in review articles to reveal their multiple roles and voices in the review texts. The authors' roles can be classified into three groups namely 'writer', 'researcher', and 'arguer' (Flottum et al., 2006). In the first role, they usually acted only as writers such as the authors in the bibliographic review texts who did not involve in any evaluation or argument. They provided an overview of the developments in a research without intruding their views and evaluation. They did not make any points and claims and there was no argument. In the second role, they acted as researchers of that field in the review texts. They themselves were professionally involved in the research process and were responsible for their findings and contributions which may benefit everyone and particularly the discourse community. In the third role, the review article authors themselves started to argue ideas and raise issues in order to find a solution and invite other scholars to pay attention to these problems in the field and bring them in to find a new direction. They can be considered not only as arguers, but also as researchers in these review articles. These review articles were classified as critical evaluative review articles. The authors made claims or counter-claims and made arguments, introduced their research, and presented evaluation. It is noteworthy that self-mention resources (particularly inclusive and exclusive first-person pronouns) and clusters of attitude markers are more common in these types of review articles.

According to the results of this study, this feature of stance (i.e. self-mention) was invariably present in the four analytical sections of review articles (i.e. the Abstract, Introduction, Body, and Conclusion sections). It can be concluded that the authors

employed self-mention features explicitly in review articles to promote their contributions, to gain credibility for their views and ideas, to give suggestions and offer possible solutions, to indicate the significance and limitation of the developments, to state objectives of the review, and to present evaluation.

8.4   Summary of the chapter

In this research, the main focus was on stance elements particularly attitude markers and self-mention resources in review articles in applied linguistics. Following Hyland's (2005c) classification for stance, the two features namely attitude markers and self-mention resources were analyzed in the review texts. After review articles were transformed into readable texts, they were Screened with the Wordsmith tools version 6 (Scott, 2006). They were scanned to identify which metadiscoursal stance features particularly attitude markers and self-mention resources were used for indicating writers' stance, attitude, and evaluative strategies in review articles. In other words, we highlighted not only the genre-specific features that govern review articles but also the strategies employed to show their attitudes and authorial identity in review articles in applied linguistics.

The investigation of 32 review articles indicated that the authors used the two stance features (i.e. attitude markers and self-mention resources) in the different analytical sections of the review texts with different frequency. It indicated that certain attitude markers like '*only*' and '*important*' were the most frequent attitude markers in review articles especially in both sub-corpora, but with different frequency. Importantly, both attitude markers and self-mention features were more common in the Conclusion sections than other sections. They appeared more frequently in the second and third move of the Conclusion sections namely 'evaluating the review' and 'giving suggestions'. The

authors explicitly presented themselves and evaluated the review. Moreover, they presented the significance and limitations of works and developments in the field. Or they gave suggestions for further research and offered possible solutions for the raised issues. It was noticed that the authors employed cluster of attitude markers along with inclusive pronouns in the review texts to interact with the readers and seek their agreement. The attitudinal lexicons were more frequent in these moves and strategies of the Conclusion sections. Four types of attitudinal lexicons (i.e. adjectives, adverbs, nouns, and verbs) were identified, however it was noticed that only two types of attitudinal lexicons including attitudinal adjectives and adverbs were the first and second most frequent attitude markers, respectively. Attitudinal nouns and verbs were the least attitudinal lexis in review articles.

In addition, the analysis of self-mention resources in review articles indicated that all of the review articles in the corpus of this study used first person pronouns, except two review texts. The review article authors used these pronouns to interact professionally with their readers in order to indicate their contribution to the field, seniority, and seek agreement. Although single-authored review articles comprised more than half of the corpus, the first person plural pronouns were more common than the first person singular pronouns. In other words, the first person singular pronouns were less frequent than the first person plural pronouns. The findings significantly showed that the authors in the single-authored review texts mostly used the first person plural pronouns as inclusive pronouns, because they wanted to involve their readers with the evaluation and argument in the review texts. The inclusive pronouns referred to the author and the reader or the author and the discourse community. The frequency of occurrence of exclusive 'we' and inclusive 'we' was very close to each other.

Moreover, the analysis of variation in the use of inclusive and exclusive 'we' in review articles reveals that there is a significant difference between the authors associated with the frequency of use of the subjective pronoun 'we'. The results show that there are some authors who do not represent themselves explicitly in review articles, whereas there are several authors express themselves repeatedly in the review texts. There can be several main reasons for the higher frequency of authors' self-mention in the review article genre. The reasons for the authors' presence in the review texts can be due to the type of review article (i.e. if it is a critical evaluative review or only an overview and a bibliographic review), the author's personal style and preference, seniority, and the author's position in that field and in the discourse community. More importantly, it is noticed that the authors use self-mention features and present themselves explicitly in review articles in order to reveal their multiple roles in the review texts. They create persona with multiple textual voices and this is one of the main rhetorical strategies in which turns the review article genre into a very complex and recursive genre. The authors in this genre usually act as writers, researchers, and arguers in the review texts. If the authors themselves start to argue ideas and raise issues in order to find a solution and invite other scholars to pay attention to these problems in the field, they can be considered the most powerful authors. They act as an arguer in these review articles. These review articles are classified as the critical evaluative review articles. The authors make claims or counter-claims, argue ideas and present evaluation. It is noticed that clusters of attitude markers and self-mention resources (particularly inclusive and exclusive first person pronouns) are more common in these types of review articles.

As the findings of this study reveal, the review article authors follow an evolutionary procedure in presenting their evaluation, judgment, attitude, and they negotiate with their readers to announce their strong views and comments. They argue ideas and leave an

authorial footprint of argumentation through different textual strategies such as attitude markers and self-mention resources in review articles. These footprints can exhibit writers' viewpoints, opinions, judgment and attitudes towards the proposition of the content and other writers' claim. The writer's footprint in a review article presents and clarifies his/ or her destination. The attitude markers and self-mention resources often interact with the readers as agents that they can detect the writers' footmarks in their review texts. These footprints are alike the writers' ideas and attitudes towards the proposition they argue. They reflect the writers' position and seniority. Besides, they show the flow of their evaluation and argument. Consequently, it is illustrated in this chapter how the review article authors use attitude markers and self-mention resources to interact with their readers to show the authors' stance, evaluation, and position in the field. The authors professionally employ these features of stance in order to curve their authorial identity in their review article texts.

CHAPTER 9: CONCLUSIONS

9.1 Introduction

This chapter will first present an overview of the research. It then highlights the findings and contributions of the research. Next, the important implications of the current study are presented followed by the limitations of the research. Subsequently, some suggestions are also given for further research.

9.2 A brief summary of the present research

This research analyses the review article genre focusing on the rhetorical move structures (macro and micro-organizational structures) and attitude markers and self-mention resources of review articles in Applied Linguistics. The main framework for this investigation was Swales' (1990) genre analysis which offers a wider perspective for analyzing the research genre and its sub-genres including the review article genre. Therefore, the current research has the following objectives: (1) to investigate and propose a system of classification (i.e. a classification continuum) for review articles in applied linguistics based on linguistic devices, purposes, intended audiences, and characteristic features, (2) to analyze, identify, and describe rhetorical move structures which are commonly used in the Abstract, Introduction, and Conclusion sections of review articles, (3) to illustrate and describe the argumentative patterns commonly employed in the Body section of review articles, and (4) to identify attitude markers and self-mention resources used in review articles to indicate writers' stance, authorial identity, and attitude. Hence, four research questions based on the objectives were formulated (see Chapter 1).

Based on the specific objectives of this research, first the overall structure, features and functions of the review article genre in applied linguistics were described and the classification system was suggested. In other words, we described and classified the review article texts into the three types of review articles in applied linguistics. Consequently, a classification continuum for the text types of review articles was firstly proposed (the Research question 1 was answered). It is noteworthy that the analysis was both qualitative and quantitative in the current research.

In the second step, the generic structure of each of the Abstract, Introduction, and Conclusion sections was described. The linguistics features were also highlighted for the moves in the three analytical sections. The moves and steps of the CARS model (Swales, 1990) and also two other scholars' models including Santos' (1996) five-move pattern for the Abstract section and Yang and Allison's (2003) three-move pattern for the Conclusion section were assessed and compared with the moves and strategies of review articles in applied linguistics. In other words, references were made to the move patterns that were developed by the scholars like Swales' (1990) CARS model for the Introduction section; Santos' (1996) for the Abstract section; and Yang and Allison's (2003) for the Conclusion section. After conducting move analysis, a rhetorical move structure for each section in review articles was proposed (the first part of Research question 2 was answered). Based on the cyclical approach of Swales' genre analysis, the researcher identified move elements including strategies and the linguistic devices in the corpus (the second part of Research question 2 was answered), that is to say it was based on both top-down and bottom-up procedures. In the top-down procedure, moves were identified on the basis of function or content of the texts. In the bottom-up procedure, the identified moves were analyzed and then the strategies of the corpus were realized and distinguished on the basis of certain move markers/ or elements and textual devices.

In the third step, this study focused on argumentative text type patterns commonly employed in the Body section of review articles. Because the stretch of thematic units in the Body sections are lengthy, recursive and including hierarchically-constructed argumentation, the accurate frequency of moves and strategies appeared in the thematic units was not counted. As it was contended before, the main analytical framework for this part of investigation was Hatim and Mason's (1990) prototype argumentative model. It was noticed that this model was significantly applicable for the argumentative texts in review articles. The researcher identified several footprints of argumentation in the Body sections. The argumentative patterns in the thematic units contained highly recursive structures and the argumentation is also hierarchically constructed by the authors. The review article authors formulated and constructed this section to evaluate the developments and they argue ideas for theoretical views or pedagogical issues. These issues were raised to indicate the gap in the developments and suggest a new trend or recommend further research. These issues were strategically evaluated and argued by various argumentative and evaluative strategies (the Research question 3 was answered).

Meanwhile, in order to confirm the findings of this research a second rater was invited. Following moves identification at the first stage by genre analysis, the rater was asked to independently assess the reliability of the identified moves in 8 review articles which were randomly selected (i.e. 25% of the entire corpus). The second rater was asked to mark and identify moves in the Abstract, Introduction and Conclusion sections of the eight review article texts and his work was then compared to the researcher's. The percentage agreement between the two raters was calculated and used firstly to check the appropriateness of the researcher's assessments and secondly to illustrate the level of inter-rater reliability. This was done by summing all agreements between the two raters in move identification, multiplying by 100 and dividing by the total number of moves

identified resulting in a percentage agreement rate of 88% for the critical evaluative review articles, 95% for the bibliographic review articles and 82.5% for the mixed-mode review articles in applied linguistics. The analysis of the Body section in order to mark and track any footprint of argumentation in the eight review article texts was facilitated by the researcher's coding system. When there was agreement on the functional purposes of the classification of the thematic units in the Body sections, the argumentative text types and the strategies for each of the review article texts were introduced. The inter-rater reliability for these thematic units was calculated and it was above 90%. In spite of some differences in move identification in the different analytical sections, these rates suggest high overall inter-rater reliability in this study.

In the fourth step, the use of writers' attitude markers and self-mention resources based on Hyland's (2005b) taxonomy was investigated in review articles. This was the last stage of this research that was applied after the classification of review articles, move analysis of the prevalent sections and identifying argumentation in the thematic units. So, the typical attitude markers and self-mention resources in the corpus were investigated and picked up by the use of Wordsmith tools version 6 (Scott, 2006).

More appropriately, the review article texts were subsumed into two metadiscoursal categories in order to explore if any linguistic features can be identified. We identified and tabulated the overall frequency of the use of attitude markers and self-mentions and their relevant categories in the entire corpus of this research. Subsequently, the differences and similarities between these two stance features used in the critical evaluative and bibliographic review articles were investigated and discussed. In fact, this stage of the current research was often considered as the confirmer of the first procedure in this study. The analysis showed and assigned particular features specially attitude

markers and self-mention resources to particular communicative functions (the Research question 4 was answered).

Yet at the same time, as it has been suggested (Bhatia, Personal Communication, 2010; Bazerman, Personal Communication, 2010), the socio-cultural factors of the review article genre were clarified by talking to and contacting with 8 specialist informants who were the authors of review articles in ARAL. The semi-structured questions were designed and formulated into a unique questionnaire. The questions were related to the specialist informants published review articles. The questionnaire was read and evaluated by the researcher's supervisor. After revising and editing, it was sent to them through email. These questions were in terms of clarifying the types and purposes of publishing review articles, the macro-textual organization, the moves and steps/ strategies of the review articles, how they have intruded themselves in the review discourses and expressed their stance, evaluation, judgments and attitudes towards the propositions in the review article genre. As given above, their feedback was found to be significant in our study because their views validated the findings of this study.

9.3 A brief summary of the results

In the subsequent three sections, the main results from the analysis of review articles in terms of their types, characteristics, functions, the rhetorical move structures and the two features of stance are presented.

9.3.1 The classification and characteristic features of review articles

In order to answer the first research question, the characteristic features, purposes, and the classification of review article text types in applied linguistics were investigated. The 32 randomly selected review articles were compared with those that are posited in Noguchi's (2006, 2009) work for science review articles. It was found that there are three

main types of review article texts in the corpus of this research namely: (1) the bibliographic review article, (2) the critical evaluative review article, and (3) the mixed-mode review article. This approach clearly considered review articles on a continuum of classification ranging from the bibliographic review texts through the mixed-mode review texts to the critical evaluative review texts. The analysis also revealed that review articles in applied linguistics are characterized according to the author's beliefs and communicative purposes, the intended audiences, editorial policy and exact scope of the journal.

9.3.2   The rhetorical move structures and linguistic features

First, in order to answer the second research question, the genre specific features and the linguistic features of the prevalent sections (i.e. Abstract, Introduction, and Conclusion sections) of the review article texts in applied linguistics were investigated. In other words, the moves and their characteristics in each analytical section of review articles, the Abstract, Introduction, and Conclusion sections in particular, were discussed individually. Second, in order to answer the third research question, the argumentative text type patterns employed in the theme-bound units of the Body sections were analyzed. The results indicated that what argumentative patterns were commonly employed and how they were manifested in the thematic units of review articles.

9.3.2.1   The rhetorical Move structure of the Abstract section

The suggested rhetorical move structure for the Abstract section, Santos' (1996) model, was adopted but modified and simplified into four-move pattern. This model was applied for the review article texts in the corpus. There are four moves for the Abstract section in the review articles in applied linguistics namely (1) Situating the review, (2) Presenting an issue, (3) Presenting the review, and (4) Discussing the review. These four

moves were identified by one to three strategies in all types of review articles. All of the four moves usually appeared in the three types of the review articles with the different frequency, except Move 2. It is noteworthy that Move 2 is an optional move for the bibliographic review articles, while other moves such as Move 1, Move 3, and Move 4 occurred in the descriptive review texts. It was noticed that Move 3 and Move 4 are obligatory moves and always present in the descriptive review articles.

9.3.2.2 The rhetorical Move structure of the Introduction sections

The results indicated that the Introduction section of review articles in applied linguistics included three moves which are in line with the main views highlighted by the four expert informants. These three moves for the Introduction section in review articles in applied linguistics include: (1) Establishing background, (2) Narrowing down the scope of the review, and (3) Presenting the review. The suggested model indicates move types that are typical in the Introduction sections, the move elements or strategies which assist to characterize each move. On the whole, although Move 2 can be considered an optional move for the bibliographic review articles, all the three moves: Move 1, Move 2, and Move 3 are stable moves that can be recognized and seen in the review articles in applied linguistics.

9.3.2.3 The rhetorical Move structure of the theme-bound units

According to the findings of this study, the moves normally appeared in a very less-structured pattern in theme-bound units of the Body section. Main discussions in the Body section were divided into theme-bound units which were identified by the headings and sub-headings. Some of the strategies were not present in all the thematic units and the highly complex move patterns showed that this genre is a very complex one. One of the main aspects which the writers necessarily included in writing the Body section is theme-

bound units that the writers liked to develop and then they put them into some kind of logical order.

As discussed before, the rhetorical structures in the theme-bound units were not classified easily, because they were quite complex, recursive and cyclical. The academic review genres like review articles in applied linguistics contained multi-sections with theme-bound units and they were usually complex with mixing genres. These multi-sections with theme-bound units constituted theme by theme patterns and in the critical evaluative review articles the constituents can be resulted in an issue by issue or argument by argument pattern. These argumentative patterns were hierarchically constructed and recursive. Thus, these review article texts contained obligatory and merely optional move elements and they did not follow a predictable sequential pattern. The accurate count of frequency for this section was not applied and the main focus of the research here was to identify the argumentative text type patterns. The analysis of the thematic sections indicated that argumentation follows specific text type patterns which were complex, lengthy, and recursive.

In fact, the analysis of the argumentative text type patterns revealed that these argumentative texts can be classified into two types namely, 'counter argumentative' and 'through argumentative' text type patters. These argumentative text type patterns were observed in all types of review articles in applied linguistics, particularly in those review articles were mainly involved in evaluation and argument. The 'counter argumentative' pattern contains four moves; however, the through-argumentative pattern contains three moves. The first move deals with describing the idea/ theme or introducing the context to refer to the claim/ or the controversial issue and defining the components being discussed. The second move deals with reflecting the value system (of the author or the discourse

community) to take a position and stance. In Move 3, the idea or issue is being evaluated and the evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' to support the author's position or stance. The last move tries to represent the credibility of the author's view or position and justify his/ her claims. The arrangement of the strategies in the move pattern does not represent any fixed sequential structure.

9.3.2.4   The rhetorical Move structure of the Conclusion section

It was found that there were three moves for the Conclusion sections in review articles namely: (1) Summarizing the review, (2) Evaluating the review, and (3) Giving suggestions. This move pattern for the Conclusion section of review articles fits Yang and Allison's (2003) model. These three moves usually appeared in the review article texts and it seems that Yang and Allison's model conforms completely to the actual practice of concluding in the review article texts in applied linguistics

9.3.2.5   The semi-orbital structure of review articles

The results indicated that the Body sections contained thematic units which were involved in debate and argumentative interaction or dialogue with the readers and the discourse community. The authorial footprints of argumentation in this kind of thematic units was traced. In each argumentative thematic unit, almost several recursive moves were identified. The authors intruded in these discoursal moves to follow the value system of the discourse community, communicative purposes, their evaluation and attitudes (see Section 6.4.3). Most of these moves and strategies are sometimes optional and contain cycling features. These moves might be reordered and even not occurred at all in the review article genre. The structure is proposed for the three types of review articles in applied linguistics. The proposed structure resembles a semi-orbital structure (see Section 7.2.4).

The semi-orbital structure was proposed based on the nature of the review article genre, type, the editorial policy, the value system of discourse community, communicative purposes and author's communicative intention. It appears that the author's aim is to develop a case based on the case he/ she is developing - in fact it cannot be in linear fashion- it entirely depends on the themes that emerge when the author does the preparatory work. In the following feedback, our fifth informant has emphasized the characteristic features and functions of the review article genre in applied linguistics. The feedback refers to the criticality of the review article genre and the way the authors raise issues and search for their solutions. The authors try to engage other discourse community members in their evaluation and argument. This strategy creates interaction with the intended audiences and it seems that the cycle of interaction becomes much more interactive and argumentative. She has also referred to the intended audiences of her review article published in ARAL journal:

> Review articles, we can state that, give researchers a brief survey of related literature, provide analysis and evaluation, and aid researchers to identify areas that require further research. Its function is to provide a critical overview of what reviewer finds important in the light of what has been published. In the content of the review, the author might include what the main issues are, how they've been researched, what needs further research. The intended audiences of the review articles are both novice and established researchers on the related field (i.e. applied linguistics and its subfields). (Informant '5', e-mailing interview, 2013)

9.3.3   The attitude markers and self-mention resources in review articles

In order to answer the fourth research question, this research focused on two stance elements (i.e. attitude markers and self-mention resources) in review articles in applied linguistics. Following Hyland's (2005b) classification for stance, the two features of attitude markers and self-mention resources were analyzed in review articles. The investigation of 32 review articles indicated that the authors used the two stance features in the different analytical sections of the review article texts with different frequency. In

the following sections, a brief summary of the results for attitude markers and self-mention resources is presented respectively.

9.3.3.1 The attitude markers used in review articles

The results indicated that certain attitude markers like '*only*' and '*important*' were the most frequent attitude markers in review articles especially in both sub-corpora, but with different frequency. Both attitude markers and self-mention features were more common in the Conclusion sections than other sections. They appeared more frequently in the second and third move of the Conclusion sections namely 'evaluating the review' and 'giving suggestions'. The authors explicitly presented themselves and evaluated the review. Moreover, they presented the significance and limitations of works and developments in a research. Or they gave suggestions for further research and offered possible solutions for the raised issues. It was noticed that the authors employed cluster of attitude markers along with inclusive pronouns in the review texts to interact with the readers and seek their agreement. The attitudinal lexis was more frequent in these moves and strategies of the Conclusion sections. Four types of attitudinal lexicons (i.e. adjectives, adverbs, nouns, and verbs) were identified, however it was noticed that only two types of attitudinal lexicons including attitudinal adjectives and adverbs were the first and second most frequent attitude markers, respectively. In agreement with the previous investigations of attitudinal lexicons in academic discourses (Swales and Burke, 2003; Koutsantoni, 2004) attitudinal adjectives were found to be more frequently than any other attitudinal lexicons in the research articles. Attitudinal nouns and verbs were the least attitudinal lexis in the review articles.

The attitude markers were apparently writer-oriented and the persuasiveness of the authors' argument was supported by attitude markers (Hyland, 2005a) particularly in

those review texts which were involved in argumentation and evaluation. Although the results of this study showed that the use of evaluative items (particularly attitudinal adjectives) in the critical evaluative review texts was more frequent than the bibliographic review articles, these features were commonly used in several analytical sections of the both types of review texts to organize the review discourse, and indicate the main functions such as the significance and limitation of a research and evaluation of the research.

9.3.3.2 The self-mention resources in review articles

The analysis of self-mention in review articles indicated that all types of review articles used first person pronouns, except two review articles. The review article authors used these pronouns to interact professionally with their readers in order to indicate their contribution to the field, seniority, and seek agreement. Although single-authored review articles comprised more than half of the corpus, the first person plural pronouns were more common than the first person singular pronouns. The findings showed that the authors in the single-authored review texts mostly used the first person plural pronouns as inclusive pronouns, because they wanted to involve their readers with the argument in the review texts. The inclusive pronouns referred to the author and the reader or the author and the discourse community. According to the findings of this study, the frequency of occurrence of exclusive 'we' and inclusive 'we' was very close to each other.

Moreover, the analysis of variation in the use of inclusive and exclusive 'we' in review articles showed that there was a significant difference between the authors associated with the frequency of use of the subjective pronoun 'we'. The results showed that there were some authors did not represent themselves explicitly in review articles, whereas there were several authors expressed themselves repeatedly in the review texts. There can be

several main reasons for the higher frequency of authors' self-mention in the review articles. The reasons for the authors' presence in the review texts can be due to the type of review article (i.e. if it is a critical evaluative review or only an overview and a bibliographic review), the author's personal style and preference, seniority, socio-cultural perspective, and the author's position in that field. It was noticed that the authors used self-mention features and presented themselves explicitly in review articles in order to reveal their multiple roles in the review texts. They usually acted as writers, researchers, and arguers in the review texts. If the authors themselves argue ideas and raise issues in order to find a solution and attract other scholars' attention to these problems in the field, they can be considered the most powerful authors. They act as an arguer in these review articles. These review article texts were not descriptive and they were classified as critical evaluative review articles.

Besides, the analysis of frequency of occurrence helped us to explain and account for the similarities and differences found in the use of self-mention resources in the two sub-corpora. For instance, the self-mention in the critical evaluative review articles occurred with the frequency of 183 items, 3.48 per 1,000 words, while these resources in the bibliographic review articles appeared with the frequency of 102 items, 2.45 per 1,000 words. As a result, the analysis of the two sub-corpora showed that these resources particularly subjective pronouns (e.g. 'we' and 'I') were more frequent in the critical evaluative review articles than bibliographic review articles. Moreover, the objective pronoun such as 'us', was more frequent in the critical review texts than the bibliographic review texts. The findings showed that the subjective pronoun such as 'we' appeared with the frequency of 106 items/ 2.02 per 1,000 words in the critical review texts, whereas it occurred with the frequency of 45 items/ 1.08 per 1,000 words in the bibliographic review texts. Similarly, the subjective pronoun 'I' got almost the same frequency in both sub-corpora very close to each other. Both subjective pronouns 'we' and 'I' were the most

frequent self-mention resources appeared in the two sub-corpora but with different frequency. These pronouns were more common in the critical review texts because the authors most frequently interacted with their readers in order to ask agreement and persuade their readers to accept their ideas. They included their authorial voice and explicit self-mention features to guide their readers in the argumentative and evaluative texts.

It should be concluded that clusters of attitude markers and self-mention resources (particularly inclusive and exclusive first-person pronouns) were more common in the critical evaluative review articles than the bibliographic review articles. As a result, the findings of this research revealed that how the review article authors used the attitude markers and self-mention resources to interact with their readers to show the authors' stance, evaluation, attitude and position in the field. The authors professionally employed these features of stance in order to curve their authorial identity in the review article texts.

9.4   The implications of the present research

It is important to note that Swales' (1990) Genre Analysis is helpful for non-native learners such as EFL postgraduate students. More significantly, linking Move analysis with corpus-based study can be informative and instructive for EFL postgraduate students and junior researchers. It helps them to be able to understand the norms and conventions of the discourse community and write academic discourses such as Literature Review chapters, research reports, research articles, book reviews and review articles. The implications of this research are as follows:

Move analysis provides a thorough and comprehensive description of macro-organizational structure for review articles in applied linguistics. It should be added that

the proposed patterns for the rhetorical structure of review articles is often applicable for the prevalent analytical sections (i.e. Abstract, Introduction, and Conclusion sections). As was contented before, for the theme-bound units of the Body section there cannot be a typical and fixed template. With a two-layer analysis of moves and steps/ strategies (i.e. top-down and bottom-up approaches), we are able to provide a description for those prevalent sections of review articles. With the description of attitude markers and self-mention resources a more detailed pattern can be provided for the evaluative and argumentative practices of review articles. This detailed description of the rhetorical move structures of the review article genre can also be considered as a signpost for analyzing argumentative and evaluative review article practices in other disciplines.

As discussed above, Swales' (1990) genre analysis is significantly informative and instructive for non-native learners such as EFL postgraduate students. Move-based studies help EFL students and junior researchers to understand and write academic discourses such as Literature Review chapters for a thesis, research articles, book reviews, and review articles. Hence, this research can systematically raise EFL postgraduate students and junior researchers' awareness and increase their genre knowledge. The rhetorical move structures described by this research will provide a template for EFL postgraduate students and junior researchers. The template can show us which rhetorical moves need to be used where and in what order. As a result, this template or the suggested rhetorical move patterns for review articles in applied linguistics can help the postgraduate students and junior researchers to review the developments critically.

At the same time, the identification of rhetorical move patterns by Swales' move analysis and the linguistic features of moves and the analysis of two stance features in review articles have an important pedagogical influence if they will be taught in the

classroom. Mastery of such knowledge of academic review genre can be acquired by means of genre-based courses which attempt to increase ESP teachers' and EFL students' awareness and nature of the schematic genre structures (Swales 1990). Such information can also be incorporated into instructional literature for writers embarking on writing academic reviews. Similar courses could be helpful for syllabus designers and teachers to take advantage of in their planning, syllabuses, courses, curriculum materials, and their classes.

Hence, at a relatively advanced level, the lecturers in EAP/ ESP classes can instruct EFL postgraduate students how to write their academic reviews in a style more acceptable to the academic community. Syllabus designers need to provide and prepare the related material and textbooks (e.g. Swales and Feak, 2004) in order to be presented in Academic writing courses and ESP/ EAP classes. The lecturers in these classes should inform the postgraduate students about the norms and conventions of the discourse community such as the rhetorical move structures and the textual strategies the authors employed to indicate objectives, present evaluation, compare and contrast views and the works, indicate the significant and limitations of the developments, and pair critique with praise in comparing and contrasting strategies. The syllabus designers in their materials and lecturers in their EAP/ ESP classrooms need to instruct and practice with EFL students about these rhetorical structures and the textual strategies employed in the academic review genre. They can also inform them about the variation, cyclical move elements, and recursion of the academic discourse. These instructions can be taught the postgraduate learners or practitioners when they read the review texts, they may encounter such textual strategies and variation in the review article genre. This type of instruction can raise the postgraduate students' awareness about the different kinds of textual strategies in the review texts.

Yet, there is another important impact of this study about the differences and similarities in evaluation and argumentation in the two types of review articles (i.e. the critical evaluative and bibliographic review articles). This aspect has received little attention so far. The findings of this research can nurture and facilitate EFL postgraduate students and junior researchers in academic review writing. The results of this study can lead them to correctly understanding evaluative and argumentative texts, critical evaluative review articles in particular. Having the knowledge of differentiating evaluation and argumentation strategies between the two types of review articles may help the postgraduate students and novice writers to reach to the writing styles acceptable in the discourse community. The findings of this research may be reference for applied linguists who are interested in inter-disciplinary study of evaluative and argumentative texts such as the review article genre.

Besides, this study has attempted to show the ways stance features are used in review articles namely attitude markers and self-mention resources where they apparently function to demonstrate the social practices of the authors as expert members of discourse communities. In order to make the review article genre evaluative and persuasive, the authors must draw on these social practices and intrude their own personal intentions, judgments, feeling and attitudes into their review texts. The findings revealed that the review article authors appeal to a potential readership, talk to their readers by bringing them into the review texts, present positive 'attitudes and intentions' towards their work, employ stance features like self-representation resources in order to promote their works and views. Through potential positive attitudes and adjectives, the writers assess the value and usefulness of their texts. The authors use evaluative markers like attitudinal adjectives and adverbs in the review texts and this strategy is more likely to be attributed to the individual style of the authors and the type of review articles. Therefore, the results

indicated that the different analytical sections of review articles demand various types and distributions of attitudinal lexicons and self-mention resources. The finding can be insightful for ESP lecturers in making the postgraduate students wary and increase their awareness to the ways stance features are used in the prevalent analytical sections of the different review articles. In this way, the section-specific attitude markers and self-mention resources may sensitize the postgraduate students. This can help the postgraduate students to understand what types of attitude markers and self-mention resources are required to achieve the communicative purposes of the review article genre.

It is hoped that a closer understanding of the characteristic features and textual strategies used by the authors to signal the various text types of review articles and the functions of thematic units in the Body section may help uncover elements of the value system for EFL postgraduate students and junior researchers. These elements of the value system not only emphasize disciplinary discourse but also provide EFL postgraduate students and novice writers with the ability to make use of scholarly review articles and primary literature during their research writing.

9.5   The limitations and suggestions of this research

The current study has systematically analyzed the review article genre in Applied Linguistics in detail. The main aim of this comprehensive research was to investigate and identify the conventions of the review article genre associated with the rhetorical move structures and the two stance features (attitude markers and self-mention resources). The present research has also investigated in detail the critical evaluative and bibliographic review articles in terms of the rhetorical move structures and two stance features. There was a comparative analysis between these two types of the review articles. The findings remarkably revealed differences and similarities in the both sub-corpora.

Now, it is vital to acknowledge limitations to our study. It should be here mentioned that any generalization about the results of this study should be very carefully made. Also, further studies are needed with a larger sample and more in-depth quantitative and qualitative analyses.

Moreover, it would have been better if a different discipline had been chosen to do a comparative study. The review articles in this corpus are all from applied linguistics (not from non-applied areas), therefore the findings of this research need to be tested on review articles from other disciplines particularly hard sciences so that EAP or ESP instructors can take advantage and they may use findings in their 'Seminar' and 'Research Writing' classes for hard science postgraduate students or the practitioners.

Besides, in terms of analyzing stance features, this research focused only on the frequency, type and form of two stance features. Despite the fact that we had some discussions on the functions of attitude markers and self-mention resources in review articles, there was no detailed attempt to categorize every presence of these features in review articles associated with their functions. Further research is needed to focus on the functions of all stance features (i.e. hedges, boosters, attitude markers, and self-mention) in review articles within one discipline or across disciplines to have a comparative analysis. The comparative analysis can be conducted to identify the similarities and differences of stance features used in review articles from different disciplines.

It can also be suggested that one may study the different analytical sections of review articles across disciplines in order to identify the significant similarities and differences between their rhetorical move structures and textual strategies. The metadiscoursal features, especially interaction markers (Hyland & Tse, 2004; Hyland, 2005b) of the

review article genre within the related field between native writers and non-native writers can be, for instance, analyzed and compared in order to explore and indicate cross-cultural differences in the academic setting. They can also be analyzed to realize how native and non-native authors present their stance, evaluation, and attitudes towards the texts and the readers.

9.6   Summary of the chapter

The last chapter of the current research started with restating the main objectives and the research questions and giving a summary of this research. A brief summary of the results was then provided in this chapter. Subsequently, the significant findings and contributions of this research were highlighted. Finally, the pedagogical implications of this research, the limitations and the suggestions for further research were presented.

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