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**A COMPARATIVE LEXICO-GENERIC ANALYSIS OF RESEARCH
ARTICLES IN SUB-DISCIPLINES OF APPLIED LINGUISTICS AND
ESP: THE CASE OF LOCAL AND INTERNATIONAL JOURNALS**

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September, ۲۰۲۰

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TO MY MOTHER

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A Comparative Lexico-Generic analysis of Research Articles in Sub-disciplines of Applied Linguistics and ESP: the case of Local and International Journals

By

Khalil Tazik

Abstract

Since the appearance of genre analysis, research articles (RAs) as the main channels for presenting scientific findings have received much attention. Studies on this genre, generally aimed at exploring its generic structure and identifying its linguistic features. The main concerns of these studies were revealing the major reasons for the rejection or acceptance of the RAs in international journals. Communicative moves and lexical cohesion patterns (LCPs), as mounting evidence shows, are two important indicators in writing and publishing the RAs. However, the interaction between these two crucial elements and the contribution of this interaction to the failure or success of the RAs have not been given due attention to date. Having this in mind and based on a sound theoretical framework, attempt was made to find the possible interaction between the generic moves and LCPs centralized within such moves. To this end, Swales (1990), Nwogu (1991), and Kanoksilapatham's (2007) move analytical models and Hoey's (1991) LCPs model were drawn upon in the analysis of 40 Iranian local RAs written by Iranian writers and 40 RAs written in international journals across sub-disciplines of Applied Linguistics and ESP. Results of the move analysis showed no significant differences regarding the obligatory moves of Introduction section across the two corpora; however, significant differences in Discussion section were revealed. Findings of the interaction between moves and LCPs indicated that there are significant differences between international and Iranian local RAs in the use of Move 1, Move 2, and Move 3 of Introduction as well as Move 4 and Move 5 of Discussion sections and the way LCPs are

manipulated within these moves. As long as the interaction of these two linguistic and rhetorical features were concerned, at least four possibilities were observed across international and Iranian local journals which are thought to determine, among other factors, where these academic genres might be different; similar moves, similar LCPs; different moves, different LCPs; similar moves, different LCPs; and different moves, similar LCPs.

Key words: genre analysis, moves, LCPs, RAs

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Abbreviations

ACA: Analytica Chimica Acta

AEE: Ecosystems and Environment journal

CARS: Create-A-Research-Space

EAP: English for Academic Purposes

ESP: English for Specific Purposes

IJ: International Journals

IJAL: Iranian Journal of Applied Linguistics

IJB: Journal of Biotechnology

ILJ: Iranian Local Journals

JAST: Journal of Agricultural Sciences and technology

JCTB: Journal of Chemical Technology and Biotechnology

JICS: Journal of Iranian Chemical Society

JPZTU: Journal of Pazhuhesh-e Zabanha-ye Khareji of the faculty of foreign languages of Tehran University

JSHSU: Journal of Social Sciences & Humanities of Shiraz University

LCP: Lexical Cohesion Patterns

MH: Medical Hypotheses

MJIRI: Medical Journal of Islamic Republic of Iran

NNS: Non-Native Speakers

NS: Native Speakers

RA: Research Article

RQ: Research Question

SFA: Systemic Functional Approach

SFL: Systemic Functional Linguistics

SLR: Second Language Research

TELL: Teaching English Language and Literature

Chapter One

Introduction

Chapter one

Introduction

1. 1. Introduction

Since the end of Second World War and because of the dominance of English as the lingua franca for publishing research findings, text analysis, especially exploring the generic structure of academic texts, cross-disciplinary and cross-linguistically, has attracted views of many researchers (Dudley-Evans, 1986; Hopkins & Dudley-Evans, 1988; Swales, 1990; Bhatia, 1993, 1999; Holmes, 1997; Williams, 1999; Henry & Roseberry, 2001; Samraj, 2002, 2005; Sun, 2004; Ding, 2007; Ge & Li, 2009; to name but a few). For the purpose of text analysis, various approaches have been proposed to analyze the conventions of academic texts and to familiarize the authors with the written conventions of the various disciplines they are writing in. The first approach was based on the register analysis. During the 1960s, where the focus of text analysis was on the register analysis (Swales, 1990; Jordan, 1997), many statistical analyses were conducted on verb tense frequencies (Barber, 1962) and vocabulary frequencies (West, 1953) in order to provide grammar registers and lexicons for learners with different academic purposes. However, this type of analysis was more concerned with the analysis of language at the level of word or sentence (Jordan, 1997). Therefore, as Jordan (1997) contends, one needs to go elsewhere to find information on the longer stretches of speech and text. This need led to the appearance of discourse analysis or a rhetoric approach as a new and different approach in the 1970s. As Brown and Yule (1983) states, "the analysis of discourse is, necessarily, the analysis of language in use." Discourse analysis is

concerned with describing the language structure, spoken or written, that is longer than the sentence, e.g. conversations, paragraphs, complete texts (Jordan, 1997). This approach examines the role of communicative context in the use of specific discourse, functions or purposes of a piece of linguistics data (Brown & Yule, 1983), the choice of grammatical features that affect the discourse structure, and also looks at the relationships between the utterances, for instance, cohesive devices and discourse markers that are employed in a piece of discourse (Jordan, 1997).

As a development of discourse analysis, findings of genre analysis, as a fruitful area of research in the 1980s, continuing into the 1990s, brings together the insights of earlier text analysis approaches and follows analysis of academic texts with a greater sophistication in the examination of the writers' purposes (Dudley-Evans, 2000). Since the appearance of genre analysis, many scholars and teachers, particularly, in English for Specific Purposes (ESP) and English for Academic Purposes (EAP) showed much interest in genre-based approaches for the analysis of textual/written discourse (Bhatia, 2001). This interest has been increased by pedagogical concerns and needs for providing models to analyze the scientific texts, especially, in order to raise the awareness of non-native writers in producing and understanding such texts. The term genre, for the first time, was introduced in the area of ESP in the early 1980s (Paltridge, 2007). A genre represents "a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and

influences and constrains choice of content and style" (Swales, 1990, p. 58). Therefore, the discourse community and communicative purposes determine the specific genre of that community and lead us to decide which genre they are using. Determining the genre of academic texts for uncovering the communicative purposes of various discourse communities not only in the area of ESP but also in the areas of EAP and Applied Linguistics has received much attention (Swales, 2009; Yang & Allison, 2003).

RAs (RAs) or papers, abstracts, theses and dissertations, and even textbooks are examples of academic genre. Among these, RAs have been under the focus of most of the research to date (Jordan, 1997). Rhetorical move analysis i.e., description of organization patterning of different sections of academic RAs has been deeply considered by many researchers, e.g. Introduction (Hopkins & Dudley-Evans, 1988; Swales, 1990; Bhatia, 1993; Ozturk, 2007), Discussion (Holmes, 1997; Biria & Tahririan, 1997; Peacock, 2002; Fallahi & Erzi, 2003), Abstracts (Hyland, 2000; Samraj, 2005), and Results (Brett, 1994; Fallah, 2004). In genre studies, move analysis is essentially the identification of rhetorical structure of a text and "moves are rhetorical instruments that realize a subset of specific communicative purposes associated with a genre, and as such they are interpreted in the context of the communicative purposes of the genre in question" (Bhatia, 2001, p. 84). In order to describe and analyze the schematic structure of RAs and based on the move analysis of texts across different disciplines and academic texts, various models have been proposed by some researchers. Among these models, Dudley-Evans (1988), Swales (1990), Nwogu (1991, 1997), Brett (1994), and Paltridge (1995) are the ones which have been used by many

researchers. The fundamental assumption underlying these move analytical models, as Dudley-Evans (2000) states, is that they are common to all academic disciplines but there are variations to be found, what Bhatia (2001) interprets as intertextual or interdiscursive perspectives of the genre.

Following text analysis models, many studies have examined the discourse structure of the academic texts. In 1981, Swales conducted a research on 40 RA Introductions and reported that most of them followed these four rhetorical moves: *establishing the field, summarizing previous research, preparing for present research, and introducing present research*. However, in 1990, he revised his previous model and proposed a new model for the analysis of the generic structure of the Introduction sections of the RAs. He called his model "Create-A-Research-Space" (CARS) model: *establishing the territory, locating a research niche, and occupying a niche*. Nwogu (1991) also proposed an eleven-move analytical model for the description of the overall schematic structure of RAs. He reported that moves and sub-moves described in this model were presented in all the RAs. This model was used by Suhardja (2006). He found that this model can be applicable in RAs of different genres. Along with these models proposed by Swales (1990) and Nwogu (1991) many studies for the purpose of revealing the rhetorical structure of RAs have been conducted (Holmes, 1997; Samraj, 2002, 2005; Fallahi & Erzi, 2003; Ge & Li, 2009; Hirano, 2009). However, in none of them the models have been adopted simultaneously. Moreover, heterogeneous findings have been gained in each study. Some verified the generality and applicability of the models for the analysis of generic structure of RAs and some others such as Samraj (2002) reported on the incompleteness of the models.

Occurrences of these variations justify further research on the applicability of the models.

1.1. Lexical Cohesion Patterns

Sentences in texts cannot be interpreted without taking into account their relations with other preceding or succeeding sentences. They make sense only if they are meaningfully connected to other sentences in the text. Among many factors that help the connectedness of sentences in a text, Halliday and Hasan (1976, 1989) describe coherence relations and cohesive devices as the linguistic means which help the writers create coherent texts. "Coherence relations between sentences and clauses of the text are not objective properties of the text, they are relations that have to be established by people interpreting it" (Fairclough, 1990, p. 122). Coherence is thus a relationship between concepts and meanings (de Beaugrande, 1997). Cohesion, on the other hand, is defined as linguistic means which are necessary for creating texture (Halliday and Hasan, 1976). In fact, cohesion is the property of a text which makes it an interpretable whole rather than a set of unconnected sentences. Halliday and Hasan (1976) point out that cohesion occurs "where the interpretation of any item in the discourse requires making references to some other items in the discourse" (p. 11). They argue that "cohesion is a *semantic relation* between one element and another in the text and some other element that is crucial to the interpretation of it" (p. 8). Therefore, cohesion is the relationship between words rather than the concepts and meanings. Moreover, cohesion is the objective property of a text.

Five distinguished categories, "which provide a practical means for describing and analyzing texts", for systematizing the concept of cohesion are: "references,