

**CONFIGURATIONS OF CASE STUDY
RESEARCHES: A CORPUS-BASED GENRE
ANALYSIS**

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Configurations of Case Study Researches: A Corpus-based Genre Analysis

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Configuration of Case Study Researches: A Corpus-based Genre Analysis** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Configurations of Case Study Researches: A Corpus-based Genre Analysis

This study conducts a genre analysis of case study (CS) research articles (RAs) in English linguistics and literature; it examines their structural patterns, moves, and microstructures. These marked features help in understanding the conventions of CSRAs and its authorial communication strategies. They are useful tools in informing pedagogy of academic writing, specifically CS research. The data is collected from two international and two national journals by employing stratified random sampling technique. Ten case studies were selected from each journal, that is, the study comprises a data of forty English literature and linguistics case studies. The study employed Swales' IMRD model (1990) for identifying macrostructures, AntMover software for move analysis, and Swales and Feak's model (2009) for micro analysis. Findings show that case studies deviate from the traditional IMRD model prescribed for writing research articles, with additional sections such as Literature Review, Analysis, and Conclusion. Disparities were observed between English literature and linguistics case studies, with varying move structures and microelements. The study reveals that simply following a standard format is not enough to effectively communicate research in these fields. This study contributes to the development of various frameworks for example IAC, ILMDC and ILMRDC for both analyzing and writing case studies in English discipline. It highlights the significance of genre analysis in uncovering academic writing complexities and demonstrates the need for continued research into case study genres across disciplines. The results have implications for English for Academic Purposes programs and materials. It provides a model for writing case study research articles and bridging the gap between research and pedagogy in L2 writing instructions.

Keywords: *Genre Analysis, Corpus-based, Case studies, Macrostructures, Academic Writing*

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LIST OF ABBREIVATIONS

IMRD	Introduction-Method-Result-Discussion
CS	Case Study
RA	Research Article
BR	Book Reviews
APP	Applied Linguistics
JCI	Journal of Critical Inquiry
LLR	Literature and Linguistic Review
IJELS	International Journal of English Literature and Social Sciences
DANs	Death Announcement Notices
EFL	English as a Foreign Language
CARS	Creating a Research Space
CMU	Central Mindanao University
IBC	Introduction-Body-Conclusion
CDST	Complex Dynamic Systems Theory
ESL	English as Second Language
EAP	English for Academic Language
UG	Universal Grammar
RC	Relative Clauses
CBA	Corpus-based Analysis
CDA	Corpus-driven Analysis
F	Findings
APA	American Psychological Association
L2	Second Language
MLA	Modern Language Association
ELT	English Language Teaching
ECD	Early Childhood Development

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CHAPTER 1

INTRODUCTION

The study at hand focuses on understanding the standard patterns of writing case study research articles along with recognizing them as important academic genres. Writing research articles is extremely important for academic researchers who want to publish the results of their investigations in esteemed and recognized research journals.

English is one of the universal languages of publication; although scholars from all over the world may publish in their languages and English is not their native or preferred language, they are expected to publish in English for its higher prestigious status. Publications in numerous journals, the vast majority of which are authored in English, play a vital role in career promotion in many institutions worldwide. Those who struggle with academic writing in English have more difficulty in getting published their research.

This study's main objective is practical; it is meant to assist non-native English speakers and student/novice writers who might not be familiar with the standards/features of the case study research article. To understand the case study research articles the prerequisite is to know about the background of the study.

1.1 The Development of English for Specific Purposes (ESP)

To begin with, an understanding of ESP may help us position the role of Genre Analysis as a specific field of study that includes exploration of genres including research articles, dissertations, and case studies. The end of World War II marked a significant shift in scientific, technical, and economic domains, thus leading to a demand for language to communicate globally in these realms. English became the key to the international currencies of technology and commerce, and it became the preferred language for this purpose. This shift was accelerated by the Oil Crises of the early 1970s, which led to the need for cost-effective courses with clearly defined goals, as noted by Tom Hutchinson & Alan Waters Lancaster (1986), “English for Specific Purposes is teaching which has specified objectives”. The study of language itself also evolved, with early studies revealing that language usage varies from one situation to another, leading to the development of the principle of Specialized learning also known as ESP. educational psychology also contributed to the rise of

ESP, emphasizing the importance of learners' needs and interests, which influenced their motivation and learning efficacy. This approach aimed to improve motivation and make learning faster and more effective.

1.2 Introduction of genres in ESP

A genre can be defined as a particular kind of spoken or written text. ESP researchers have demonstrated a great deal of interest in genres, their characteristic features, and their internal variability. Investigating genres and their context is a part of genre analysis. On the other hand, course designs, lessons, and activities that support students in learning genres in their current or future target contexts are known as genre-based teaching. Understanding what came before it in the first two decades of ESP helps us understand ESP's work on genre. When the early 1980s rolled around, ESP made a clear shift towards genre. Swales (1990) defined important genre-related terms and created the specific theory of genre. In addition, moves analysis was also introduced as an integral in genre analysis. Swales suggests us that a genre is a category of texts rather than a text itself by referring to genre as a class of communicative events. The communicative purpose is a core concept in Swales' 1990 definition of genre.

1.3 Analysis of Genre Moves

As part of English for Specific Purposes (ESP), genre analysis emphasizes moves or the textual segments that contribute to a genre's organizational structure which enables the genre to accomplish its goals. The procedures of Genre analysis involve identifying moves that are text-focused, and talking with knowledgeable informants (Special informants are those who are trained professionally and experts to use, deviate, and exploit the language to bring innovation in a disciplinary culture for the analysis of genre.), and comparing genre moves in various cultural contexts. Moves can also be interpreted in terms of how they relate to the general communication aims of a genre. There are not many published ESP genre studies that explain the methods authors employed to determine genre moves.

1.4 Analysis of Lexicogrammatical Features at Micro-Level Analysis

A 'micro' level of analysis involves looking at lexico-grammatical features, or the vocabulary and grammatical constructions that support the movements of a genre

(Bhatia, 1993). These consist of manual approaches, in which a genre analyst codes, counts, and interprets lexico grammatical features 'by hand'; and corpus linguistic approaches, which, to identify linguistic patterns in a collection of genre exemplars, rely, at least partially, on electronic software and online corpora.

1.5 Genre and Discourse Community

In general terms, the genre has been defined to cover an organized communicative event that follows specific communicative goals and occurs in a particular discourse community (Berkentorr & Hucken, 1995 Bhatia 1993 and Swales 1990; Swales 2004). Members of the discourse community have accepted certain ways to communicate with each other with some common aims. Swales (1990) proposed the following characteristics of a discourse community:

- There are established community aims of a discourse community (social or academic group)
- Intercommunication between members using specific mechanisms (letters, newsletters, meetings, and conversations)
- Utilizes one or more genres by using jargon to improve communication. In each community, specialized terms are used (ELT, EAP, ESP, etc.)

1.6 What is Genre Analysis?

Genre analysis is an analytical framework that reveals not only the utilizable form-function correlations but also significantly contributes to our understanding of the cognitive structuring of information in specific areas of language use, which may help ESP practitioners devise appropriate activities potentially significant for the achievement of desired communicative outcomes in specialized academic or occupation areas. There has been a significant amount of interest in genre-based analysis of various types of texts over the past decade. Genre Analysis directly originates from discourse and text and is extensively employed in the field of English for Specific Purposes (ESP).

In ESP, a genre is considered a communicative event, such as an academic essay, that incorporates specific aims within a particular group, according to Paltridge (2001). A text that has associated context, form, and function, such as argumentation or exposition, is referred to as a genre in Systemic Functional Linguistics (Paltridge

2001 *ibid.*). According to Hyland (2002), who shared this Systemic Functional Linguistics point of view, a genre is a common framework utilized in interactions between writers and their readers.

Even more definitions of the term "genre" have been offered recently. Van Dijk (2008, 2009) approaches the genre from a socio-cognitive perspective. According to him, each genre has a unique context that requires a shared understanding and schema among the linked community. "A genre is a constellation of potential discourse conventions sustained by the prior knowledge of the speakers/writers and listeners/readers (stored in the memory of each subject), based on contextual, social, linguistic, and cognitive possibilities and/or constraints," claims Parodi (2010). In addition, genre studies can help students improve their academic writing skills, according to Graves, Moghaddasi, and Hashim (2013).

1.7 Genre Analysis Approaches

Genre analysis has three primary approaches currently in use: Systemic Functional Linguistics (SFL), the New Rhetoric, and English for Specific Purposes (ESP). There has been a significant amount of interest in genre-based analysis of various types of texts over the past decade

Michael Halliday developed the theory in the early sixties. Systemic Functional Linguistics is a linguistic approach that focuses not only on the language structure but also its social context. In Systemic Functional Linguistics, the concept of genre is defined as a methodological processor reaching a goal. The concept of genre is used to describe the cultural context of a language. According to Systemic Functional Linguistics, text should be perceived and observed in its interaction with the context and social background. SFL Genre analysis constantly involves in the linguistic social context in the forms of field, tenor, mode, schematic structure, and its realization in the text. According to the New Rhetoric approach by Miller genre is defined as 'genre as social action'. (MILLER, 1984). Genres are typified rhetorical responses to recurring situations, pragmatic speech acts, significant social actions, and mediation between private intentions and socially objectified needs. They are culturally dependent, culturally important, recognized by users, and are open, evolving classes.

Hyon (1990) proposed that genre analysis can be done with the help of two approaches

- i. Lexico-grammatical features of a text
- ii. Rhetorical structure or move analysis

1.8 Types of Texts

The text can be categorized as academic and professional text concerning distinct goals and audiences, leading to differences in the style, tone, structure, and content they serve in the respective settings. The academic text is written for scholarly purposes to contribute to the existing body of knowledge, such as research papers, journal articles, theses, reviews, and conference papers. Whereas professional text is written for practical purposes in the real world. The professional text includes business reports, memos, emails, and manuals

i. Academic Text:

Academic texts are mostly designed for academic objectives, adding to the corpus of knowledge existing in a specific field. These include research papers, journal articles, theses, and conference papers. Scholars, researchers, students, and professionals in a specific academic field make up the audience. The writing style is formal and objective. The emphasis is on an unbiased presentation of information, and the tone is frequently composed and academic. The academic text follows a particular structure and pattern including abstracts, introductions, literature reviews, methodologies, and results. The text requires thorough citations and references, following a specific citation style (e.g., APA, MLA, and Chicago). Academic texts rely on a strong foundation of existing research to support arguments and ideas with the help of citations and references.

ii. Professional Text:

The professional texts are designed with a particular industry or field in consideration. They frequently seek to educate, convince, or instruct in a practical setting. The professional texts include manuscripts, emails, memoranda, business reports, etc. The terminology employed is generally jargon or technical terms recognizable to those in the area, and the audience

consists of coworkers, clients, or stakeholders. Professional texts are more succinct, straightforward, and goal-oriented. Although the tone might change based on the context, it is typically more direct and professional.

1.9 Genre Analysis of Research Articles

Research articles in academic discourse have been investigated based on rhetorical analysis. The novice writer works on research articles and struggles to publish them during their academic span it is a medium for researchers to showcase their scientific findings to discourse community members. Many researchers conducted genre analysis of various research articles (RAs) of various disciplines such as medical research articles (Nwogu, 1997), computer science research articles (Posteguillo, 1999), applied linguistics research articles (Yang and Allison, 2004), biochemistry research articles (Kapnoksilapatham, 2003), and chemistry RAs (Stoller and Robinson, 2013).

There are subgenres within each macro-genre. In the macro genre of RA subgenres like Abstract, Introduction, Method, Results, and Discussion/Conclusion, are included. Based on their particular goals for communication, these subgenres have their functional moves. Move analysis has therefore also been applied to abstracts. In an academic setting, an abstract is considered a "part of the genre of the research article" (Swales & Feak, 2009) and is therefore crucial to the Research article. For this reason, the original manuscript of Research articles should always be submitted with the abstract in all scholarly journals (Martin, 2003). Conversely, Swales (1990) notes that the abstract format follows the same structure as a research article (RA) and consists of Introduction, Method, Results, and Discussion (IMRD) units. In the present study, the case study research articles' macro structure will be analyzed.

1.10 Corpus

According to Nesselhauf (2005), a vast, organized collection of texts or spoken language data used for linguistic analysis and research is referred to as a corpus in the domain of natural language processing. It is an invaluable tool for researching linguistic patterns, comprehending language use, and creating linguistic models. It is also defined as "A corpus can be defined as "a systematic collection of naturally occurring text (of both written and spoken language) *ibid.*"

There are two main approaches to developing a corpus:

- i. **Monolingual Corpus:** Texts or spoken language data in a single language are the focus of a monolingual corpus. It can encompass a variety of genres, including written works like novels, essays, websites, and conversation transcripts. Studying language usage, grammar, semantics, and other linguistic facets within a particular language is done with this kind of corpus.
- ii. **Parallel Corpus:** Texts or spoken language data in two or more languages that are aligned at the sentence or phrase level make up a parallel corpus. Translation and comparative linguistic analysis are two frequent uses for it. Parallel corpora facilitate cross-linguistic analysis of translation patterns, the development of machine translation systems, and the study of language phenomena.

This study is done on a monolingual corpus.

1.10.1 Corpus Approaches

Tognini-Bonelli (2001) initially raised two approaches as the primary research approaches in corpus linguistics: the corpus-based approach (CBA) and the corpus-driven approach (CDA).

1. **The Corpus-based approach:** This approach uses a corpus as the main source of information for language analysis. To find trends, frequencies, and distributions of linguistic traits, researchers examine the corpus. The objective of this methodology is to extract meaning and draw conclusions about language use from the corpus of data. Numerous language phenomena, including word frequencies, collocations, syntactic patterns, and semantic correlations, can be studied using corpus-based analysis.

However, in this instance, corpus evidence is introduced as an added benefit rather than as a decisive factor in the analysis, which is still conducted using pre-existing categories; while it is used to improve these categories, it is not in a position to question them because it is not claimed that the categories are a direct result of the data. (Bonelli-Tognini 2001: 66)

2. **Corpus-driven Approach:** This method goes one step further by utilizing the corpus as a source of information as well as letting it direct the course of the

study. Researchers create study questions or hypotheses based on the intriguing linguistic patterns or events they find in the corpus. The corpus-driven approach places a strong emphasis on the value of data-driven analysis and discovery, in which the research direction is mostly determined by the corpus.

The corpus-driven approach, or CDA for short, is a methodology in which lexicographers gather data and identify language phenomena without making any presumptions or assumptions beforehand, using the corpus as an empirical foundation (cf. Tognini-Bonelli 2001).

1.11 Primary Source

The study selected primary sources of the data. Primary data is data that is a first-hand source and is in its original form. The present study selected English literature and linguistics as two fields of English for genre analysis of case study research articles from the respective journals. The primary goal of this study is to develop a comprehensive and inclusive understanding of a subject.

1.12 Case Study

A case study gives a researcher the chance to employ a variety of tools on one issue, in contrast to single research techniques that provide more of a snapshot, such as surveys. This provides a solid foundation from which to explore the aspects impacting the case study in further detail and allows time and space to develop a thorough understanding of the topic at hand. The case study method is very helpful to apply when trying to understand a topic, event, or phenomenon in depth and in the context of real-world experience.

It is a well-known research methodology that is widely employed in different academic fields, especially the social sciences. There are many ways to describe a case study, but the main requirement is that it must thoroughly examine an event or phenomenon in its original setting. In contrast to an experimental design (like a randomized controlled trial), which aims to exercise control over and modify the variable(s) of interest, it is for this reason that it is frequently referred to as a "naturalistic" design (Cromwell, 2011).

Three primary case study types exist: intrinsic, instrumental, and collective. To understand a particular occurrence, an intrinsic case study is generally conducted. The distinctive quality of the phenomenon that sets it apart from other similar phenomena should be defined by the researcher. In contrast, an instrumental case study uses a specific instance—some of which may be better than others—to develop a more comprehensive understanding of a problem or phenomenon. To produce a deeper understanding of a particular subject, the collective case study entails examining numerous examples concurrently or sequentially (Cromwell, 2011).

Yin (1994) claims that case studies can be used to clarify, elucidate, or investigate occurrences or phenomena in the natural environments in which they emerge. These, for instance, may be used to comprehend and describe the causal relationships and pathways that occur from the creation of new policies or services. As opposed to experimental designs that test a certain theory by purposefully altering the environment? The case study methodology is particularly suited to obtaining information on more explicative "how," "what," and "why" questions, such as "How is the intervention being implemented? The case study technique can provide further details about any delivery gaps or the potential advantages of a certain implementation plan.

When organizing and conducting a case study, we concentrate on the key phases of research activities: the key steps include identifying the case, choosing the case or cases, gathering and analyzing data, interpreting data, and reporting the results. The case study method makes it possible, among other things, to examine critically important events, interventions, policy changes, and program-based service improvements in-depth in a real-world setting. Therefore, it ought to be considered whenever an experimental design is either unsuitable for addressing the raised research concerns or impractical to execute. We think this method needs to be more widely considered by researchers given how frequently innovations are currently implemented in diverse contexts and how well the case study technique lends itself to in-depth, complicated research. Despite being fundamentally difficult, research case studies can, if deliberately conceptualized, thoroughly executed, and reported, give profound insights into many crucial aspects of health and healthcare delivery.

Robson defines a case study as “A strategy of doing research which involves an empirical investigation of contemporary phenomenon within its real-life context

using multiple sources of evidence” (Robson, 1993. p.146). In English literature and linguistics, case studies entail in-depth examinations of particular cases, frequently employing an approach based on qualitative research. When conducting case studies in these fields, the following features are considered:

With respect to Robson’s definition of a case study, the case study in English linguistics can be understood as a strategy for doing research which may involve an empirical investigation of language in use in various real-life situations and contexts. The case study in English Literature mainly consists of a specific literary work or author, which is based on cultural, social, and historical context. Such a case study may involve a content analysis of a specific literary piece. The real-life context is provided by the socio-cultural and historical makeup of the text. A literary text is not an isolated creation. For a researcher, it offers an insight and understanding of the world around. The growth, drives, and intricacies of a character from a selected work are analyzed specifically as sites of the behavior of human beings. Also, there can be a delineation of recurring symbols, imagery, motifs, and other literary devices for the exploration of themes; themes are universal ideas emerging from real-life contexts. At times, case studies in the domain of English Literature may include a comparison of literary works, a study of the response of readers to a particular work, and an investigation of the narrative style.

Whereas the case study of linguistics is different concerning its treatment. The Case study in Linguistics with respect to Robson’s definition is a strategy of doing research which involves an empirical investigation of a contemporary phenomenon within its real-life context using multiple sources of evidence mainly consisting of language variation concerning geography, period and social class, language acquisition, discourse analysis, and other fields of linguistics.

Both case studies share some features in common. Case studies from both fields give thorough descriptions of the subject matter irrespective of the discipline they are associated with. The case study aids in contextualization of the case, considering historical, cultural, and social factors. The data is collected through various sources i.e. interviews, questionnaires, surveys, or linguistic analysis, depending on the nature of the study. The case study analyzes the gathered information and provides interpretations supported by the facts. It argues about the findings and implications of the results and how they complement the larger field of

research. It delineates the limitations and reflects the insights of the study. Due to a demand for writing and reading proficiency in English in academic contexts, non-English speaking academics have to cope with the challenge of being negatively impacted by their inadequacy in the foreign language. For academic recognition, research discoveries, and career advancement, both junior scholars (graduate students, new professionals) and senior scholars (experienced researchers, lecturers, practitioners) work to publish their findings in international journals in English. However, non-native academic writers frequently struggle to produce texts that can be regarded as publishable material in terms of content and form when submitting written work to international journals.

The issue of how to provide novice academic writers—those with little to no academic literacy in English—the knowledge they need to participate in academia has been a concern for genre analysts. Academics have various genres that, to a certain extent, uphold conventionalized forms and functions. This is because they belong to a community that has its own culture in terms of knowledge production and discursive practices (i.e., social practices represented in language form and content). Due to their ignorance of these general standards, newcomers struggle to achieve their communication goals. In this regard, the goal of genre analysis pedagogy is to examine how different types of speech can be classified as academic genres, what their textual and rhetorical traits are, and who is writing to whom, etc.

1.13 English literature and linguistics Case Study Research Articles

English literature and linguistics as disciplines are concerned with the interpretation and analysis of text/discourse. Literary scholars concentrate on the interpretation of literary texts, whereas linguists concentrate on the structure and meaning of language within a text/discourse. Poetry, plays, novels, short stories, and other types of writing are all included under the term "literature." The discipline of linguistics is primarily focused on the systematic study of language and human communication in a text as well as beyond a text.

Case Study research articles related to literature and linguistics follow a set pattern known as a framework. The case study research articles of both disciplines follow the pattern with different dimensions. The case study research articles of literature analyze the works of different authors. In contrast, the case study RAs of

linguistics mainly cover the language aspects, nature, organization, origin, contextual impact, and cognitive and dialectical formation in a text/discourse. The latter follow approaches from sociolinguistics, psycholinguistics, dialectology, ethno-linguistics, etc.

1.14 Rationale of the Study

The study has been driven by a practical need to inform classroom teaching and learning, specifically the design of courses, workshops, and reference resources on RA writing for research students. The investigation of RA macro-structures constituted only one aspect. An investigation of the case study research article motivates the present study.

The study aimed to analyze case study research articles for pedagogical implications while using them in a way that can help instructors of L2 writing courses teach case study research articles. The result of such studies may also help in the construction of frames for writing case studies in academic journals. A non-native writer can be equipped with English for Academic and specific purposes so that he may secure participation in global forums.

1.15 Statement of Problem

Scholars tend to struggle in maneuvering the structural patterns while writing case study research articles. To determine the essentials of such type of academic writing, genre analysis may facilitate them. The present study primarily explores various likely moves and steps employed in writing case study research articles from the field of English linguistics and literature; they are collected from national and international research journals, namely: i) International Journal of English Literature and Social Sciences (IJELS) (ii) Applied Linguistics (iii) Literature and Linguistic Review from UMT (iv) NUML Journal of Critical Inquiry (JCI). Also, the study includes a corpus-based comparison and contrast of the move structures in the selected case studies; these may be adapted to generate a model for writing such formal academic compositions.

1.16 Research Objectives

This research study aims

- To identify various structural patterns and moves employed in case study research articles
- To analyze various moves and microstructures in the case study RAs in the discipline of English linguistics and literature
- To study the differences in the moves employed in the selected case studies

1.17 Research Questions

The research questions are:

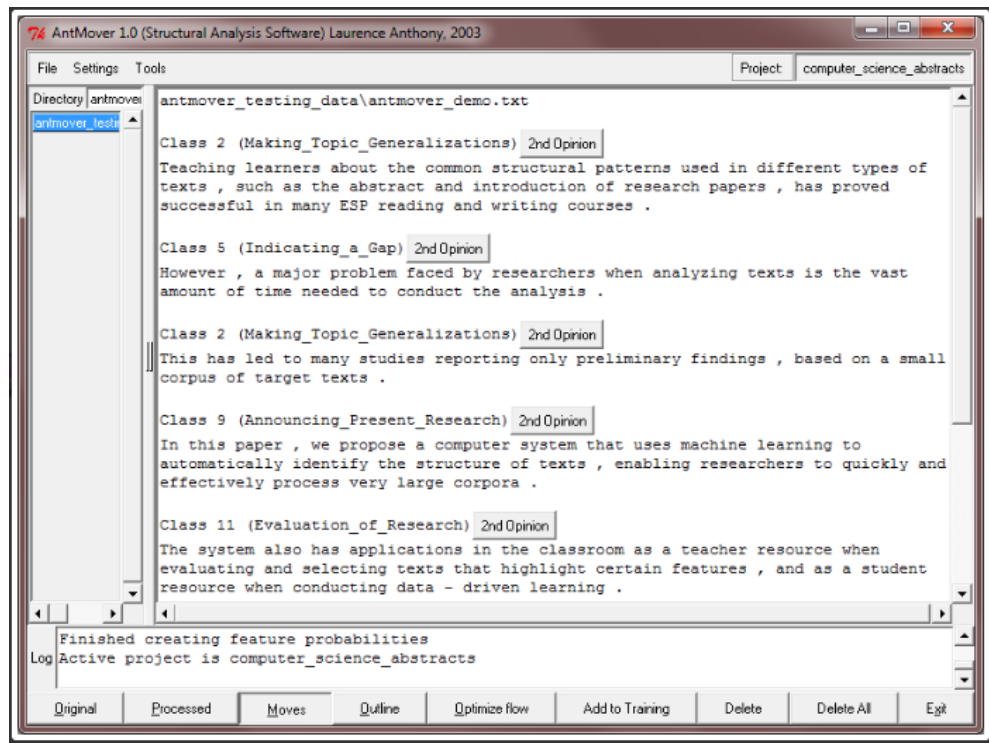
- 1) What are various macrostructures and specific moves employed in case study research articles in literature and linguistics?
- 2) How do specific moves determine sequential form in the two disciplines' case study research articles? Also, how do microstructures govern the presentation of the research articles?
- 3) How do the parallel moves in the selected case study research articles contribute to case study research articles as a distinctive genre?

1.18 Delimitation of the study

In the present study, the corpus has only selected the case studies from the English literature and linguistics. The corpus size has been limited to forty case study research articles. The study only analyzed the macro and microstructures of the case study relating to the two disciplines. The corpus tool Ant mover has been used for the move analyses from the fields of linguistics and literature.

1.19 AntMover

AntMover was developed by Dr. Laurence Anthony who is a Professor in the Faculty of Science and Engineering at Waseda University, Japan. It is a freeware corpus analysis toolkit text structure (moves) analysis program. With the help of this program, patterns in language are found and revealed. This software can do the analysis of text structure in any field or discipline, and to any text type. This software runs only the data that is converted into plain text files. After that, the required material is to be saved as txt. File to the desktop. The AntMover preface is given below



AntMover is an automatic text structure analyzer tool. It can be downloaded for free from the Internet. An open text file in AntMover is imported into the application for analysis. The user is subsequently presented with a choice of up to four file views.

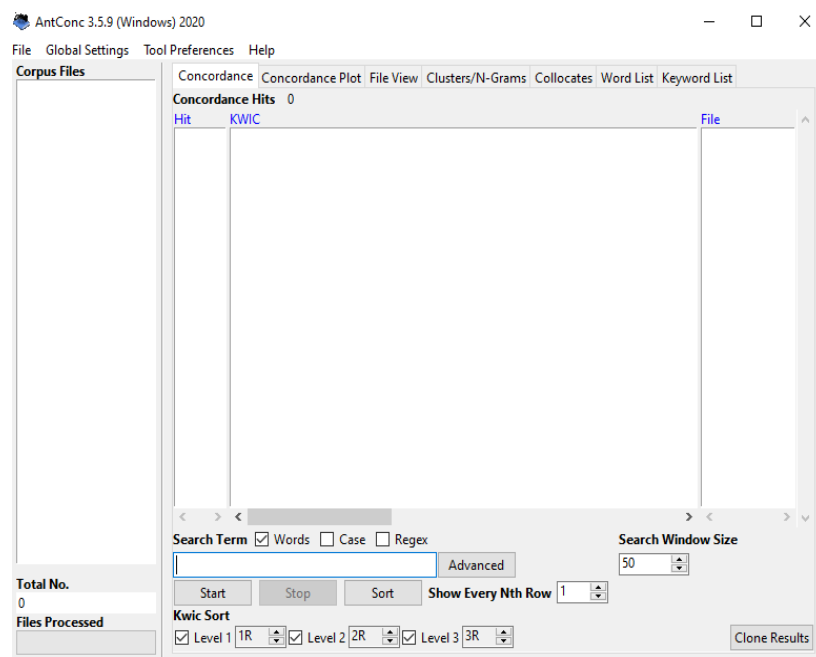
- i. . View 1, the original file, is unprocessed;
- ii. View 2 is a processed view of the file that is automatically divided into individual sentences or parts;
- iii. View 3 is a view of the file that is generated after a "moves analysis" that automatically assigns a rhetorical (structural) label to each phrase or part in the file. When reading or writing in a text, this labeling might assist the user get a sense of its general structural and rhetorical arrangement.
- iv. View 4 is an outline of the file's structural arrangement; the text content is not displayed.

View	Functions
View 1	View 1 is an original file and unprocessed
View 2	View 2 is a processed view of the file that is automatically divided into individual sentences or parts;
View 3	View 3 is a view of the file that is generated after a "moves analysis" that automatically assigns a rhetorical (structural) label to each phrase or part in the file
View 4	is an outline of the file's structural arrangement;

AntMover was used to identify the moves and steps in the text by feeding each case study from the corpus.

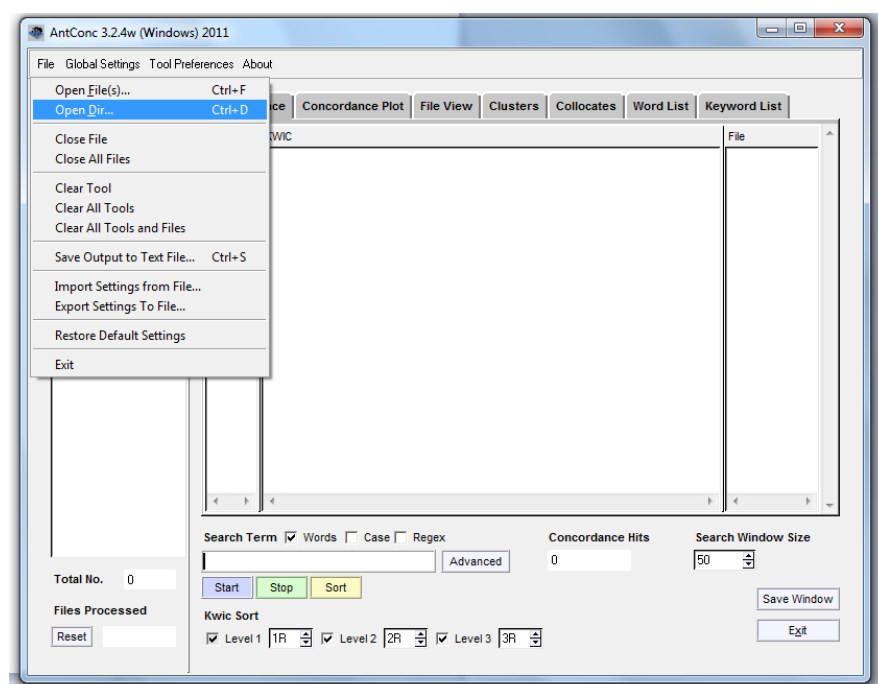
1.20 AntConc

The software AntConc is introduced by Laurence Anthony. It is a freeware toolbox for text analysis and concordance in corpus analysis. This application helps uncover and identify patterns in language. Word lists, collocates, advanced keywords, and crucial words in context are some of this system's standout features. This program only processes data that has been transformed into plain text files. The necessary content must then be saved to the desktop as a txt. File. Below is the AntConc preface:



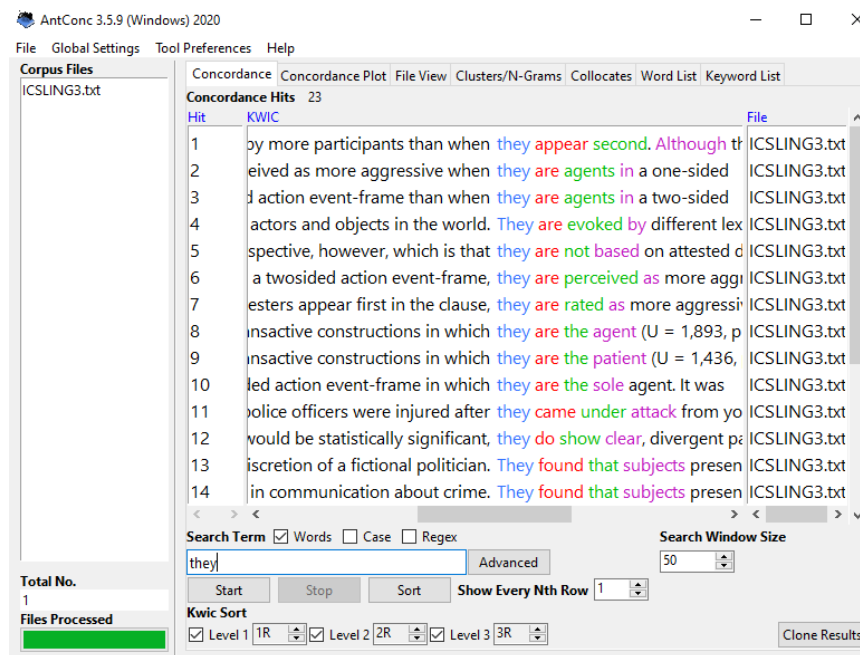
The corpus files loaded for analysis are displayed in a window on the left. Other options, such as files, global settings, and tool preferences, exist both before and above this. Additionally, there are seven tabs for various analytical operations on the right side. These include Word List, Keyword List, Cluster, File View, Concordance, and Concordance Plot.

- Concordance: Using the search field below the search term, it displays the keyword in the context (KWIC) view with a single click.
 - Concordance plot: It provides samples and a straightforward representation of the KWIC search.
 - File View: To provide a more comprehensive context for a result, this displays the entire file view.
 - Clusters: This displays terms that are used more frequently and appear together.
 - Collocates: These are words that appear together statistically.
 - Word List: This displays every word found in the corpus.
 - List of Keywords: This displays two corpora for comparison.
- Uploading the corpora is the first stage in using AntConc to determine the quantitative results of any data; in the File, choose either Open Directories or File Open.



1.20.1 Concordance Tool

The AntConc Corpus tool finds linguistic patterns. With the use of this program, a researcher can find patterns in any text for study purposes. The process to initiate its operation is to click the "start" button located at the bottom of the search field. The word that consistently appears in the corpus that is chosen and subjected to context-based analysis is displayed in the Concordance view. It's referred to as "Key Words in Context."



The Concordance Hits box states that any word's count is recorded for the necessary outcome. 'Sort' is an additional option located at the bottom. It describes the pattern related to the same term. AntConc can be utilized to organize the keyword for analysis based on its context.

1.21 Organization of the Study

Chapter 1 deals with the introduction of terms like genre, genre analysis, and various approaches to genre analysis. It also gives a problem statement, research objectives, and research questions. Moreover, the chapter also gives orientation to AntConc and AntMover software which is the tool for the collection of corpora for the present study.

Chapter 2 deals with the review of literature on genre analysis and works already done on various other genres.

Chapter 3 describes the chosen research type, research procedures, and the design of the study. It also includes an argument on the study's theoretical framework.

Chapter 4 presents the data in the form of corpora, and its analysis. The analysis is conducted at three levels: i) Macrostructure Analysis ii) Move Analysis and iii) Microstructure analysis.

Chapter 5 concludes the study and gives suggestions for future work.

CHAPTER 2

LITERATURE REVIEW

This chapter provides a review of existing literature on genre analysis, in order to identify key findings, methodologies, and knowledge gaps. This chapter is organized into three main sections. First, it provides an argument on the conceptual framework of genre analysis, while tracing its evolution in key theoretical perspectives. Second, it gives a critical examination of various genres, including academic articles, case studies, and reviews with an emphasis on their significant features as well as limitations in related to those features highlighting their strengths and limitations. And third, it identifies gaps in the current literature and research that aims to outline areas for future investigation.

The study in hand is conducted to examine the macrostructure and microstructure of case study research articles from national and international journals. The rationale of this study deals with the necessity of outlining a standard frame for case study research articles for the students and researchers. It explores the frames while looking into the structures employed by native and non-native writers. It also attempts to bring awareness about the present practices as well as earlier researchers.

Over the past two decades, academic researchers have paid considerable attention to genre analysis of texts. The study of genres investigates the nature of linguistic conventions and how they are used in different kinds of texts, including academic and professional texts. We refer to these kinds as genres. There are essentially two methods of analysis concerning purpose, audience, and disciplinary practice: descriptive and analytical. Writing of a genre connects a genre to a larger social context. Genre analysis takes into account four aspects within a text: style/language, content, structure, and rhetorical issues. Numerous investigations have been carried out employing genre analysis while utilizing distinct methodologies. Researchers have used those methodologies to analyze a variety of genres, including memos, book reviews, and various research sections comprising the abstract, introduction, matrimonial and discussion sections. In this review of literature, we look into the works of various writers and their works.

2.1 Genre Analysis of Professional Text

As stated in the previous chapter the professional texts are designed for a particular workplace or field in consideration. They frequently seek to educate, convince, or instruct in a practical setting. The professional texts include manuscripts, emails, memoranda, and business reports, etc. The terminology employed is generally jargon or technical terms recognizable to those in the area, and the audience consists of coworkers, clients, or stakeholders. Professional texts are more succinct, straightforward, and goal-oriented. Although the tone might change based on the context, it is typically more direct and professional.

Many researchers across the globe have done genre analysis of various professional texts. Genre analysis of memorandums, Death announcements, business reports, matrimonial, and letters of professionals have been done.

There is a study done on memorandums by Ghazi et al. (2021), who employed Genre Analysis as a discourse analysis technique to investigate the memorandum text. In this study, a memo from the headmaster of a school to its teachers was analyzed. The text was analyzed using the Vijay K. Bhatia Model. He used seven steps from Bhatia's model. The results demonstrated that the memo belonged to a professional genre, had no obvious structure, and included a corpus that was appropriate for a classroom. Furthermore, it was discovered that some of the most often used terms in this memo were the simple present tense, modals, and personal pronouns. One noteworthy point was that the headmaster assigned teachers one responsibility. Because of this, this research is essential to understanding memos, which are useful communication tools in academic or professional contexts such as schools. For the analysis of written and spoken discourses in diverse discourse communities, discourse analysis has been used frequently. More specifically, written discourse has been investigated with the help of discourse analyses. Memorandums have been an important component of written language in a variety of contexts. (Ghazi et al., 2021). This study analyzed memos whereas my study investigates case study research articles which is distinct and brings novelty.

There are various texts which have been analyzed by using Swales' (1990) Model. A study conducted by Muhammad (2020) investigates a distinct genre of death announcement notices (DANs) in Kurdish using the Swales (1990) Model. The

death notices have been regularly used but have never been subject to an academic investigation in the context of the Kurdish language. The study aims to outline the linguistic structure of DANs as well as the socio-cultural influences that contribute to their final composition. To illustrate the basic components of the notices, some 60 samples of women and men DANs or funeral posters, which were hung in different locations such as mosques and major intersections of the research area were collected and analyzed using Swale's (1990) genre move analysis. The analysis identified three obligatory DAN components in Kurdish: signaling the event, identifying the deceased, and making funeral arrangements. The announcements had some roots in Arabic and Islamic customs. There were traces of gender bias throughout the corpus. (Muhammad, 2020) This study only found out moves by using the Swales model in contrast to my study we look for not only move structures but also microstructures of case study research articles.

Aroma (2016), a Pakistani researcher, conducted a comprehensive study on matrimonial advertisements using Bhatia's model, which is supplemented by textual and corpus-based analysis. This mixed-method approach yielded both micro and macro-level insights, shedding light on the characteristics of matrimonial ads in Pakistan and India. The study's findings have implications for understanding the genre's significance in applied linguistics and socio-linguistics, while providing valuable context-specific information (Aroma, 2016). While Aroma's (2016) study explored matrimonial advertisements, there is a need to investigate other genres, such as case study research articles, to provide a more comprehensive understanding of academic and professional genres in various contexts.

2.2 Genre Analysis of Academic Texts

Academic texts are mostly designed for academic objectives, adding to the corpus of knowledge existing in a specific field. These include research papers, journal articles, theses, and conference papers. Scholars, researchers, students, and professionals in a specific academic field make up the audience. The writing style is formal and objective. The emphasis is on an unbiased presentation of information, and the tone is frequently composed and academic. The academic text follows a particular structure and pattern including abstracts, introductions, literature reviews, methodologies, and results. The text requires thorough citations and references, following a specific citation style (e.g., APA, MLA, and Chicago). Academic texts

rely on a strong foundation of existing research to support arguments and ideas. Citations and references are essential to support arguments and provide evidence—thorough citations and references.

Many researchers worked on the academic text. Genre analysis of academic texts has been done such as on abstracts, introductions, dissertations, book reviews, conclusion sections, etc.

Rhetorical aspects of numerous genres have been analyzed for both educational and scholarly objectives. Genre analysis in the English for Specific Purposes (ESP) approach focuses on communication functions of various genres like book reviews, and dissertations that are characterized by linguistic qualities moves, and steps.

For instance, Wing (2021) explored the integration of corpus-based and genre-based methods in teaching rhetorical structures in an EFL academic writing course at a Chinese university. The study involved creating a specialized corpus of engineering research article introductions, annotating rhetorical structures using the CARS model (Swales, 2004), and utilizing AntMover (Anthony, 2003) to identify sentence-level rhetorical functions. Through guided tasks, students developed an understanding of rhetorical structures and linguistic elements in engineering research article introductions. (Wing, 2021). The study assessed the effectiveness of this approach while using a combination of questionnaires, interviews, reflective journals, and writing samples. It revealed the rhetorical moves and linguistic structures which are marked characteristics of engineering research article introductions. Whereas my approach is holistic as I took entire research article instead of taking only a section of research article. The study is limited to the investigation of literature and linguistics case study research articles.

2.2.1 Genre Analysis of Research Article Abstract

Bonifacio (2019) conducted research on research article abstracts. This study aims to classify the patterns of rhetorical moves, differentiate between essential and nonessential moves, and identify linguistic features of abstracts taken from the researches of the undergraduates of Central Mindanao University (CMU). The research employed stratified random sampling and content analysis. It utilized Hyland's Framework for Abstract Analysis (2000) and a genre-based approach. The

corpus was collected between 2011 and 2015. The findings revealed that the M2-M3-M4-M5 (purpose-method-product-conclusion) pattern was the most prevalent. It occurred in 159 (50.96%) of the samples. The moves' purpose (M2), method (M3), and product (M4) were present in every sample. It indicates they are essential moves. Additional linguistic features were also identified. The variation in rhetorical move patterns, optional moves, and unique linguistic elements suggest that CMU undergraduate students lack familiarity with the genre of writing research abstracts. Bonifacio categorized required and optional rhetorical moves with the help of chosen methodology. However, a Genre-based Approach using Swales IMRD framework and moves are derived with the help of Ant Mover. The present study looks for the framework utilized in international and national case studies.

2.2.2 Genre Analysis of Book Reviews

Book and research article reviews enact various functions in academia, such as introducing new books to a given discipline and assessing “how valuable their contribution may be to the development of the field” (Suárez & Moreno, 2008, p. 147). In this context, the academic article and book review genre play a particularly important role as a vehicle for publication and visibility for graduate students and novice scholars as one of the first genres they attempt to independently produce and publish (Hyland, 2000; Motta-Roth, 2001). Thus, studies that investigate different cultural and genre patterns of book reviews might be especially helpful to novice researchers whose first language is not English and who would like to attempt to participate in the academic discourses and contribute to academic fields.

According to Swales and Feak (2004), book review writers must carefully consider their audience, purpose, and strategy. As it demonstrates expertise and intelligence, given the public and evaluative nature of the genre (2004). Despite its importance, book reviews were long overlooked in applied linguistics research (Hyland, 2000). However, in recent years, studies have emerged examining the rhetorical patterns of book reviews (Carvalho, 2001, 2002; Moreno & Suárez, 2009; Motta-Roth, 1998; Suárez & Moreno, 2008) and other linguistic features such as praise and criticism (Hyland, 2000), evaluation of meaning (Römer, 2005, 2008), critical attitudes (Giannoni, 2006; Moreno & Suárez, 2008, 2009), reporting and evaluation of verbs (Diani, 2009), and rhetorical identity (Tse & Hyland, 2009).

Motta-Roth (1998) pioneered the study of book reviews. It identifies the rhetorical moves in English-language book reviews. Building on Swales' (1990) move-analysis approach, she analyzed 180 academic book reviews across three disciplines (chemistry, economics, and linguistics). Her findings showed that book reviews typically follow a predictable pattern of moves and sub-functions, which were consistently evident across the three fields studied.

According to the rhetorical patterns she identified, a typical book review comprises four moves:

- (1) Introducing the book
- (2) Outlining the book
- (3) Highlighting parts of the book
- (4) Providing a closing evaluation of the book

Motta-Roth's study revealed that the steps within the moves are not always mandatory and serve more specific rhetorical purposes that support the broader objectives of the moves (1998). Since then, other researchers have built upon her work to investigate the rhetorical patterns of book reviews across various disciplines and languages. They include Bezerra (2002), Carvalho (2001, 2002), Nicolaisen (2002), and Suárez & Moreno (2008), among others.

Subsequent studies have largely validated Motta-Roth's identification of rhetorical moves in book reviews, although with significant cross-cultural variations. For instance, Suárez and Moreno (2008) observed differences in moves between Spanish and English literary book reviews. Spanish reviews employ more descriptive moves and exhibiting a more sympathetic evaluation style. Similar variations in steps have been reported by Carvalho in 2001 and 2002 and also by Suárez & Moreno in 2008. Notably, Suárez and Moreno discovered new steps in Spanish book reviews. They reinforce the notion of academic book reviews as a distinct genre across languages. These findings align with research-on-research articles using Swales' (1990) CARS model, which has generally supported the proposed moves but with contextual modifications (Hirano, 2009). In this study, the researchers compared cross-cultural book reviews to identify and contrast their moves, whereas the present study focuses on exploring differences within the English discipline.

The existing body of research on cross-cultural variations in the academic book review genre remains limited. To date, only a handful of studies, namely Carvalho (2001), Suárez and Moreno (2008), and Moreno and Suárez (2009) have investigated the rhetorical patterns of academic book reviews across cultures, with a focus on literary theory fields. It is noted that Carvalho's (2001) corpus comprised reviews from the 1990s, and as Moreno and Suárez (2008) observe that the temporal factor can significantly influence the rhetorical and textual configuration of this genre. They underscore the dynamic nature of writing cultures. Furthermore, Suárez and Moreno (2008) advocate extending research to book reviews from diverse disciplines. They highlighted the need to a more comprehensive investigations into the genre's cross-cultural variations Suárez-Tejerina (2003) conducted a comparative analysis of forty book reviews. There were twenty in Spanish and twenty in English. She observed the structural patterns in them. She found out that Move 3 of Motta-Roth's Model (1995a) was absent in most Spanish book reviews, while in other cases, moves 2 and 3 were merged into a single move. Furthermore, the fourth move in both Spanish and English book reviews exhibited additional sub-function options. Notably, Tejerina also identified cultural variations in the realization of evaluative moves, suggesting that the expression of evaluation differs across languages and cultures (2003).

There is a study conducted by a Pakistani scholar Atiya Shahnaz (2008) on book reviews. For this investigation, a naturally occurring corpus of 162 BRs from seven distinct Pakistani English newspapers was used. Because Motta-Roth's (1995a) model of the rhetorical patterns of BRs published in academic journals is used to analyze newspaper BRs, a form of text from the media, the research is interdisciplinary. Newspaper BRs reflected the moves and sub-functions identified in Motta-Roth's model (1995a) for the rhetorical organization of BRs published in scholarly journals. Their occurrence frequencies were recorded, and organizational patterns were examined. The examination of moves and sub functions was done using a mixed method that included both quantitative and qualitative methodologies. It helped create a blueprint for the general format of BRs that were printed in English-language newspapers in Pakistan. The frequency at which they occurred was recorded, and analysis of organizational patterns. This research also introduces an adapted and refined version of the Motta-Roth (1995a) Model, while building upon

the original framework to offer a revised and improved approach. Whereas, in my research, I claim diversified frames for case study research articles only to be taken genre is different.

2.2.3 Genre Analysis of Research Articles

There are various studies done on different sections of research articles such as abstracts, introduction sections, discussion sections, and conclusions but studies done on whole research articles are scarce.

Nwogu's (1997) analysis of medical research articles serves as a prime example of excluding articles that deviated from the traditional IMRD (Introduction, Methods, Results, and Discussion) structure. The study overlooked any article with alternative organizational patterns (Nwogu, 1997). By adhering to this strict framework, Nwogu may have missed significant variations, such as the introduction-body-conclusion (IBC) pattern or other non-standard structures. Moreover, the IMRD framework can be limiting. As it groups certain sections (like Results and Discussion) together which can obscure their distinct communicative purposes. RAs may deviate from the norm by adding separate sections, like a literature review or background section, or by treating the conclusion as a variant of the discussion section, as seen in Hsieh, Tsai, Lin, Liou, and Kuo (2006). The separate sections and the variants of sections can lead to misunderstandings of their respective section's communicative goals. This highlights the need for a more flexible approach to analyzing RA organization. In this research structural framework of medical research articles is analyzed. However, in the current study, not only structural frameworks are analyzed by employing the Swales IMRD model but moves are also analyzed using Ant mover.

The corpus of knowledge regarding the generic structures of RAs is now fairly restricted, as was already mentioned. Yang and Allison (2004) and Posteguillo (1999) have conducted insightful research in this field. In applied linguistics, Yang and Allison (2004) investigated the macrostructures of primary and secondary research articles (also see Yang & Allison, 2003). They found that all twenty "primary" RAs, which report original investigation findings, included the Introduction (I), Methods (M), and Results (R) sections, with the latter sometimes merged with the Discussion section. Additionally, they discovered that some RAs featured separate sections for literature review, theoretical basis, and research questions between the Introduction

and Methods sections, as well as a separate "Pedagogic Implications" section towards the end. Notably, this section was assigned an independent status due to its frequent occurrence (six instances out of twenty primary RAs) and distinct communicative purpose, "Drawing pedagogic implications" was found to be a major concern in applied linguistics. This section's average occurrence was significantly higher compared to the Discussion and Conclusion sections.

The frequent appearance of the "Pedagogic Implications" section in their corpus (six instances out of twenty key RAs) highlights its importance in applied linguistics. However, the interpretation of the merged Results and Discussion section [RD] as a subset of the Results section is questionable. While RD instances may share elements with other findings-related sections, their functional weightings, communicative emphases, and internal discourse structures may differ significantly. Therefore, a detailed examination of moves and steps is necessary. The combined RD section should differ from individual Results and Discussion sections, as noted by Cargill and O'Connor (2009).

Posteguillo (1999) analyzed forty research articles from computer science journals, concluding that the traditional IMRD framework was inadequate and no systematic structural model could account for most papers in his corpus. He attributed this to the lack of a common schematic framework in computer science, a relatively new field at the time. Alternatively, the RAs he examined may have been primarily theoretical, following problem-algorithm or model-implementation patterns. Currently, our understanding of RA macrostructures is limited due to the small scope and scale of previous studies, which focused on single disciplines in science and engineering. Yang and Allison (2004) investigated RAs in applied linguistics, one of the few studies in the social sciences and humanities. However, their small sample size and outdated paper selection (mostly from the 1980s and 1990s) may not accurately represent modern academic writing styles. Other studies have examined specific sections, such as abstracts (Salager-Meyer, 1992; Santos, 1996; Lau, 2004) and introductions (Swales, 1990; Samraj, 2002).

Conclusion: To sum up, this chapter comprises a review of genre analysis of various academic and professional texts that have been done in the past and positions my research that explore the area that has been left unexplored and adds to novelty in the prevalent studies. In the light of above-mentioned review, there are many genre-based

analyses of various academic writings. However, no research on case study research articles has been conducted to study researches from the disciplines of English Literature and Linguistics. The present research tends to pave scope for genre analysis of case studies. The present study is designed to utilize AntMover and AntConc to conduct a corpus-based analysis of the case studies.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter outlines the research methodology employed in this study. This encompasses the theoretical framework, method, and research design. It elaborates on the procedures used for data collection and analysis, providing insight into the research process.

This study adopts a mixed-method research design, integrating both qualitative and quantitative approaches to investigate the research phenomena. The qualitative component involves a textual analysis of case studies published in national and international English Literature and Linguistics journals. It leverages the strengths of qualitative research in capturing nuanced insights (Bryman, 2008a: 366). Conversely, the quantitative component employs numerical data presentation in tables to facilitate explanation, prediction, and control of the phenomena under investigation (Gay, 2012). The utilization of AntMover software enables the generation of frequency data for genre analysis, further enriching the study's methodological rigor. This dual approach enables a comprehensive and robust examination of the research questions.

This study employs a mixed-methods approach to provide a comprehensive understanding of case studies in English literature and linguistics. With the help of qualitative analysis of macrostructure, this research reveals the rhetorical strategies and structural conventions governing case study's organization. Conversely, quantitative analysis of microstructure yields numerical insights into authorial voice and perspective (pronoun usage), textual complexity and concision (word count), and interconnectedness with existing research (citations). By integrating these approaches, this study offers an understanding of case studies written in the discipline of English literature and linguistics. It delineates both the organizational patterns and linguistic features that define this genre. Thus, both the approaches help in identifying a complex relationship of structure, language, and meaning essential in interpreting case study genre.

It is exploratory research at one end as it investigates the macrostructures, microstructures and the respective moves present in the case studies. At another end, it is descriptive research. This study examines and characterizes the organizational

structures and rhetorical moves employed in case studies; it aims to identify the distinctive characteristics of this genre.

The main sections of this chapter include i) an argument on the theoretical framework, ii) research method and tools, and iii) an overall research design employed in the present study.

Research articles have been interpreted for their structures in the light of both IMRD and microanalysis model. The present study explores case studies as a sub-genre of research articles that are written and published in the academic journals. The following is a discussion on the way these models have been employed in the study.

3.1 Theoretical Framework

i) Swales' IMRD Model (1990):

The extensively used Introduction-Methods-Results-Discussion (IMRD, 1990) framework is used to analyze the macro-organization of the selected case studies as RAs. According to Swales, a research article is organized with the help of these macrostructures of Introduction, Method, Results and Discussion. For the present study, this model has been employed and adapted to study the macrostructures of the selected case studies. The IMRD model facilitated in understanding of the structural patterns of the chosen studies. The model has been adapted to study case study format.

In numerous instances, the rhetorical purposes of section headings and subheadings are not explicitly declared, and in some cases, there are discrepancies between observed section boundaries and apparent rhetorical functions. Nevertheless, section headings and subheadings, as well as the labels assigned by research article authors, offer valuable clues for examining the macrostructures of RAs, providing significant insights for analysis. At the same time, the macro-structure or, division of sections was understood after perusal of the contextual signals and the examination/analysis of that section for its role in that case study. As an additional confirmation of a section's purpose, analysis of the material it contains is also done.

The following table gives the basic corresponding rhetorical functions of the macrostructures of a research article, as given John Swales:

Table 1*Rhetorical functions of IMRD (Swales 1990)*

Sections	Rhetorical Functions
Introduction (I)	Primary: provides the rationale for the research, moving from a general discussion of the topic to a specific question or hypothesis. Secondary: Attract interest in this topic.
Methods (M)	Describes methodology, materials, and procedure.
Results (R)	Describes the findings of the research with variable comments.
Discussion (D)	Offers an increasingly generalized account of what was learned in the research, and sometimes refers back to the statements made in the Introductions.

ii) Swales' CARS Model:

The first model for book reviews conducted by Swales was called the "Creating a Research Space" (CARS) model. Swales' model demonstrates that authors pursue a general structural pattern in response to two forms of demands or competition. These demands aim to create a role of book reviews as a genre within a certain field of research. The first demand or competition is to construct rhetorical space and the second is to draw readers to that space. Swales introduces a model with four actions, and then modify it into three actions called "moves", and each move has its own particular step. These moves and steps could be used in social or environmental sciences as a guide for developing a research paper introduction. These three moves are: "Move 1 (establishing the territory— the situation); Move 2 (establishing a niche—the problem), and Move 3 (occupying the niche—the solution)." Each move involves its sub-functions. Consequently, the moves are text portions that fulfil a particular communicative function. The moves not only transfer a certain type of information but also develop information in stages within a text and thus become relevant to the genre as each genre shows its ways of displaying and developing information (See Swales, 1990, pp. 55–58). This study acknowledges the

CARS model which relate moves as important communicative structures employed within the academic genre of book review. However, the study uses the AntMover tool that modifies CARS model in order to extract moves from the texts of case studies.

iii) Swales' and Feaks Model (2009):

For the microanalysis of the case studies, a selection of components/variables has been made. Swales and Feaks outlined an array of components as microstructures of the genre of academic research. Within the parameters of this research, the following key elements have been examined and elucidated for the case study genre:

- The Length of Case Studies
- Presence of any citation
- Use of personal pronouns

A micro-analysis of case studies was conducted manually, focusing on three variable elements: word count, use of pronouns and citations

Firstly, the length that is the word count was calculated using Microsoft Word. The aim was to examine the length of case studies written by different authors in a particular publication. Word count serves several purposes: it ensures conciseness and focus, and it conveys information effectively without unnecessary repetition or verbosity. Additionally, it helps the author meet specific journal or publication guidelines, as different journals may have word count limitations. Moreover, word count can indicate the depth of analysis and research comprehensiveness, providing readers with an understanding of the study's scope and level of detail. To calculate the word count, the following steps were taken:

1. Opening the research article in Microsoft Word
2. Selection of the "Review" tab in the top menu
3. Selection and pressing of the "Word Count" button in the toolbar .Each case study was counted individually.

Citation is defined as a reference to published or unpublished sources. It is a shortened alphanumeric expression inserted into a body of intellectual work to recognize the contribution of other people's work. It is inserted at the place where a

work/quote has to be acknowledged. It includes the author's name, year and in some cases page number of the source.

The number of citations in the selected case studies was calculated manually a count of citations used in various sections/macrostructures is also included in the data. The aim is to show the significance of citations as per various sections of the studies.

Leech and Svartvik (1975) argued that a pronoun takes the place of an earlier noun rather than merely replacing it because the definition of pronouns needs to eliminate ambiguities in the etymological angles it considers. The frequency of pronouns was found using the concordance tool. The aim is to show the significance of pronouns in the chosen case studies

3.2 Research Method and Tools

3.2.1 Population

The sample population targeted in this research

- Applied Linguistics (APP)
- International Journal of English Literature and Social Sciences (IJELS)
- Journal of Critical Inquiry (JCI),
- Literature and Linguistics Review (LLR)

3.2.2 Data Collection

In this study, four reputable journals namely: Applied Linguistics (APP), Journal of Critical Inquiry (JCI), Literature and Linguistics Review (LLR), and International Journal of English Literature and Social Sciences (IJELS)—have been chosen. The corpus is selected in the light of the topic covered in these journals. And also, the readership guided the selection of those journals for present research. The readability and prestige ratings were considered as well. More broadly, it has endeavored to keep in view that variations in the data's structure could be reflective of features specific to a particular journal. The journals' 2000–2023 issues were selected since they were the most recent when the study started.

3.2.3 Sampling Technique

Ten RAs from each journal were chosen using Brown's stratified random sampling technique. According to Brown's (1988), stratified random sampling

technique is a method of sampling in which a population is first divided into subgroups or strata according to specific characteristics. Subsequently, samples are taken from each stratum in order to ensure that the diversity of the population is represented. A sample of forty case studies is made by using Brown's stratified sampling technique.

The data was chosen from case study research articles written in the English discipline. A majority of earlier genre studies of RAs, for example by Bazerman, 1988; Berkenkotter & Huckin, 1995; Hunston, 1993; Nwogu, 1997; Posteguillo, 1999, exclusively address experimental researches from various disciplines. This research, as stated earlier, selected data only from researches done in English Literature and Linguistics. Four journals were selected: Two international and two national journals.

Further classification was done in which ten case studies were selected from each journal.

3.3 Research Tools

i) AntMover

In this study, the corpus software AntMover has been used. It is a freeware corpus analysis toolkit and text structure (moves) analysis program. This software only runs data that has been converted into plain text files. After conversion, the required material must be saved as a .txt file in the computer system. After uploading the corpus file, the software processes the data. This generates four options to be viewed. They are,

- i. Original file view
- ii. Processed file view (It becomes functional after AntMover processing)
- iii. Analyzed file view (with move analysis that assigns rhetorical labels to the moves)
- iv. Outline view (used for all moves generated by the file's structural arrangement (without text content))

The present study employs the tool for viewing the processed file.

ii) AntConc

For this study, AntConc, an open-source, free program for concordance and corpus analysis is utilized. In linguistics, language teaching, and research, it is frequently utilized to examine large texts called corpora.

With AntConc, users can:

- Look up terms and phrases
- Make collections of samples with context called concordances - Produce word frequency lists and statistical data
- See word collocations and relationships visually
- Use a variety of tools and plugins to analyze text

It's an effective tool for deciphering text data, finding trends, and investigating linguistic patterns.

The AntConc system, developed by Laurence Anthony, is utilized to analyze the linguistic, and contextual structure employed in case study research publications, ensuring reliability, precision, and validity in the results. As mentioned above the AntConc Corpus tool, offers various options, whereas in the current study concordance tool was employed to search for pronoun frequency in case studies. The pronouns were extracted using the concordance tool. Pronouns were extracted with the help of concordance searches done from the text.

3.4 Research Design

This study examines and analyzes the micro and macrostructures of English literature and linguistics research articles using Swales' (1981-1990) genre-analytical approach. A corpus of 40 case studies (20 from English literature and 20 from English linguistics) from indigenous and international journals was selected to ensure reliability. The analysis was performed in three levels or stages according to the sequence of research objectives.

At stage one, Swales' (1990) IMRD framework was used to analyze the case study framework, while identifying explicit and implicit sections with the help of their corresponding rhetorical functions. Apart from IMRD, sections like Literature Review, Conclusion, and Analysis were found in the case studies. The variant frameworks were also extracted and constructed from respective case studies. The

data for each category of case studies was presented and assessed in the form of tables and graphs.

At stage two, AntMover was utilized to analyze the moves of the case studies. At first the case studies PDF files were converted into txt files and then saved. These txt files were then uploaded in AntMover software. The software generated the moves as classes while explicitly stating the communicative purpose of the respective moves. The moves of case studies were then calculated and the frequency of moves was assessed. The data for each category of case studies was presented in the form of graphs.

At stage three, Swales and Feak's (2009) approach was employed for in-depth text analysis while examining microelements like word count, presence of citations, and usage of pronouns. MS Word files of each case study generated the word count that was presented in tables along with descriptions related to the word count of each section. The in-text citations were manually counted from both kinds of the case studies and their principal sections. At the end, AntConc was used to generate the count and concordances of the pronouns. The tabular presentation of the selected personal pronouns followed by a description of the purpose of those pronouns in the respective categories are given in the concluding section of stage three.

3.5 Reliability of the Research Model

The research model employed in this study is based on John Swales' (1990) IMRD (Introduction-Methods-Results-Discussion) model and John Swales and Christine Feak's (2009) approach to academic writing. The reliability of this model is well-established in the field of academic writing and genre analysis.

3.5.1 Swales' IMRD Model

Swales' IMRD model is a widely accepted framework for analyzing the structure of research articles. The model proposes that research articles typically consist of four main sections:

1. Introduction: This section provides background information, states the research question or hypothesis, and outlines the purpose and scope of the study.
2. Methods: This section describes the research design, methods, and procedures used to collect and analyze the data.

3. Results: This section presents the findings of the study, often in the form of tables, figures, and graphs.

4. Discussion: This section interprets the results, relates them to the broader literature, and discusses the implications of the findings.

Swales' IMRD model has been widely used and validated in numerous studies, demonstrating its reliability and effectiveness in analyzing the structure of research articles (Swales, 1990; Hopkins & Dudley-Evans, 1988).

3.5.2 Swales and Feak's Approach

Swales and Feak's (2009) approach to academic writing emphasizes the importance of understanding the genre-specific conventions and expectations of academic writing. Their approach focuses on the development of a research story, which involves creating a clear and coherent narrative that presents the research findings in a logical and persuasive manner.

Swales and Feak's approach has been widely adopted in academic writing instruction and has been shown to be effective in improving the writing skills of graduate students (Feak & Swales, 2009).

The research model employed in this study is based on the well-established and widely accepted frameworks of Swales' IMRD model and Swales and Feak's approach to academic writing. The reliability of this model is supported by numerous studies that have used these frameworks to analyze the structure and content of research articles.

3.6 Ethical Considerations

This study utilizes data from open-access journals while ensuring transparency and compliance with copyright laws. Sources are thoroughly cited so as to acknowledge original authors' contributions. The researcher evaluated data credibility, considered methodological limitations, and maintained objectivity that involved no human subjects involved. This investigation upholds academic integrity, respects original authors' work, and declares no conflicts of interest.

Conclusion: This chapter has outlined the research methodology underpinning the genre analysis of case study research articles in English Literature and Linguistics. The systematic approaches including Swales IMRD model, swales CARS modified

model and Swales and Feaks 2009 model help in the examination of the linguistic and rhetorical features of the case studies. The methodology's strengths lie in its mixed-methods design that facilitates an understanding of the research phenomenon. The subsequent chapters present the analysis, findings and discussion, and implications of this research.

CHAPTER 4

DATA ANALYSIS

A multi-level analysis, comprising three stages, is presented in this chapter. The first level analyzes the macrostructures of case studies selected from four well-known and impactful journals. The two journals are national journals, and the other two journals are international. The journals are from the fields of English literature and English linguistics. The second level analyzes moves for the rhetorical structures with the help of AntMover, a corpus-based tool. At this level, the corpus has been converted into a Txt file and run through the AntMover software in order to determine various moves in case studies. After this, the frequencies of moves are calculated to learn about the most recurring moves in the case studies written in the English discipline. The third level analyzes the micro elements of the case studies with the help of Swales and Feak's 2009 Model. At the end of these levels of investigation, it is aimed to comprehend the essential elements of the case study.

4.1 Stage 1: Macrostructure Analysis of Case Studies

The description and comprehension of macro-structures in case studies in the English discipline is the prime focus of this study. The essential, purposeful organization within a genre is well-established and a broad Introduction–Method–Results–Discussion (IMRD) macro-structure (Swales, 1990). The macrostructures of English literature and linguistics case study research articles (RAs) are analyzed using the IMRD framework.

The IMRD (Introduction-Methods-Results-Discussion) framework, widely discussed in previous researches (e.g., Brett, 1994; Holmes, 1997; Stanley, 1984; Swales, 1990), is used to study the macro-organization of RAs. Although the framework is generally self-explanatory, this study uses it as a descriptive guide rather than a rigid structure. However, in some cases, the rhetorical purposes of section headings and subheadings are not clearly stated, leading to inconsistencies between observed section boundaries and their intended functions.

The analysis entails a manual examination of the primary structural patterns in the forty case studies. The IMRD-specific labels of sections and sub-sections offer insight into the generic formats of such articles. Building on Yang and Allison's

classification of section headings, the section headings are grouped into three categories: 'major standard headings', 'varied functional headings', and 'content headings'. The 'major standard headings' are predominantly conventional, comprising Introduction (I), Literature Review (L), Method (M), Results (R), Discussion (D), and Conclusion (C). Notably, L may require clarification within the context of RAs as a genre. In this article, L serves as an umbrella term encompassing a section or series of sections situated between the introduction and method, providing diverse forms of 'background' or related context to the study. This background may encompass contextual, theoretical, or methodological information, and in some instances, may take the form of a traditional literature review.

When analyzing sections with unclear or missing headings, we considered the discourse content, linguistic cues indicating section boundaries, their roles in the case studies, authors' apparent intentions, and overall communicative purposes. For instance, some case studies in the corpus lack headings in their opening sections, but the embedded information elements and moves generally follow the CARS model (Swales, 1990). These information elements primarily serve to establish the research background and state the research objectives within the context of the entire chosen case study, and are therefore categorized as I. Additionally, during the analysis stage, we determined the frequency of structural patterns for case studies in each area, taking into account the authors' apparent intentions, discourse content, linguistic cues, and communicative purposes.

The frequencies of each structural pattern have been calculated in these two disciplines as well as the number of structural patterns for case studies in each field during the section analysis procedure, which, accordingly, show within-disciplinary variability in the macrostructure.

The majority of the publications had "major standard headings," which was not complicated for executing the analysis. Whereas it was more time-consuming and required more readings to analyze the variable elements in the case studies with "varied functional headings" or "content headings."

4.1.1 Case Studies of English Linguistics

Case studies, henceforth CS, in Linguistics mainly consist of various topics such as language variations for geographical, time, social class, language acquisition, discourse analysis, and other fields of linguistics.

i) Macrostructure Analysis of CS in the International Journal of Linguistics

The data collected from the international journal was extracted from Applied Linguistics (APP). Ten case studies were randomly selected. The macrostructures of these case studies have been analyzed with the help of Swale's (1990) IMRD framework. The chosen case studies are renamed ICSLING#1, ICSLING#2, and so on.

ICSLING#1: This case study "The Emergence of Second Language Syntax: A Case Study of the Acquisition of Relative Clauses" (Mellow, 2012) presents the long-term development of meaningful discourse created by a 12-year-old Spanish learner of English Ana, and offers an emergentist solution to one component of this challenge (including relative clauses). The analysis of relative clause constructions is based on emergentist syntax (O'Grady 2005), analyses within Head-driven Phrase Structure Grammar (Sag 1997), and a thorough corpus grammar. These learnable, non-abstract linguistic analyses (lexicalist signs and constructions; dependencies) inform the analysis of relative clause constructions. According to the results, item-based and compositional learning processes that interacted with the learner's environment—including input frequency and the functional objectives of language—led to the eventual emergence of complex elements of language. In this case study, there is no heading of Introduction, but various content headings are present which are "Syntactic Patterns: Dependencies and Dependent Verb-Headed Constituents", "A Complex and Rare ESL Construction: Relative Clauses" and "A UG analysis of a bare direct object RC". The case study under examination lacks a heading in the opening section, but the information elements embedded in the case study follows the CARS model (Swales, 1990). These information elements serve primarily to establish the research background and state the research objectives within the context of the entire case study. It is categorized as I in this situation. There is also the presence of cross references which indicate the comparison with the previous researches which show a subsumed Literature Review. The second section heading is of Methodology,

the third is of results and the fourth is of Discussion and Implications for applied linguistics which is a variant of the discussion section. The framework of this case study is IMRD.

The second case study is ICSLING#2. The case study under examination is “Changing Bilingual Self-Perceptions from Early Adolescence to Early Adulthood: Empirical Evidence from a Mixed-Methods Case Study” (Caldus, 2014). This study examines how three children's multilingual self-perceptions changed from early adolescence to early adulthood. The children are identical twin girls and their elder brother. The kids grew up in the south of France in a home where most people spoke French. Raised by multilingual parents in French and English in Louisiana, but spent summers in French-speaking Quebec. The participants finished two tests created by the author: one that let them self-report different aspects of their French skills, and the other intended to determine how they viewed their bilingualism and biculturalism. The subjects finished the same two instruments at two later times, roughly five and eight years later, respectively. The responses from the kids at Time1, Time2, and Time3 were compared and examined to see how their opinions of their level of French competency had evolved over their teenage years. a. Correlations and paired-sampled t-tests were created to examine relationships between and among the kids at Time 1, Time 2, and Time 3. The results are interpreted with the assistance of the author's ethnographic field notes, child interviews, and a quantitative measure of French preference. When the children were older teenagers and early adults, they generally valued their bilingualism and biculturalism significantly more than when they were younger adolescents. This appears to be caused, at least in part, by increased peer pressure throughout the early stages of adolescence, which did not place much importance on bilingualism in the US environment. As the kids progressed towards identity achievement, they also showed signs of increased multilingual self-confidence and decreased self-consciousness as older teenagers. The first section heading is ‘Introduction’. The second section heading is “Methodology” which is the functional heading of ‘Method’. The third section heading is ‘Results’ and the fourth section heading is “Conclusions”. These headings were explicitly titled as are present in the IMRD Model. The framework of this case study is IMRC.

The third case study is ICSLING#3. The case study under investigation is “Event-Frames Affect Blame Assignment and Perception of Aggression in Discourse

on Political Protests: An Experimental Case Study in Critical Discourse Analysis” (Hart, 2016). This paper argues that cognitive linguistic techniques in particular lend themselves to extension into experimentalism and that CDA in general can benefit from an experimental dimension. In order to prove it, a recent study on the differences between ordinary transactive and reciprocal verbs in news stories on political protests was conducted within a cognitive linguistic framework. The experiment's findings indicate that how these alternative conceptions are presented in the context of media discourse on political protests, along with variations in the order in which information is presented, influences people's perceptions of social actors' levels of violence and how much blame they assign to them. The macrostructure of this case study comprises five sections/headings. The first section heading is “Introduction” that is I. The second section heading is not explicitly titled as the literature review. However, it discusses the related works of the study in review. Thus, it is L. The third section heading “Discourse Analytical Case Study” and the fourth “Experiment” together delineates the discussion on the chosen data and the entire research work/experiment. There are both tabular and figurative illustrations of the responses of the participants in these sections. The fourth section “Experiment” has subheadings like ‘Participants’, ‘Materials and Design’, ‘Results’ and ‘Discussions’. Both these two headings are then R. Finally, the fifth section heading is “Conclusions”. Hence, it is C. The framework of this case study is ILRC.

The fourth case study is ICSLING#4. The study under analysis is “Dynamic Paths of Complexity and Accuracy in Second Language Speech: A Longitudinal Case Study of Chinese Learners” (Yu et al., 2019). This study examines the correctness and complexity of oral language growth in Chinese EFL (AQ) learners, as well as the dynamic interactions between them, using the framework of Complex Dynamic Systems Theory (CDST). Dynamic analyses were used to analyze the data. The results support the suitability of CDST methods for studying L2 oral development and have important ramifications for the advancement of CDST theory and oral language instruction. The first section heading is “Introductions”. The second section heading is “Methods” with subheadings of ‘participants’, ‘procedures’, ‘variables’, and ‘Design and analyses’. The third section heading is “Results” the fourth section heading is “Discussions” And the fifth section heading is “Conclusion”. All the headings were

explicitly stated like in the IMRD Model. The framework of this case study is IMRDC.

The fifth case study is ICSLING#5. The work under examination is “The Nature of Fictional Discourse: A Case Study” (Black, 2019). The present study examines the narrator's voice, the connection between text and plot, and the conversation, demonstrating how each level delves into the fundamentally fictional aspect of storytelling. Spark's short narrative is highly valuable pedagogically because of the economy with which he presents his extremely complex themes and the elegant convergence of patterning on multiple levels. An approach for teaching narrative is suggested in the final section, along with literary selections that highlight some of the paper's most significant theoretical points. The first section heading is “Introduction”. As per the abstract, the article is a formalist/structuralist analysis of Murial Sparks' story. Its second section heading is “Narrative Voice” which includes a discussion on the narrators and their relation to the text of the story. The third section heading is “Fabula and suzet” which delineates how the story is presented with a certain narrative structure. The fourth heading is ‘Dialogue’ which continues with the discussion of the narrative forms of the story. These three latter headings are used in place of the Discussion section that is the various content headings subsume discussion. The fifth section heading is “Conclusion”. This case study includes a sixth section heading which is “Pedagogical application”. As per Yang and Allison (2004), the studies that include pedagogical implications may account for a deviation from the standard IMRD model. Thereby, forming an IDC model for this case study where the final “I” is for implications. At the same time, it is argued that the heading “Pedagogical Application” includes suggestions and implications of the research. A conclusion to any research can also include these two quite often. Thus, the framework of this case study can also be categorized as IDC.

The sixth case study is ICSLING#6, “Dynamic Patterns in Development of Accuracy and Complexity: A Longitudinal Case Study in the Acquisition of Finnish” (Spoelman et al., 2014)). This is a longitudinal case study which investigates dynamic patterns in the acquisition of a language. The study uses DST techniques like regression analysis and min-max figures to analyze variability and significance. Error rates drop quickly in most cases, with word complexity, phrase complexity, and Noun Phrase (NP) complexity growing concurrently. However, NP and sentence complexity

develop in opposition, showing no correlation between accuracy and complexity measures. The first section heading is "Introduction". The next /second section heading is not explicitly titled "Method". However, it describes how the study will be conducted, and how data will be collected and analyzed. In the same section, there is the functional heading of 'case study' is discussed without declaring a section heading of the method with subheadings of 'Subject and data collection' and 'Design and analyses'. The third section heading is "Results" and the fourth section heading is "Discussion". The fifth section heading is "Conclusion". The framework of this case study is IMRDC.

The seventh case study is ICSLING#7 "Child Second Language Attrition: A Longitudinal Case Study" (Tokiyama, 1999). This paper examines the second stage of natural language attrition in a Japanese male returnee child, a longitudinal study spanning 33 months. The first section heading is "Introduction" which is explicitly given. The second section heading 'Findings in L2 attrition' is the "Literature review" as it shows the results of previous research on the same topic given with the subheading "Research Question". The third section heading is "Methods" with subheadings 'Subject', 'Instruments', 'Data collection procedures', and 'Data analysis procedures'. These subheadings partly deal with research tools and methods and partly discuss the procedures of research while giving an analysis of the findings. The fourth section heading is "Findings" which is a variant of the Result section and the fifth section heading is 'Discussion' which is explicitly given. The sixth section heading is 'Limitation of the study'. The seventh section heading is "Conclusion". The framework of this case study is ILMFDC.

The eighth case study is ICSLING#8, "Lexicography and Mathematics Learning: A Case Study of Variable" (Frawley, 2015). This case study examines the programmatic use of formal lexicography in mathematics education and learning. Its objective is to demonstrate, through variable commentary, how lexicography provides academics with some helpful new resources in mathematics instruction. The study looks at the connection between learning mathematics as a second language and acquiring mathematical knowledge. The paper examines the use of definitions as the foundation for research and curriculum design in the field of mathematics education in recent years. The first section heading is not explicitly titled "Introduction" but various content headings 'Learning the Sub-Language of Mathematics', 'Mathematics

Education Turns To Lexicography’, ‘Using The Explanatory-Combinatorial Dictionary (ECD) In Mathematics Learning’ are present. The case study under examination lacks the heading “I” in the opening section, but the information elements given in the case study follow the CARS model (Swales, 1990). These information elements serve primarily to establish the research background and state the research objectives within the context of the entire case study. They are categorized as I in this situation. This section also embeds the literature review by the fact it connects the present study with previous studies done with the help of cross-references in the text. The second heading is also not explicitly given but the information elements embedded in the case study follow the CARS model (Swales, 1990). These information elements serve primarily to establish the methodology of how the study will be conducted so this section is categorized as M in this context. The third heading is not explicitly given but the information elements establish the discussion of the work in which elements of mathematics are analyzed one by one. It is categorized as D in this situation. The last section is explicitly given as “Implications for Mathematics Education” which is seen as a unique element of this case study. In this case study no explicit section heading regarding the IMRD Model is given. The apparent framework of this case study is IMD.

The ninth case study is ICSLING#9 “Quantification and the Use of English: A Case Study of One Aspect of the Learner's Task. (Kenned.2015)” This paper explores quantification's semantic framework in learning and teaching English. A small corpus of writing found 14 quantification subcategories, accounting for over 14% of the total word count. 117 different linguistic devices were identified, with the 'learned' portions of the Brown and LOB corpora used to determine their frequency. The study suggests that its data on a significant semantic category and its linguistic devices can enhance the development of language-learning resources. The first section heading is “Introduction” which is explicitly given. In this case study the topic is Quantification. The two aspects of Quantification are dealt with separately and for both the aspects MRD part is separately executed. The first aspect named ‘Categories of Quantification’ serves as ‘Introduction’ without being explicitly stated. The following second section heading is “Method”. The third section heading of part one is “Results and discussion” and the fourth section heading is “Conclusions”. The first part ends here. Whereas second part is introduced under the heading of “Approximation in

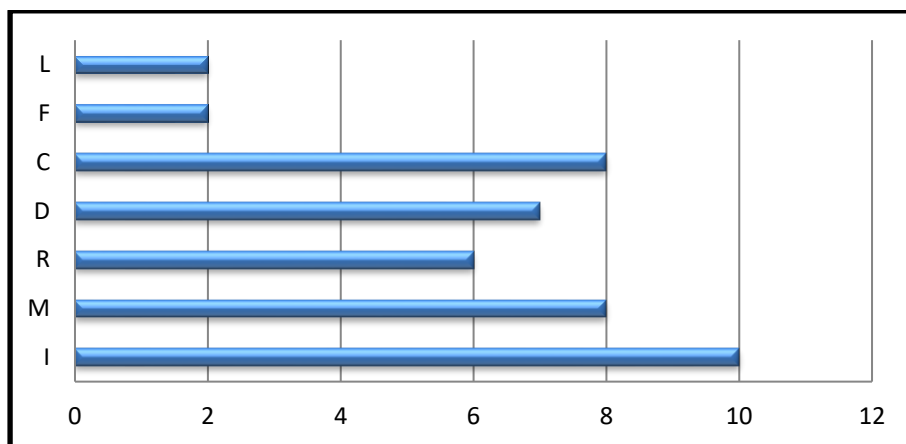
English Quantification” following the second section heading which is “Method”. The third section heading of part two is” Results and discussion” and the fourth section heading is “Conclusions”. The framework of this case study is IMR [RD] C.

The tenth case study is ICSLING#10. This case study under investigation is “Building a Child’s Trust before a Medical Procedure: A Linguistic Case Study” (Depraetere et al., 2023). This study aims to identify and present a linguistic analysis of the various strategies a pediatrician employs during a consultation with a 5-year-old child to alleviate his emotional state and wins his trust before doing anything invasive. In this qualitative case study, the linguistic aspects of a 32-minute conversation between a paediatrician (co-author) and a five-year-old kid who is getting ready for a dangerous treatment was examined. The conversation was recorded and transcribed. The first section heading is “Introduction” which is explicitly declared with the subheading ‘The current study’. The second section heading is “Method” with subheadings ‘Participants’, ‘Materials and Procedure’ and ‘Ethics’. The third section heading is “Findings”. The fourth section heading is “Discussion”. The fifth section heading is “Concluding remarks” which is used in place of Conclusion. The framework of this case study is IMFDC.

The figure below shows the frequency of various sections employed in case studies of linguistics published in international journals. The case studies of Linguistics which were extracted from international journals had different IMRD frameworks concerning the nature of the subject of that case study, as shown in Table 4.1. To prevent uniformity in the result of the study, different case studies written by different researchers have been selected. The case studies from the years 2012-2023 were selected. Following is the analysis of the statistical findings given in the bar chart and table of international Linguistics case studies. The most frequently employed heading section is “Introduction”. The second frequent section headings are “Methodology “and “Conclusion”. The third frequent section heading is “Discussion”. The least frequent section headings are “Literature Review” and “Findings”. All case studies have different frameworks.

Figure 1

Frequency of Macrostructures in International Linguistics Case Studies



In this bar chart the frequency of various elements of the standard IMRD are shown. The frequency of Introduction is ten shown against I. The frequency of the Method is eight shown against M. The frequency of the Result is six shown against R in the bar chart. The frequency of Discussion is seven shown against D in the bar chart. The frequency of Conclusion is eight shown against C in the bar chart. The frequency of Findings is two shown against F in the bar chart and the frequency of Literature Review is two shown against L in the bar chart.

The following table summarizes the frameworks that emerged from international English linguistics case studies:

Table 4.1

Macrostructure of International Linguistics Case Studies

Sr. No	IMRD	AUTHOR NAME	Year	CASE STUDY TITLE
1	IMRD	J. DEAN MELLOW	2012	The Emergence of Second Language Syntax: A Case Study of the Acquisition of Relative Clauses
2	IMRC	STEPHEN J. CALDAS	2014	Changing Bilingual Self-Perceptions from Early Adolescence to Early Adulthood: Empirical Evidence from a Mixed-Methods Case Study
3	ILRC	CHRISTOPHER HART	2016	Event-Frames Affect Blame Assignment and Perception of Aggression in Discourse on Political Protests: An

				Experimental Case Study in Critical Discourse Analysis
4	IMRDC (IMARC)	HANJING YU and WANDER LOWIE	2019	Dynamic Paths of Complexity and Accuracy in Second Language Speech: A Longitudinal Case Study of Chinese Learners
5	IDC	ELIZABETH BLACK	2019	The Nature of Fictional Discourse: A Case Study
6	IMRDC	MARIANNE SPOELMAN and MARJOLIJN VERSPOOR	2014	Dynamic Patterns in Development of Accuracy and Complexity: A Longitudinal Case Study in the Acquisition of Finnish
7	ILMFDC	MACHIKO TOKIYAMA	1999	Child Second Language Attrition: A Longitudinal Case Study
8	IMD	WILLIAM FRAWLEY	2015	Lexicography and Mathematics Learning: A Case Study of Variable
9	IMR[RD]C	GRAEM E D. KENNED	2015	Quantification and the Use of English: A Case Study of One Aspect of the Learner's Task
10	IMFDC	ILSE DEPRAETERE, STÉPHANIE CAËT, SIHAM EZZAHID and ANDVIKKI JANKE,	2023	Building a Child's Trust before a Medical Procedure: A Linguistic Case Study

The frameworks that emerged from international linguistics case studies exhibit a range of structural patterns and organizational strategies. Frameworks such as IMRD, IMRC, ILRC, IMRDC, IMARC, IDC, IMD, ILMFDC, IMFDC, and IMR [RD]C demonstrate the diversity of approaches used in international linguistics research. These frameworks highlight the adaptability and creativity of researchers in structuring their studies.

ii) Macrostructure in the National Linguistics Journal

The data of national linguistics case studies was extracted from the Journal of Critical Inquiry (JCI) and Literature and Linguistic Review (LLR). Ten case studies were selected with the help of random sampling. The macrostructures of these case studies have been analyzed with the help of Swale's (1990) IMRD framework. The case studies are renamed as NCSLING#1, NCSLING#2, and so on. The framework

has been analyzed into section heading and sub heading. The section headings have been presented in quotation marks and subheadings in single quotation marks.

The first case study, NCSLING#1, was extracted from the Journal of Critical Inquiry. The case study under examination is “Paremiological Analysis of Proverbs in Pashto and English: A Cross-cultural Pragmatic Study” (Ali et al., 2023). In this case study, comparative Paremiological analysis is an effort to examine proverbs about bravery and honor in both Pashto and English using practical research methodologies. A total of 179 proverbs that were gathered from books and dictionaries are included in this study; however, 55 proverbs are selected for analysis based on purposive sampling. The chosen proverbs are divided into gendered proverbs, animated proverbs, and associates. The study also highlights the symbolic portrayal of bravery and honor in both Pashto and British cultures by examining the traits of a brave and cowardly person as well as an honored and dishonored person in these two cultures. Speech act patterns in these proverbs are discovered to be primarily distinct but sporadically comparable. There are ramifications for educators, the general public, and the scientific community. However, the researcher notes that more research is required to investigate different themes to develop an understanding of language with respect to culture. The first section heading is not explicitly declared in this case study, but it covers the introduction and research questions. This case study lacks a heading in the opening section, but the information elements embedded in the case study follow the Swales CARS model (1990). These information elements primarily serve to establish the research background and state the research objectives within the context of the entire case study. They include an embedded literature review to connect the present research with previous studies. It is categorized as I in this situation and the Literature review (L) of the study. The second section heading Method is not explicitly given but the information elements embedded in the case study follow the CARS model. These information elements serve primarily to establish the methodology with which this case study has been conducted with subheadings ‘Data sources’, ‘Categorizing proverbs’, and ‘An eclectic model for analyzing proverbs’. The third section heading is “Analysis and discussion” which is a variant of the discussion section. In the end, the conclusion and implications are stated without explicit section heading. The framework of this case study is IMDC.

The second case study, NCSLING#2, was extracted from the journal, *Literature and Linguistic Review (LLR)*. This case study “Exploration of Logical Meta-functions in ICLE: An Analysis of Pakistani Argumentative Essays” (Rasool et al., 2023) is a corpus-based study that examines taxis and logic semantics relations, two key components of clause complexity, to determine the logical structures of sentences in academic publications written in Pakistan. The clause complexing system developed by Halliday & Matthiessen (2014) was used as an analytical framework for this aim. One hundred argumentative essays submitted by Pakistani students were included in the ICLE corpus sample size. The first section heading is “Introduction” which is explicitly declared with subheadings as ‘Null Hypothesis’, ‘Objectives of Study’ and ‘Significance of Study’. The second Heading is “Literature Review”. The third section heading is “Research Methodology” with subheadings as ‘The Theoretical Framework of the Study’, ‘Type of Study’, ‘Data Collection’, and ‘Tools for Analysis’. The fourth Section heading is “Findings and Discussion” which is a variant of ‘Result and Discussion’. The fifth section heading is “Conclusion” and its subheading is ‘Limitation of the Study’. The framework of this case study is ILMD [FD] C.

The third case study, NCSLING#3, was also extracted from the journal, *Literature and Linguistic Review (LLR)*. The purpose of this case study “An Orthographic Analysis of Sound Changing Rules in Urdu Language” (Khan, 2023) is to identify the fundamental reasons behind the sound-changing laws in Urdu language. Words that showed different pronunciations from their written forms were chosen for the study for this reason. The three phases of the study's analysis were recording, transcription, and analysis of the speakers' pronunciations to find patterns in the changing sounds; looking up standard transcriptions in the dictionary; and phonetically and orthographically transcribing and analyzing the chosen words. The results showed a variety of contextual instances where phonological alterations had taken place. The first section heading is “Introduction” with subheadings ‘Problem Statement’, ‘Research Objectives’, ‘Research Questions’, ‘Research Significance’, and ‘Delimitation of the Research’. The second section heading is “Literature Review”. The third section heading is “Methodology” with subheadings as ‘Nature of the Study’, ‘Research Instrument’, ‘Participants’, ‘Data Collection’, ‘Analytical Framework’. The third section heading is “Results and Discussion”. In the standard

IMRD Model, there are separate sections. However, here they are merged into one section heading. The fourth section heading is “Conclusion”. The fifth section heading is ‘Suggestions’ and the sixth section heading is ‘Recommendations’. All the section headings are explicitly titled. The framework of this case study is ILRDC [SR].

The fourth case study, NCSLING#4, was also extracted from the journal Literature and Linguistic Review (LLR). The topic of the case study is “Acquisition of English Vowel Sounds at Nursery Level: An Empirical Study Based on the Application of Gamification Strategy” (Shahid et al., 2022). The research conducted at Right School in Model Town, Silla Wali, attempted to assess and motivate young learners of vowel sounds at the nursery level. Vowel sound discrimination and learning were accomplished through the application of the sound-bingo approach in the context of gamification efficacy. According to the study's findings, gamification can affect students' attitudes toward language learning and, when used effectively, can improve their learning. The first section heading is “Introduction” with subheadings of ‘Objectives of the Study’, ‘Research Questions’, ‘Variables of the Study’, ‘Null Hypothesis’, ‘Significance of the Study’. The second section heading is “Literature Review” with a subheading of ‘research gap’. The third section heading is “Research Methodology” which is a variant of method in the IMRD framework. The fourth section heading is “Data Analysis”. The fifth section heading is “Discussion”. The sixth section heading is of Conclusion. All the section headings are explicitly titled the framework of this case study is ILADC.

The fifth case study, NCSLING#5, was also extracted from the Literature and Linguistic Review (LLR). The topic of this case study is “Beyond the Lines of ‘Us’ and ‘Them’: A Positive Discourse Analysis of the Selected Speeches of Nelson Mandela” (Khurshid et al., 2022). Positive discourse analysis is used in the study to analyze speeches made by South African anti-apartheid leader Nelson Mandela. By using Van Dijk's Ideological Square, the researchers have demonstrated how contemporary techniques differ from traditional strategies. The speaker has broken down barriers between 'Us' and 'Them' in their speech by using these non-traditional tactics that stem from racial discrimination. The current analysis concludes that Mandela's astute and unorthodox use of discourse allowed him to become a worldwide symbol of peace and humanity in addition to playing a significant part in

the peaceful democratization of South Africa. The first section heading is “Introduction” with subheadings ‘Statement of Purpose’ and ‘Significance of the Study’. The second section heading is “Literature Review”. The third section heading is “Methodology” with subheadings as ‘Sample’, and ‘Theoretical Underpinnings’ which is a variant of the theoretical framework. The fourth section heading is “Analysis and Discussion” which is a variant of the discussion section. The fifth section heading is “Conclusion”. The framework of this case study is ILMAC.

The sixth case study, NCSLING#6, was also extracted from the journal, *Literature and Linguistic Review (LLR)*. The title of the case study is “Discourse Analysis of Prominent Politicians’ Public Speeches: Pre- and Post-Election 2013 Pakistan” (Iqbal 2015). The rhetorical techniques used in the pre-and post-election speeches of Pakistan's relatively well-liked political leaders. The analyzed techniques include repetition, modality, positive self-presentation, negative other-presentation, ethnicity, and figurative speech, like personification, simile, and metaphor. The study examined the language ramifications of various rhetorical strategies. To answer the fundamental research questions, a qualitative content analysis of the data was conducted. To determine the difference between pre-and post-election statistics, the frequency of persuasive devices was assessed. According to the research, politicians use persuasion techniques to establish authority, promote consent, and illustrate their beliefs. The application of rhetorical devices appeared to be mostly context-dependent. The first section heading is “Introduction”. The second section heading is “Background” which is a variant of Literature Review. The third section heading is “Methodology” with subheadings as ‘Data collection’, ‘Data Analysis, and ‘Theoretical underpinning’ which is a variant of the theoretical framework. The fourth section heading is “Results and discussion”. The fifth section heading is “Conclusion”. This case study has explicit section headings and shows deviation from the standard IMRD Model. The framework of this case study is ILMR [RD] C.

The seventh case study, NCSLING#7, was extracted from the same journal, *Literature and Linguistic Review (LLR)*. The case study is titled “The Application of Auxiliaries in Verb Structures: A Cross-linguistic Approach.”(Akbarov, 2015). The formal distinctions and structural parallels between Ruthenian and English verb formations are described in the study. The outcomes can be applied to translation projects that include moving words from English into Ruthenian and vice versa, as

well as to the instruction of English in Ruthenian-speaking regions and Ruthenian in English-speaking regions. The first section heading is “Introduction”. The second section heading is not explicitly declared but the information elements embedded in the case study follow the CARS model (Swales, 1990). These information elements serve primarily to establish the analysis of the morphological and syntactic contrastive analysis of English and Ruthenian however it covers an “Analysis” of the study. The third section heading is “Conclusion”. In this case study only two section headings are explicit which are “Introduction” and “Conclusion”. The framework of this case study is IAR.

The eighth case study, NCSLING#8, was extracted from the Literature and Linguistic Review (LLR). This case study is titled “Analyzing the Structure of Urdu NPs with Multiple Genitives” (Raza, 2015). The syntactic structure of Urdu noun phrases with many instances of genitive marked elements is examined. These sentences' structural ambiguities are explained. It is demonstrated that the genitive modifiers always have a hierarchical structure; only the attributive genitive modifiers stack together at the same level to alter the head noun. The nominal that permits genitive marked arguments is explained, along with a classification of them. This categorization will support the creation of an expanded vocabulary for the Urdu computational grammar. The first section heading is “Introduction” The second section heading is not explicitly declared but the information elements embedded in the case study follow the CARS model (Swales, 1990). These information elements serve primarily to establish the analysis however it covers the “analysis” of the study. The syntactic structure of those noun phrases of Urdu is explored in which there are multiple instances of genitive marked elements. The third section heading is “Conclusion”. In this case study only two section headings are explicit which are “Introduction” and “Conclusion”. The framework of this case study is IAC. The present case study under investigation and the former case studies follows the same pattern.

The ninth case study, NCSLING#9, was extracted from the Literature and Linguistic Review (LLR). This case study is titled “Enhancing Writing Skills through Blogs in an Undergraduate English Language Classroom in Pakistan. (Farooq et al., 2015)” The study focuses on teaching undergraduate English language learners how to write better by using blogs. A group of undergraduate English language learners

was chosen at random, and the teacher's blog was used to provide them with writing skills improvement instructions. Pre- and post-tests were used to evaluate their writing abilities (paragraph, essay, and story writing), with an emphasis on organization, originality, and a logical flow of ideas. The results showed that blogs not only improved their writing abilities but also fostered a cooperative learning atmosphere. The first section heading is "Introduction" with a subheading. 'Objectives of the study'. The second section heading is "Literature Review". The third section heading is "Research Design" which is the varied functional heading of the method section. The fourth heading is "Data Analysis" which is the varied functional heading of 'Analysis'. The fifth section heading is "Discussion" and the sixth section heading is "Conclusion". The framework for the case study under investigation is ILMADC. All the section headings are explicitly stated.

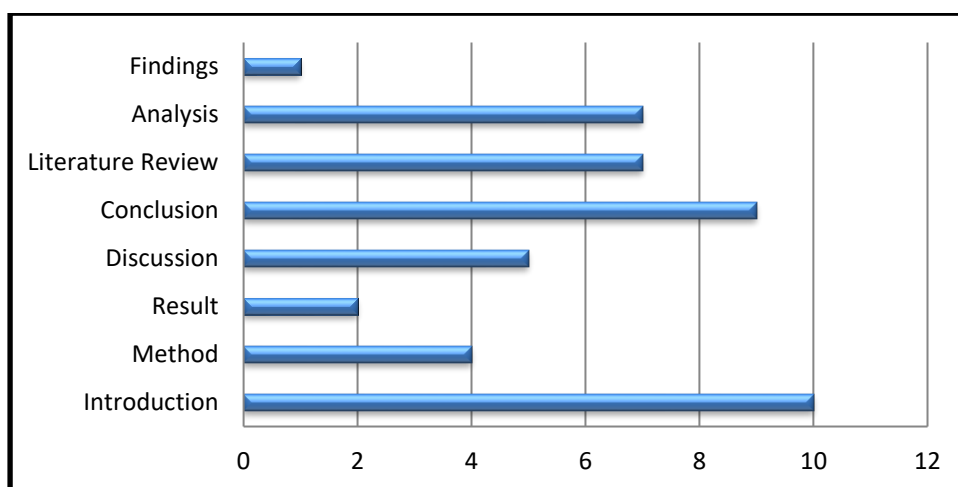
The tenth case study, NCSLING#10, was chosen from the Journal of Critical Inquiry (JCI). It is "The Question of Peer Response in the Written Performance of Adult L2 Learners of English: What does it mean to Qassimi (KSA) Female University Students?" (Qunayeer, 2013). The study investigates how 50 advanced students enrolled in a writing course for levels seven & eight, College of Science & Arts, English Department writing was impacted by peer reaction. Positive, mixed, and negative scales were utilized for evaluation. Two models served as the foundation for the peer response session procedures: "The peer response model" (PRM), which Elbow (1973) described and Tang and Tithecott (1999) adopted, was modified for this study. It served as a guide for peers and writers on how to evaluate their writings. As a catalyst, "the monitor prompt model" (MPM), which was derived from Saito (1994), was employed. After completing all PRM processes, students were expected to use the MPM to modify their outputs. The identical writing assignments were provided to a control group of fifty advanced students at the same level, but their evaluations were conducted using the teacher correction checklist that Knapp (1965) and Osman (2002) developed. Before and after the experiment, each student in the experimental and control groups received a pretest and a posttest, respectively. Discussions and conclusions were reached after an analysis of the benefits, perceptions, answers, and sociocognitive activities of the pupils. The first section heading is "Introduction" with subheadings as 'Background of the Study', 'Problem of the Study', 'Rationale', 'and Significance of the Study' and 'Hypotheses'. The second section heading is

“Methodology” with subheadings ‘Subjects’, ‘Instrumentation and Data Collection’, and ‘Conduct of the Study’. The third section heading is “Data Analysis”. The fourth section heading is “Limitations and Conclusions” which is a functional variant of the conclusion section. The framework of this case study emerges as IMAC. All the section headings are explicit.

The following figure shows the frequency of various sections employed in case studies of linguistics published in indigenous journals. The case studies of Linguistics which were extracted from indigenous journals had different IMRD frameworks concerning the nature of the subject of that case study as shown in Table 4.2. The case studies extracted from the national journal are different from international case studies concerning section headings following its treatment of the subject. The most frequent section headings are “Introduction”, “Literature Review”, “Analysis” and” Conclusion”. The “Findings” is the least section heading. No framework is repeated twice. They show variation from the standard IMRD Model.

Figure 2

Frequency of section headings in National Linguistics Case Studies



In this bar chart, the frequency of various elements of the standard IMRD are shown as follows. The frequency of Introduction is (n=10) ten shown against I. The frequency of the Method is (n=4) four shown against M. The frequency of the Result is (n=3) three shown against R in the bar chart. The frequency of Discussion is (n=6) six shown against D in the bar chart. The frequency of Conclusion is (n=8) eight shown against C in the bar chart. The frequency of Findings is (n=1) one shown

against F in the bar chart. The frequency of the Literature Review is (n=6) six and is shown against L in the bar chart.

The following table summarizes the frameworks that emerged from national English linguistics case studies

Table 4.2:

Macrostructure of National Linguistic Case Studies

Sr.No	Journal Name	IMRD	AUTHOR NAME	Year	CASE STUDY TITLE
1	NUML Journal of Critical Inquiry	IADC	Khizar Ali Anum and Inam Ullah	2023	Paremiological Analysis of Proverbs in Pashto and English: A Cross-cultural Pragmatic Study
2	Linguistics and Literature Review (LLR) UMT	ILMD [FD]C	Attia Rasool, M. Raheel Ashraf, and Asim Mehmood	2023	Exploration of Logical Meta-functions in ICLE: An Analysis of Pakistani Argumentative Essays
3	Linguistics and Literature Review (LLR) UMT	ILRDC	Tania Ali Khan	2023	An Orthographic Analysis of Sound Changing Rules in the Urdu Language
4	Linguistics and Literature Review (LLR) UMT	ILADC	Muhammad Ali Shahid, Anser Mahmood, and Ali Furqan Syed	2022	Acquisition of English Vowel Sounds at Nursery Level: An Empirical Study Based on the Application of Gamification Strategy
5	Linguistics and Literature Review (LLR) UMT	ILMAC	Nighat Khurshid and Fouzia Janjua	2022	Beyond the Lines of ‘Us’ and ‘Them’: A Positive Discourse Analysis of the Selected Speeches of Nelson Mandela
6	Linguistics and Literature Review (LLR) UMT	ILM [DR]C	Amna Iqbal	2015	Discourse Analysis of Prominent Politicians’ Public Speeches: Pre and Post-Election 2013 Pakistan
7	Linguistics and Literature Review (LLR)	IAR	Azamat Akbarov	2015	The Application of Auxiliaries in Verb Structures: A Cross-linguistic Approach
8	Linguistics and	IAC	Ghulam Raza	2015	Analyzing the Structure of Urdu

	Literature Review (LLR)				NPs with Multiple Genitives
9	Linguistics and Literature Review (LLR)	ILMADC	Muhammad Umar Farooq, Yasmeen Fatima, and Chaudhary Zahid Javid	2015	Enhancing Writing Skills through Blogs in an Undergraduate English Language Classroom in Pakistan
10	Journal Of Critical Inquiry	ILMAC	Huda Al-Qunayeer	2013	The Question of Peer Response in the Written Performance of Adult L2 Learners of English: What Does it Mean to Qassimi (KSA) Female University Students?

Frameworks like IADC, ILMD[F]DC, ILRDC, ILADC, ILMAC, ILM[DR]C, IAR, IAC, ILMADC, and ILMAC represent diverse structural patterns in international linguistics research. These frameworks illustrate the range of approaches used to organize and present research findings, while showcasing the flexibility and creativity of researchers in the field.

4.1.2 Variations of International and National Linguistics Case Studies

The case studies of linguistics extracted from national and international show some variations in the section heading. The “Literature Review” is the variation between the case studies of the two journals. The framework of international journals is closer to the IMRD model than case studies from national journals. The “Analysis” is the most emphasized section in the national journals.

4.2 English Literature Case Studies

Case studies in English literature mainly investigate the cultural, social, and historical context of a particular literary work. They explore the incorporation of literary devices etc. in order to claim a theme originating from the world we live in.

4.2.1 Macrostructures in the International Literature Journal

The data of international English literature case studies was selected from the International Journal of English Literature and Social Sciences with an impact factor of 5.6. Ten case studies were selected with the help of random sampling. The

macrostructure of these case studies has been analyzed with the help of Swale's (1990) IMRD framework. The case studies are renamed ICSLIT#1, ICSLIT#2, and so on. The framework has been used to understand the section heading and sub heading of the case studies. The section headings have been presented in quotation marks and the heading in single quotation marks.

The first case study is ICSLIT#1. It is titled as "Theoretical Representation of Ecocriticism in Dhruv P Bhatt's *Oceanside Blues*" (Soni et al., 2023). In this study, ecocritical issues in narratives of Gujarati literature are discussed. The first section heading is "Introduction" in which there is a short introduction of Dhruva Prabodhray Bhatt, who is a famous Gujarati writer. The researcher describes the work 'Oceanside Blues'. The second section heading is not declared explicitly. In the light of information elements, this section is categorized as Method as it explains the "theoretical Framework" in which the theory is explained. The analysis is done under the heading "Ecocriticism in Dhruv P Bhatt's *Oceanside Blues*". C. The third section heading is "Conclusion" which is explicitly titled. The framework of this study is IM [A*]

The second case study is ICSLIT#2. The case study is titled as "A Study of Human Race in Toni Morrison's *Beloved*" (Mahdavi et al., 2023). This case study under investigation is about Toni Morrison's novel *Beloved*, which is a powerful exploration of the complexities of humanity, particularly the impact of slavery on the lives of African Americans. The first section heading is "Introduction". The second section heading is not explicitly declared but the information elements embedded in the case study follow the CARS model (Swales, 1990). These information elements are used to develop the analysis however it covers the "Analysis" of the study and the third section heading is "Conclusion". The two-section heading Introduction and Conclusion coincide with the IMRD Model, whereas the emergent framework is the deviation of the standard framework. The framework of this study is IAC.

The third case study is ICSLIT#3. The case study under exploration is "*Oppression of the Subaltern: A Depiction by Mulkraj Anand*" (Arvind, 2023) in which the author discusses how the novelist deals with oppression done by the upper class on the lower class in post-colonial India. In this case study no explicit section heading is declared but the analysis of this is done manually via thorough reading of the article to identify the implicit sections of the case study. The case study under

examination lacks heading in the opening section as well as closing sections, but the information elements embedded in the case study follow the CARS model (Swales, 1990). These information elements are used to establish the research background. It is categorized as I in this situation. This case study first introduces the subject of the novel which represents the “Introduction” section. The case study then analyzes two elements of the novel, which represent the “Discussion/Analysis” section and at the end, there is “Conclusion” which is a variant of the result section. This case study has no explicit section as well as subheadings during this case study. The framework this study implies is IAC.

The fourth case study is ICSLIT#4. The case study “Depiction of Tribal Life in Gopinath Mohanty's *The Ancestor* (Dadi Budha)” (Mohapatra, 2019) is about the representations of tribal life presented in Gopinath Mohanty's novel “*THE ANCESTOR*”. In this case study the first explicit section heading is “Introduction”. The second section heading is “Story Highlights” which is a variant of Discussion. In this section, analysis is done on the treatment of the subject in the novel. The third section heading is “Conclusion”. In this case study it is observed that no review of the literature is present the only focus is the subject of the selected case study. The apparent framework of this case study is IDC. In the Literature case study, there is more analysis of elements rather than quantitative elements in its nature.

The fifth case study is ICSLIT#5. The case study under investigation is “Technical Devices in African Oral Literature: *The Case of Agbarha-Otor Dirges*” (Ohwonohwo, 2019) which deals with critical analysis based on a sociological framework with a tinge of formalistic analysis applied to this funeral poetry. The analysis shows that, in terms of the aesthetics of morality, the dirge form of Agbarha-Otor is a veritable gold mine of artistic appurtenance and technical/formal devices used in these poems. In this case study the first explicit section heading is “Introduction”. The second section heading is “Historiographic Review”, which is a functional variant of ‘Literature Review’ as it includes an argument on the historical background and significance of the chosen text. At the same time, this section also deals with the use of pertinent devices in the text which are usually covered in Analysis. The third explicit section heading is “Conclusion” which infers how the technical elements in the novel enhance the aesthetic quality and how they aid in

delivering the theme and message of the case of Agbarha-Otor Dirges. The framework that this case study displays is IL (A) C.

The sixth case study is ICSLIT#6. The case study “On Hemingway’s Ecological Ethic in *the Old Man and the Sea*” (Zhang, 2019), examines how Hemingway embodied his strong ecological ethic in his well-known work *The Old Man and the Sea*, using the viewpoint of contemporary scientific ecology. It does this by examining the description of the old man Santiago's simple life, the beauty of the sea, Santiago's unity with all sea creatures, and Santiago's love and respect for them. The first explicit section heading is “Introduction” with the subheading ‘Theoretical Framework’ explicitly named “The Ecological Ethic in The Old Man and The Sea”, in which the researcher explains the element through the lens of ecological ethics, and the author analyses the novel. Keeping in mind all the information elements it can be categorized as “I”. The third section heading is “Conclusion”. The framework of this case study is IAC. The two sections explicitly stated in this case study are “Introduction” and “Conclusion”. In literature case studies we see more subjective section headings as compared to Linguistics.

The seventh case study is ICSLIT#7. The present case study “Freedom and Individuality in Githa Hariharan in *Times of Siege*” (Sharma, 2018)) is about a critical analysis of Githa Hariharan's in *Times of Siege* from a feminist standpoint, interpreting the protagonist's experiences through the lens of femininity. The case study under examination lacks a heading in the opening section, but the information elements embedded in the case study follow the CARS model (Swales, 1990). These information elements serve primarily to establish the research background and state the research objectives within the context of the entire case study. It is categorized as I in this situation. In this case, no explicit section heading except “Conclusion” is declared whereas; the analysis of its macrostructure has been done manually via a thorough reading of the article to identify the implicit sections of the case study. This case study first introduces the novel's subject, which represents the “Introduction” section. The case study then analyzes the novel through the lens of Feminism, a literary theory, it also covers the section of the “Discussion/Analysis” section and at the end, there is the “Conclusion”. The framework this study implies is IAC.

The eighth case study is ICSLIT#8. The case study, “The Necessity of Reinterpreting Identity in Jan Lowe Shinebourne’s ‘*The Last Ship*’” (Sharma, 2017))

examines the identity concerns of West Indian immigrants in a post-colonial Guyanan society. It makes a compelling case that an immigrant's ability to reframe his identity is essential to his survival and general well-being in the "immigrant landscape." In this case study two explicit section headings are "Introduction" and "Conclusion". The remaining segment covers the analysis of the novel through the lens of identity. This section comes under the umbrella of 'Analysis'. This case study showcases the framework of IAC.

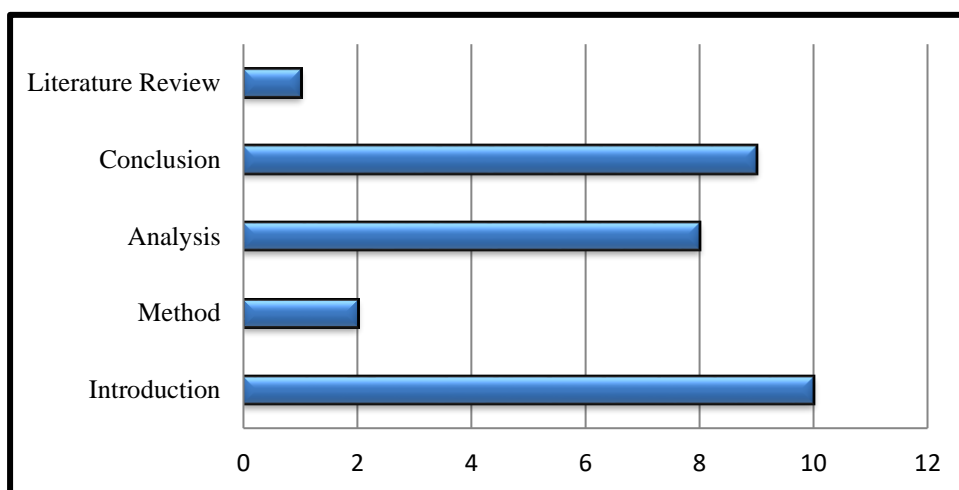
The ninth case study is ICSLIT#9. The case study "Use of Metaphors and Symbols in Saul Bellows 'Mr. Sammler's Planet'" (Godbole, 2019) is about the use of metaphors and symbols employed in the novel. In this case study no explicit section heading is declared but the analysis of this is also done manually via the thorough reading of the article to identify the implicit sections of the case study. The case study under examination lacks a heading in the opening section, but the information elements embedded in the case study follow the CARS model (Swales, 1990). These information elements serve primarily to establish the research background and state the research objectives within the context of the entire case study. It is categorized as I in this situation. This case study first introduces the novel's subject, which represents the "Introduction" section. The case study then analyzes two elements of the novel, which represent the "Discussion/Analysis" section and at the end, there is the "Conclusion" which is a variant of the result section. The framework this study implies is IAC.

The tenth case study is ICSLIT#10. The present case study "The Collapse of American Dinner Rituals in Anne Tyler's *Dinner at the Homesick Restaurant*" (Capelli, 2019) examines Tyler's exploration of the lack of space and place during the dinnertime ritual as a metaphor for the failing family and the absence of a father figure—a world in which a mother and woman fight to live. In this case study no explicit section heading is declared other than "Introduction" whereas the analysis of this has been done manually via thorough reading of the article to identify the implicit section headings of the case study. The case study under examination lacks a heading in the other section, but the information elements embedded in the case study follow the CARS model (Swales, 1990). The case study then analyzes the complete course of the novel, which represents the "Discussion/Analysis" section. The framework this study implies is IA.

To sum up, the literature case studies are different. They are qualitative in nature; they mostly follow the Introduction-Analysis-Conclusion framework. In literature case studies we see more subjective section headings as compared to linguistics. The following figure shows the frequency of various sections employed in case studies of literature published in international journals. In international literature case studies, the two section headings are more frequently used namely, “Introduction” and “Analysis”. It is observed that the case study of literature analyzes the study descriptively and qualitatively.

Figure 3

Frequency of Section Heading in International Case Studies

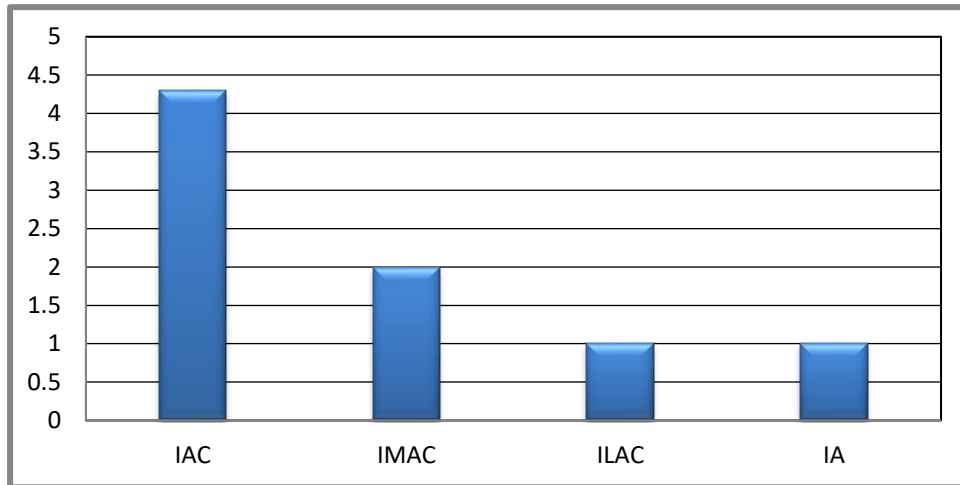


In this bar chart the frequency of various elements of the standard IMRD are given. The frequency of Introduction is (n=10) ten shown against I. The frequency of the Method is (n=2) two shown as M. The frequency of Conclusion is (n=8) eight shown against C in the bar chart. The frequency of Analysis is (n=9) nine shown against A in the bar chart. The frequency of the Literature Review is (n=2) two shown against L in the bar chart.

The IAC is the most frequently used macrostructure framework (n=6). The second frequent framework is IMAC (n=2). The other two are the least employed frameworks which are ILAC and IA respectively.

Figure 4

Frequency of Macrostructure Framework of International Literature Case Studies



The following table summarizes the frameworks that emerged from national English linguistics case studies

Table 4.3

Macrostructures of International Literature Case Studies

Sr.No	Journal Name	IMRD	AUTHOR NAME	Year	CASE STUDY TITLE
1	International Journal of English Literature and Social Sciences	IMAC	Ms. Rima B Soni and Dr. Vidya G Rao	2023	Theoretical Representation of Ecocriticism in Dhruv P Bhatt's Oceanside Blues
2	International Journal of English Literature and Social Sciences	I[A*]C	Bolla Madhavi and Dr. Konda Nageshwara Rao	2023	A Study of Human Race in Toni Morrison's Beloved
3	International Journal of English Literature and Social Sciences	IAC	Aravind R	2023	Oppression of the Subaltern: A Depiction by Mulkraj Anand in his Untouchable
4	International Journal of English Literature and Social Sciences	IAC	Dr. Ajit Kumar Mohapatra	2020	Depiction of Tribal Life in Gopinath Mohanty's the Ancestor (Dadi Budha)
5	International Journal of English Literature and Social Sciences	IL[A]C.	Ohwonohwo and Titus Rukaye	2019	Technical Devices in African Oral Literature: The Case of Agbarha-Otor Dirges
6	International Journal of English Literature and Social Sciences	IM[A]C	Zhiqiang Zhang	2019	On Hemingway's Ecological Ethic in The Old Man and the Sea
7	International Journal	IAC	Ayushi Sharma	2018	Freedom and Individuality in

	of English Literature and Social Sciences				Githa Hariharan in Times of Siege
8	International Journal of English Literature and Social Sciences	IAC	Abigail Persaud Cheddie	2017	The Necessity of Reinterpreting Identity in Jan Lowe Shelbourne's The Last Ship
9	International Journal of English Literature and Social Sciences	IAC	Dr. Vanashree Godbole	2019	Use of Metaphors and Symbols in Saul Bellows 'Mr. Sammlers Planet'
10	International Journal of English Literature and Social Sciences	IA	Mary Louisa Cappelli	2019	The Collapse of American Dinner Rituals in Anne Tyler's Dinner at the Homesick Restaurant

Frameworks such as IMAC, I[A*]C, IAC, IL[A]C, IM[A]C, and IA originated from English literature research. It also shows the diverse structural patterns employed in literary analysis. These frameworks illustrate the range of approaches that are used to organize and present critical essays. They reflect the complexity and creativity of literary research.

4.2.2 Macrostructures in the National Literature Journal

The data from national literature case studies was extracted from the Journal of Critical Inquiry (JCI) and Literature and Linguistic Review (LLR). Ten case studies were selected with the help of random sampling. The macrostructures of these case studies have been analyzed with the help of Swale's (1990) IMRD framework. The case studies are renamed NCSLIT#1, NCSLIT#2, and so on. The framework has been analyzed into section heading and sub heading. The section headings have been presented in quotation marks and subheadings in single quotation marks.

The first case study is NCSLIT#1. The case study under investigation is "Investigating Hybridity in *"AMERICANAH"* by Chimamanda Ngozi Adichie" (Shamshad et al., 2022). The novel is analyzed using Homi K. Bhabha's "Theory of Hybridity" as a framework. Ifemelu, an Afro-American character in the novel under analysis, is reluctant to embrace both cultures. The choice Ifemelu had to make in America between her friends and her sweetheart is depicted in the selected study. This study, which is text-based and descriptive, aims to address the question of how the

protagonist's life is impacted by cultural hybridity. In conclusion, Ifemelu's character experiences marginalization and an identity crisis due to her cultural hybridity. The investigation supports the central claim of Bhabha's theory, which is that cultural hybridity has detrimental impacts. The first section heading is "Introduction". The second section heading is "Literature Review" with subheadings as 'Objectives of the Research', 'Research Questions', 'Statement of Problem' and 'Significance of the Study' 'Theoretical Framework'. The third section heading is "Research Methodology" which is a variant of the method section. The fourth section heading is "Analysis". The fifth section heading is "Conclusion". The framework of this case study is ILMAC.

The second case study is NCSLIT#2. The case study under examination "Pakistani Women Writings in English: A Study of Women's Expression and Literary Traditions" (Malik et al., 2022) presents the case of Pakistani women's writings. The first section heading is "Introduction" with subheadings of "Research Questions" and 'Theoretical Framework'. The second section heading is "Research Methodology". The third section heading is "Data Analysis". The fourth section heading is "Conclusion" with the subheading "Limitation of the Study". All the Section headings and subheadings are explicitly titled. The framework of this case study is IMAC.

The third case study is NCSLIT#3. The case study under examination "Representation of the West: A Postcolonial Analysis of a South Asian Traveler's Account in *Images of the West – A Travelogue*" (Arafat et al., 2018) gives an in-depth understanding of the society. It is about a postcolonial examination of the depiction of images of the West by the author of the travelogue. The travelogue *Images of West* (1827) was written during a time of the inception of British colonialism in the subcontinent. The author Munshi Hishammuddin stands as an eyewitness to the actions that upset the balance of power between colonizers and colonized people. The first section heading is "Introduction, Background, and Problem" which covers the introduction section. The second section heading "Literature Review". The third and fourth headings are 'Research Questions' and 'Statement of the Problem' respectively. These two headings by the authors are extended after the arguments raised in the first and second headings. Therefore, these two may be taken as subheadings generally included in the earlier sections of a research article. The fifth section heading is "Research Methodology and Theoretical Framework" which is a

variant of the Method section. The sixth section heading is “Analysis”. The seventh section heading is “Conclusion”. All the headings and subheadings are explicit. The framework of this case study is ILMAC.

The fourth case study is NCSLIT#4. The case study under examination “An Analysis of Universality in Khalil Gibran’s *The Prophet*” (Brohi et al., 2021) offers several guidelines intended for fostering harmony and peace in society. The first section heading is “Introduction” with subheadings as ‘Purpose of the Study’, ‘Significance of the Study’ and ‘Research Questions’. The second section heading is “Literature Review”. The third section heading is “Methodology”. The fourth section heading is “Analysis”. The fifth section heading is “Conclusion”. All the headings are not implied but rather clearly declared. The framework of this study is ILMAC.

The fifth case study is NCSLIT#5. The case study, which is “Realism Vs Magical Realism in Mohammad Hanif’s *Our Lady of Alice Bhatti*” (Baig, 2017), seeks to examine how magical realism and reality coexist in the story to turn a deprived Christian lady named Alice Bhatti to attain the title of "Our lady." The first section heading is “Introduction” with subheadings as ‘Purpose of the Study’, ‘Significance of the Study’ and ‘Research Question’. The second section heading is “Literature Review”. The third section heading is “Methodology”. The fourth section heading is “Analysis and Discussion” which is a variant of the Discussion section. The fifth section heading is “Conclusion”. The framework of this study is ILMDC.

The sixth case study is NCSLIT#6. The case study “From “Woman as Thing” to a “Subject-In-Process”: The Dynamics of Courtly Love in Charlotte Lennox’s *The Female Quixote* (1752)” (Siddiqua, 2023) uses Kristeva's theory of subjectivity to refute Slavoj Žižek's psychoanalytic interpretation of "courtly love" through a study of Charlotte Lennox's *The Female Quixote* (1752). Žižek’s study concludes that the reality of male dominance is hidden behind the courtly image of the Knight's submission to his Lady. The paper begins with no explicit introduction heading. Rather the first section develops an argument on Žižek's conception and interpretation of courtly love. This serves as a background to the study. It shows information elements are embedded as per the CARS model (Swales, 1990). The later sections however are ‘Reimagining the lady in courtly love through semiotic chora’, ‘Arabella’s “follies” and the “narcissistic crisis”’, and ‘From “narcissistic crisis” to a “subject-in-process” ‘. These headings not only cover the analysis of the case in hand

The Female Quixote by Charlotte Lennox but also give an analysis that is supported by the theories and reviews on the subject proposed by various relevant scholars. In this case study no explicit section headings like Introduction, Literature Review, Methodology and Discussion are given. Since the first section deals with the background upon which an argument on and an analysis of the female Quixote is built, the first section may be inferred as an Introduction. Whereas, the later headings may be taken as Discussion/Analysis. The framework this study implies is IA.

The seventh case study is NCSLIT#7. This case study “Commodifying Gender: A MatFem Perspective on *"I Am for Sale, Who Will Buy Me?"* (Ehsen, 2023) examines the commodification of women in Afghanistan as presented in a short narrative written anonymously by an Afghani author. Using a Materialist Feminist lens and Silvia Federici's theoretical framework from *Caliban and the Witch* (2004), the study looks at how religious beliefs affect women's social and economic standing, ultimately leading to their marginalization. The analysis breaks down the objectification of female bodies, the exploitation of gender roles, and the commoditization of Afghan women, illuminating the complex interactions between religious ideas, patriarchal structures, and gender inequality. Furthermore, the research delves into the past and present obstacles that Afghan women have encountered, including hindrances to their access to school, employment prospects, and social assimilation. This research emphasizes the need for comprehensive approaches, revolutionary change, and gender justice, emphasizing the importance of each. This study, which is situated within the larger conversation about women's problems, intends to advance knowledge of women's oppression with a major focus on promoting agency and societal reform for Afghan women. In this research article, the major headings are named in Roman numerals such as I, II, III, IV. The first heading is not explicitly declared as an Introduction; however, it follows the Swales' CARS model. The introductory part of the article gives information elements in an embedded manner such as the introduction of the article and how it was conducted. The second section heading is also not explicitly mentioned however it is explicitly written that it explains the research methodology of the research article. The third section is also not titled but elements in this stage provide the narrative of the story and its growth. The fourth section gives conclusion and that too lacks a heading. Hence the framework of this research article appears as IMAC.

The eighth case study is NCSLIT#8. It is “Interrogating Gender, Nature, and Violence: An Anarcho-Ecofeminist Reading of Ana Castillo’s *So Far from God*” (Amir, 2023) which is about the Anarcho-ecofeminist interpretation of *So Far from God* by Ana Castillo. It employs Greta Gaard's notion of "ecofeminism" and Murray Bookchin's concept of "anarchy" as reading aids for the examination of the chosen work. The study's argument challenges the position of patriarchal norms that support the treatment of women as objects of oppression, the destruction of the environment, and the use of violence as a means of resolving conflicts. This study also makes the case that Castillo exposes the flaws in her culture by using her narrative as an intellectual tool. In this case study no explicit section heading is declared, hence, the ongoing macrostructure analysis is based on Swales’ Model. The case study begins with the information elements essential for the Introduction, for example, the research background, context and the research objectives of the study. It is categorized as I in this situation. The case study then analyzes the novel, thus presents the “Discussion/Analysis” section. The framework this study employs is IA.

The ninth case study is NCSLIT#9. The case study under examination “Archetypes and Creative Imagination in ‘*Ode to Psyche*’: A Jungian Analysis” (Khan, 2021) focuses on the mythological dream imagery by employing it to metaphorically represent the process of psychic integration and poetic production. The poem is further viewed in the article as an example of the significance of continuing, complimentary communication between the conscious and the unconscious minds to preserve a whole psyche. In this case study there are two section headings namely, Introduction and Theoretical Implication. At the same time, there are three content headings: 1 Syzygy of Opposites: Complementation of Animus and Anima 2. Staying with the Dreams: Active Imagination and 3. ‘Untrodden Region’ of the Mind: Towards Individuation. These serve as an analysis of the selected case. Whereas, Theoretical Implication concludes with a synthesis of the study. This final section may be taken as Result/Findings or Conclusion. Hence the framework of this case study is IAR.

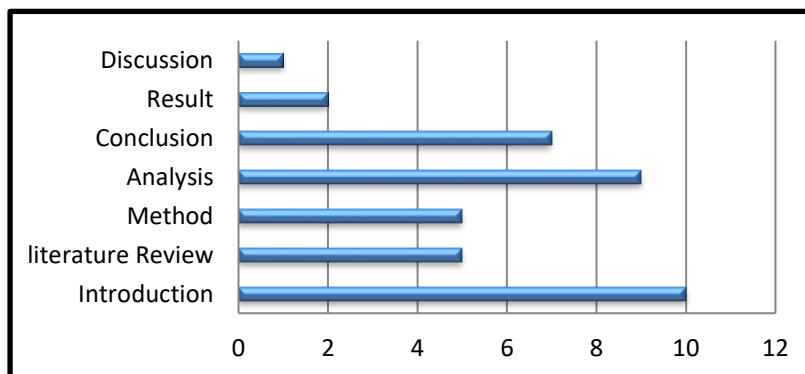
The tenth case study is NCSLIT#10. The case study “Discourse Historical Approach towards ‘*Killing Hunger with Entertainment*’: A Street Art” (Sohail et al., 2019) applies Wodak's Discourse Historical Approach (2009) to the analysis of a photograph. Visual discourse precisely and meaningfully represents the object or

objects that form discourses. The creation of sociopolitical variables has an impact on artistic visual discourse. The street art depicts a hungry and alone Brazilian child. The first section heading is “Introduction”. The second section heading is ‘Literature Review’. The third section heading is “Data” with the subheading ‘Data Analysis’. The fourth section heading is “Findings” which is a variant of Result. The fifth section heading is “Conclusion”. Hence, the framework of this case study is ILARC.

To sum up, the case studies extracted from the two national journals show varied frameworks being used depending upon the nature of the findings and subject. The sections which were seen more frequently were “Introduction”, “Conclusion”, “Literature Review”, “Method” and “Analysis”. The Introduction was the most frequently used heading in the selected studies. The least frequent sections were “Discussion” and “Result”. It is observed that the indigenous case studies are descriptive and qualitative. In these case studies Analysis is the most significant part of the writings. In these case studies the section headings are explicitly stated in most of the cases, however, in a few case studies section headings are implied.

Figure 5:

Frequency of Section Heading in National Literature Case Studies

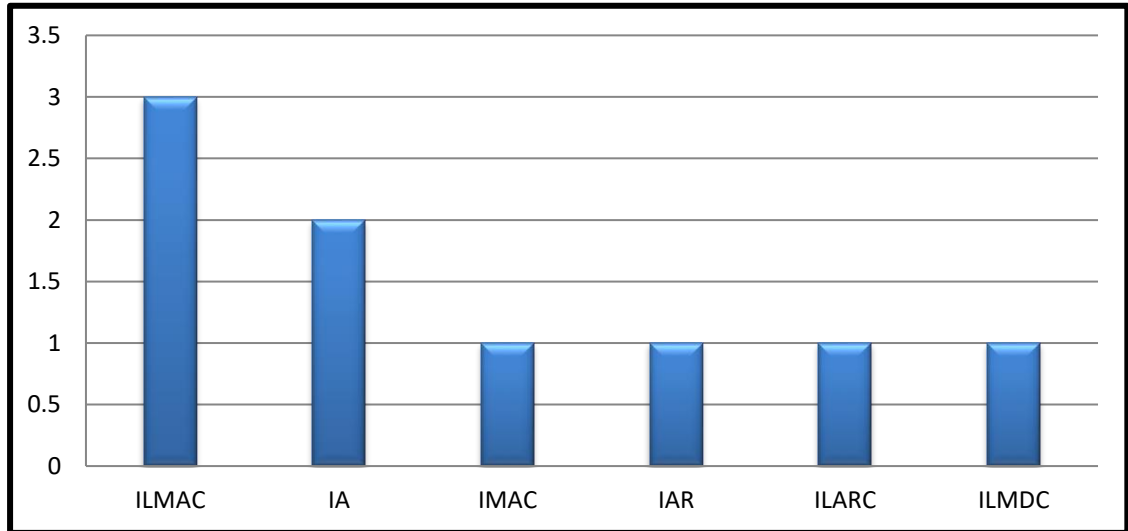


In this bar chart, the frequency of various elements of the standard IMRD is shown. The frequency of Introduction is (n=10) ten shown against I. The frequency of the Method is (n=5) five shown against M. The frequency of the Result is (n=2) two shown against R in the bar chart. The frequency of Analysis is (n=9) nine shown against A in the bar chart. The frequency of Conclusion is (n=7) seven shown against C in the bar chart. The frequency of the Literature Review is (n=5) five shown against L in the bar chart.

The most frequent macrostructure framework is ILMAC (n=3). The second most frequent macrostructure framework is IA (n=2). The least employed macrostructure frameworks are IMAC, IAR, ILARC, ILMDC and IAC.

Figure 6

Frequency of Macrostructure Framework in National Literature Case Studies



The following table summarizes the frameworks that emerged from national English literature case studies

Table 4.4

Macrostructure of National Literature Case studies

Sr.No	Journal Name	IMRD	AUTHOR NAME	Year	CASE STUDY TITLE
1	Linguistics and Literature Review (LLR)	ILMAC	Sarah Shamshad, Asad Ali Hashmi	2022	Investigating Hybridity in “AMERICANAH” by Chimamanda Ngozi Adichie
2	Linguistics and Literature Review (LLR)	IMAC	Waseem Hassan Malik, Musaib Junejo, Tania Shabbir Shaikh	2022	Pakistani Women Writings in English: A Study of Women’s Expression and Literary Traditions
3	Journal of Critical Inquiry (JCI)	ILMAC	YasirArafat, Muhammad Safeer Awan	2018	Representation of the West: A Postcolonial Analysis of a South Asian Traveler’s Account in Images of the West –A Travelogue
4	Linguistics and Literature Review (LLR).	ILMAC	Faiz Muhammad Brohi, Ahmed Ali Brohi, Nasarullah Kabo	2021	An Analysis of Universality in Khalil Gibran’s The Prophet

5	Linguistics and Literature Review (LLR).	ILMDC	Sara Baig	2017	Realism Vs Magical Realism in Mohammad Hanif's Our Lady of Alice Bhatti
6	Journal of Critical Inquiry (JCI)	IA	Ayesha Siddiq	2023	From "Woman as Thing" to a "Subject-In-Process": The Dynamics of Courtly Love in Charlotte Lennox's The Female Quixote (1752)
7	Journal of Critical Inquiry (JCI)	IMAC	Zakia Resshid Ehsen	2023	Commodifying Gender: A MatFem Perspective on "I Am for Sale, Who Will Buy Me?"
8	Journal of Critical Inquiry (JCI)	IA	Muhammad Amir	2023	Interrogating Gender, Nature, and Violence: An Anarcho-Ecofeminist Reading of Ana Castillo's So Far from God
9	Linguistics and Literature Review (LLR).	IAR	Imdad Ullah Khan	2021	Archetypes and Creative Imagination in 'Ode to Psyche': A Jungian Analysis
10	Linguistics and Literature Review (LLR).	ILARC	Rabia Sohail Muhammad Shaban Rafi	2018	Discourse Historical Approach towards 'Killing Hunger with Entertainment': A Street Art

Frameworks like IMRD, ILMAC, IMAC, ILMDC, IA, IMAC, IA, IAR, and ILARC once again prove the variation of structural patterns in English literature research. These frameworks highlight the different approaches, creativity and adaptability employed in organizing and presenting literary analyses.

4.2.3 Variations in International and Indigenous Literature Case Studies

The case studies of literature have chosen from indigenous and international journals show variations in the utilizing of section headings. Both journals contain "Analysis" sections in them. The case studies from both journals do not rigidly conform to the IMRD framework. However, the most common practice in the selected case studies emphasize on an analysis-based discussion. The case studies do not have major differences at large.

4.3. Stage 2: AntMover and Moves Analysis

At this stage, the software AntMover is employed to extract moves of case studies of English Linguistics and Literature. AntMover 1.0 is a prototype that is used to analyze text structure in any subject or field and for any content. It makes use of a Txt file, which serves as the system's training dataset. Any file name can be used, but it must be in the text format (.txt).

Double-clicking the antmover.exe icon in the AntMover directory starts the program. Following the program launch, the "main window" appears. The "Modified CARS Model" is used to analyze move structure when AntMover is first launched, and it is configured with the best possible parameters. The software is used to evaluate the texts by following this procedure. It is executed in no time.

The following steps have been utilized to analyze moves:

Step 1: Launch AntMover

This opens the 'Main Window' with the list of sample texts appearing in the 'List Frame'.

Step 2: To analyze the text, click on a text in the 'List Frame'.

When a text from the 'List Frame' is selected, the original file is displayed in the 'Analysis Frame' in its original state without applying any formatting

Step 3: Click on the 'Processed' button in the 'Button Bar.'

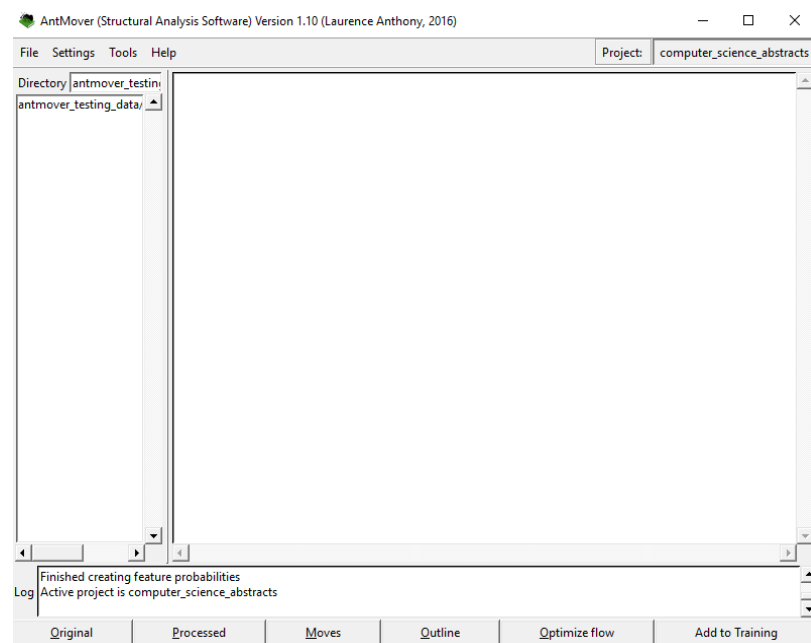
When the Processed View is selected, the target text is automatically processed into step units and other formatting problems are corrected.

Step 4: Click on the Moves button in the 'Button Bar.'

When the Moves View is selected, the step units of the target text will be automatically classified into appropriate steps of the structural model (Modified CARS Model) and displayed with the class number and label above each step unit of the text.

Step 5: Click on the Outline button in the ‘Button Bar.’

When the Outline View is selected, only the class number and label assigned to each step unit of the text is shown. This allows a user to quickly assess the overall structure of the target text.



(Interface of AntMover Software)

At this stage to analyze the corpus, the Word doc of the case study is converted into a txt file as AntMover accepts text file format. It is then processed for analysis. As a part of move analysis AntMover automatically gives rhetorical label to each sentence in the file. This labeling gives an idea of an overall organization of the text for help when reading and writing in English. The structural moves portrayed by AntMover, which were discovered during the analysis of research on the genre of case study, were as follows:

- claiming_ centrality (Class 1)
- making_ topic_ generalizations. (Class 2)
- announcing_ present_ research. (Class 9)
- announcing_ principal_ findings. (Class 10)
- evaluation_ of_ research (Class 11)
- indicating_ a_ gap (Class 5)

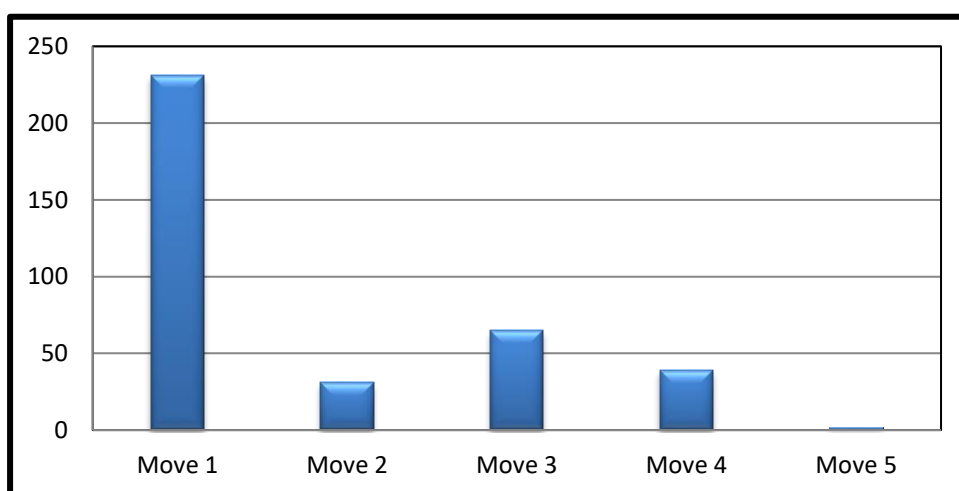
4.3.1 International Linguistics Case Studies

These case studies have been carefully collected from the international journal “Applied Linguistics”. After the collection, these Word and PDF files were converted into Txt files and then run into AntMover, which is text analyzer software that processes the text into various moves for the text structural analysis.

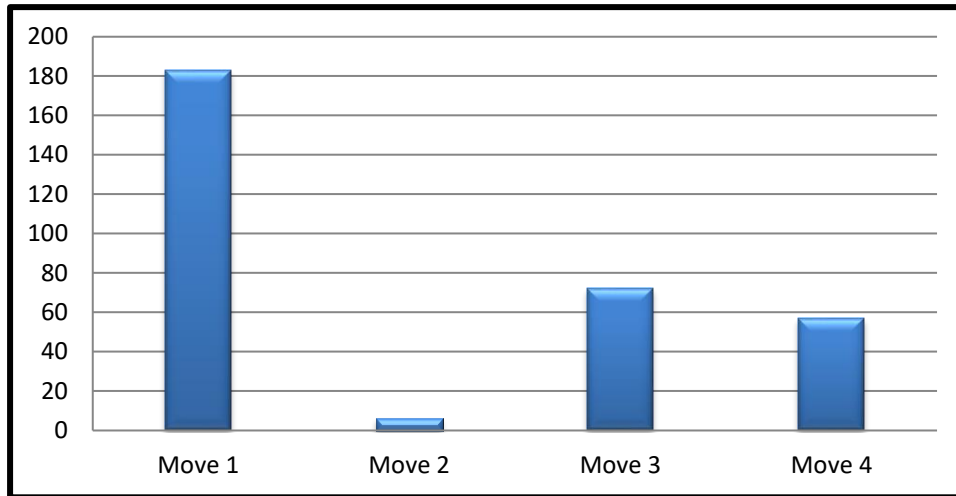
In the first case study, ICSLING 1 showed the following moves. Move 1 is announcing_principal finding. It is outlined as class 10. It occurred 231 times. Figure 7 illustrates the frequencies against the moves in this case study. Move 2 is announcing_present_research. It is termed as class 9. It occurred 31 times. Move 3 is evaluation_of_research. It is labeled as class 11. It occurred 65 times. Move 4 is making_topic_generalizations. It is class 2. It occurred 39 times. Move 5 is indicating_a_gap. It is labeled as class 5, and it has occurred 2 times.

Figure 7

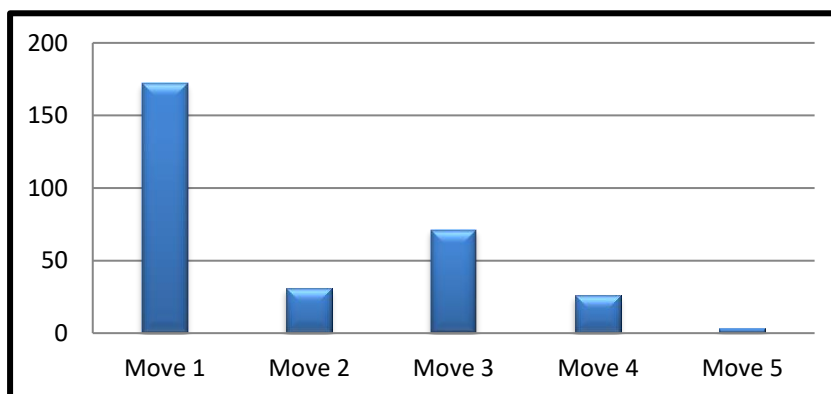
Frequency of Moves in ICSLING1



The second case study, ICSLING 2 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 183 times. Figure 8 illustrates the frequencies against the moves in this case study. Move 2 is announcing_present_research. It is labelled as class 9. It occurred 6 times. Move 3 is evaluation_of_research. It is termed as class 11. It occurred 72 times. Move 4 is making_topic_generalizations. It is labelled class 2. It occurred 57 times.

Figure 8*Frequency of Moves in ICSLING 2*

The third case study, ICSLING 3 showed the following moves. Move 1 is announcing_principal_finding. It is labeled as class 10. It occurred 172 times. Move 2 is announcing_present_research. It is labeled as class 9. It occurred 31 times. Move 3 is evaluation_of_research. It is termed as class 11. It occurred 71 times. Move 4 is making_topic_generalizations. It is known as class 2 and has occurred 26 times. Move 5 is indicating_a_gap. It is outlined as class 5. It occurred 3 times. Figure 9 illustrates the frequencies against the moves in this case study.

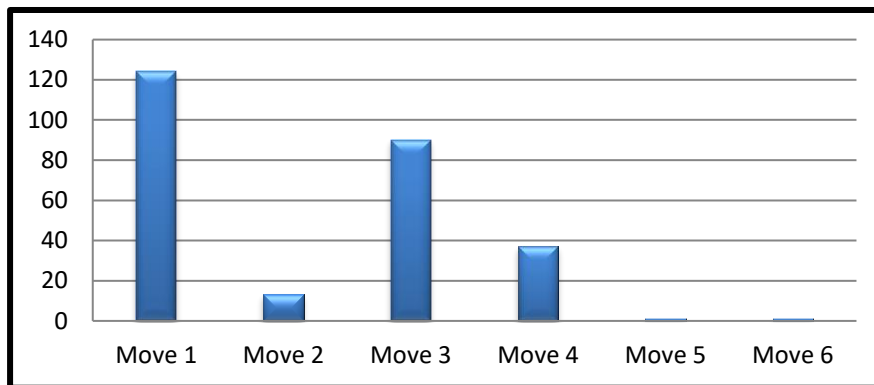
Figure 9*Frequency of Moves in ICSLING 3*

The fourth case study, ICSLING 4 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 124 times. Move 2 is announcing_present_research. It is termed as class 9. It occurred 13 times. Move 3 is evaluation_of_research. It is termed as class 11. It occurred 90 times. Move 4 is

making topic generalizations. It is labeled as class 2. It occurred 37 times. Move 5 is indicating_a_gap. It is termed as class 5. It occurred only 1 time. Move 6 is claiming_centrality. It is called Class 1 and occurred once. Figure 10 illustrates the frequencies against the moves in this case study.

Figure 10

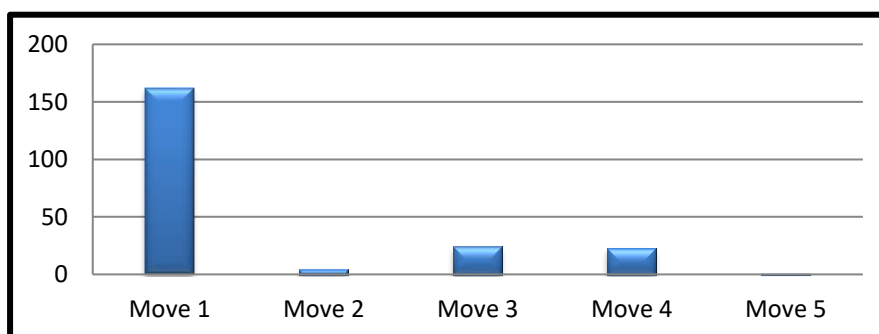
Frequency of Moves in ICSLING 4



The fifth case study, ICSLING 5 showed the following moves. Move 1 is announcing_principal_finding. It is termed as class 10. It occurred 162 times. Move 2 is announcing_present_research. It is outlined as class 9. It occurred 5 times. Move 3 is evaluation_of_research. It is termed as class 11. It occurred 24 times. Move 4 is making_topic_generalizations. It is called class 2. It occurred 23 times. Move 5 is indicating_a_gap. It is outlined as class 5 and occurred only once. Figure 11 illustrates the frequencies against the moves in this case study.

Figure 11

Frequency of Moves in ICSLING 5

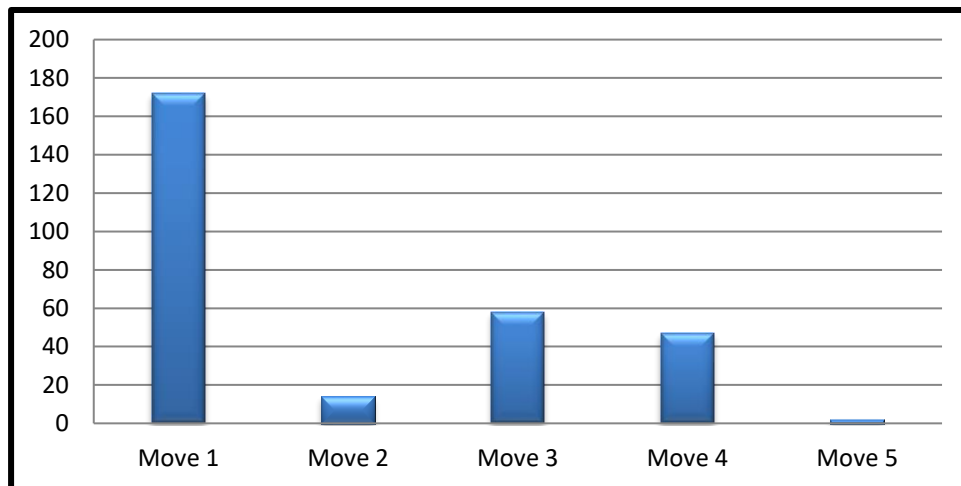


The sixth case study, ICSLING 6 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 172 times. Move 2 is announcing_present_research. It is called class 9. It occurred 14 times. Move 3

is evaluation_ of_ research. It is labeled as class 11. It occurred 58 times. Move 4 is making_ topic_ generalizations. It is labeled as class 2. It occurred 47 times. Move 5 is indicating_a_gap. It is called class 5 and occurred only 2 times. Figure 12 illustrates the frequencies against the moves in this case study.

Figure 12

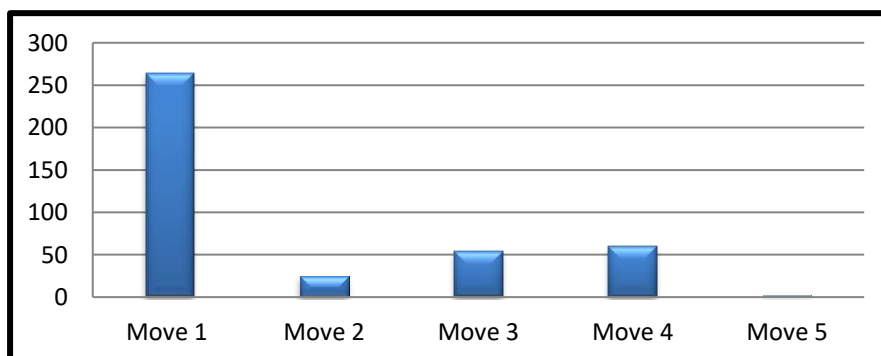
Frequency of Moves in ICSLING 6



The seventh case study, ICSLING 7 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 264 times. Move 2 is announcing_ present_ research. It is termed as class 9. It occurred 25 times. Move 3 is evaluation_ of_ research. It is termed as class 11. It occurred 54 times. Move 4 is making_ topic_ generalizations. It is termed as class 2. It occurred 60 times. Move 5 is indicating_a_gap. It is outlined as class and 5 occurred only 2 times. Figure 13 illustrates the frequencies against the moves in this case study.

Figure 13

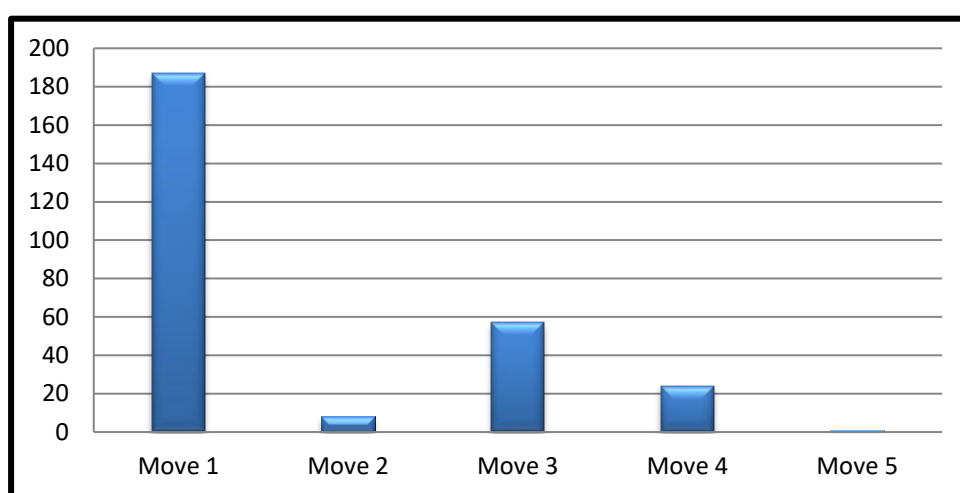
Frequency of Moves in ICSLING 7



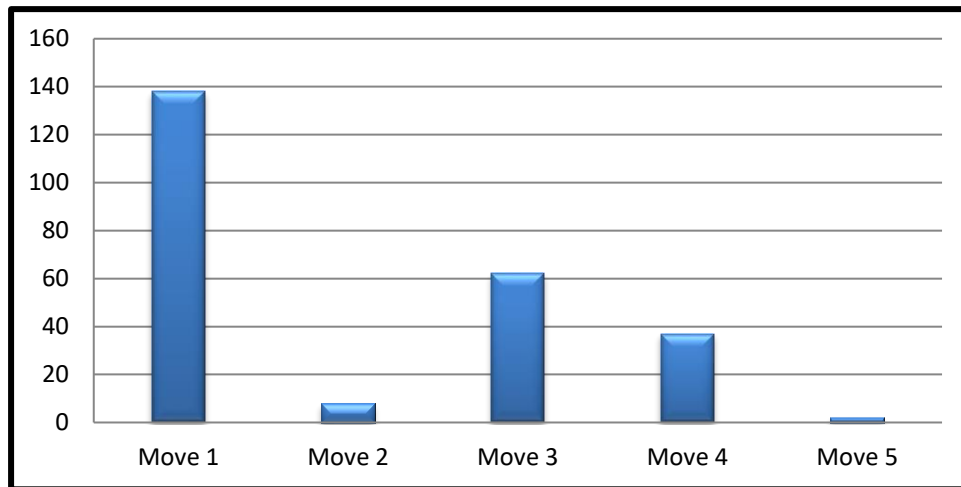
The eighth case study, ICSLING 8 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 187 times. Move 2 is announcing_present_research. It is called class 9. It occurred 8 times. Move 3 is evaluation_of_research. It is outlined as class 11. It occurred 57 times. Move 4 is making_topic_generalizations. It is labelled as class 2. It occurred 24 times. Move 5 is indicating_a_gap. It is called class 5. It occurred only once. Figure 14 illustrates the frequencies against the moves in this case study.

Figure14

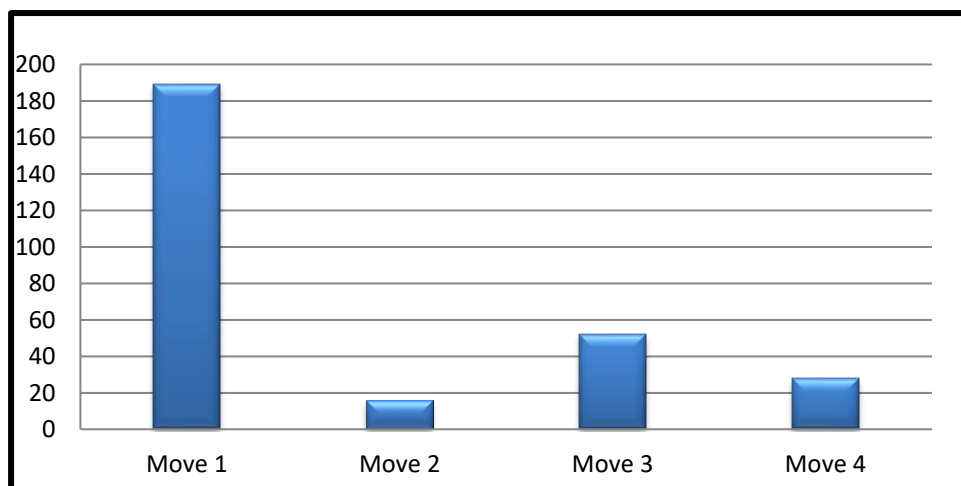
Frequency of Moves in ICSLING 8



The ninth case study, ICSLING 9 showed the following moves. Move 1 announcing_principal_finding. It is outlined as class 10. It occurred 138 times. Move 2 is announcing_present_research. It is termed as class 9. It occurred 8 times. Move 3 is evaluation_of_research. It is termed as class 11. It occurred 62 times. Move 4 is making_topic_generalizations. It is labeled as known as class 2. It occurred 37 times. Move 5 is indicating_a_gap. It is outlined as class 5. It occurred 2 times. Figure 15 illustrates the frequencies against the moves in this case study.

Figure 15*Frequency of Moves in ICSLING 9*

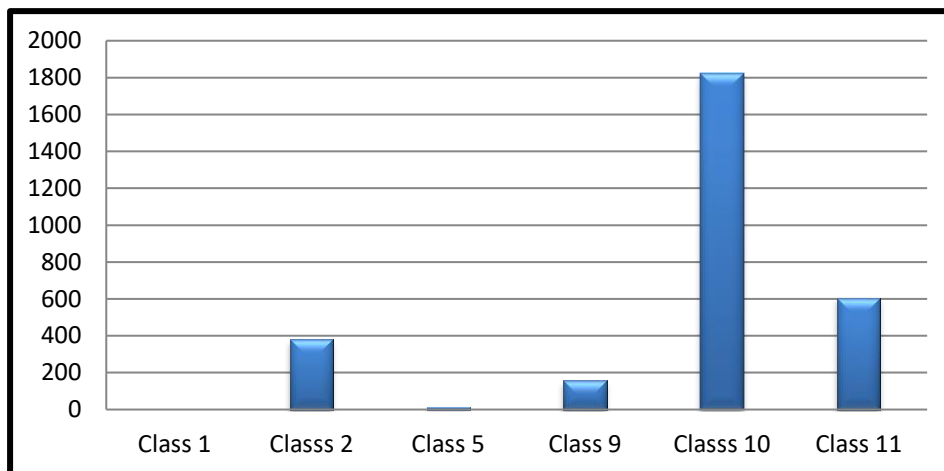
The tenth case study, ICSLING 10 showed the following moves. Move 1 is announcing_principal_finding. It is labelled as class 10. It occurred 189 times. Move 2 is announcing_present_research. It is outlined as class 9. It occurred 16 times. Move 3 is evaluation_of_research. It is termed as class 11. It occurred 52 times. Move 4 is making_topic_generalizations. It is called class 2. It occurred 28 times. Figure 16 illustrates the frequencies against the moves in this case study.

Figure 16*Frequency of Moves in ICSLING 10*

To sum up, various moves have been in the above-mentioned Linguistics case studies.

Figure 17

Cumulative frequency of Moves used in International Linguistics Case Studies



In the above Bar chart, Class 10 (n=1822) has the highest frequency. The second highest frequent move is Class 11 (n=605). The third highest frequency is class 2(n=378). The fourth highest frequency is Class 9 (n=157). The fifth highest frequent move is Class 5 (n=14) the lowest frequent move is Class 1(n=1). This shows Class 10 which illustrates announcing_principal_finding is the most essential move in the structure of the text of these case studies. Although Class 11 which is evaluation_of_research (Move 3) comes second. The frequency of Move 3 occurs three times less than Move 1. Nevertheless, it takes the second position in the cumulative figure. Hence the evaluation_of_research (Move 3) is also a common structural rhetorical feature of these case studies.

4.3.2 Indigenous Linguistics Case Studies

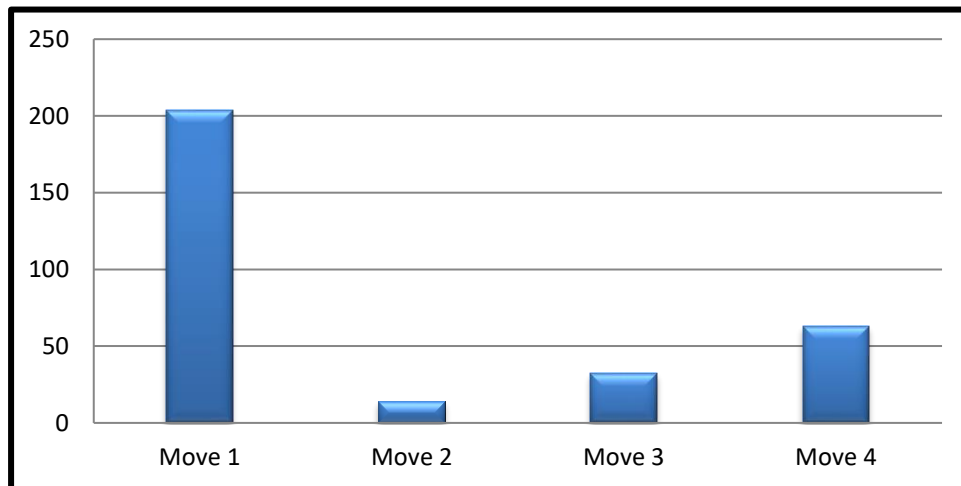
These case studies have been carefully collected from the Pakistani indigenous journals “Journal of Critical Inquiry “and “Literature and Linguistics Review”. After the collection, these Word and PDF files were converted into txt files and then were run into software AntMover which is text analyzer software that turned it into various moves as per its processing.

The first case study, NCSLING 1 showed the following moves. Move 1 is announcing_principal_finding. It is labeled as class 10. It occurred 204 times. Move 2 is announcing_present_research. It is outlined as class 9. It occurred 14 times. Move 3 is evaluation_of_research. It is categorized as class 11. It occurred 32 times. Move

4 is making_ topic_ generalizations. It is called class 2. It occurred 63 times. Figure 18 illustrates the frequencies against the moves in this case study.

Figure 18

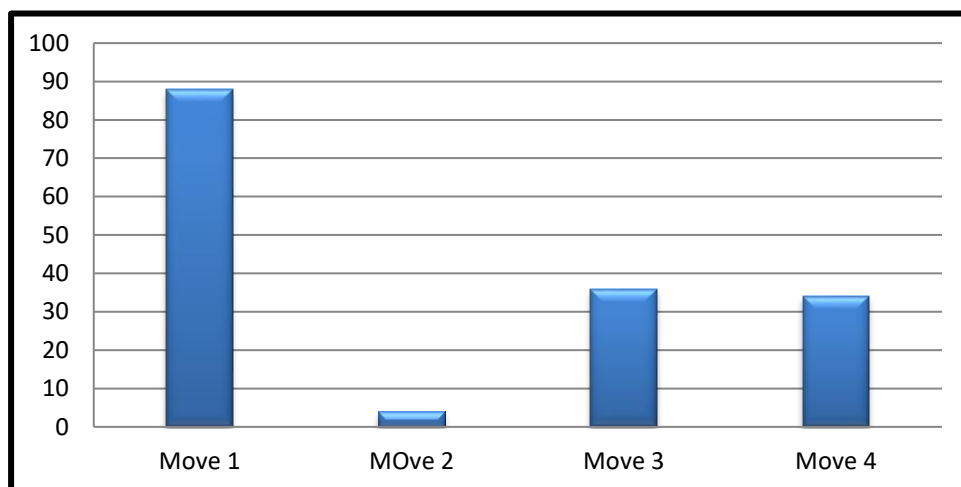
Frequency of Moves in NCSLING 1



The second case study, NCSLING 2 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 88 times. Move 2 is announcing_ present_ research. It is categorized as class 9. It occurred 4 times. Move 3 is evaluation_ of_ research. It is labelled as class 11. It occurred 36 times. Move 4 is making_ topic_ generalizations. It is known as class 2. It occurred 34 times. Figure 19 illustrates the frequencies against the moves in this case study.

Figure 19

Frequency of Moves in NCSLING 2

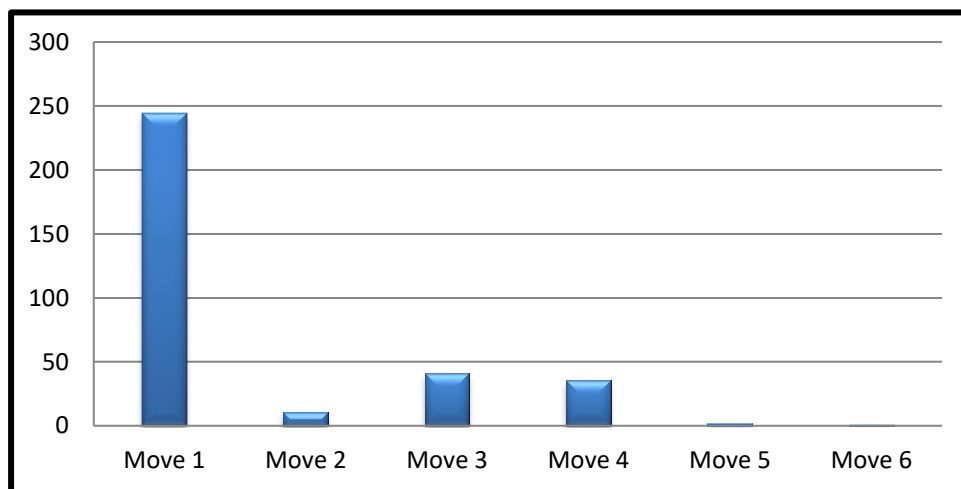


The third case study, NCSLING 3 showed the following moves. Move 1 is announcing_principal_finding. It is labeled as class 10. It occurred 244 times. Move 2

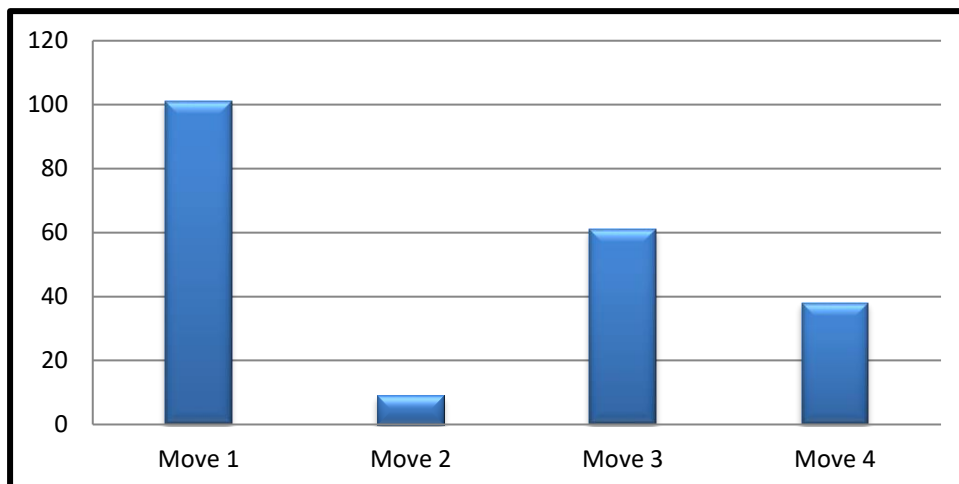
is announcing_present_research. It is outlined as class 9. It occurred 11 times. Move 3 is evaluation_of_research. It is categorized as class 11. It occurred 41 times. Move 4 is making_topic_generalizations. It is known as class 2. It occurred 36 times. Move 5 is indicating_a_gap. It is called class 5. It occurred 2 times. Move 6 is claiming centrality. It is known as class 1 and occurred three times. Figure 20 illustrates the frequencies against the moves in this case study.

Figure 20

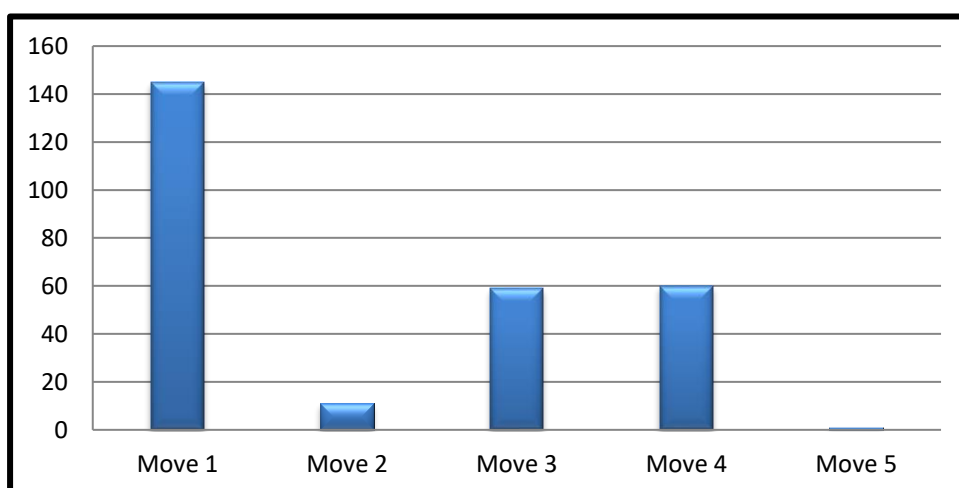
Frequency of Moves in NCSLING 3



The fourth case study, NCSLING 4 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 101 times. Move 2 is announcing_present_research. It is categorized as class 9. It occurred 9 times. Move 3 is evaluation_of_research. It is outlined as class 11. It occurred 61 times. Move 4 is making_topic_generalizations. It is labelled as class 2 and occurred 38 times. Figure 21 illustrates the frequencies against the moves in this case study.

Figure 21*Frequency of Moves in NCSLING 4*

The fifth case study, NCSLING 5 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 145 times. Move 2 is announcing_present_research. It is categorized as class 9. It occurred 11 times. Move 3 is evaluation_of_research. It is categorized as class 11. It occurred 59 times. Move 4 is making_topic_generalizations. It is known as class 2. It occurred 60 times. Move 5 is indicating_a_gap. It is called class 5 and occurred only once. Figure 22 illustrates the frequencies against the moves in this case study.

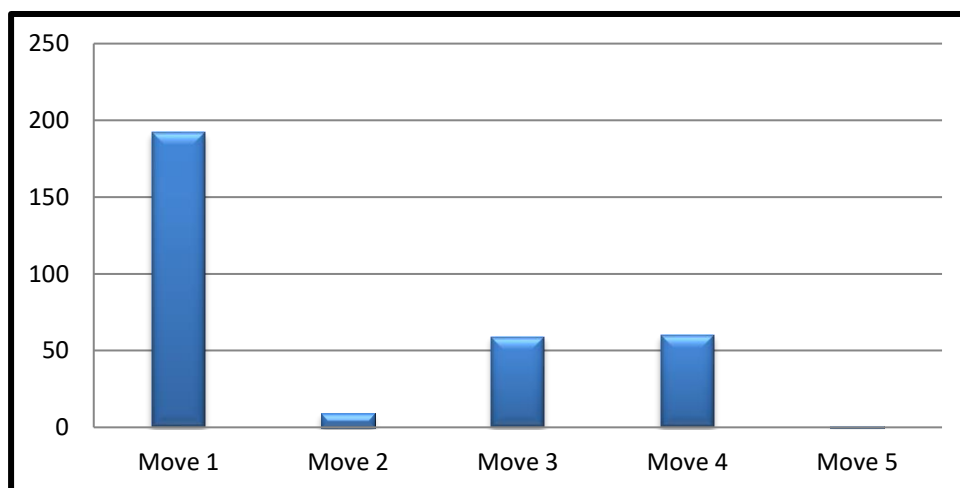
Figure 22*Frequency of Moves in NCSLING 4*

The sixth case study, NCSLING 6 showed the following moves. Move 1 is announcing_principal_finding. It is labeled as class 10. It occurred 192 times. Move 2 is announcing_present_research. It is outlined as class 9. It occurred 9 times. Move 3

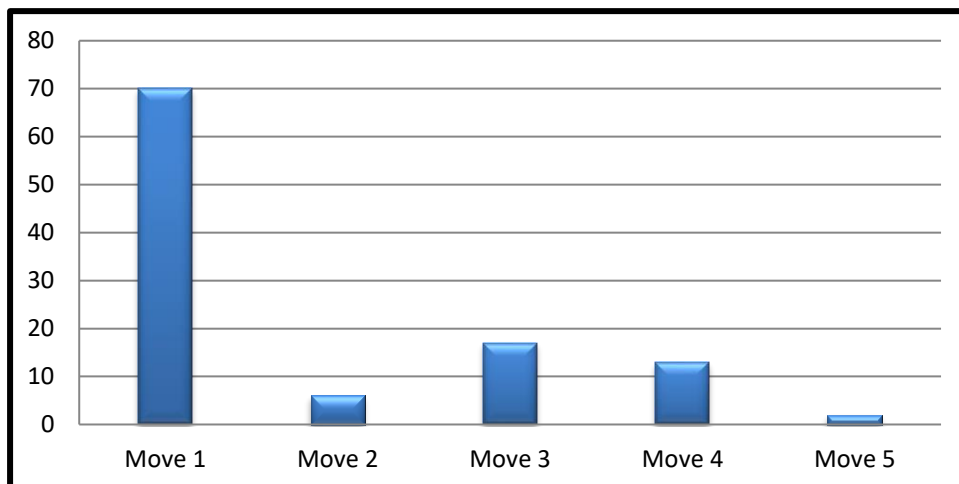
is evaluation_ of_ research. It is categorized as class 11. It occurred 59 times. Move 4 is making_ topic_ generalizations. It is labeled as class 2. It occurred 60 times. Move 5 is indicating_a_gap. It is labeled as class 5 and occurred only once. Figure 23 illustrates the frequencies against the moves in this case study.

Figure 23

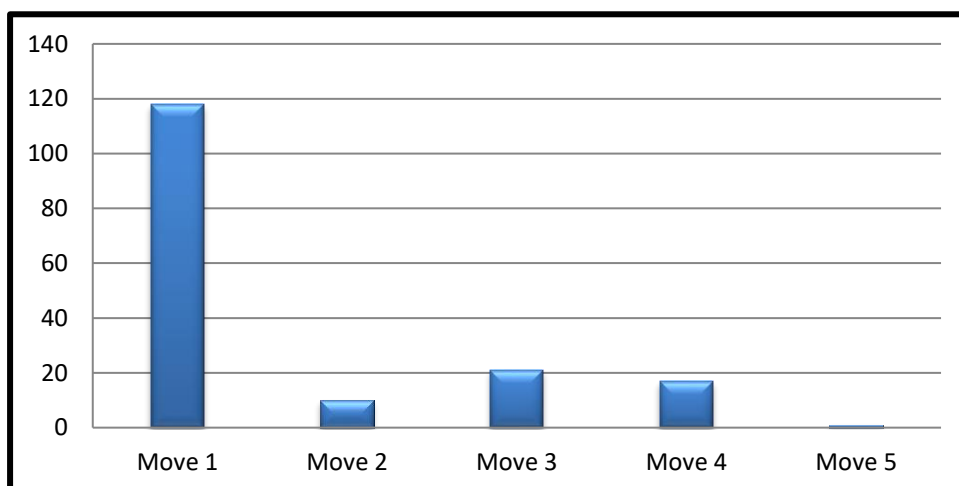
Frequency of Moves in NCSLING 6



The seventh case study, NCSLING 7 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 70 times. Move 2 is announcing_ present_ research. It is labelled as class 9. It occurred 6 times. Move 3 is evaluation_ of_ research. It is categorized as class 11. It occurred 17 times. Move 4 is making_ topic_ generalizations. It is delineated as class 2. It occurred 13 times. Move 5 is indicating_a_gap. It is known as class 5 and has occurred twice. Figure 24 illustrates the frequencies against the moves in this case study.

Figure 24*Frequency of Moves in NCSLING 7*

The eighth case study, NCSLING 8 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 118 times. Move 2 is announcing_present_research. It is categorized as class 9. It occurred 10 times. Move 3 is evaluation_of_research. It is outlined as class 11. It occurred 21 times. Move 4 is making_topic_generalizations. It is known as class 2. It occurred 17 times. Move 5 is indicating_a_gap. It is delineated as class 5 and occurred one time. Figure 25 illustrates the frequencies against the moves in this case study.

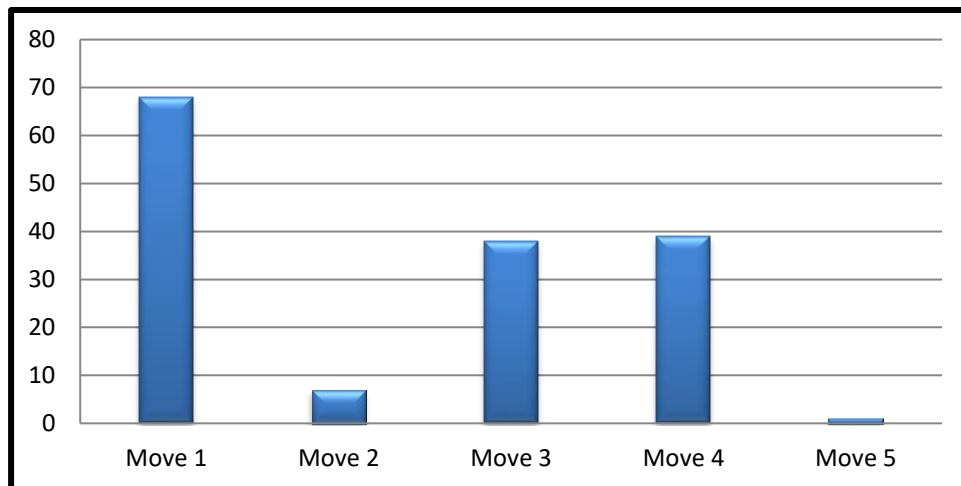
Figure 25*Frequency of Moves in NCSLING 8*

The ninth case study, NCSLING 9 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 68 times. Move 2 is announcing_present_research. It is labelled as class 9. It occurred 7 times. Move 3

is evaluation_ of_ research. It is named as class 11. It occurred 38 times. Move 4 is making_ topic_ generalizations. It is categorized as class 2. It occurred 39 times. Move 5 is claiming_ centrality. It is class 1 and occurred once. Figure 26 illustrates the frequencies against the moves in this case study.

Figure 26

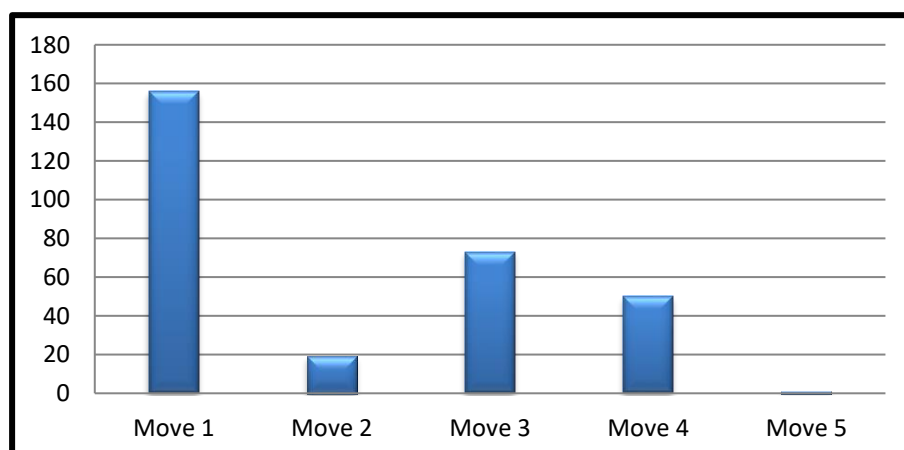
Frequency of Moves in NCSLING 9



The tenth case study, NCSLING 10 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 156 times. Move 2 is announcing_ present_ research. It is delineated as class 9. It occurred 19 times. Move 3 is evaluation_ of_ research. It is categorized as class 11. It occurred 73 times. Move 4 is making_ topic_ generalizations. It is known as class 2. It occurred 50 times. Move 5 is indicating_a_gap. It is also called class 5 and occurred only once. Figure 27 illustrates the frequencies against the moves in this case study.

Figure 27

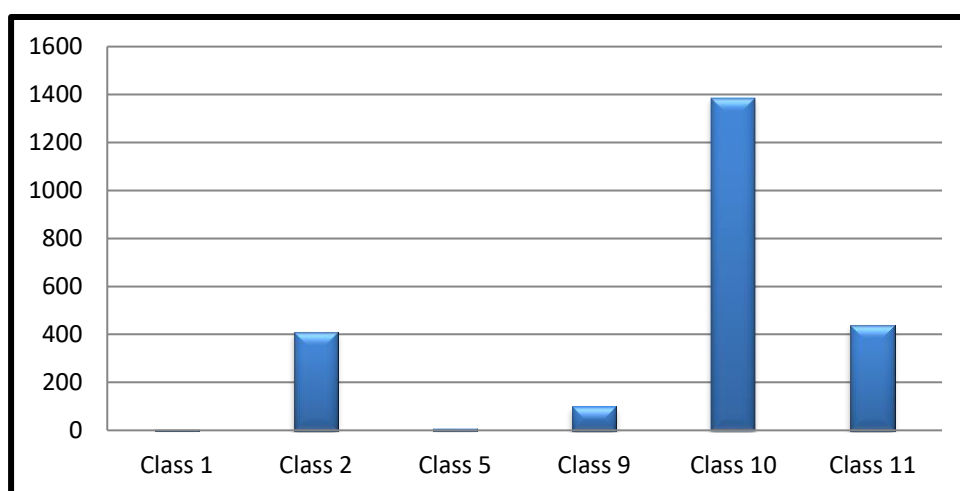
Frequency of Moves in NCSLING 10



To sum up, most of the case studies mentioned above used five moves out of the six classified moves given by AntMover. The case studies which utilized five moves were six in number. Whereas other case studies employed four and six moves equally.

Figure 28

Cumulative Frequency of Moves in Indigenous Linguistic Case Studies



In the above bar chart, Class 10 (n=1366) has the highest frequency. The second highest frequent move is Class 11 (n=437). The third highest frequency is class 2(n=410). The fourth highest frequency is Class 9 (n=100). The fifth highest frequent move is Class 5 (n=7). The lowest frequent move is Class 1(n=4). This shows Class 10 which illustrates announcing_principal_finding is the most common and essential move in the structure of the text of these case studies. Class 11 which is evaluation_ of_ research (Move 3) comes second, although the frequency of Move 3 occurs three times less than Move 1. Move 3 takes the second position in the cumulative figure. Hence, the evaluation_ of_ research (Move 3) is also a common structural rhetorical feature of these case studies.

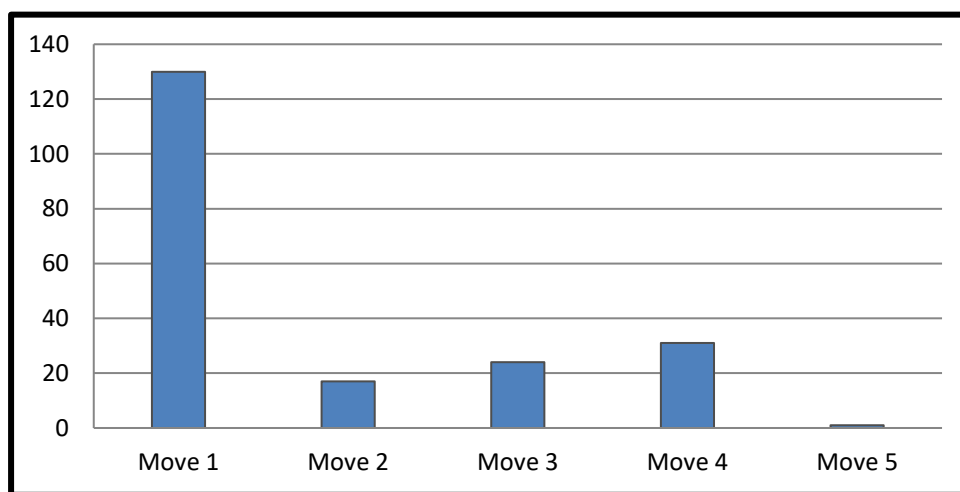
4.3.3 International English Literature Case Studies Move Analysis

These case studies have been selected from the international journal “International Journal of English Literature and Social Sciences (IJELS)”. After the selection, these Word and PDF files were converted into txt files and then were run into software AntMover which is a text analyzer software that turned the files containing case studies into various moves as per its processing.

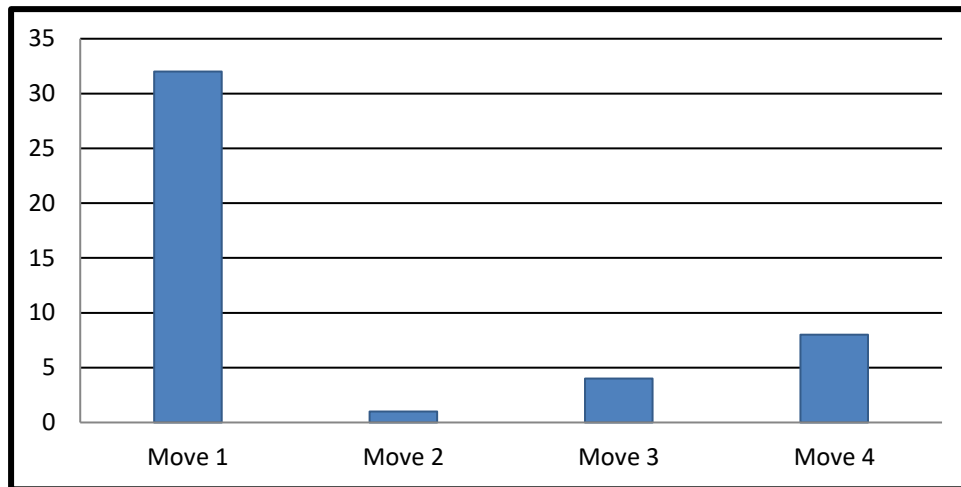
The first case study, ICSLIT 1 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 130 times. Move 2 is announcing_present_research. It is categorized as class 9. It occurred 17 times. Move 3 is evaluation_of_research. It is labelled as class 11. It occurred 24 times. Move 4 is making_topic_generalizations. It is known as class 2. It occurred 31 times. Move 5 is claiming centrality. It is delineated as class 1 and occurred once. Figure 29 illustrates the frequencies against the moves in this case study.

Figure 29

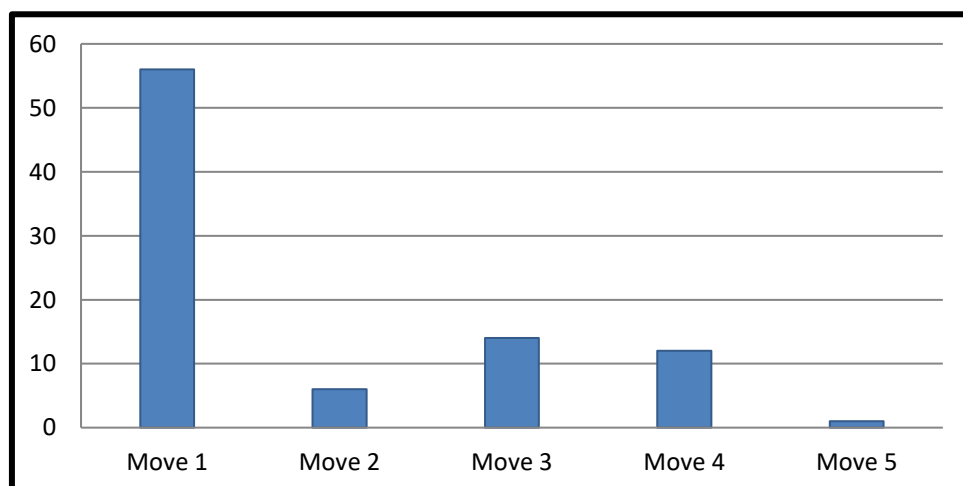
Frequency of Moves in ICSLIT 1



The second case study, ICSLIT 2 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 32 times. Move 2 is announcing_present_research. It is labeled as class 9. It occurred once. Move 3 is evaluation_of_research. It is called class 11. It occurred 4 times. Move 4 is making_topic_generalizations. It is categorized as class 2 and has occurred 8 times. Figure 30 illustrates the frequencies against the moves in this case study.

Figure 30*Frequency of Moves in ICSLIT 2*

The third case study, ICSLIT 3 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 56 times. Move 2 is announcing_present_research. It is delineated as class 9. It occurred 6 times. Move 3 is evaluation_of_research class 11. It occurred 14 times. Move 4 is making_topic_generalizations. It is labelled as class 2. It occurred 12 times. Move 5 is claiming_centrality. It is categorized as class 1 and occurred once. Figure 31 illustrates the frequencies against the moves in this case study.

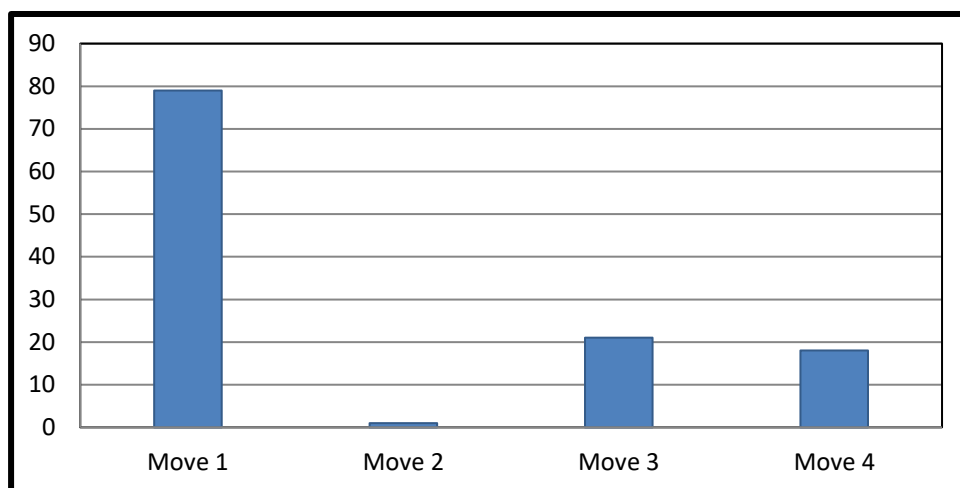
Figure 31*Frequency of Moves in ICSLIT 3*

The fourth case study, ICSLIT 4 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 79 times. Move 2 is announcing_present_research. It is labeled as class 9. It occurred once times.

Move 3 is *evaluation_ of_ research*. It is termed as class 11. It occurred 21 times. Move 4 is *making_ topic_ generalizations*. It is categorized as class 2 and has occurred 18 times. Figure 32 illustrates the frequencies against the moves in this case study.

Figure 32

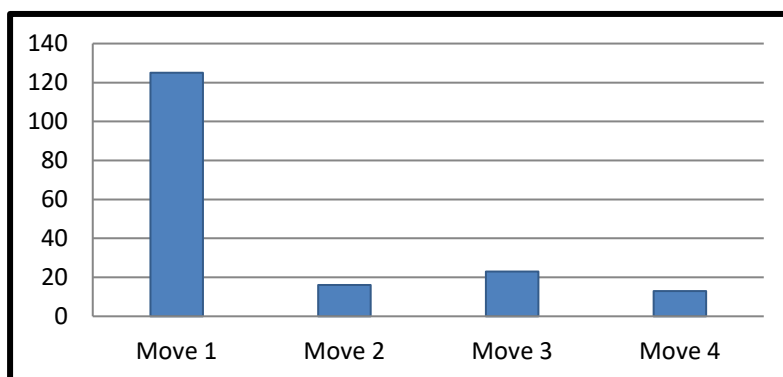
Frequency of Moves in ICSLIT 4



The fifth case study, ICSLIT 5 showed the following moves. Move 1 is *announcing_principal_finding*. It is outlined as class 10. It occurred 125 times. Move 2 is *announcing_ present_ research*. It is termed as class 9. It occurred 16 times. Move 3 is *evaluation_ of_ research*. It is categorized as class 11. It occurred 23 times. Move 4 is *making_ topic_ generalizations*. It is called class 2 and occurred 13 times. Figure 33 illustrates the frequencies against the moves in this case study.

Figure 33

Frequency of Moves in ICSLIT 5

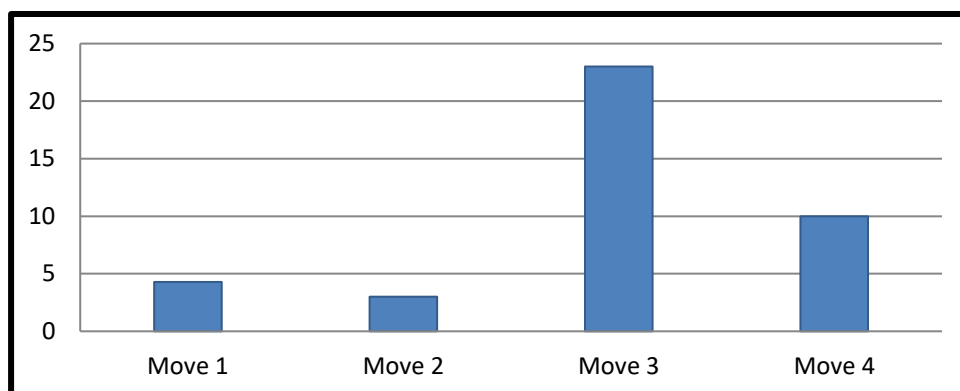


The sixth case study, ICSLIT 6 showed the following moves. Move 1 is *announcing_principal_finding*. It is termed as class 10. It occurred 103 times. Move 2

is announcing_ present_ research. It is outlined as class 9. It occurred 3 times. Move 3 is evaluation_ of_ research. It is categorized as class 11. It occurred 23 times. Move 4 is making_ topic_ generalizations. It is delineated as class 2 and occurred 10 times. Figure 34 illustrates the frequencies against the moves in this case study.

Figure 34

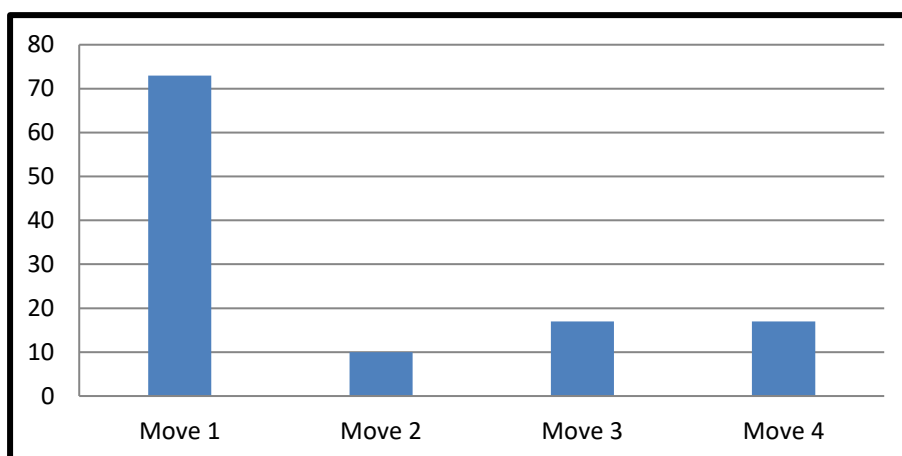
Frequency of Moves in ICSLIT 6



The seventh case study, ICSLIT 7 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 73 times. Move 2 is announcing_ present_ research. It is termed as class 9. It occurred 10 times. Move 3 is evaluation_ of_ research. It is categorized as class 11. It occurred 17 times. Move 4 is making_ topic_ generalizations. It is called class 2 and has occurred 17 times. Figure 35 illustrates the frequencies against the moves in this case study.

Figure 35

Frequency of Moves in ICSLIT 7

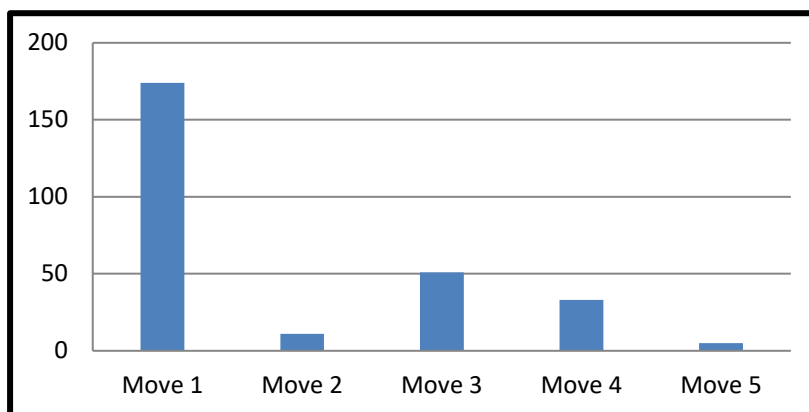


The eighth case study, ICSLIT 8, showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 174 times. Move

2 is announcing_present_research. It is termed as class 9. It occurred 11 times. Move 3 is evaluation_of_research. It is categorized as class 11. It occurred 51 times. Move 4 is making_topic_generalizations. It is known as class 2. It occurred 33 times. Move 5 is indicating_a_gap. It is termed as class 5 and has occurred 5 times. Figure 36 illustrates the frequencies against the moves in this case study.

Figure 36

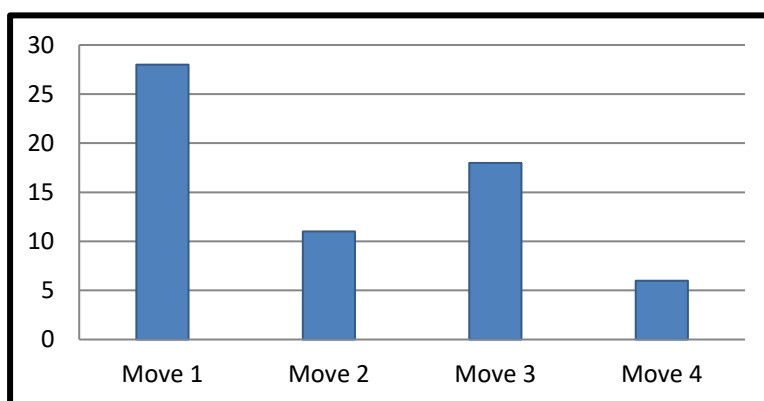
Frequency of Moves in ICSLIT 8



The ninth case study, ICSLIT 9 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 28 times. Move 2 is announcing_present_research. It is termed as class 9. It occurred 11 times. Move 3 is evaluation_of_research. It is categorized as class 11. It occurred 8 times. Move 4 is making_topic_generalizations. It is known as class 2 and has occurred 6 times. Figure 37 illustrates the frequencies against the moves in this case study.

Figure 37

Frequency of Moves in ICSLIT 9



The tenth case study, ICSLIT 10 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 117 times. Move

2 is announcing_present_research. It is termed as class 9. It occurred 11 times. Move 3 is evaluation_of_research. It is outlined as class 11. It occurred 28 times. Move 4 is making_topic_generalizations. It is known as class 2 and has occurred 44 times. Figure 38 illustrates the frequencies against the moves in this case study.

Figure 38

Frequency of Moves in ICSLIT 10

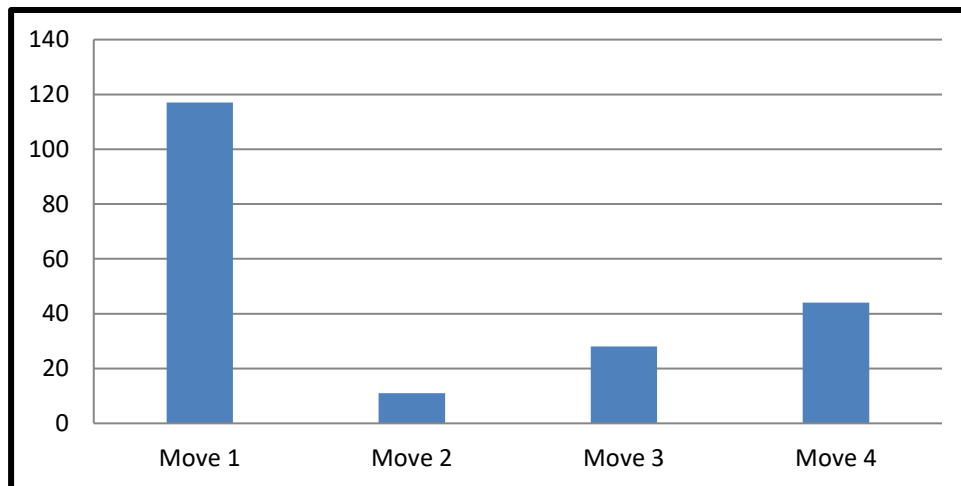
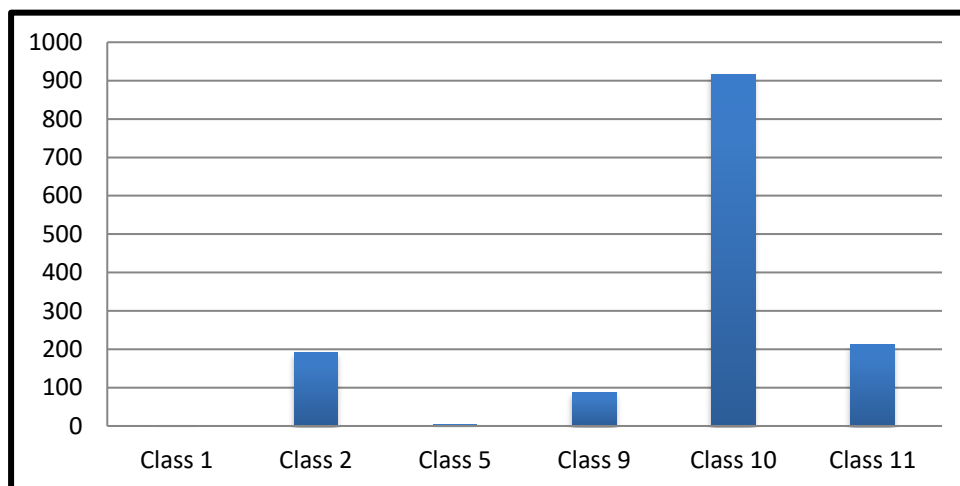


Figure 39

Cumulative frequency of Moves in Indigenous Literature Case Studies



In the above Bar chart, the various moves are presented against their respective frequencies. The highest frequency move is Class 10 ($n=917$). The second highest frequent move is Class 11 ($n=213$). The third highest move is Class 2 ($n=192$). The fourth highest move is Class 9 ($n=87$). The fifth highest move is Class 5 ($n=5$). The lowest frequent move is Class 1 ($n=2$). This shows Class 10 which illustrates announcing_principal_finding is the most essential move in the structure of the text of

the above case studies. Class 11 which is ‘evaluation_ of_ research’ (Move 3) comes second. Although, the frequency of Move 3 occurs four times lesser than Move 1. Move 3 takes second position in the cumulative figure. Hence the evaluation_ of_ research (Move 3) is also a common structural rhetorical feature of these case studies.

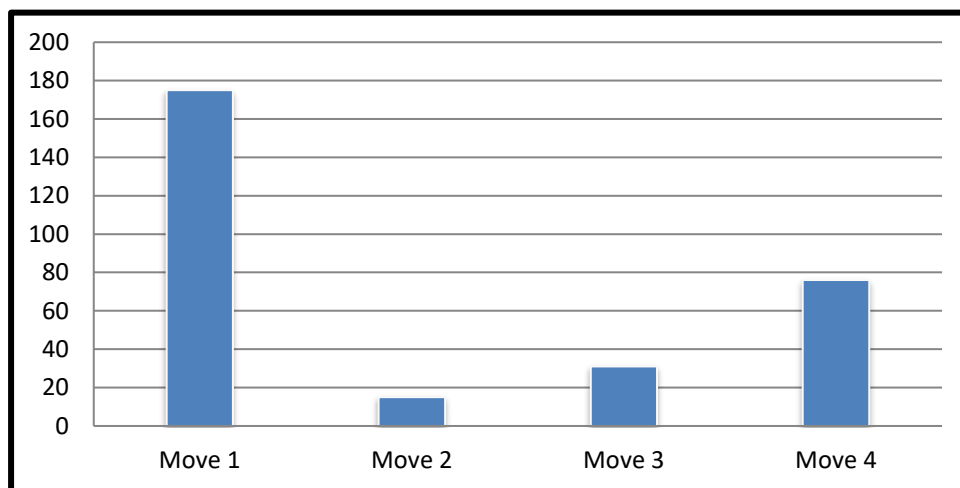
4.3.4 Indigenous English Literature of Case Studies Move Analysis

These case studies have been selected from the indigenous journals “Journal of Critical Inquiry (JCI) and Linguistics and Literature Review (LLR)”. After the selection, these Word and PDF files were converted into Txt files and then ran into AntMover, a text analyzer software that turned the selected case study files into various moves.

The first case study, NCSLIT 1 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 175 times. Move 2 is announcing_ present_ research. It is termed as class 9. It occurred 15 times. Move 3 is evaluation_ of_ research. It is categorized as class 11. It occurred 31 times. Move 4 is making_ topic_ generalizations. It is known as class 2 and occurred 76 times. Figure 40 illustrates the frequencies against the moves in this case study.

Figure 40

Frequency of Moves in NCSLIT 1

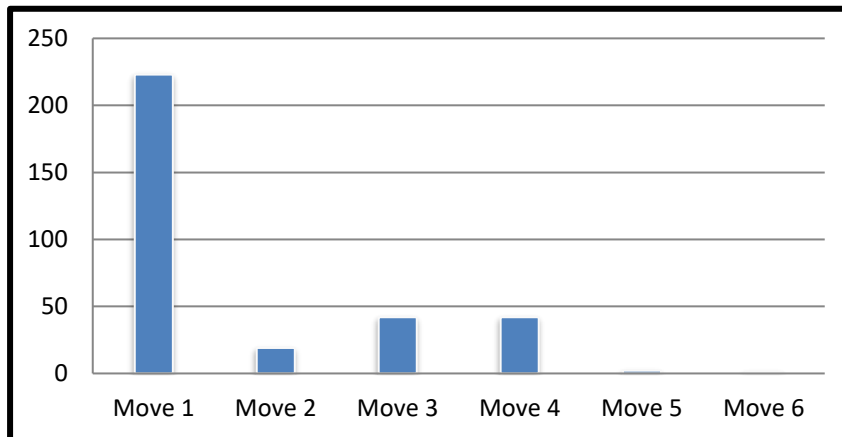


The second case study, NCSLIT 2 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 223 times. Move 2 is announcing_ present_ research. It is categorized as class 9. It occurred 19 times. Move 3 is evaluation_ of_ research. It is termed as class 11. It occurred 42 times. Move 4 is making_ topic_ generalizations. It is delineated as class 2. It occurred 42

times. Move 5 is claiming_centrality. It is outlined as class 1. It has occurred twice. Move 6 is indicating_a_gap. It is known as Class 5 and occurred once. Figure 41 illustrates the frequencies against the moves in this case study.

Figure 41

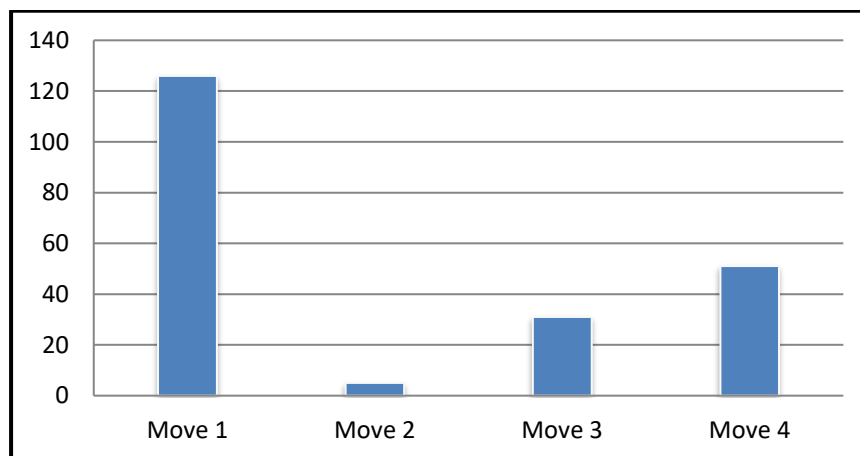
Frequency of Moves in NCSLIT 2



The third case study, NCSLIT 3 showed the following moves. Move 1 is announcing_principal_finding. It is termed as class 10. It occurred 126 times. Move 2 is announcing_present_research. It is outlined as Class 9. It occurred 5 times. Move 3 is evaluation_of_research. It is known as class 11. It occurred 31 times. Move 4 is making_topic_generalizations. It is categorized as class 2. It occurred 51 times. Figure 42 illustrates the frequencies against the moves in this case study.

Figure 42

Frequency of Moves in NCSLIT 3

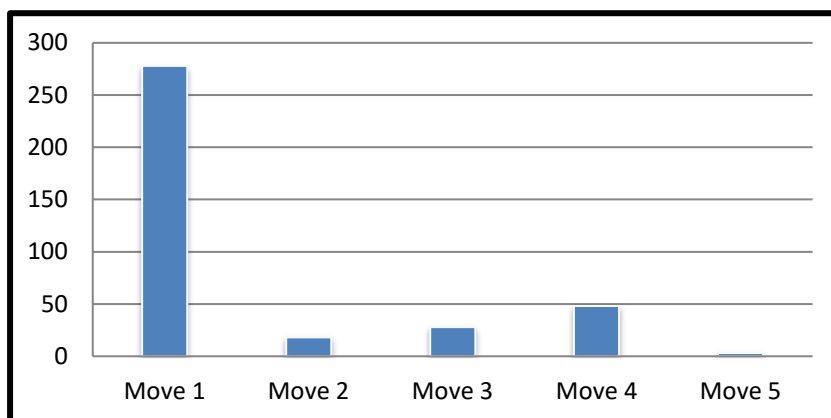


The fourth case study, NCSLIT 4 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 278 times. Move

2 is announcing_present_research. It is termed as class 9. It occurred 18 times. Move 3 is evaluation_of_research. It is categorized as class 11. It occurred 28 times. Move 4 is making topic generalization. It is known as class 2. It occurred 48 times. Move 5 is claiming centrality. It is delineated as class 1 and occurred 3 times. Figure 43 illustrates the frequencies against the moves in this case study.

Figure 43

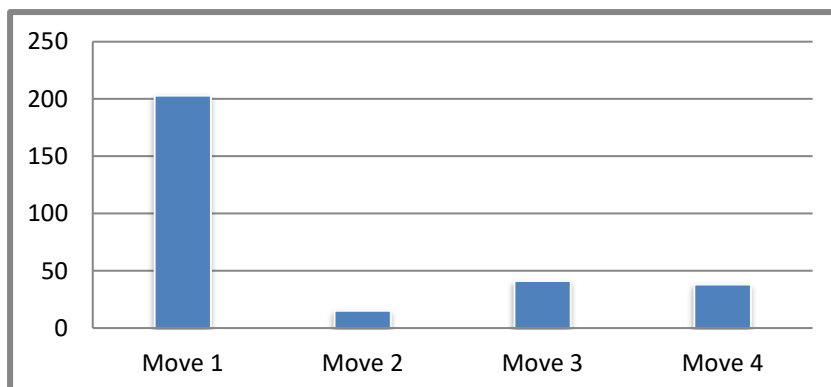
Frequency of Moves in NCSLIT 4



The fifth case study, NCSLIT 5 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 203 times. Move 2 is announcing_present_research. It is categorized as class 9. It occurred 15 times. Move 3 evaluation_of_researches. It is termed as Class 11. It occurred 41 times. Move 4 is making_topic_generalizations. It is known as class 2 and occurred 38 times. Figure 44 illustrates the frequencies against the moves in this case study.

Figure 44

Frequency of Moves in NCSLIT 5

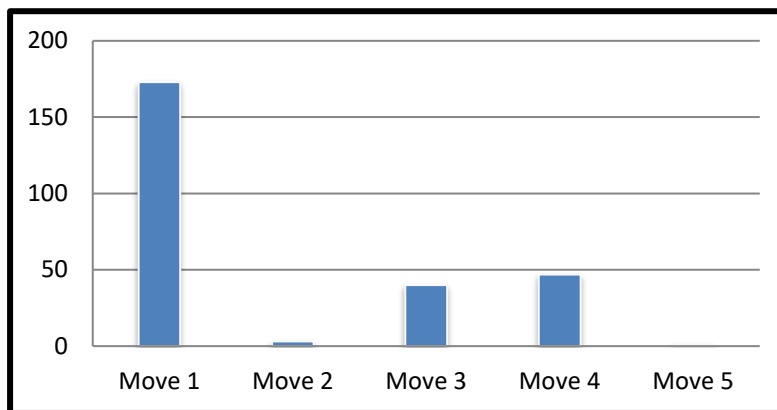


The sixth case study, NCSLIT 6 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 173 times. Move

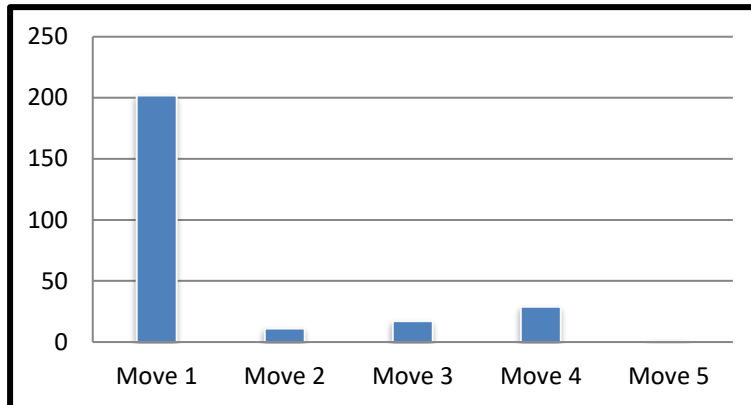
2 is announcing_present_research. It is termed as class 9. It occurred 3 times. Move 3 is evaluation_of_research. It is delineated as class 11. It occurred 40 times. Move 4 is making_topic_generalizations. It is known as class 2. It occurred 47 times. Move 5 is claiming centrality. It is categorized as class 1 and occurred once. Figure 45 illustrates the frequencies against the moves in this case study.

Figure 45

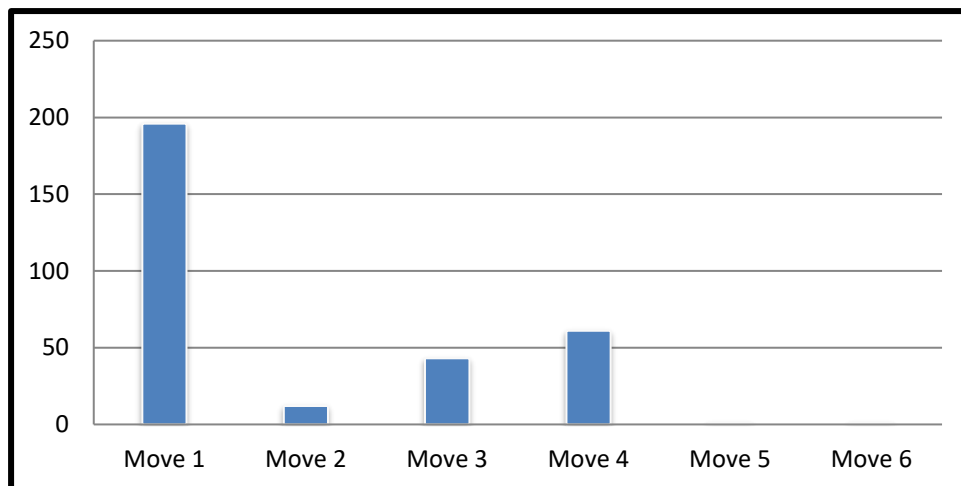
Frequency of Moves in NCSLIT 6



The seventh case study, NCSLIT 7 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 202 times. Move 2 is announcing_present_research. It is categorized as class 9. It occurred 11 times. Move 3 is evaluation_of_research. It is delineated as class 11. It occurred 17 times. Move 4 is making_topic_generalizations. It is termed as class 2. It occurred 29 times. Move 5 is claiming centrality. It is known as class 1 and occurred once. Figure 46 illustrates the frequencies against the moves in this case study.

Figure 46*Frequency of Moves in NCSLIT 7*

The eighth case study, NCSLIT 8 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 196 times. Move 2 is announcing_present_research. It is termed as class 9. It occurred 12 times. Move 3 is evaluation_of_research. It is categorized as class 11. It occurred 43 times. Move 4 is making_topic_generalizations. It is termed as class 2. It occurred 61 times. Move 5 is claiming_centrality. It is known as class 1 and occurred once. Move 6 is indicating_a_gap. It is known as Class 5 and occurred once. Figure 47 illustrates the frequencies against the moves in this case study.

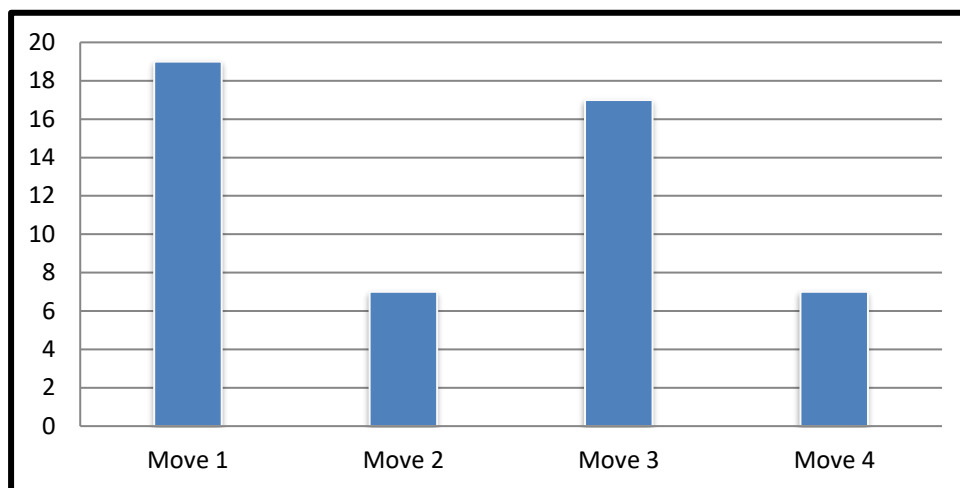
Figure 47*Frequency of Moves in NCSLIT 8*

The ninth case study, NCSLIT 9 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 19 times. Move 2 is announcing_present_research. It is termed as class 9. It occurred 7 times. Move 3

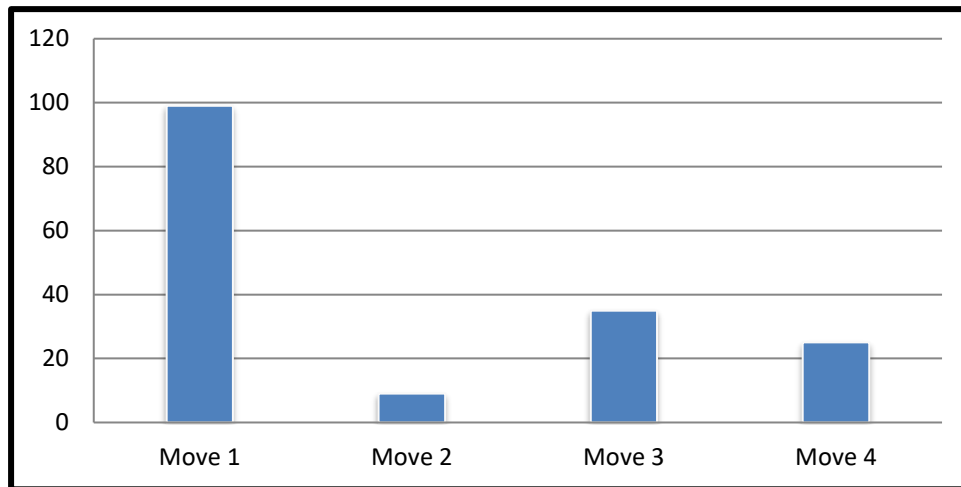
is evaluation_ of_ research. It is categorized as class 11. It has occurred 17 times. Move 4 is making_ topic_ generalizations. It is known as class 2 and occurred 7 times. Figure 48 illustrates the frequencies against the moves in this case study.

Figure 48

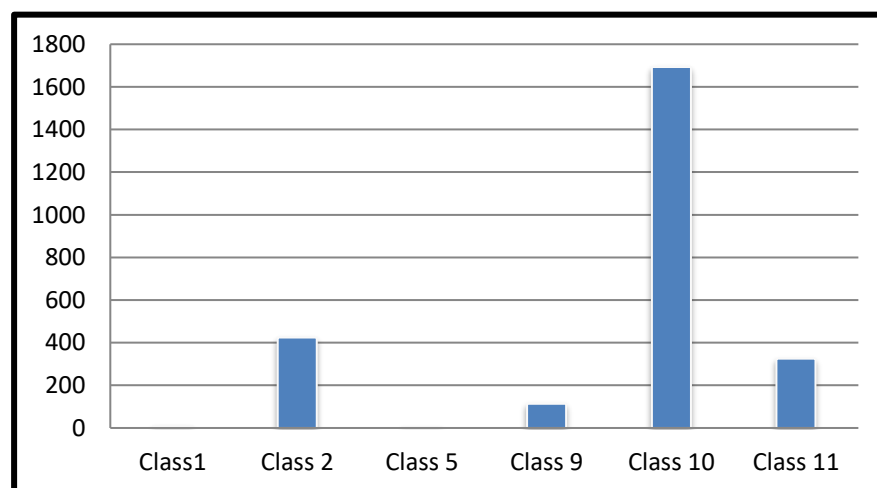
Frequency of Moves in NCSLIT 9



The tenth case study, NCSLIT 10 showed the following moves. Move 1 is announcing_principal_finding. It is outlined as class 10. It occurred 99 times. Move 2 is announcing_ present_ research. It is termed as class 9. It occurred 9 times. Move 3 is evaluation_ of_ research. It is categorized as class 11. It occurred 35 times. Move 4 is making_ topic_ generalizations. It is known as class 2 and occurred 25 times. Figure 49 illustrates the frequencies against the moves in this case study.

Figure 49*Frequency of Moves in NCSLIT 10*

To sum up, the moves in the case studies selected from Indigenous journals of English Literature range from four moves to six moves. It has been seen that five case studies have four moves, three case studies have five moves and only two case studies have six moves.

Figure 50*Frequency of Cumulative Moves*

In the above Bar chart, the cumulative number of classes is presented. The highest frequency move is Class 10 (n=1694). The second most frequent move is Class 2 (n=424). The third most frequent move is Class 11 (n=325). The fourth most frequent move is Class 9 (n=114). The fifth most frequent move is Class 1 (n=8). The move with the least frequency is Class 5 (n=4). This shows Class 10 which is announcing_principal_finding is the most essential move in the structures of the

chosen cases. Class 2 which is making_topic _generalization (Move 4) comes second. However, the frequency of Move 4 occurs three times less than Move 1. Move 4 takes the second position in the cumulative figure. Hence, ‘making_topic_generalizations’ (Move 4) is a common structural rhetorical feature of these case studies.

4.4. Stage 3: Micro Analysis of Case Studies

At this stage microanalysis of case studies has been done. Swales and Feak (2009) defined genre as “a type of text or discourse designed to achieve a set of communicative purposes” (p.1). According to them, the components of the research articles are called sub-genres such as the abstract, introduction, method, discussion and results. These sub-genres as components of research articles have communicative purposes. At the same time, the case study genre and its components also have their specific communicative purposes. Apart from the macrostructure and move analysis of these case studies, micro-analysis further provides insight into the makeup of the genre of case studies. The microstructures, in the light of the Swales and Feaks Model, emphasize the use of tense, citations, word count, and pronouns in research articles; these serve important purposes in terms of providing credibility, supporting arguments, conveying information with clarity, and maintaining objectivity (Ramoroka, 2014). The microanalysis by Swales and Feak’s (2009) that is used in this research consists of the following variables:

- The length of Case Studies Research Articles
- Presence of any citation
- Use of third-person pronoun

4.4.1. Length

In this section, the micro-analysis of the case studies selected from the journal have been examined. The Word count of the case studies has been calculated to observe the length of case studies written by different authors. The word count helps to ensure that the article is concise and focused while conveying information effectively without unnecessary repetition or verbosity. The word count of each case study is taken from a Microsoft Word document.

i) **Length of International Linguistics Case studies:**

The following table shows the word counts of case studies selected from *Applied Linguistics*.

Table 4.5

Word Count of International Linguistics Case Studies

Sr.	Case Study Title	CASE STUDIES Codes	WORD COUNT
1	The Emergence of Second Language Syntax: A Case Study of the Acquisition of Relative Clauses	ICSLING#1	9,896
2	Changing Bilingual Self-Perceptions from Early Adolescence to Early Adulthood: Empirical Evidence from a Mixed-Methods Case Study	ICSLING#2	9,349
3	Event-Frames Affect Blame Assignment and Perception of Aggression in Discourse on Political Protests: An Experimental Case Study in Critical Discourse Analysis	ICSLING#3	7,566
4	Dynamic Paths of Complexity and Accuracy in Second Language Speech: A Longitudinal Case Study of Chinese Learners	ICSLING#4	7,848
5	The Nature of Fictional Discourse: A Case Study	ICSLING#5	6,427
6	Dynamic Patterns in Development of Accuracy and Complexity: A Longitudinal Case Study in the Acquisition of Finnish	ICSLING#6	8,075
7	Child Second Language Attrition: A Longitudinal Case Study	ICSLING#7	11100
8	Lexicography and Mathematics Learning: A Case Study of Variable	ICSLING#8	8392
9	Quantification and the Use of English: A Case Study of One Aspect of the Learner's Task	ICSLING#9	7492
10	Building a Child's Trust before a Medical Procedure: A Linguistic Case Study	ICSLING#10	8279

In the above-illustrated table, the word count of international linguistics case studies ranges from six thousand to one million words. No case study shows uniformity in the number of words. Word count serves as a practical constraint and quality indicator in these case studies. However, the above counts show that no constraints have been set/imposed by the journal and the quality is dependent on the contents and the type of research/case study offered in these case studies.

ii) Length of Indigenous Linguistics Case Studies

These case studies have been chosen from the *Journal of Critical Inquiry* and *Literature and Linguistics Review*. The table given below shows the word counts of the case studies.

Table 4.6

Word Count of Indigenous Linguistics Case Studies

Sr. No	Case Study Title	Case Study Journal	Case Studies	Word Count
1	Paremiological Analysis of Proverbs in Pashto and English: A Cross-cultural Pragmatic Study	NUML Journal of Critical Inquiry	NCSLING#1	7683
2	Exploration of Logical Meta-functions in ICLE: An Analysis of Pakistani Argumentative Essays	Linguistics and Literature Review (LLR) UMT	NCSLING#2	5613
3	An Orthographic Analysis of Sound Changing Rules in the Urdu Language	Linguistics and Literature Review (LLR) UMT	NCSLING#3	7990
4	Acquisition of English Vowel Sounds at Nursery Level: An Empirical Study Based on the Application of Gamification Strategy	Linguistics and Literature Review (LLR) UMT	NCSLING#4	5333
5	Beyond the Lines of 'Us' and 'Them': A Positive Discourse Analysis of the Selected Speeches of Nelson Mandela	Linguistics and Literature Review (LLR) UMT	NCSLING#5	6681
6	Discourse Analysis of Prominent Politicians' Public Speeches: Pre- and Post-Election 2013 Pakistan	Linguistics and Literature Review (LLR) UMT	NCSLING#6	7171
7	The Application of Auxiliaries in Verb	Linguistics and Literature Review	NCSLING#7	2123

	Structures: A Cross-linguistic Approach	(LLR)		
8	Analyzing the Structure of Urdu NPs with Multiple Genitives	Linguistics and Literature Review (LLR)	NCSLING#8	3948
9	Enhancing Writing Skills through Blogs in an Undergraduate English Language Classroom in Pakistan	Linguistics and Literature Review (LLR)	NCSLING#9	3672
10	The Question of Peer Response in the Written Performance of Adult L2 Learners of English: What Does it Mean to Qassimi (KSA) Female University Students?	Journal Of Critical Inquiry	NCSLING#10	7819

The word count in the case studies published in the *Journal of Critical Inquiry* ranges from six thousand to seven thousand, whereas, the word count in the case studies from the *Linguistics and Literature Review* ranges from two thousand words to eight thousand words as shown in the table above.

These word counts show the depth and comprehensiveness of Linguistics case study articles. The word count variation in these articles shows that the journals have flexible criteria. Although, the respective sites for these journals include rules and guidelines for the authors. UMT's Linguistics and Literature Review expects six thousand words and NUML Journal of Critical Inquiry requires five thousand to seven thousand words for an article to be submitted. It has been observed that the variation in the length owes to the nature of the study and the type of analysis. For example, the discursive analysis of the case study "Discourse Analysis of Prominent Politicians' Public Speeches: Pre- and Post-Election 2013 Pakistan" used about seven thousand words. Whereas another example from the same journal provides a different word count that is three thousand nine --hundred and forty-eight words. This case study "Analyzing the Structure of Urdu NPs with Multiple Genitives" deals with the analysis of the grammatical structures with an emphasis on the position of noun

phrases. It employs the LGF framework that includes precise observations in the selected sentences.

The international linguistics case studies are more descriptive than the indigenous case studies are. For instance, the word count in one of the case studies in the international linguistics journal *Applied Linguistics* ranged up to a hundred thousand words. In contrast, the word count in the case studies in the indigenous journals was up to eight thousand words at most. The case study with more than a hundred thousand words count is longitudinal. In a longitudinal study, researchers observe the same people more than once to investigate any changes happen over a certain period of time. The study was conducted in a span of thirty-three months to observe the second stage of natural language attrition (refers to gradual decline and loss of language proficiency) in a Japanese male returnee child.

iii) Length of International Literature Case Studies

The International English Literature case studies have been chosen from the *International Journal of English Literature and Social Sciences* (IJELS); the following table illustrates the word count of those case studies.

Table 4.7

Word Count of International Literature Case Studies

Sr.	Case Study Title	CASE STUDIES	WORD COUNT
1	Theoretical Representation of Ecocriticism in Dhruv P Bhatt's Oceanside Blues	ICSLIT#1	4083
2	A Study of Human Race in Toni Morrison's Beloved	ICSLIT#2	1267
3	Oppression of the Subaltern: A Depiction by Mulkraj Anand in his Untouchable	ICSLIT#3	2270
4	Depiction of Tribal Life in Gopinath Mohanty's the Ancestor (Dadi Budha)	ICSLIT#4	2554
5	Technical Devices in African Oral Literature: The Case of Agbarha-Otor Dirges	ICSLIT#5	3068
6	On Hemingway's Ecological Ethic in The Old Man and the Sea	ICSLIT#6	3250
7	Freedom and Individuality in Githa Hariharan in Times of Siege	ICSLIT#7	2938
8	The Necessity of Reinterpreting Identity in Jan Lowe Shelbourne's The Last Ship	ICSLIT#8	8189

9	Use of Metaphors and Symbols in Saul Bellows 'Mr. Sammlers Planet'	ICSLIT#9	1662
10	The Collapse of American Dinner Rituals in Anne Tyler's Dinner at the Homesick Restaurant	ICSLIT#10	5500

The table illustrates the variation of word count in the international literature case studies; word count ranges from twelve hundred to nine thousand words. Most of the case studies' word count ranges from twelve hundred to three thousand, whereas very few ranges up to case studies are up to eight thousand words. These case studies from English Literature journals are more theme-oriented and theory-driven. They discuss various aspects or a single aspect of a literary theory. On the basis of a theory figures of speech are elaborated. These case studies are descriptive in nature Hence the word count is both concise and as well as lengthy.

iv) Length of Indigenous Literature Case Studies

The case studies have been chosen from the two indigenous journals namely *Journal of Critical Inquiry* and *Literature and Linguistics Review*. The table given below shows the word counts of the selected case studies.

Table 4.8*Word Count of Indigenous Literature Case Studies*

Sr. No	Case Study Title	Journal Name	Case Studies	Word Count
1	Investigating Hybridity in “AMERICANAH” by Chimamanda Ngozi Adichie	Linguistics and Literature Review (LLR)	NCSLIT#1	7605
2	Pakistani Women Writings in English: A Study of Women’s Expression and Literary Traditions	Linguistics and Literature Review (LLR)	NCSLIT#2	6825
3	Representation of the West: A Postcolonial Analysis of a South Asian Traveler’s Account in Images of the West –A Travelogue	Journal of Critical Inquiry (JCI)	NCSLIT#3	6000
4	An Analysis of Universality in Khalil Gibran’s The PROPHET	Linguistics and Literature Review (LLR).	NCSLIT#4	6469
5	Realism Vs Magical Realism in Mohammad Hanif’s Our Lady of Alice Bhatti	Linguistics and Literature Review (LLR).	NCSLIT#5	8442
6	From “Woman as Thing” to a “Subject-In-Process”: The Dynamics of Courtly Love in Charlotte Lennox’s The Female Quixote (1752)	Journal of Critical Inquiry (JCI)	NCSLIT#6	8085
7	Commodifying Gender: A MatFem Perspective on "I Am For Sale, Who Will Buy Me?"	Journal of Critical Inquiry (JCI)	NCSLIT#7	5716
8	Interrogating Gender, Nature, and Violence: An Anarcho-Ecofeminist Reading of Ana Castillo’s So Far from God	Journal of Critical Inquiry (JCI)	NCSLIT#8	6112
9	Archetypes and Creative Imagination in ‘Ode to Psyche’: A Jungian Analysis	Linguistics and Literature Review (LLR).	NCSLIT#9	4320
10	Discourse Historical Approach towards ‘Killing Hunger with Entertainment’: A Street Art	Linguistics and Literature Review (LLR).	NCSLIT#10	3478

The word count in these case studies given in the above-mentioned table vary from three thousand to eight thousand words. The word count of indigenous English Literature case studies shows variation as these case studies have been chosen from different journals. This variation shows the criteria of number of words required to publish their papers in the journals. These studies deal with the analysis of art which includes painting and literary text.

The international case studies have a lesser word count than Indigenous case studies. The word count justifies the journals criteria in which these case studies are published. The indigenous case studies of literature are more descriptive and elaborative as compared to international literature case studies.

4.4.2 Citations

In case studies research articles, citations are essential since they acknowledge the contributions of other academics and offer evidence that supports the author's assertions. They support the research's legitimacy and highlight the scope of the field's knowledge. Citations also enable readers to go further into the subject and comprehend the larger context around the current research. Citations help scholars maintain the integrity of their work and add to the scholarly discourse.

Citations in these case studies under investigation are manually counted to see the variations in the subgenres of research articles.

i) Citations in the International Linguistics Journal

The citations from the International Journal of Linguistics were extracted from the selected case studies. After this, the citations used in the different sections of the case studies were calculated. Finally, the total sum of the citations referred to in the case studies has been done. Citations make it easier for readers to find and access the sources that the author of the article has cited.

In the first case study, ICSLING1, the number of citations in the Introduction section is seventy-one, in the Methodology section the number of citations is five, in the Results section the number of citations is thirteen and in the Conclusion section there are nine citations. The total number of citations in this case study is ninety-eight.

In the second case study, ICSLING2, the number of citations in the Introduction section is forty, in the Methodology is one, in the Results is five and in the Conclusion section there are eight citations. The total number of citations in the second case study is fifty-four.

In the third case study, ICSLING3, the number of citations in the Introduction section is sixty-seven, in the Methodology section the number of citations is twelve, in the Results section there were no citations and in the Discussion section there are

two citations and in the Conclusion section, there is no citation. The total number of citations in this case study is eighty-one.

In the fourth case study, ICSLING4, the number of citations in the Introduction section is thirty-six, in the Methodology section the number of citations is nineteen, in the Results section there are two citations and in the Discussion section there are eleven citations and in the Conclusion section there are three citations. The total number of citations in this case study is seventy-one.

In the fifth case study, ICSLING5, the number of citations in the Introduction section is twelve in the other section there is no citation. The total number of citations in this case study is twelve.

In the sixth case study, the number of citations in the Introduction section is thirty-five, in the Methodology section there are no citations, in the Results section there are no citations and in the Discussion section there are ten citations and in the Conclusion section, there is one citation present. The total number of citations in this case study is forty-six.

In the seventh case study, ICSLING7, the number of citations in the Introduction section is forty-one, in the Methodology section there are two citations, in the Findings section there are three citations and in the Conclusion section, there are no citations present. The total number of citations in this case study is forty-six.

In the eighth case study, ICSLING8, the number of citations is forty-six the concentration is more in the opening section. The case study has no explicit section. The total number of citations in this case study is forty-six.

In the ninth case study, ICSLING9, the number of citations in the Introduction section is four, in the Method section there are ten citations, in the Results section there are no citations and in the Conclusion section there is only one citation present. The total number of citations in this case study is fifteen.

In the tenth case study, ICSLING10, the number of citations in the Introduction section is twenty-eight, in the Methodology section there are three citations, in the Results section there are fifteen citations and in the Discussion section there are six citations and in the Conclusion section, there is no citation present. The total number of citations in this case study is fifty-two.

The following table presents the data of citations in the international linguistics case studies:

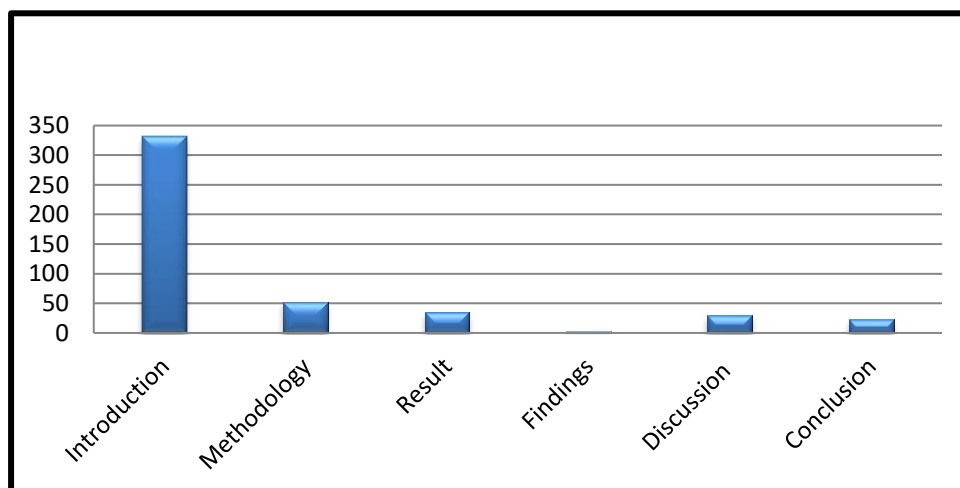
Table 4.9

Citations in the International Linguistics Case studies

Sr n o	CS Framework	Introductio n	Methodolog y	Result/Findin g	Discussio n	Conclusio n	Tota l
1	IMRC	71	5	13	0	9	98
2	IMRC	40	1	5	0	8	54
3	IMRDC	67	12	0	2	0	81
4	IMRDC	36	19	2	11	3	71
5	IMRD	12	0	0	0	0	12
6	IMRDC	35	0	0	10	1	46
7	IMFC	41	2	3	0	0	46
8	IMD	46	0	0	0	0	46
9	IMRC	4	10	0	0	1	15
10	IMRDC	28	3	15	6	0	52

Figure 51

Number of Citations in International Linguistic Case Studies



From the bar chart above, it is evident that the case studies give maximum number of references and citations in the Introduction section. The aggregate number of citations in the Introduction section is three hundred and thirty-two ($n=332$). The second most frequent number of citations is found in the Methodology section which is fifty-two ($n=52$). The third most frequent number is in the Result with thirty-five citations ($n=35$). The fourth most frequent is in the Discussion with thirty-two citations ($n=32$). The fifth most frequent is in the Result with nineteen citations

(n=19). The least frequent number is in the Findings with three citations (n=3). The maximum number of citations present in the Introduction section shows evidence for the claims made by the researcher. Citations strengthen the arguments made by the researcher and help to contextualize research. Overall, in these case studies, citations vary in their number from a maximum of hundred to a minimum of twenty citations according to the subject under study.

ii) Citations in Indigenous Linguistics Journal

In the first case study, NCSLING1, the number of citations in the Introduction section is twenty-one, in the Discussion and Analysis section the number of citations is four. The total number of citations in this case study is twenty-five.

In the second case study, NCSLING2, the number of citations in the Introduction section is twenty, in the Literature Review section there are thirty-four citations in the Methodology section there are two citations, in the Discussion and Results section there are three citations and in the Conclusion section, there is no citation. The total number of citations in this case study is fifty-nine.

In the third case study, NCSLING3, the number of citations in the Introduction section is six, in the Literature Review there are thirty-two citations, in the Methodology section there is one citation, in the Results and Discussion sections there are eight citations and in the Conclusion section, there is no citation. The total number of citations in this case study is forty-seven.

In the fourth case study, NCSLING4, the number of citations in the Introduction section is three, in the Literature Review there are fifty-nine citations, in the Methodology section there are no citations, in the Discussion section there are five citations and in the Conclusion section, there is no citation. The total number of citations in this case study is sixty-seven.

In the fifth case study, NCSLING5, the number of citations in the Introduction section is seven, in the Literature Review there are fourteen citations, in the Methodology section there are fourteen citations, in the Discussion and Analysis section there are four citations and in the Conclusion section, there is no citation. The total number of citations in this case study is thirty-nine.

In the sixth case study, NCSLING6, the number of citations in the Introduction section is four, in the Literature Review there are eighteen citations, in the

Methodology section there are nineteen citations, in the Discussion section there are six citations and in the Conclusion section, there is no citation. The total number of citations in this case study is forty-seven.

In the seventh case study, NCSLING7, the number of citations in this case study is six in number and they are concentrated in the opening section. All the citations are in the introduction with an embedded Literature Review; in the Conclusion section, no citation is present. The total number of citations in this case study is six.

In the eighth case study, NCSLING8, the number of citations in this case study is five in number and they are concentrated in the opening section. All the citations are in the introduction with an embedded Literature Review; in the Conclusion section, no citation is present. The total number of citations in this case study is five.

In the ninth case study, NCSLING9, the number of citations in the Introduction section is two, in the Literature Review there are ten citations, in the Methodology section there are nineteen citations, in the Discussion section there is zero citation and in the Result section there are five citations in the Conclusion section there is only one citation. The total number of citations in this case study is thirty-seven.

In the tenth case study, NCSLING10, the number of citations in the Introduction section is thirteen, in the Literature Review there are fifty-three citations, in the Methodology section there are five citations, in the Discussion and Result section lacks citations. In the Conclusion section, there is four citations are present. The total number of citations in this case study is seventy.

The table here under gives data of citations used in the indigenous linguistics case studies:

Table 4.10

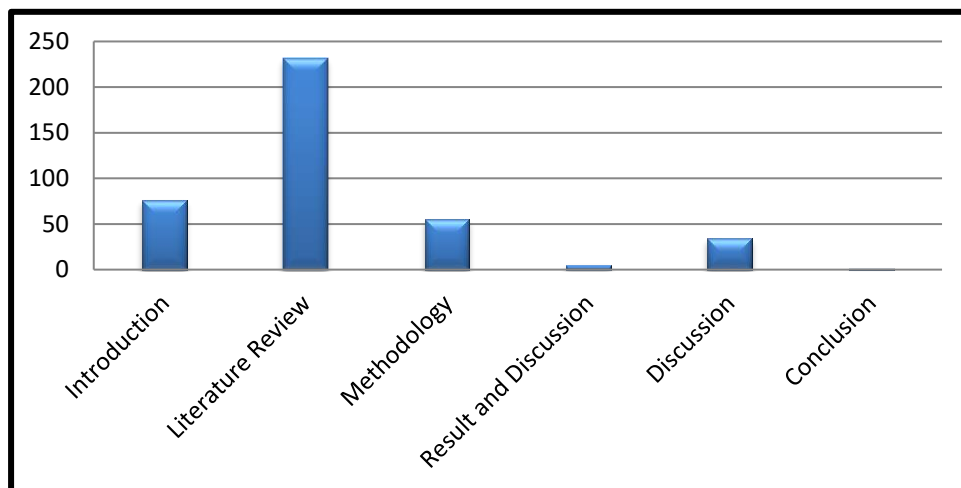
Citations present in the Indigenous Linguistics Case studies

S r n o	CS Framewo rk	Introductio n	Literatu re Review	Metho d	Result/Findi ng	Discussio n/ Analysis	Conclusi on	Tot al
1	IADC	21	-	-	-	4	0	25
2	ILMD [FD]C	20	34	2	3	-	0	59
3	ILRDC	6	32	1	8	-	0	47

4	ILADC	3	59	0	5	-	0	67
5	ILMAC	7	14	14	4	-	0	39
6	ILM [DR]C	4	18	19	6	-	0	47
7	IAR	6		0	0	-	0	6
8	IAC	5	0	-	-	-	0	5
9	ILMADC	2	10	19	0	5	1	37
1 0	ILMAC	13	53	5	0	0	4	70

Figure 52

Number of Citations in Indigenous Linguistics Case Studies



The bar chart above shows the number of citations used in the case studies published in the JCI and LLR. The Literature Review section has the highest number of citations, with two hundred and thirty-one, followed by the Introduction section with seventy-six citations. The Methodology section ranks third with fifty-five citations, and the Discussion section comes fourth with thirty-four citations. The Result and Discussion section has the second-lowest number of citations, with four, and the Conclusion section has the lowest, with only one citation. As expected, the Literature Review section has the most citations, as it profoundly references other researchers' work to establish a connection to the current research. Other sections have relatively few citations, typically only comparing to one or two existing works. The high number of citations in the Literature Review demonstrates the researcher's acknowledgement of previous work and helps situate their research within the existing body of knowledge. As noted, the Indigenous Linguistics case studies have a

separate Literature Review section, unlike the International Linguistics Case studies, which presents the existing body of knowledge explicitly, as shown in the bar chart above.

iii) Citations in the International English Literature Journal

The case studies are selected from IJELS.

The case studies in the ICSLIT corpus show varying citation patterns. ICSLIT1 contains seven citations, all in the introductory section. ICSLIT2 has no citations and lacks a clear definition of the topic, "A Study of Human Race in Toni Morrison's *Beloved*". ICSLIT3 has one citation in the Analysis section. ICSLIT4 and ICSLIT5 both have citations only in the Introduction section, with five citations each. ICSLIT6 has six citations, while ICSLIT7 cites three sources. ICSLIT8 contains nineteen citations in the Introduction and Methodology section and twenty- six citations in the Analysis section and no citations in the Conclusion. ICSLIT8 has the highest number of citations, with sixty-four. All were the in-text citations of the text of Ana Castillo's *So Far from God*. ICSLIT9 has four citations in the Analysis section, and ICSLIT10 has sixteen citations in Introduction and six citations in the Analysis section.

The table below demonstrates the number of citations present in the IJELS:

Table 4.11

Citations present in the International English Literature Case Studies

Sr no	CS Framework	Introduction	Methodology	Analysis	Conclusion	Total
1	IMAC	7	0	0	0	7
2	I[A*]C	0	0	0	0	0
3	IAC	0	0	1	0	1
4	IAC	5	0	0	0	5
5	IL[A]C.	5	0	0	0	5
6	IM[A]C	6	0	0	0	6
7	IAC	3	0	0	0	3
8	IAC	19	19	26	0	64
9	IAC	0	-	4	0	0
10	IA	16	-	6	-	22

In the above-mentioned International English Literature case studies, it has been observed that citations have been used scarcely, rather some case studies do not use citations at all. The case studies of English literature focus more on Analysis and less on establishing a link with other works. Whereas, the case studies in English Linguistics show a marked usage of citations. This disparity not only highlights subject-specific differences but also reveals the distinct approach taken in English Literature case studies. These case studies typically focus on a specific subject or author, and therefore, do not rely on establishing links with other writers' work, unlike Linguistics case studies which often build upon existing research.

iv) Citations in Indigenous English Literature Journal

These case studies have been selected from two indigenous journals namely, JCI and LLR.

In the first case study, NCSLIT1, the number of citations in the Introduction section is sixteen, in the Literature Review there are ten citations, in the Methodology section there are five citations, in the Analysis there are eight citations and, in the Conclusion, there is no citation. The total number of citations in this case study is thirty-nine.

In the second case study, NCSLIT2, the number of citations in the Introduction section is ten, in the Analysis section there are thirty-eight citations and, in the Conclusion, there is no citation. The total number of citations in this case study is forty-eight.

In the third case study, NCSLIT3, the number of citations in the Introduction section is nine, in the Literature Review there are six citations, in the Analysis section there are twenty-three citations and, in the Conclusion, there is no citation. The total number of citations in this case study is thirty-eight.

In the fourth case study, NCSLIT4, the number of citations in the Introduction section is seven, in the Literature Review there are six citations, in the Methodology there are three citations, in the Analysis section there are forty-one citations and, in the Conclusion, there is no citation. The total number of citations in this case study is fifty-seven.

In the fifth case study, NCSLIT5, the number of citations in the Introduction is four, in the Literature Review there are six citations, in the Methodology there is one

citation, in the Analysis section there are five citations and, in the Conclusion, there is only one citation. The total number of citations in this case study is seventeen.

In the sixth case study, NCSLIT6, the number of citations in the Introduction section is seven, in the Literature Review there are thirteen citations, and there are no citations in other sections. The total number of citations in this case study is twenty.

In the seventh case study, NCSLIT7, the number of citations in the Introduction is three, in the Method, there are four citations and in the Analysis section, there are four citations. In the Conclusion, there is only one citation. The total number of citations in this case study is twelve.

In the eighth case study, NCSLIT8, the number of citations in the Introduction is thirteen, in the Analysis section there are eighteen citations and, in the Conclusion, there is no citation. The total number of citations in this case study is thirty-one.

In the ninth case study, NCSLIT9, the number of citations in the Introduction is thirteen, in the Analysis section there are twenty-eight citations. The total number of citations in this case study is forty-one.

In the tenth case study, NCSLIT10, the number of citations in the Introduction section is four, in the Literature Review there are twelve citations, in the Findings section there are three citations and in the Conclusion section there is no citation. The total number of citations in this case study is nineteen.

The table shows the number of citations used in Indigenous literature case studies selected from JCI and LLR:

Table 4.12

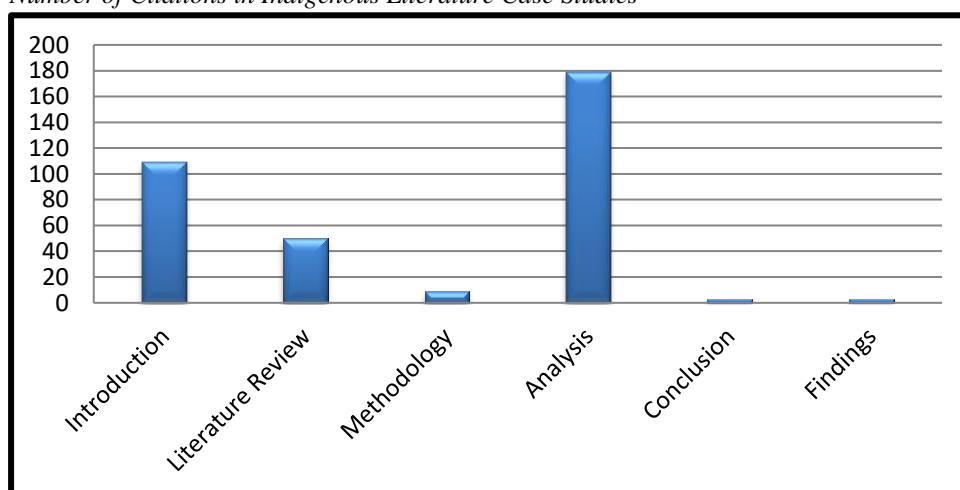
Citations present in the Indigenous English Literature Case Studies

S r n o	CS Framewo rk	Introducti on	Literatu re Review	Methodolo gy	Result/Find ing	Discussio n/ Analysis	Conclusi on	Tot al
1	ILMAC	16	10	5	-	8	0	39
2	IMAC	10	-		--	38	0	48
3	ILMAC	9	-	6	-	23	0	38
4	ILMAC	7	6	3	-	41	0	57

5	ILMDC	4	6	1	-	5	1	17
6	IA	7	13	-	-	-	0	20
7	IMAC	3	4	-	-	4	1	12
8	IA	13	-	-	-	18	-	31
9	IAR	13	-	-	-	28	-	41
10	ILARC	4	12	-	3	-	0	19

Figure 53

Number of Citations in Indigenous Literature Case Studies



The bar chart above illustrates the frequency of citations in different sections of Indigenous English Literature case studies. The Analysis section has the highest number of citations, with one hundred and seventy-nine, followed by the Introduction section with one hundred and nine citations. The Literature Review ranks third with fifty citations, and the Methodology section comes fourth with nine citations. The Findings and Conclusion have the lowest number of citations, with only three each. The citations in the Analysis support data interpretation and analysis, enable comparisons with previous studies, highlight similarities and differences in results, and connect the research to the existing body of literature, integrating it into the larger scholarly landscape.

4.4.3 Use of Pronouns in the Case Studies

The microstructure analysis includes an examination of word count in the selected case studies at the first level and the use of citations at the second. The third level comprises the use of pronouns. At this level, the pronouns in the case studies have been identified with the help of AntConc (version 3.4.3w), a corpus tool. The pronouns of the case studies were extracted via AntConc a corpus software designed

by Lawrence Anthony. AntConc has many features but the study utilized concordance tool for its purpose.

Concordance searches were used by the study to determine how frequently personal pronouns were used. First, to enable AntConc to evaluate the concordances of the case studies, all of them were converted to text files, which is a machine-readable format. Following their conversion, the text files were uploaded to AntConc. A Keyword in Context (KWIC) was selected. A pronoun whose frequency needed to be found was put in the search bar. As a result, frequency of the pronouns appeared on the AntConc interface. It is mentioned there as ‘number of hits. Each component of information was given a name that would make identification simple, and the data was coded. Every occurrence was noted.

The use of personal pronouns can be considered when conducting research in the field of English studies. Scholars have long debated and discussed the usage of personal pronouns in research writing (Basthomi, 2019). To preserve an impartial and impersonal tone, some people contend that personal pronouns should be completely avoided. Some believe that in some situations, using personal pronouns might be appropriate and useful. Personal pronouns, for instance, can indicate the researcher's presence and participation in the study in qualitative research investigations. Additionally, using personal pronouns might demonstrate the researcher's authority and competence in the topic.

It is noteworthy, therefore, that the appropriate use of personal pronouns must adhere to the publication guidelines and the particular standards and norms of the academic subject.

i) Pronouns Used in International Linguistics Case Studies

The pronouns in the English Linguistics case studies were extracted using AntConc. The frequency of pronouns used has been obtained with the help of the Concordance tool. It has been carefully observed with the help of the number of hits. I, We, You, He, She and they all three personal pronouns were carefully examined. It has been observed all pronouns were present in the case studies even the first-person pronouns were also present. The first-person pronoun “I” has been used in only four case studies The first-person pronoun “We” has been used in all the case studies The first-person singular and plural pronouns were used only as part of the data collected.

The researcher did not use “I” or “we” to refer to himself/herself. The second-person pronoun “You” has been used in four case studies. Similarly, the second-person pronoun “You” was also part of the data of the case study. The third-person pronoun has been used by all the case studies. The third-person pronouns were most frequently used during case studies for the description of the sample. The following table shows the frequencies of the pronouns used in the selected case studies.

Table 4.13

Pronouns in the International Linguistics Case Studies

Sr.No	1 st Person	1 st Person	2 nd Person	3 rd Person	3 rd Person	3 rd Person	Total Pronoun
	I	We	You	He	She	They	
1	1	1	0	2	10	25	39
2	64	33	0	64	68	77	306
3	7	8	3	3	0	23	44
4	0	27	0	7	1	9	44
5	0	3	0	27	23	13	66
6	0	23	0	1	2	18	44
7	0	4	0	56	0	4	64
8	0	25	5	2	0	22	54
9	6	9	2	10	2	20	49
10	17	68	21	29	60	26	221

In the light of the above table, it is analyzed that using first-person singular (I), plural (We), and second-person pronouns (You) are deemed irrelevant in the writing of research like case study research. However, third-person singular and plural pronouns are used abundantly with the maximum frequencies in research writing.

ii) Pronouns Used in Indigenous Linguistics Case Studies

These case studies selected from JCI and LLR used all three personal pronouns with different concentrations. Both first-person pronouns singular and plural are present in the data. The first-person pronoun is present in only four case studies whereas the first-person plural pronoun “We” is present in all the case studies. The second-person pronoun “You” is present in five case studies. It is the least one-used pronoun after “I”. The third-person pronouns “He” and “She” are present in the data sample whereas “they” is the most frequent pronoun used in all the case studies. The

concentration of third-person pronouns is seen more than the other two pronouns. The second most concentrated pronoun is the second-person pronoun. The least present pronoun is the first-person pronoun. The following table shows the frequencies of the pronouns used in the selected case studies.

Table 4.14

Pronouns in the Indigenous Linguistics Case Studies

Sr.No	1 st Person	1 st Person	2 nd Person	3 rd Person	3 rd Person	3 rd Person	Total Pronoun
	I	We	You	He	She	They	
1	2	7	15	25	5	19	73
2	0	1	0	0	0	9	10
3	0	0	0	1	0	28	29
4	0	2	0	0	0	14	16
5	4	19	4	50	0	6	83
6	12	10	3	14	1	22	62
7	9	9	6	8	2	14	48
8	0	2	0	1	1	9	13
9	0	1	0	1	0	13	15
10	10	0	3	3	7	47	78

The concentration of personal pronouns in the case studies can be clearly illustrated in the table given above. The concentration of pronouns in the international case studies is more than in the Indigenous case studies is.

iii) Pronouns Used in the international Literature Case Studies

The pronouns in the international English Literature case studies were obtained using a corpus tool AntConc. With the assistance of the concordance tool, it was very obvious how these pronouns are used and it also helped us to dig out the context of those pronouns being used. It has been observed that all three pronouns were used in the respective case studies. However, the concordance tool cleared the context when it was found out that those pronouns were in the sample data. In the Literature Case studies, the case study focuses on a literary author, theory or a specific literary text. In all these case studies all three personal pronouns are present and are present in the sample data. The following table shows the frequencies of the pronouns used in the selected case studies

Table 4.15*Pronouns in the International English Literature Case Studies*

Sr.No	1 st Person	1 st Person	2 nd Person	3 rd Person	3 rd Person	3 rd Person	Total Pronoun
	I	We	You	He	She	They	
1	10	12	12	19	0	5	58
2	0	0	0	3	8	4	15
3	0	6	0	27	4	9	46
4	5	2	4	7	0	21	39
5	6	10	18	7	1	11	53
6	9	12	5	45	4	6	81
7	4	5	1	12	20	9	51
8	9	8	4	25	167	27	240
9	0	3	2	10	0	3	18
10	23	13	14	34	55	12	151

The table above shows that the third-person plural pronoun has more concentration than the third-person singular pronoun. The second most frequent pronoun used was second person singular pronoun and the least frequent pronoun was first-person pronoun. All the case studies used third-person pronoun ‘They’, whereas, four case studies have no first and second-person pronouns and their concentration are lesser as compared to third-person pronouns. The concentration of pronouns in the English Literature case studies is more than when it is in the Linguistics case studies; the point of focus in English Literature case studies is a literary text.

iv) Pronouns Used in the Indigenous Literature Case Studies

The pronouns in these case studies have been extracted using concordance tool. This tool is effective for examining and comprehending word usage within a text or corpus. It enables scholars to observe a word's usage in several settings, which aids in the discovery of patterns and a comprehension of the language. In the same manner, pronouns are obtained by utilizing this tool. All three personal pronouns are visualized in the respective case studies. The first-person singular and plural pronoun is present in all the case studies. The second-person pronoun is also present in all the case studies. The third-person singular pronoun “He is present in all case studies whereas “She” is present in eight case studies. The third-person plural pronoun “We”

is present in all case studies. The following table shows the frequencies of the pronouns used in the selected case studies.

Table 4.16

Pronouns in the Indigenous English Literature Case Studies

Sr.No	1 st Person	1 st Person	2 nd Person	3 rd Person	3 rd Person	3 rd Person	Total Pronoun
	I	We	You	He	She	They	
1	2	7	25	20	68	17	139
2	1	9	1	1	21	20	53
3	2	5	0	77	2	11	97
4	8	2	36	44	4	42	136
5	6	2	12	40	145	29	234
6	12	1	8	23	55	5	104
7	16	3	2	7	46	4	78
8	13	8	2	8	46	23	100
9	11	12	0	9	0	2	34
10	0	1	2	8	0	12	23

In the above table, the third-person singular pronoun 'She' is used most frequently. The first singular and plural pronoun and the second person pronouns occur in the later frequency count.

Implication of Pronouns

The presence of personal pronouns, particularly 'I', is evident in the data. There was an evidence of authorial presence in research abstracts in the journal LLR. It shows that 'I' is rarely used in an academic document of case study and that too is not used within any macrostructure. The third-person pronoun, 'they' was the most frequently used in the selected case study. It indicates the preference for third-person pronouns in academic writing. However, a disparity exists between English literature and linguistics case studies, with 'they' being the most used pronoun in linguistics and 'she' in English literature. This suggests that different fields use pronouns according to the nature of data. First-person and second-person pronouns were used less frequently in both disciplines. The use of pronouns varied between linguistics, where they were employed in linguistic analysis, and English literature, where they appeared in text analysis.

Conclusion: This chapter presents an analysis of the macrostructures and linguistic configurations of case studies as academic genre in English Literature and Linguistics. It examines the discipline-specific variations in organizational patterns, move structures, and linguistic features gleaned from a three-stage analysis. The findings underscore the variations in the respective organizational patterns, move structures, and linguistic features. Notably, English Linguistics case studies exhibited higher word counts and citation frequencies, whereas English Literature case studies demonstrated a greater reliance on personal pronouns due to analysis of a literary text. These insights contribute to a deeper comprehension of the genre-specific characteristics of case studies in these two disciplines. Hence, this chapter provides a basis for a synthesis and interpretation given in the subsequent chapter.

CHAPTER 5

CONCLUSION

The present study aimed to present case study research as an academic genre that comprises few typical structural patterns, moves and microstructures. According to Swales (1990, p. 110), "a research article is continually evolving, like all living genres." This means the trends and mechanics of writing research articles specifically change and alter according to the demands and needs of time. There is a need to conduct evaluations of various domain-specific types of researches and their structural patterns frequently. Likewise, this study has conducted an in-depth examination of the primary genre structures present in a sample of forty case studies, randomly selected from four esteemed journals in the discipline of English, in order to provide a comprehensive analysis of their organizational patterns.

The study has been executed in three stages for the Evaluation of

- i) Macrostructures,
- ii) Moves and
- iii) Microstructures in the selected case studies.

A conclusion, based on the findings of the research, is elaborated here under:

In the first stage, the study investigated the macrostructures of English literature and linguistics case studies. In the first step of this initial stage, the case studies selected from the international journal of English Linguistics have been examined and analyzed. It is concluded that all frameworks are variants of the IMRD model. The Introduction, Method, and Discussion sections are present in all the chosen case studies, whereas, the Conclusion section has been observed in eight out of ten case studies. Hence, the case studies published in the International Journal of English Linguistics show a marked variety of frameworks where the Introduction, Method, Discussion and Conclusion (IMDC) framework is relevant and frequently repeated.

In the second step of stage one, the case studies selected from the indigenous journals of English Linguistics have also been investigated and analyzed. It is observed here as well that all the frameworks are variants of the IMRD model. Rather

a diverse range of models appear in indigenous journals. The variety can be inferred and evident from the macrostructures, such as IADC, ILMD [FD] C, ILRD, ILADC, ILMAC, ILM [DR] C, IAR, IAC, ILMADC and ILMAC, extracted and constructed from the journals.

Hence, the published case studies based on linguistics show Introduction, Literature Review Method, Analysis and Conclusion (ILMAC) as the most used and trusted macrostructure framework.

In the third step of the same stage, the case studies chosen from the international journal publishing researches in the domain of English Literature have been explored and analyzed. The following macrostructure frameworks emerged from the chosen case studies: IMAC, I [A] C, IAC, IAC, ILAC, IMAC, IAC, IAC, IAC and IA. These different frameworks also prove the flexibility practiced by researchers in developing an RA structure. However, the IAC is one of the most used macrostructure frameworks in the selected case studies.

In the final step of the same stage, the case studies taken from indigenous English literature journal have been investigated in the same way. The following macrostructure frameworks emerged: ILMAC, IMAC, ILMAC, ILMAC, ILMDC, IA, IMAC, IA, IAR and ILARC. It appears that the IMRD model is once again flouted only to add new structures/sections in the existing model. Hence, Introduction, Literature Review, Method, Analysis and Conclusion (ILMAC) is the frequently utilized framework in the selected case studies published in the indigenous journals.

It has been observed that after the introductory parts of the case studies, the other parts come into focus where we see variations in the trends of the framework. It is observed that there were various functional section headings such as the ‘findings’ section has been seen as a variation of the “Result” section. The new variations have been added after the conclusion such as “Pedagogic Implications”, “Limitation” and “Application” which attributed to the practical classroom concerns of professionals and the efficacy of the findings of the respective case studies. In the international case studies of Literature, the Conclusion section replaces the Result section in the same way.

The study reveals that the IMRD model, as discussed by Swales (1990, p. 110), is not rigidly followed in case studies, and variations are observed in the

Conclusion section (Section 4.1). The finding of my research is parallel to Hyland's (2004, p. 12) observation that academic genres are dynamic and adaptable, and that writers often modify traditional structures to suit their purposes.

The ILMAC framework, similar to Swales' (1990, p. 110) IMRD model, is frequently employed in linguistics case studies, while the IAC framework is commonly used in literature case studies (Section 4.1). Bhatia (1993, p. 20) also claimed that academic genres are shaped by disciplinary norms and conventions.

Hence, the macrostructures of case studies vary according to the subject, theme and domain of research in the English discipline. The case studies of Literature and Linguistics do not conform rigidly to the IMRD pattern but vary according to the requirement in the course of the study. The study can take a problem-algorithm pattern or an implementation of a model. The case studies of literature, whether published in international or indigenous journals, are written using the IAC framework. They emphasize more on the analysis of the selected case. The case studies of linguistics, whether they are published in international or indigenous journals, follow a framework that is close to the conventional IMRD model with variations to the conclusion section. The model used in the case of English discipline, includes Literature Review as a separate section between the Introduction and Methodology. This section establishes a specialized link between the Introduction and other sections of the study as well as a link between other studies and case studies in hand. Literature Review is important in indicating the research gap.

The "standard" IMRD pattern is still a significant structural pattern in case studies RAs, according to the study, but it is by no means the only way to organize research papers. Rather, ILM [RD] C and IM[RD]C are the patterns that are employed most frequently in the chosen case studies. The major sections L, C, A and [RD] are not fully integrated in the traditional IMRD model. This shows that scholars' writing practices are far more complex than one might assume from the guidelines provided by many research writing manuals and style guides. In this way, the current study not only expands our knowledge of the macrostructures of case studies in English literature and linguistics as well as the larger field of genre analysis, but it also emphasizes how important it is for instructors and course designers of English for Specific Purposes (ESP) courses to make research students aware of the variety of options available to them when writing for publication in their fields.

The differences in the employment of frameworks found in this study emphasize the necessity for research students to critically reflect on and comprehend the foundations of their research and then determine the macrostructure of their case study researches. The current study shows LR, C, A and [RD] in particular are given more weight in research writing. A comprehensive study of the structures, objectives of communication, and functions of these sections—especially the interaction between I and LR and R, D, [RD], and C—can guide future researchers to write with a purpose that can make their case studies functionally communicative and effective.

In the second stage, the Move Analyses of selected case studies have been done with the help of AntMover. The tool is used for the move analysis of language data to organize the data into functional units and structurally classify them as classes (Moves). It classifies the moves of the case studies as follows:

- claiming_ centrality (Class 1)
- making_ topic_ generalizations. (Class 2)
- announcing_ present_ research. (Class 9)
- announcing_ principal_ findings. (Class 10)
- evaluation_ of_ research (Class 11)
- indicating_ a_ gap (Class 5)

Both case studies of English literature and linguistics have similar moves. All the case studies have a minimum of four to six moves. Class 10(announcing_ principal_ findings) is the most frequent move used in all the case studies in the data. The software AntMover examined each case study's patterns and structures as presented in chapter four. This identified the arrangement and relationship of moves, which are linked together to create a comprehensive case study.

Move analysis using AntMover shows that case studies in both disciplines share similar moves, with Class 10 (announcing principal findings) being the most frequent move (Section 4.2). This finding is consistent with Swales' (1990, p. 120) CARS model, which emphasizes the importance of move analysis in understanding academic genres.

The examination of moves may help future researchers learn about organization of moves that produce meaningful interactions. Also, this informs how language is employed to accomplish social and communicative goals.

In the third stage, a micro-analysis of case studies was done using the Swales and Feaks 2009 Model. It examined the word count, presence of citations and personal pronouns in the selected studies.

Firstly, the word count of the case studies of the English discipline varies due to the nature of the subject being treated. Case studies of linguistics often use specialized terminology, detailed analysis, detailed explanations of methodologies, data presentation with tables, figures, and examples, elaborations with theoretical frameworks, interdisciplinary influences from multiple fields, and precise descriptions of language phenomena. These aspects contribute to higher word count in case studies in linguistics as compared to the one written in the field of English Literature. The word count varies significantly also because of the research questions, methodology, and writing style.

Secondly, the presence of citations was seen more in case studies in Linguistics than in case studies written in journals of English Literature. Case studies of Linguistics have a higher number of citations than the case studies written in English Literature due to the interdisciplinary nature, methodological emphasis, theoretical frameworks, quantitative focus, and citation practices in the selected studies show that the field of English Linguistics draws from various disciplines, such as psychology, computer science, philosophy, and anthropology, requiring a broader range of citations. The case studies are based on empirical methods, statistical analysis, and experimental designs, which require citing previous research.

Lastly, the presence of personal pronouns has been identified with the help of the Concordance Tool. All three personal pronouns I, We, You, He, She, and They were observed in the case studies. The first and second-person pronouns that are 'I', 'You' and 'We' were found in the data of case studies. These pronouns were part of the Analysis/Discussion sections. The case studies in English Literature, which focus on literary texts, exhibit a higher frequency of personal pronouns such as 'I', 'we', 'you', 'he', 'she', and 'they'. In contrast, the case studies in Linguistics, which gather data from diverse sources (e.g., experiments, surveys, texts, speeches), have a lower

concentration of personal pronouns. It is observed that 'they' emerged as the most frequently used pronoun in the selected case studies. However, a closer examination revealed that 'she' is the most dominant pronoun in English Literature case studies, whereas third-person pronouns (he, she, and they) are the most prevalent in both fields. This suggests that researchers in English Literature tend to use a personal pronoun, which is 'she', while analyzing a literary text, whereas those in Linguistics tend to use third person plural pronoun, which is 'they', as they need to refer to the research participants during analysis.

Micro-analysis of word count, citations, and personal pronouns reveals that linguistics and literature case studies have different ways of employing these elements. Linguistics case studies tend to have higher word counts, more citations, and a lower frequency of personal pronouns (Section 4.3). This finding resonates with Hyland's (2004, p. 15) observation that academic writing in different disciplines has distinct modes of using linguistic and rhetorical features.

The study's findings have implications for academic writing, genre analysis, and critical thinking. By understanding the genre conventions of case study research articles, scholars can produce more communicatively effective research articles (Section 5.1). Thus, Swales (1997, p. 10) claim that genre awareness is essential for effective academic writing has been concluded in this study.

With the application of this micro analytic framework, scholars may unearth the complex dynamics of language use across a range of contexts, providing valuable insights into efficient communication techniques and discourse strategies. The implications of the study are given here under:

- Just like a relationship of case studies written in English literature and linguistics domains is established in the present study, an interdisciplinary connection can be generated in academic writing from various other disciplines such as sociology, psychology, or cultural studies.
- The study prompts newer insights into the structures, functions, and evolution of case study research articles and other academic genres in English literature and linguistics.

- The study identifies and gives a familiarity of the genre conventions; thus, enables scholars to produce more communicatively effective research articles.
- Genre analysis, more specifically move analysis, fosters critical thinking about language, literature, and cultural contexts.

5.1 Suggestions and Recommendations

The significance of this research can be further elucidated for future researchers in several ways that provides them with a foundation and new avenues for exploration. Few suggestions are as follows:

- Apart from manual and corpus-based text analyses of the genre of case studies, future researchers can analyze other academic genres like surveys, interviews, and domain-specific lectures. Professional genres like sermons, user guides, tourist brochures, real estate advertisements, and medical prescriptions and reports. The researchers can study macro and microstructures along with the moves employed in these texts or genres.
- They can explore other linguistic units such as the use of tenses in the case studies of English Literature and Linguistics.
- They can do move analysis of case studies using other models and then compare them with moves extracted from AntMover.
- The microanalysis of other linguistic features can be done such as modal verbs and hedging devices, discourse markers and transitional phrases, metaphorical language and figurative expressions.

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