A STUDY OF THE GENERIC STRUCTURE OF INTRODUCTION CUM LITERATURE REVIEW SECTION OF THE RESEARCH ARTICLES

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ABSTRACT

Thesis Title: A Study of the Generic Structure of Introduction cum Literature Review Section of the Research Articles

The present study investigates the rhetorical structure of introductions that incorporate literature reviews into their layouts. The study has been carried out using Swales (1990) and Kwan (2005) model. 20 published articles have been selected from four international journals present in the JCR list. A mix method approach has been used in the present study to analyze the data. Close reading of the text was done to figure out different moves in the text and the results of move analysis is presented in tabular form. It was observed that writers conform to the set patterns of introduction and literature review writing. However, they follow different patterns of the set schematic pattern. These patterns are termed as move variations. Move variations were observed during the close reading of the text in move analysis. These findings showed that global trends of academic writing are continuously transforming. In the second part of the analysis, lexical choices made by the researchers were examined in each step of the move. The results have been presented both in the tabular and descriptive form. In the next part of the analysis most important move of the schematic pattern was determined with the help of Word Counter Software. The results alluded move 2 to be the most important move of the schematic pattern. This study is an effort to help the novice writers to get a comprehensive view of the emerging trend of compiling introduction and literature review heading. It will help the future researchers to explore the global emerging trends of academic writing in English.

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LIST OF ABBREVIATIONS

RA Research Article

CARS Creating a Research Space mode

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DEDICATION

I would like to dedicate this thesis to my beloved husband Naveed Ahmad.

CHAPTER 1

INTRODUCTION

The English language has emerged as a 'communicative tool' of immense political, ideological and economic power. Its global function has been well established as 'lingua franca' of international communication. Academic writing, business writing, law, medicine all fields use this language as a means of communication in Pakistan.

Academic writing is the most important form of writing and carries paramount significance in the world of academia. Hartley (2008) examined the style of academic writing and stated that academic writing is formal with an appropriate choice of words and a deep focus on the research problem under study. Academic writing conveys agreed meaning about complex ideas or concepts to a group of scholarly experts. Graduate and postgraduate students face a variety of writing tasks as they proceed in their chosen degrees. Naturally, these tasks vary from one-degree program to another but the two aspects in every degree program always remain the same. One of them is the complexity of the tasks as they advance in their degree programs. Second, most important fact is that, these tasks have to be written academically. Research article is an important form of academic writing as it is used as a means of communication within a discourse community. Research articles play significant role with regard to the professional progress of scholars. The contemporary approach to research article writing includes literature review as part of the introduction heading. Literature review is not dealt as a separate heading in the international research articles. Introduction heading of the research articles is more comprehensive as it contains all the aspects of a literature review i.e. establishing a real world territory, creating a niche and finally occupying the niche. Globally this trend has been appreciated and has been especially adopted in the research articles of social sciences. However, the approach is gradually being accepted in Pakistan as well. The literature review part holds utmost significance in a research article as it helps the researcher to place his research within the research paradigm. Machi and McEvoy (2009) define literature review as a logical written document that basis its argument on a comprehensive understanding of the current state of knowledge about a

topic of study. These arguments then help to support and establish a convincing thesis for answering questions related to the study. It is not merely a document about researches that have already been done on a specific topic rather it is a way to give value one's study by finding gaps in the previous studies and establishing one's argument. The present study attempts to analyze 20 published research articles from the four journals of English linguistics i.e. *International Journal of Speech- Language Pathology, Applied Psycholinguistics, Brain and language* and *Gender and Language*.

All of these journals are internationally acclaimed journals and are present in the (JCR) list i.e. Journal Citation Report. This study is going to analyze the rhetorical structure of the research articles. A rhetorical structure is the sequential pattering or the schematic structure comprising of moves and steps. Two models are used as theoretical framework in the present research to study the rhetorical pattern of the articles. The first model is developed by Swales (1990). He formulated a theoretical framework to establish the scope and define the nature of academic discourse. He presented a model that captures the organizational and textual features of research article's introduction. Kwan (2005) examined the rhetorical structure of literature reviews of PhD dissertations and produced a three-move model. Both the models are combined to make a comprehensive model for the study to analyze introductions incorporating literature reviews into their layouts.

1.1. Statement of the Problem

In the present world scenario, the study of academic writing is very crucial, as it is an important part of almost all the graduate and postgraduate degree programs. Students are made to take part in the intellectual activity of writing research articles, presentations, conference papers and thesis as it is a prerequisite for their degrees. According to the changing global trends of academic writing, there is a need to know and practice these trends in our writings so that we are able to match and compete with the international research world. The significant part of research articles is literature review and according to the recent trends of academic writing, the literature reviews have become part of the introduction in the research articles. So, there is a need to understand the organizational pattern, the rhetorical strategies and the textual features of such introductions in order to understand the comprehensiveness of these introductions. This research uses genre analysis as its theoretical framework. Researchers usually fail to publish their works because they are unable to ground their research within the already available research

paradigms. This study attempts to analyze the organizational pattern and textual features of introductions that incorporate literature review as an important part in their structures.

1.2. Objectives of the Study

The objectives of the study are:

- To analyze the textual features employed by the scholars in the introduction heading of the research articles.
- To figure out the rhetorical move structures that writers employ to give it a generic structure.
- To highlight the distinctive move structure employed by the researchers.

1.3. Research Questions

1. What are the textual features that are commonly employed by the scholars in the introduction headings of the research articles?
2. How rhetorical moves are organized in the introduction part of research articles in order to give it a generic structure?
3. What are the distinctive move structures employed by the scholars in the introduction part of the research articles?

1.4. Delimitations

Following are the delimitations of the study:

1. A sample of twenty published research articles has been taken for the study.
2. Only the introduction part of 20 research articles has been analyzed.

1.5. Details of the selected journals

There are four journals selected for the present study. These journals include *International journal of speech language pathology*

Journal of Applied linguistics

Brain and language

Gender and language

International journal of speech language pathology is a peer-reviewed journal first published in 1999 that covers details of language impairment related to children and

adults. The journal usually caters articles that have scientific approach and experts are invited for sharing their thoughts and ideas on the topic.

Journal of Applied linguistics is also a peer reviewed journal established since 1980. The journal caters both research articles and conceptual papers related to the field of corpus linguistics, discourse analysis, multilingualism, lexicography and bilingualism. The purpose of the journal is to promote critical thinking skills among the learners.

Brain and language mainly focuses on the neurobiological processes that relate to the cognitive neuroscience and psychology. All articles relate to the main topic of human language how it is processed, produced and transmitted.

Gender and language is also a peer reviewed journal. This journal deals with the research on gender and language. The main aim of the journal is to discuss research done by feminist researchers on the topic of gender and language. The journal is ranked 32 out of 40 journals in the ranking of journals on women studies.

1.6. Academic Discourse

Academic discourse addresses the rules of using a language in the discipline. Discourse does not only deal with language it has a wider scope, which entails to man's presence in the world. Our sayings and writings make up the academic community. Institutions work with the help of academic discourse. Academic discourse helps to share one's thinking and also inspires to form social identification, values and knowledge about the world. The most usual ways of presenting discourse are in the form of conference papers, thesis, lectures, articles and course books. Students work in the field to show their intellectual capacities by participating in all the above mentioned discourses. This helps them to practice these discourses and finally these practices help them to become a part of the social group. The rules related to a particular discourse are designed by the thinking patterns of its members and their value system. These rules are to be followed in order to become a part of the discourse community. To establish oneself in the discourse community one needs to get himself published. Publication is regarded as an achievement in the discourse community. However, it requires a lot of effort.

Weidman says that academic discourse is not about the grammar only, it serves other functions like describe, express, associate, compare, agree and differ. It is these functions that help students in expressing their views and ideas. Academic discourse is something that has to be taught to students in order for them to assimilate it in their work.

There are different types of academic discourse, one being common discourse that we practice in our daily lives with friends and family, second is the formal discourse which is more rule oriented and is used during formal communication for example at a business meeting and the third one is academic discourse which we are discussing here.

From the middle of the twentieth century, the subject of academic discourse has been given immense emphasis by researchers and scholars and has matured vastly. The reason for this popularity being the huge increase in the number of students in higher education, which directly leads to an increase in the diversity of students' writing styles and subject matter. Another reason is the revolution of education system where private institutions have increased in number and students are taken as customers, competitiveness has increased since students aim to choose schools with a higher standard of academic discourse including publications, researches and lecture materials. The last most important factor in the development of academic discourse is the widespread use of English language around the world, as it has become the lingua franca for written and verbal communication.

Academic discourse has been analyzed by using genre analysis in several studies. It has gained attention of many genre analysts. Hyland (2000) explains that genre analysts reached to a consensus to describe the importance of academic discourse that it is important to comprehend a discourse in order to comprehend the academic field or a disciplinary culture. Academic discourse is also termed as "quintessential channel" whereby academicians communicate. They do so by writing research articles, book reviews, conference papers and participating in other academic practices. Written academic discourse carries paramount significance in composition studies and applied linguistics. Bazerman (1993) notes that writing in a professional world uses professional resources to craft its way through many limitations and advances that are required in the professional field. The genres that have been investigated include research articles, student research papers, dissertations, experimental reports, data commentaries, research reports and abstracts. Established members of a discourse community continuously work to get their work published in the journals, book reviews. The genre of literature review has been taken into consideration in several studies however, studying literature reviews as part of the introduction heading is a new stance that has not been incorporated in any study. This study attempts to fill this gap by analyzing introductions that incorporate literature review into their layouts.

1.7. Genre Analysis of Academic Discourse

Genre caters wide range of studies ranging from "folklore studies to applied linguistics and rhetoric" (YinB,2006,p.6). The term was originated to describe various kinds of literary text. However, in a nonliterary text genre refers to "socially acceptable way of using a language" (YinB,2006,p.6). It provides a way to communicate with the world and to position ourselves while maintaining the "social relations and power relations" (Feng,2002). It is believed that writing is always done with a purpose, of which the writer is aware. Writing involves multiple processes. As it involves understanding the text, then producing the text and finally organizing the text. Feng (2002) rightly puts it, "Writing as a text is meaningless if it is isolated from and interpreted without an understanding of writing as a process as well as practice."

Based on the assumption that learning occurs through a discourse, genre analysis has aimed to explore how language is used in a particular context and discourse.

Genre analysis is the most widely used approach to the study of academic discourses. Bhatia (1993) notes, "Genre analysis of discourse is the study of situated linguistic behavior in institutionalized academic or professional settings." Genre analysis is divided into three schools of thoughts. The first school of thought is systemic functional linguistics (SFL) which mainly focuses on the lexico-grammatical choices made by the writers according to the context of the genre. The second school of thought is of new rhetoric which focuses on the "staged, goal-oriented social process" (Berkinkotten and Huckin, 1995) while the third school of thought and the most pertinent one is of ESP (English for Specific Purpose), this strand deals genre as a "class of communicative events, the members of which share some communicative purpose" Swales (1990).Despite differences in their frameworks these school of thoughts shares one basic aim which is to "understand the purpose, the background of writing in important ways whether it be in terms of surface linguistic features or structural regularities"(YinB,2006,p.12).

This study is part of ESP (English for a specific purpose) where the members have a communicative purpose of writing. The study is, however, chiefly concerned with the analysis of introductions of research articles that incorporate literature review as an integral part. The models by Swales (1990) and Kwan (2006) have been used for carrying out a careful and deep study of the introductions and textual features respectively. The

models cater both the textual features and the organizational patterns of the text. Therefore, giving a wholesome analysis of the genre under study.

Various theories have laid stress on how arguments framed through observation or experience entail greater credibility in the mind of a reader compared to those derived from logic. Aviva Freedman presented various arguments supporting the phenomenon that a clear understanding of genre is not imperative due to the fact that it is implied part of the process of learning. To determine the link between the subjective perspective and the logic, researchers have developed numerous models. One such model has been presented by Charles Bazerman (2016) in his methodic research paper. He has attempted to construct an architecture of methodic understanding vs. emphatic learning.

The key criteria for readers acquiring knowledge based on genre and how writers can substantiate a convenient understanding has been explored in great depths over the past couple of decades. In this context, it is very important to examine the behavioral aspect of learning. A well-known saying “Seeing is believing” sums it up well. Researches have proven that an approach to literature that readers can relate to on a personal level has a much lasting impression on their minds compared to abstract ideas. The primary reason for this is the fact that readers in the first case readers can relate to ideas through experience while in case of logic they first have to absorb the writer's point of view, his process of learning and communication and then formulate their own understanding. The process of learning while seemingly easy on the surface is a complex compendium of notions, articulations, comprehensions, and communications. While the sender and receiver constitute two very important parts of the communication process, the medium of communication holds enormous importance in effective learning. Communication initiated by a sender passes through the medium before been received and comprehended by the receiver. Any adulteration of information directly or indirectly inflicted by the medium of communication may be detrimental to the message and might construe an entirely different understanding from the intended recipient. We would like to discuss some key aspects of effective communication in the context of subjective learning. Sender and receiver need a common language. Language in communication holds the same importance as blood does in the effective operation of the human body. The sender needs to ensure that the integrity of the message is not exposed to any external effects. In this regard, the context of the message should be very clear and should be shared across all concerned stakeholders. Once the context is unified, the second most

important aspect is the perception. An ambiguous communication leads to a vague understanding. The sender needs to adopt the seven Cs of effective communication namely, clarity, conciseness, completeness, consideration, courtesy, concreteness and correctness. Clarity understandably is the vividness of the message, the greater the clarity of a message the faster it is comprehended. Conciseness is usually the most undermined element of communication; unnecessary elaborations not only impact the efficiency of communication but also makes the recipient lose interest. Completeness needs to be ensured across all tiers of communication, the responsibility here lies both with the sender and with the recipient. Any pilferage in the information being communicated may impact the results intended as a result of the communication. Consideration is the most relevant element in the context of genre analysis. The sender's consideration of the information needs of the user is directly proportional to the effective of the communication process. The sender needs to have a theoretical understanding of what induced the request for information, what external and internal factors are at play and what objectives are in the mind of the recipient's mind. Consideration element is usually stronger in subjective communication. This is primarily because the sender and receiver both have comparatively sound know-how of the purpose and effects of communication. Courtesy is a variable element in communication and depends entirely in the environment in which the communication is being undertaken. An enormous number of factors may affect the relative courtesy of the message. The purpose of communication, the history of the sender and receiver and the environment in which the communication is being made are only but a few. Concreteness is similar to clarity, the only difference between the two is that the concreteness also entails the accuracy of the message. An accurate message is objective and would not let the reader's mind sway from the context. Correctness is a very significant element of effective communication. As has been stated earlier also that all objective communications are effective only if the sender and receiver share an understanding of the purpose and outcomes of the message. An incorrect message may affect both the purpose and outcome. Correctness and conciseness go hand in hand. Concise messages having correct information have a high probability of achieving the intended outcomes.

The above factors need to be evaluated at the time the message is originated, once the message is originated it enters the medium of communication. Medium refers to the resources that are employed in carrying the message across from the sender to the

recipient. We will consider some key elements that need to be considered while choosing the medium of communication. The first one being the nature of the communication. Both the sender and receiver need to determine the integrity of the communication. For example, classified communications cannot be undertaken over public mass communication means. Similarly, informal communication between friends does not have to be conducted over encrypted channels. Cost is the second element to be considered. The sender and receiver have to make a cost-benefit analysis of the information with the objectives of the communication. The third element that requires consideration is the need to maintain a record. The need for keeping the communication intact and for what period of time depends entirely on the objectives of the information. The geographical and intellectual diversity of the sender and receiver are also critical in determining the medium of the communication. Another element to consider here is that a message might travel through more than sub mediums before it reaches the recipient. Each sub medium here may or may not have its own characteristics and thus may have distinct effects on the message itself. It is therefore very important that the sender and receiver of the message analyze closely on what factors may affect the communication process as a result of its interaction with the medium. The scale of communication is the last but not the least of items that we consider necessary to be discussed here. A classroom lecture, for example, has an entirely different set of factors at play compared to a program telecast over a news channel. Both have different audiences and different motives. Sound know-how of the scale of the communication helps the sender and receiver to effectively administer the rest of the elements of consideration while selecting the medium of communication.

1.8. Significance

This study is significant in order to understand the organizational pattern of the introductions of research articles that incorporate literature review as part of their structure. According to the new trends of academic writing, introduction heading in the research articles has become more comprehensive as it caters the review of the literature within its structure. The basic aim of this study was to figure out the schematic pattern and textual features of the introductions that cater literature review into their layouts. For that purpose, this study encompasses the analysis of 20 published research articles from international journals in order to make the students understand the structure of these introductions. These journals are part of the JCR list. Journals are selected from this list as it caters internationally acclaimed journals with good impact factors. This study would

help them understand the schematic pattern and textual features of the introductions that incorporate literature review into their layouts. It would be helpful to improve the academic writing of the novice writers. The study would also prove itself useful to comprehend the worldwide trends of academic writing in the English language.

1.9. Overview of other chapters

This study consists of five chapters. The first chapter introduces the topic and gives detailed parameters for research and its methodology. The second chapter gives a detailed review of the literature relevant to the topic. This chapter also illustrates the comprehensiveness of the concept of ‘Genre’ which is seen both as a social action that it performs and also as the textual features that it incorporates which are unique to each genre. The third chapter gives a detailed review of the research methodology. It gives details about the nature of research, the sample size, the tools used for research. The fourth chapter deals with the presentation of data and data analysis. Data is analyzed and presented in the tabular form. Chapter 5is dealing with the conclusion of the data. Results have been carefully analyzed and outcomes have been discussed. It has also provided the benefits and limitations for further research in the same field of study.

CHAPTER 2

LITERATURE REVIEW

A literature review has core importance in the research work as it reviews the topic from various perspectives with the help of books, journals, articles. According to Caullay (1992) the basic purpose of a literature review is, “To place your study in a historical perspective.”

This chapter is divided into three sections: conceptual literature, research literature, and literature related to this study. The first section provides a literature review on the relevant concepts of academic writings, genre and genre analysis, models used for genre analysis, techniques for genre analysis. The second section provides a general picture of the rhetorical structure, studies conducted on the rhetorical structure of the research articles. The last section focuses on three major parts of this study i.e. introduction cum literature review, corpus-based genre analysis and moves variations.

2.1 Academic Writing

Writing is the most important activity that helps us to interact within our discourse community. For a long period of time scholars have been investigating into the intricacies of discourses in order to provide the world with the set of organizational and textual patterns related to each discourse.

Academic writing entails to the way of writing that helps researchers to express themselves intellectually. It has a formal and logical layout. The writer has to follow a cohesive pattern which has narrative links. The tone of academic writing is sophisticated. Arguments in academic writing should be presented logically without using biased language or tone. Proper word choice is important for academic discourse. Concrete words are used to explain an idea or phenomenon. The language of academic writing should be clear with organized paragraphs and proper topic sentences so that the reader could easily follow the thought pattern of the writer.

Feng (2002) notes, “It is the central means by which people communicate with each other, position themselves, formulate and reformulate social conventions and power relations. “Writing helps us to communicate with the global world. According to

Mauranen (1993), “Writing is socially situated.” Mauranen (1993) further illustrates the idea by putting it in a different way he says, we make textual choices on the basis of social, political, cultural and professional contexts within which they work and these contexts determine our choices what we want to include in a text and how we include it.

Academic writing is distinct, brief, focused, organized and supported by data. Its aim is to make the reader understand. Academic writing in the social sciences can differ significantly depending on the methodology and the audience it's targeted towards. It is led in several arrays of methods and genres, using an objective and detached tone, directed towards a critical and educated audience, based on carefully studied knowledge and envisioned to support or challenge conceptions or opinions.

Academic writing is based on the critical judgment of complex ideas and information. Academic language is clear and concise. It uses a formal style. Clarity of ideas is the most important thing in academic writing. Academic writing mostly focuses on research rather than opinion. Statements are said to be as clear as possible. It uses complete forms of words contractions are mostly avoided. It should be reader-friendly. Academic writing helps to evaluate, analyze and comment on the situation. According to Jones (2010), “Effective writing is a skill that is grounded in the cognitive domain. It involves learning, understanding, applying and synthesizing new knowledge and phenomenon.” Writing is a detailed task as it encompasses creative inspirations, solving problems, reading, and proofreading that results in a complete draft. Therefore, to sum up, academic writing is a combination of evaluating, criticizing, comparing, analyzing, predicting, summarizing, synthesizing and applying the evaluated knowledge.

Academic writing demands objectivity. Academic documents are usually built on logic and support arguments with the help of proper proofs. Well organized academic writings help the scholars, researchers, and students, in general, to place their work within a discourse community and gain recognition.

A useful framework to study the academic discourse is genre analysis as it elaborates the rhetorical organizational moves as well as the textual features of the discourse understudy. There has been a lot of research on the study of research articles. This study would focus on the introduction section of the research articles. An integrated approach has been adopted globally in the structures of introductions as they combine literature review in their layouts.

2.2 Genre and Genre Analysis

The concept of genre has undergone many changes since the past few years as it has been studied by various scholars over the years. Genre is the basis to understand the traditional and global trends of writing across the globe. Students who opt for higher education have to have an advanced level of critical and literary skills in order to succeed in their degrees. The National Curricular Parameters clearly explains that the text is always part of some particular genre. According to its conventions, rules, and situation of production; they all determine its social use.

The term 'genre' prototypically refers to "a distinctive type or category of literary composition" (Swales,1990,p.33). Earlier definitions of genre define it as fixed, immutable and homogenous. However, according to the new definitions genres are not fixed. They keep on changing as according to Bakhtin (1993) "genres are ordered, unified forms which are also intertextual i.e. texts havea link with other texts and utterances in a culture. It's an ongoing process. This is a common definition of the genre however; the term encapsulates a different and broad meaning today. According to Swales (2004) genre refers to a specific category of discourse which might be written or spoken and might be having literary style and language or might be a nonliterary text. Therefore, media discourse, conference papers, research articles, thesis and dissertations all are instances of genre.

The genre has been widely studied field in various disciplines. The genre has been analyzed in various fields of study ranging from folklore studies to literary studies, from literary studies to rhetorical studies, from linguistic anthropology to the sociology of language, from linguistics to applied linguistics. These disciplines have been studied by using genre analysis. John Swales is considered to be the founder of genre analysis. The model evolved from his effort of analyzing works of nonnative English speakers who were trying their best to produce "acceptable professional research articles" (Peter,1992,p.287).

Swales (2004) defined the discourse community as a group of communicative events who have some common aim (a set of social conventions) and are directed towards some common goal. Discourse community caters members which share a common goal and try to achieve it through a common language, beliefs, and practices. According to Swales (2004), a discourse community has the following functions

1. Has agreed set of common public goals.

2. Has a mechanism of intercommunication among its members.

3. Has acquired some specific lexis.

Genre and discourse community are closely linked to each other because the members of the discourse community determine the purpose of the genre, its conventions and rhetorical structure.

The concept of genre and discourse community is closely linked because it is the adherent of a discourse community who decides the purpose, rhetorical structure and linguistic choices of a genre.

According to Dudley Evans (1997), It is generally believed that learning occurs through discourse, genre analysis aims to analyze the way a language has been used in a particular discourse for institutionalized purposes. The discipline associated with the current study is of applied linguistics. Although the concept of genre in applied linguistics is not a monolithic one. Genre analysis gained popularity with the increase in research on academic discourses. It became popular in the early 1990s; it gained popularity by developing into three disciplines of applied linguistics: English for specific purposes, North American new rhetoric and Australian systemic functional linguistics. ESP as a field of genre analysis has evolved over the years. It has been expanded to include English for vocational purposes, English for Science and technology, English for medical purposes, English for business purpose, etc. Initially, ESP focused on the grammatical aspects of texts with the developments in linguistics the researchers started focusing on the discourse level and moved to study the rhetorical patterns of text. The concept of genre has now got importance in ESP research and teachings; genre analysts work in the field using Swales (1990,2000) model. This model has been adopted to analyze thesis, job applications, job letters, legislative documents, medical documents and many other texts related to different academic fields. Within all these disciplines genres are defined on the basis of their formal properties, syntactic features, and lexico-grammatical choices also by their rhetorical actions that they perform in recurrent situations with the pragmatic view. Each of these types inspired the genre analysts and they worked to analyze the rhetorical patterns, linguistic choices and general principles governing each genre.

Genre theory within the discipline of English for specific purpose gained popularity through the seminal work of Swales (1990) and Bhatia (1993) *Genre Analysis: English in Academic and Research settings* where he defined the genre as "a class of communicative events, the members of which share some communicative purpose. These motives are recognized by the experts of the discourse community and contain the basic rationale of genres which helps to design the schematic structure of discourse and its choice of words and style. The parent discourse community, and thereby adheres to the basic logic of genre. This logic helps to design the schematic structure of the discourse and works to design its various patterns and language of the genre, its style, and content in accordance with the intended audience. ESP has been further divided into two strands. English for Academic Purpose (EAP) and the other being English for the occupational purpose (EOP). Despite having differences in conceptualizations all these strands believe that "Genre comprises both a social plane and a verbal plane and that the dialectical relationship between discourse and context is a precondition to a thorough understanding of texts. "So, the genre has always been described in terms of two purposes genre as social action and genre as a text. The next section elaborates these two concepts of genre.

2.2.1. Genre as social action

The social action is an important aspect of the genre. It is equally stressed upon in all the strands of the genre. SFL (Systemic Functional Linguistics, New Rhetorics. Genre as social action mainly focuses on a genre as a meaningful activity which depicts culture through the use of language particular to it. Genre in this aspect mainly focuses on the culture in which the text is written. Halliday and Hasan (1985) also second this idea by saying that the context of culture is a broader background against which the text is interpreted. The cultural conditions of genre entail to the social aspects of the genre.

The social and contextual aspects of the genre are emphasized in the genre studies. All the school of thoughts of genre focuses on the social purpose that it wants to achieve. The notion of genre as a social action according to the new rhetoric genre experts is continuously changing according to the variations in the academic field. According to Yang (2001) "The dynamic aspects of genre focuses on the fact that no single research could completely capture the characteristics of a genre." Social action is an important aspect of the genre. In the SFL (Systemic Functional Linguistics) genre experts define the genre as a staged social activity which portrays and contains culture in a language. According to SFL genres are realized by the context of the situation. According to

Halliday (2000), context of the situation is a narrow term as compared to the context of culture. The context of culture realizes the text in accordance with the background against which the text is being interpreted. While the context of the situation realizes the register of the text. Register impacts on a linguistic level i.e. on vocabulary and syntax while genre impacts on a broader perspective of discourse structures.

Miller looks at the genre as a social action whereby an understanding of genre describes what actions may be chosen in a given circumstance. Commenting on Bitzer's ideas of unidentifiable reality or stably repetitive situations, Miller opposes that need itself is a kind of social knowledge and how we respond depends on our understanding of reality rather than reality itself.

2.2.2. Genre as Text

The textual features are examined on the two basis description and on the word level. The textual analysis basically comes under the category of GSP (Genre Specific Potential) which deals with the textual options present in a genre. Texts do have variations but their textual features have to be kept intact because if they are changed genre loses its genetic integrity.

Text is being realized on two levels which are formal linguistic features and rhetorical structure. ESP theory views the text in terms of the concrete realization of the communicative events it performs. Communicative events are all analyzed with the help of the language. The analysis of text and generic structure is typically done through Swalesian rhetorical model. The model is comprehensive as it captures both the rhetorical structure and the linguistic aspects of the genre. Research in ESP genre in English is mainly conducted for academic and professional purposes. Further section explains the concept of genre network and techniques of genre analysis.

2.2.3. Genre Networks

Swales (1990) emphasized on the fact that a genre is a "dynamic entity" it is not a "static" one. He gave the concept of genre networks. By assigning this metaphor of genre networks he meant that "genres are frequently transformed into other genres" (Tas,2008, p.2) According to him genre networks are an umbrella term which encompasses: "genre chains, genre hierarchies, and genre sets" (Swales,2004)

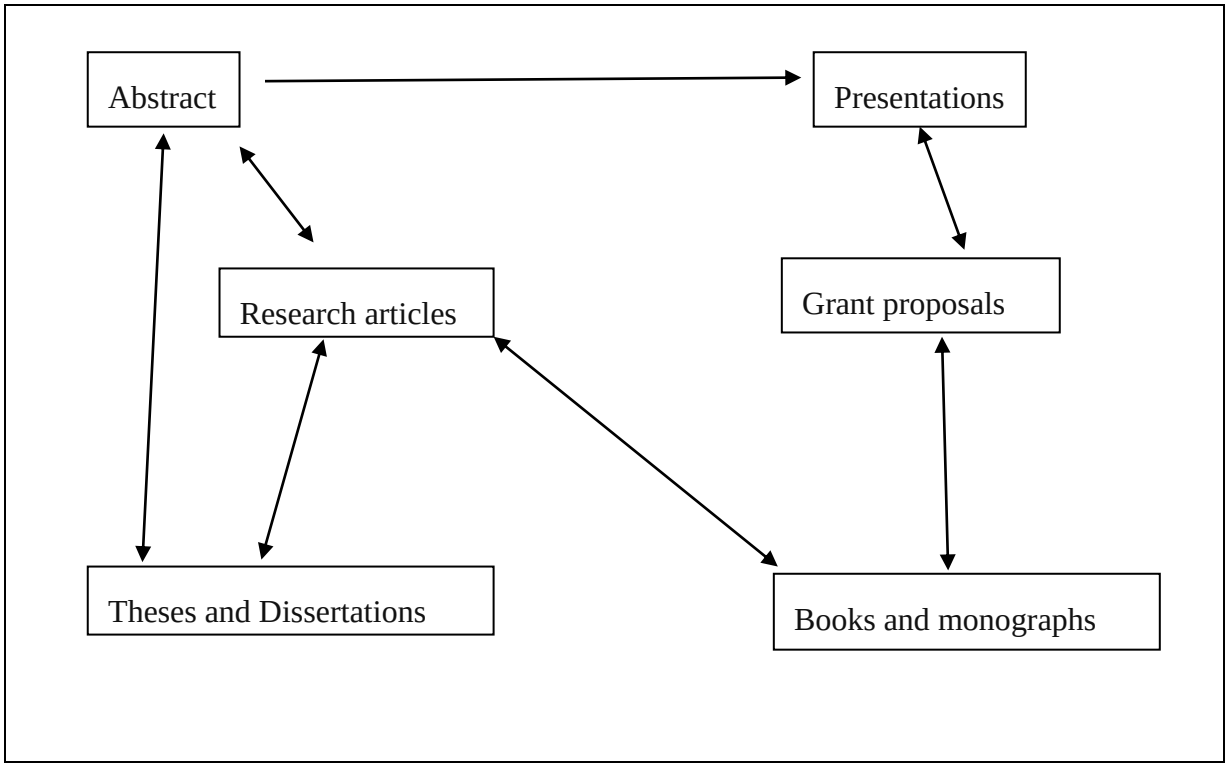

Figure-1 The Research Article and other Research process genres (Swales, 1997:177)

Todorov (1990) explains the concept of genre network in a more comprehensive way. Todorov (1990) states, "How are different genres originated? Genres transform into other genres to generate new genres. A new genre is a combination of other genres (Todorov,1990,p.15).

Bhatia (2002) however, points out the plurality of genre. He says that the set of genres associated with each discipline has its own generic integrity, textual features, and schematic organizations.

Swales (2004) observes that genres have an intertextual relationship with other genres in the research world. He notes that presentations can lead to research articles in the same way research articles can lead to the presentation. Moreover, as Tas (2008) notes that articles can be transformed into a thesis. Swales (2004) call this process of transformation as "recontextualization". Linell defines the term recontextualization as, "Recontextualization involves the extrication of some part or aspect from a text or discourse, or from a genre of texts or discourses, and the fitting of this part or aspect into another context, i.e. another text or discourse (or discourse genre) and its use and environment (Tas, 2008,p.3)." We also call this hybridization of genres i.e. genres that are

formed by the interaction between separate genres which have a hybridized use of language and schematic pattern.

The introductions of research articles are recontextualized to incorporate literature reviews within their layouts. These introductions have their own rhetorical structures and textual features which are going to be explored in the present study.

2.2.4 Genre Techniques

Genre analysis has always been identified by the methodic approach identified by John Swales (1990) in his analysis of the nature of research articles. Swales regarded and introduced the concept of genre in research articles. His major focus was on the introductions of the research articles which act as a legitimization of work and a tool to interact within the discourse community. His 3 move structure although went through a lot of changes but it is still considered applicable to many genres and is frequently used for the genre analysis studies. Nwogu (1997) modified the Swales model and changed the three moves as presenting background information, reviewing previous information and presenting new research. Pique et al (2013) observed that the niche establishing technique can be further categorized on the following basis:

1. Figuring out issues in earlier researches. (Flaw finding).

2. Comment on the issues in a theoretical framework, research structure and in data analysis. (Flaw finding).

3. Pinpointing the void of research conducted in an important field. (deficit indicating).

Besides all these findings, Swales (1990) model has always been in use by the researchers and genre analyst to study various genres. Kwan (2005) model of literature reviews is a further elaboration of Swales CARS model (1990). As Kwan (2005) puts it, Swales model has undergone changes over the years still it holds importance in terms of analyzing the generic structure of introductions in the research articles and in the theses produced in a variety of contexts. The next section elaborates the models used for genre analysis.

2.3. Models used for Genre Analysis

2.3.1. Swales CARS Model

Swales CARS (The Creating a Research Space) model has been in use since a very long time to analyze the research articles, research grant proposals, job cover letters

and many other genres of academic nature. The model was formed by Swales. He observed 40 RAs from different fields of science and concluded that the introduction of research articles is formed with the help of 3 move structure (Swales, 1990). The rhetorical structure is a series of schematic moves which are major parts of the text that are constructed for a special communicative purpose (Holmes,1997). Within each move, there are further realizations known as steps or strategies. A step is defined by Feng (2002) as, “a smaller rhetorical unit under the unit of a rhetorical move to help realize the communicative intention of the move.“ Scholars believe that this rhetorical move structure has borrowed ideas from schema theory. Swales (2004) endorsed the idea of schema given by Barlett in his earliest work (1932) and later supported by various ESL (English as a Second language) researchers like Carrel (1987) who believed that, “When form and content are familiar the text will be accessible while when the text and form are inaccessible the form and content will be relatively inaccessible.” ESP scholars also have the same belief that “Structural organization of the genre could help reveal the preferred ways of communicating intention in specific discourse communities because specialist writers observe the fairly consistent way of organizing their overall messages in a genre (Bhatia,1993).According to Feng (2002),The basic difference between schema theory and move analysis is that, “Schema theorists emphasize on cognition has isolated text from its communicative purpose and from its environment while genre analyst takes genre as consisting of a series of moves to achieve an overall communicative purpose. Popular texts that have been analyzed by using this model include studies of the introduction section of RA’s (Swales, 1981, 1990), Swales and Najjar, 1987; Chin, 1993 and Yang, 2001); , the result section of RA’s (Hopkins and Dudley-Evans, 1988; Brett, 1994), the discussion section of dissertations (Dudley-Evans, 1986), popularized medical text (Nwogu, 1991), job application letters (Salager-Meyer, 1992), abstracts of RA’s and sales promotional letters(Bhatia, 1993). According to Kwan (2005), “The structure suggests the writer’s conscious efforts to get their work published as it is the demand of the competitive ecology of the research community”. CARS (creating a research space) model has been used for several research studies specifically for the study of research articles. In this section, the researcher is going to highlight several studies that have validated the Swales model for the study of the research article’s introduction. Swales reformulates the four move scheme and creates a 3 move scheme.

Swales CARS model

Table 2.1 The CARS Model (Swales 1990, p 1)

Move 1	**Establishing a territory**
Step 1	Claiming centrality
Step 2	Making topic generalizations
Step 3	Reviewing items of previous research
Move 2	**Establishing a niche**
Step 1	Counter claiming
Step 2	Indicating a gap
Step 3	Reviewing items of previous research
Move 3	**Occupying a niche**
Step 1	Outlining purposes
Step 2	Announcing present research
Step 3	Announcing principal findings
Step 4	Indicating RA structure

2.3.1.1Textual Analysis

Creating a research space model commonly known as CARS model by Swales has three moves that have three main functions. Establishing a territory illustrates the situation; move 2 establishing a niche explains the problem while occupying the niche provides a solution to the problem indicated in move 2. All the moves have their own steps which require proper use of language in order to make proper claims about the significance of the topic. The use of language in each step of the moves is explained below.

1.Establishing a territory

Introductions usually start by explaining the general information about the topic.

Step 1: Claiming centrality

According to Swales (1990), claiming centrality serves as the rhetorical step which helps to establish the research territory. This is a step where the researcher makes claims that his research is significant and is genuinely important.

Examples

1. The effects of unemployment have been studied <u>extensively</u> in recent years.

2. <u>A huge amount of data</u> on this issue has been observed.

Words like ‘extensively’ and ‘a large body’ tells the worth of research. Moreover, it helps the researcher to illustrate the relevance of research within the research paradigm.

Step 2:Making Topic Generalizations

This step contains statements which usually clarify the present situation of knowledge, practice and its explanation related to the topic.

Examples

1. It is generally accepted……

2.The general features of ……. are well known.

Step 3:Reviewing the previous research

This step helps the researchers to establish their acquaintance with the field and also to build their repute and credibility among the research community by providing references.

Here the researcher grounds his research within the research paradigm by explaining what has been found and who has found it.

1. It has been suggested……. (Smith 2006)

2. Swales found that …….

MOVE 2

Establishing a niche

After establishing the relevance and the importance of topic in the real world the next move is of establishing a niche. In this move, the researchers usually try to indicate gaps in the research field.

Usually, four types of words are used for this purpose which includes contrast, quantity, verbs, and adjectives.

Table 2.2 Words for Niche Establishing

Contrast	Quantity	Verbs	Adjectives
However	Few	Fail	Scarce
But	Less	Ignore	Elusive
Yet	Little	Lack	Limited
Nevertheless	No	Prevent	Restricted
Unfortunately	None	Hinder	Difficult
Although		Obviate	Inefficient
		Neglect	unclear
		Overlook	unsatisfactory
		Challenge	Unreliable
		Deter	Uncertain
		Limit	Inconclusive

Step 1A Counter Claiming

This step is usually the continuation of step 3 in move 1 i.e. reviewing previous research and is used to indicate the gap or pinpoint the weakness in the previous research (Swales, 1990).

Examples

The work is *challenged* by today's scholars.

The approaches are becoming *increasingly unreliable*.

Step 2

Indicating a gap

This step tells how much research has been done on the topic and what are the gaps which are to be filled (Swales,1990).

Examples

There are still <u>gaps</u> in the <u>considerable</u> amount of research done…. Eco linguistics is important <u>But very few scholars</u> have studied it.

Step 3

Reviewing the previous research

This step helps to find gaps and raise questions about the previous research. However, using a graphic narrative is not appropriate.

Despite these efforts, the technology is still misunderstood.

Move 3

Occupying the niche

In this step, the researchers usually indicate ways by which they are going to fill the gaps.

Step 1

Outlining purposes

This step answers the specific question and continues a research tradition. The niche established in Move 2 is occupied and justified in this step (Swales, 1990, p. 159).

In this step, the writer indicates the purpose of his research. This is a purpose indicating step (Swales, 1990: 159) There are two ways of describing ways one in a physical way another in an abstract way. For the physical way present tense is used while for the abstract past tense is used.

Present tense	Past tense
It is used when the aims are physically present in the reader's hands → article, thesis present. The aim of the present study. The aim of this paper is…. The purpose here is to document…….	The past tense is used when the aims are described in abstract concepts such as → Inquiry, experiment. The purpose was to elucidate…., The objective of this paper was, this research was to describe…….

Announcing present research

This step tells how research is set out. In presenting the research part the author illustrates the main features of their research (Swales,1990, p.159). It can be done by using human agents and inanimate agents.

Human agent

This study suggests

We attempt……

Inanimate agent

This paper assesses the effects of….

The thesis proposes a formal procedure for….

Announcing principal findings

This step explains and elaborates the most important part of the research and portrays the expected results.

Examples

In this paper, we argue….

This approach provides effective….

Announcing the research article structure

In this step, the researcher explains the structure of the article (Swales,1990).

Examples

e.g. The organization of the rest of the paper is as follows

The rest of the paper is divided into four sections.

2.3.2. Studies Conducted Using CARS Model

Swales CARS model has been used to study academic genres such as job cover letters, research articles, research proposals, and many other genres. Scholars have been analyzing the academic genres using this model and have tried to give a set pattern for writing these genres. The research article's introductions are a well-studied genre. Ningsih et.al (2008) analyzed 48 research article's introduction from the field of education. Their findings showed that students faced difficulty in adopting the Swales model properly. All the moves were barely adopted. They argued, "It can be said that they have not been able enough to compose such well-structured writing based on the demanded Swales' CARS rhetorical structure" (Ningsih,2008, p.76).

In a similar study conducted by Yasin and Qamariah (2014) they tried to find out a proper guideline for the graduate students who begin to write research articles. They explored the application of Swales model in different genres and on the research article's introduction. Their findings revealed that CARS model is authentic for the teaching of

introductions for research writing and it can be a guideline to teach students the moves and steps of this model for communicative purposes.

Move 2 of the CARS model has been the most significant move in the structures of introductions as analyzed by various scholars. In a research conducted by Shehzad (2008) on the research articles of Computer science, she analyzed move 2 i.e. establishing a niche of the Swales model in 56 articles. She concluded, In CS research daily advancements are taking place so the researchers need to find ways to establish niche properly so that they can get the audience's acceptability and target community's recognition.

In a similar study conducted by Adika (2014) he analyzed 59 RA's published in the *Legon journal of the humanities* published from 2005 to 2010 by using the CARS model. His findings revealed that the authors of these RA's might not be giving importance to the step 3 (reviewing items of previous research in move 1 is used to strengthen the research niche being established in move 2. Adika concluded that from the purpose of knowledge researchers need to ground their research on the basis of prior research material. If researchers are not mentioning this step it shows their lack of interest and careless attitude towards the understanding and distribution process of knowledge. Some of the articles do not follow move pattern and move 2 was not significantly observed in them. Brionies(2012) analyzed 30 articles from the field of philosophy and concluded a majority of research articles had move 1 with the proper explanation of background information supported by a review of related literature. Surprisingly, move 2 was not present in the research articles when it was present it focused on presenting the real world problems or gaps in the theory within the already studied articles. Move 3 steps were also observed in the RA among them the most common steps were illustrating the purpose of research and the nature of research.

Jogthong (2001) conducted a study, in which he studied 41 research articles in Thai by Thai academic writers. He found out that there were similarities in the patterns of the Thai writers and the model produced by Swales. His findings tell that the writers adopted a different strategy in their articles. They made changes in establishing a niche by including identifying the problem strategy. In the move 3, They didn't reveal their findings and research structure of the article.

Maswana (2005), studied research articles across five different engineering fields with the help of Swales model. The study found that the abstracts, introductions and concluding section share conventional move structures.

Jeli (2016), studied introductions of research articles from two disciplines English Language Teaching (ELT) and Civil Engineering (CE) by using the CARS model. The rhetorical move structure fit the (CE) discipline but it didn't fit to the ELT discipline. New moves were observed in case of ELT discipline. The writer suggested that the model can be modified to add to the emerging trends of writing.

Similarly, Darus (2017), studied the structure of RA's in the discipline of Applied Linguistics. With the help of corpus analysis, she tried to find out the most important moves in the text. Her findings showed that introductions conform and depart from the Swales model. She also concluded that the model should be modified according to the latest trends of writing in English.

Farnia and Barati (2017), studied articles introduction written by native English and Iranian writers. Their study also revealed that English writers adhere to the schematic move structure given by Swales but Iranian writers didn't. This study provides a comparative analysis of article writing in both cultures. These are the total amount of researches present on the heading of the introductions. None of the studies has so far attempted to research in the field of introductions that incorporate literature reviews into their layouts. The researcher is going to fill the gap by analyzing the rhetorical pattern, textual features and the move variations in the structure of the introduction that incorporate literature review into their layouts.

2.3.3. Kwan (2005) Rhetorical Move Structure of Literature Reviews

Kwan (2005) work has been a great help for the novice writers who begin to write research articles. She had done research in two parts. The textual analysis is organized in the set format (i.e. Introduction-Literature Review-Methodology-Results -Discussion). She deduced her results on the assumption that introduction and literature review in the research articles have the same rhetorical purpose.

She had initially followed the Swales CARS model for the study of introductions. However, she had modified the Bunton's (2002) model with the addition of moves and steps for studying the literature reviews. According to her, Research into thesis writing is a decade old. However, theorists have been unable to find a way to theorize and research

into the task of literature reviewing and the field remains undeveloped. 20 thesis produced by Chinese Ph.D. students Kwan used CARS model posited by Bunton (2002) as the initial framework to examine the LR chapter display an introduction-body-conclusion structure which was not found in Bunton's description of a thesis introduction. The body part of based in Hong Kong were analyzed for the present study. There were wide range of humanities and social science topics. She concluded that LR chapters follow CARS model. The chapters related to theme discussions follow the set cyclical pattern of CARS model. Kwan initially used Bunton's 2002 model as a theoretical framework. The literature review chapter, however, showed differences. The first difference is 3 moves were not followed obligatorily. Move 1 and Move 2 were given more importance and they were present more frequently than Move 3. Steps pattern was also not followed in a fixed pattern. Establishing a niche strategy were not found in previous CARS model. But now they have become an important part of move 2. These strategies include Making confirmative claims, Relevancy-claiming, and Abstracting/synthesizing theoretical frameworks/positions. Literature review followed the pattern of intro-body and conclusion.

She combined all these steps and strategies to build a comprehensive schematic pattern for the study of literature reviews. In her study, she posited a model which describes all the thematic units of the literature review section. This model constitutes the rhetorical organization of the literature reviews in the most elaborate form.

MOVE 1

Establishing a thematic territory

Strategy 1.

Making topic generalizations.

Strategy 2

Claiming centrality

Centrality claims have been conceptualized by Swales (1990) as "appeals to the discourse community whereby members are asked to accept that the research is part of a lively, significant or well-established research area."

Strategy 3

Giving background information as a means of establishing the field.

Move 2

Creating a research niche (preparing for present research)

Strategy 1

Surveying the non-research-related phenomena or knowledge claims

Strategy 2

Gap indicating.

Strategy 3

Asserting confirmative claims about knowledge or research practices surveyed

Strategy 4

Asserting the relevancy of the surveyed claims to one's own research

Strategy 5

Establishing or synthesizing a theoretical position or framework.

Move 3: Occupying the research niche

Strategy 1

Announcing the aims or research questions.

Strategy 2

Announcing theoretical framework or positions.

Strategy 3

Indicating RA structure.

Strategy 5

Indicating possible findings.

Strategy 6

Announcing research design or process.

2.3.4. Studies Conducted Using Kwan's Model

Hujian (2010) conducted a study using Kwan's model in which he analyzed the schematic pattern of research articles of English and Chinese. They concluded that all the LR's followed a four move pattern i.e. "establishing a real-world territory, surveying and

summarizing previous research, creating a research niche and occupying the niche". Moreover, according to him, Chinese LR's move structure was more straightforward than English research articles.

Jianping (2016) examined Chinese English majored MA student's thesis in order to analyze how students utilize rhetorical moves in order to make a coherent argument. He analyzed 25 literature reviews and deduced that Chinese students manipulate the rhetorical move structure of the literature reviews and in doing so they fail to adopt a coherent argument in the text.

The amount of literature present on the study of literature reviews can be categorized into two groups. One focusing on the generic structure and textual features of introductions and other focusing on the generic structure and textual features of literature reviews. The models created by Swales and Kwan have been developed after a comprehensive study on the structure of the research article's introduction and literature review respectively. But both these headings have not been dealt with in a single study. As according to the new perspective literature reviews have become part of the introduction. This study would investigate the literature review as part of the introduction as this approach is gradually becoming part of the world of academia.

Small amount of researches have been conducted using Kwan's model. This study is going to use Kwan's model for the study of literature review part of the introductions because it is a detailed model which has been designed after an extensive amount of research on the patterns of literature review.

2.4. Rhetorical Structure

The rhetorical structure is sequential patterning or the schematic structure comprising of moves and steps as mentioned by Swales (1990). A move refers to the segment of a text with a specific communicative function that contributes to the overall purpose of shaping its organizational structure. Although these semantic and functional units may vary in each genre, the most common and accepted realization is the schematic or rhetorical structure of a genre. The definitions and explanations related to genre, discourse community, rhetorical structure move structure are inspired by the work of Swales whose work inspires genre analysts, researchers, EAP instructors till today. The most frequent and common genre to all disciplines is the genre of research articles. The conventional components of this genre include an introduction, method, discussion, and

results. The rhetorical structures of all these components have been studied in various studies but it's ongoing research and they are studied till date as the global norms of academic writing in English keeps on changing according to the new trends.

A rhetorical analysis requires you to read a text critically and break it down to analyze it. The aim of a rhetorical analysis is to put together HOW the author writes, in contrast to WHAT they actually wrote. To achieve this, we analyze the tactics the author has used to achieve his or her aim or purpose of writing the text. Writers of different disciplines often use variable writing strategies in order to accomplish their aims. Therefore, we analyze a scientific text in a different light than a humanities article since these authors have very diverse objectives and thus use different writing policies.

2.5. Research Articles

The research article is a piece of writing which allows the researchers and scholars to communicate within the discourse community. As we progress in our degrees we need to get good command over academic writing and its structures as it becomes the demand of the degrees. Research articles play a significant role as they are the first to do further research on a certain topic. Over the year's research articles have been deeply analyzed with the help of different models but the most common model used for the analysis of research articles has always been Swale's 1990 (Creating a Research Space model). Swales (1990) illustrates that ecological analogy endorses many important factors of the research article's introduction. The basic purpose of a research article introduction is to provide a review of the related literature by giving proper and relevant references. These factors include reemphasizing in the eyes of the discourse community the importance and also the niche establishing part which shows that research field is important and will be occupied and later on supported and defended with arguments. It also focuses on the idea that the work needed to establish niche depends on the importance of topic also on the level of the writer's knowledge.

A look inside the research domains pursued by students in the present day would reveal that most of the students select topics belonging to the functional aspects of language. English is deemed to be a progressive language in Pakistan. It is Pakistan's official language and also the most popular and desired medium of teaching in the country. In a recent study conducted by the British Council, the following conclusions were derived; A reasonable grip over the English language can augment the chances of

getting a good employment, English being the mode of all official communication is understandably a desired capability for candidates applying for jobs in Pakistan. Evidently, the employability status for students belonging to English medium schools are considerably higher than the ones from Urdu medium. The second conclusion was that the knowhow of the English language both spoken and written improves that prospects of international mobility. As it is the most widely understood and spoken language of the world, the chances of getting employment abroad are enhanced by a great margin. Most of the English speaking countries like the US, Canada, UK, and Australia have an English language test before importing skilled labor. Thirdly, since almost all of the international researches and studies have been conducted in English, students with knowledge of the English language have greater exposure and access to contemporary researches. This is a driver for growth and development and evidently, the English speaking countries have the highest number of research scholars.

The social desire for learning English as a means to elevate the social standing has led to numerous issues in the country. The first one being that education in English is considered a luxury and institutions charge a high premium to people interested in having their children taught at English medium schools. The second issue that stems from the use of English is the parity which has been created in society as a result of the use and education in English. Two separate education systems have given rise to two distinct social classes. The upper middle or the elite class who have access to prime English language education and the Lower middle class and poor segments of the society that cannot afford the luxury of language no matter how much potential they may have. This enigma leads to a series of problems for the students coming from Urdu medium schools. They are pulled behind in the race for prosperity and it is exceedingly hard for them to change the social class. They face the fear of public speaking especially if it has to be in the English language.

2.5.1. Genre Studies on the Research Articles

Research articles have received the utmost attention in the field of genre analysis. The various components of genre analysis have always been studied in various fields. Therefore, research in genre analysis has been mostly conducted on research articles. The genre analysis studies on research article show that the research has mainly been done on the two aspects of this academic prose: First the use of the particular language and the organizational pattern; in almost all its parts ranging from introduction (e.g. Thompson

&Ye, 1991); literature review (e.g. Swales 1990), methodology, discussion (Peacock, 2002, Lim 2010) to the conclusion (Nwogu, 1997, Kanoksilapatham,2005). This research is significant in the sense that it fills gaps by encompassing a new strand of academic writing which is the amalgamation of literature reviews in the heading of the introduction of the research articles.

2.5.2. Research in the Pakistani context

Khurshied (2016) conducted a genre analysis of abstracts. She found that the abstracts are more descriptive in nature than informative as they belong to the humanities discipline. No set pattern of organization is followed. There is no "universal uniformity" in the schematic pattern of the abstracts. She concluded that genres are bound by disciplines.

Aslam &Mehmood (2014) conducted a study on the macro-structures of the conclusion sections of Pakistani Research articles in Natural and Social Sciences. The writers have proposed a new model for conclusion sections based on the models of Yang & Allison (2003) and Bunton (2005). Their study showed that the move structures of conclusions of Research Articles vary across different disciplines in Pakistan.

Ahmad (2009) analyzed the language competence of the language of law; keeping in mind the eight sub-skills which are required to study cases. This empirical study was conducted with the help of questionnaires. Three members related to the field of law were hired one a teacher of law, second the recent law graduates and third the senior lawyer. The study concluded that learners had incompetence of six out of eight sub-skills to study the cases. The study focuses into the field of English for Academic Legal Purposes (*EALP*) and English for Occupational Legal Purposes (*EOLP*).

In another article, Umraniand Memon (2017) studied the move structures in letters to Editor from three English Newspapers of Pakistan, The Dawn, The Nation and Daily Times. In the research, the writers observed that normally the letters to the editors contain six moves, whereby the first move usually tends to have heading and salutation and the last move contains the details of the writer. The reference, response, incident, problem narration, facts, arguments or suggestion are found in the middle moves.

In another study conducted by Malik (2014), the challenges faced by ESP learners were discussed. The study was conducted with the help of questionnaires which were distributed among students and teachers. The ESP learners and teachers faced a lot of

problems as the ESP teachers were not proficient in the field and had earlier been teaching general English courses.

Adeba (2014) conducted a study to devise a genre identification system. She worked on two aspects term frequency and inverse document frequency. Her experiment proved that lexical features are more useful than structural features and they improve the accuracy to reveal the genre.

Ajmal (2015) studied the ESL (English as a second language) through Classroom Action research methodology revealed that the genre approach is very effective for teaching English in the classes.

The genre analysis of Business Emails written by Pakistani Employees was conducted by Qasim, Hussain, and Mahmood (2015). In this quantitative research, the analysts have studied the macro and micro level features of 100 emails. In the macro level analysis, the researchers have done the Move and step analysis, whereas the lexico-grammatical choices were studied in the micro analysis. The macro level analysis revealed that there are genre specific and culture-specific differences. The micro-level analysis showed that Pakistani writers make frequent use of “Please” and “Kindly” in order to establish a sense of warmth with the addressee. The use of concise emails and abbreviations show that the email data is close to spoken text instead of written text. This paper offers important insight on business-related language for students, teachers and business professionals.

In another article by Siddiqui (2015), conducted a genre study to analyze the writing skills for EFL (English for Foreign learners). The study included diction, style for producing quality text and making revisions of the produced text. This study gives valuable insights into the matter of academic writings.

Qurat-ul-Ain, Mahmood, and Qasim (2015) did research on the Generic and Lexico-grammatical Patterns of Job Application Letters Sent to the Educational Institutes of Faisalabad. In this study, 100 letters were analyzed and findings revealed that most letters follow an 8-moves model with varying frequencies of certain moves such as ‘emphasizing skills and achievements’ and ‘stating reasons for applying’. The Lexico-grammatical analysis also revealed that Pakistani correspondence still adheres to old patterns with courtly expressions, uses less creative language and lacks coherence.

Shehzad (2016) did the Genre Analysis of Generic Section Headings of MPhil Theses' Introduction Section of Linguistics and Literature. Using the CARS model of Swales (2004) the section headings of twenty chapters of MPhil Theses were studied. The study revealed that the average length of the introductory section ranged between 8 to 10 pages which are considered rather short, whereas, there was no consistency in the occurrence of section headings. It was also observed that these theses differed from the CARS model in terms of the statement of the problem, methodology, and objectives, which according to the writers raises serious concerns regarding the practice of the rules of academic writing in Pakistan. This research highlighted the issues with academic writing and provides a basis to potentially resolve the problem.

In a similar research paper,Rofess and Mahmood (2010) study the Generic Structures of Pakistani Doctoral Thesis Acknowledgements.

235 Ph.D. theses acknowledgments from eight different disciplines, written during (2008) and (2012), were studied for this research paper. The paper used the Swales' (1990) model for studying the genre moves. Majorly, Hyland's (2004) coding scheme was used however, due to socio-cultural differences other models such as Ali (2010) were also used. The results alluded that seven moves along with sub-units were used. According to the researchers, these moves were derived from socio-cultural norms, academic traditions and institutional practices in the country.

All the above-mentioned researches have captured different aspects of the genre ranging from ESP to EAP. But if we examine the studies conducted in the field of EAP (English for Academic Purposes) we will find paucity with regard to the research conducted in the field of the literature review section. This study would encompass both the important headings of a research article i.e. introduction and literature review.

2.6. Introduction cum Literature review

The studied literature strengthens the fact that merging literature reviews into the heading of introductions is a genre which has not been studied so far. The current study has used the models of Swales (1990) and Kwan (2005) for its theoretical framework. These frameworks are well suited for studying the schematic structure of introduction cum literature review as they have already been built after an extensive study of the generic structures of both the headings separately. This study has filled the void in the genre analysis studies by adding a new framework to the existing frameworks of Swales

(1990) and Kwan (2005). Moreover, it would introduce a new global trend of academic writing in English to the researchers. The study aims to help the academicians and novice writers to practice new trends of academic writing in English in line with global trends. The current study falls in the category of English for academic purpose as it is going to analyze an integrated approach of the organizational pattern of the introductions which cater literature reviews into their layouts.

2.6.1. Corpus-Based Studies

Corpus is a Latin word which means 'body'. Corpus analysis helps to analyze and compile a large amount of data. According to Granger and McEnery (2002), Corpus analysis helps to investigate many areas of linguistics like lexis, syntax, and semantics. The study of corpus linguistics dates back to the 1960's. However, it was adopted as a completed methodology with the advent of computers which could store, analyze and organize a large amount of data. According to Baker and Scott (2006), Corpus linguistics can help to analyze a variety of data. It can help to sort out the word frequencies, word counts, word combinations, the choice of words done in a certain genre, etc. Corpus analysis has varied functions. It has been used to make dictionaries, grammar reference books, and many others.

Green et al. (2000) conducted a corpus-based study to analyze how Chinese writers of academic text use English in order to convey their idea in the research articles. The overuse of topic fronting devices and logical connectors devices was analyzed by tagging the corpora the results showed that Chinese have a tendency to use logical connectors but the findings couldn't illustrate results for topic fronting devices. Peacock (2002) conducted a corpus-based study on seven disciplines i.e. Biology, language and linguistics, Environmental science, Business, Physics, Public administration, and law. The corpus was huge as it consisted of 252 articles and 4.1 million words. The researcher observed many differences of interdisciplinary nature in the schematic move structure and its use. Oztrk (2007) conducted a study on the differences in the schematic structure of articles introductions within a single discipline. A corpus of 20 research articles was analyzed. The purpose of the study was to analyze the differences between second language acquisition and second language learning. Varipouri and Nassaj (2013) had done corpus-based study on the chemistry articles. The basic aim was to develop a list of frequently used words. They formed a word list and named it (CAWL) Chemistry Academic Word List.

A study conducted by Ozkan (2015) found the use of evaluative adjectives in the research. The study was conducted on the Native-speaking academic authors, Turkish speaking academic authors and Spanish speaking academic authors. The study concluded that the frequency of adjectives used by the Turkish and Spanish writers is low as compared to English writers.

In this study, corpus analysis is going to be used to analyze the rhetorical statistics of moves in the schematic pattern of the introductions. Corpus analysis has been done with the help of word counter software. Word counter software has been used to analyze the number of words used in each move. This word counter software helped to analyze the most important move in the rhetorical structure of the article's introductions.

2.6.2. Move Variations

The rhetorical organization of the text is realized by the series of rhetorical moves defined as a segment of text that is shaped and constrained by specific communicative function (Holmes,1997,p.3). A move is basically the stance that a researcher holds in the rhetorical organization of the introductions. There are 3 moves in the literature review model posited by Kwan. Each move has been utilized in a different manner by all the researchers. Every researcher wants his work to be distinctive so they alter the pattern of moves. However, it's a prerequisite that all the moves should be present in a comprehensive introduction. This study is going to analyze that how researchers make their work distinctive by following different rhetorical move patterns. Move variations have been analyzed in several studies while taking different genres into considerations.

Feng (2006) observed move variations in research grant proposals and he concluded that the scholars do not follow a set pattern of needs, means, and contributions. They keep on changing the order but all the moves should be present in the organizational pattern of research grant proposals.

Karabacak (2016) examined 50 published abstracts. He followed the five model posited by Pho. He observed that 18 abstracts do not follow the five move pattern. Some of the moves are being omitted from their structures He called such abstracts as "semi-linear abstracts". He also observed abstracts which follow five move pattern but they do not follow the order as suggested in Pho's model. He called such abstracts as "nonlinear abstracts".

In a study conducted by Dana Chahal (2014) he explored the rhetorical move structure of introductions in cultural studies. His examination of RAIs revealed that researchers usually conform to the CARS model, however, noteworthy variations are observed in relation to the obligatory status of the moves, the occurrence of the steps and the means used to refer to the literature.

The organization of introductions and literature reviews has been studied in many studies but this study is going to fill the gap by analyzing the integrated approach of writing introductions and literature reviews under one heading.

CHAPTER 3

METHODOLOGY

The methodology has been explained in this chapter. The methodology employed in this study is consistent with the theoretical framework adopted as well as with the research questions elucidated in chapter one. The aim of this study is to achieve a better understanding of the generic structure and the textual features of the integrated introduction that contains a literature review into their structures. A mix method approach is adopted in order to get a comprehensive analysis of this new layout of introductions. Data has been analyzed and presented by both qualitative and quantitative methods. First of all, the contextual information is provided which includes details of the journals from which the articles have been selected. The second part of the chapter explains the data, the sampling method, the analytical framework used and the integrated approach employed to analyze the data. The third part of the chapter elucidates the methods, tools, and stages of data analysis.

3.1. Contextual Information

Twenty published research articles from four international journals are selected for the present study. These are all internationally acclaimed journals and are present in the JCR (Journal Citation Report). The four journals included are *International Journal of Speech-Language Pathology, Applied Psycholinguistics, Brain and language* and *Gender and language*. According to the JCR list 2016the impact factor of *International Journal of Speech-Language Pathology* was noted to be 1.179, while *Applied Psycholinguistics* has an impact factor of 1.97, *Brain and language* has an impact factor of 2.439and *Gender and language* has an impact factor of 0.31 Table 3.1 presents the details about the journals and their impact factor. All of these journals belong to the category of applied linguistics.

Table 3.1 Journals with their Impact factor

Journals	Impact factors
Applied Psycholinguistics	1.97
Brain and language	2.439
Gender and language	0.31
International journal of speech and language pathology	1.179

3.2 Sampling

The data for this study was collected from the journals which are present in the JCR list. JCR list comprises of worldwide recognized journals which are verified by HEC and they meet all HEC Journal Criteria. JCR list contains papers which are reviewed by at least one expert from an industrially/academically advanced country in the respected discipline. The purpose of selecting articles from the JCR list was to analyze articles which have been published in journals with good impact factors for accurate and faultless investigating purpose. These articles are easily accessible online in pdf forms. These research articles have been published between the years 2013 and 2016 by native and non-native English writers. The details related to research articles are illustrated in the appendix part A.

20 articles were selected from four journals. To avoid monotonous results and have varied and a comprehensive approach on the new layout of introductions the articles have been selected from four different impact factor journals**.**

These articles were selected on the basis of their availability. These articles are selected for the purpose of convenience sampling. The articles are easily accessible in pdf formats. All the journals do not have an even number of articles because they are not easily accessible online. The selected articles have been published in recent times and they are easily accessible online. The details of the journals are given below in the table.

Table 3.2 showing the selected no. of articles from the journals

Sr.no.	Journal's Name	No. of articles
1	Applied Psycholinguistics	6
2	Brain and Language	4
3	International Journal of Speech-Language Pathology	4
4	Gender and Language	6

3.3. Analytical Framework

20 research articles have been selected for the present study considering the length of texts, time for undertaking the study and word limit data. These research articles are analyzed with the help of John Swales (1990) model for analyzing the introduction part of research articles and Kwan's model for studying literature reviews. The schematic structure of the introductions has been analyzed with the help of these models. Moreover, the researcher has also investigated the move variations in the introductions of research articles. The move variation explains the different patterns adopted by the scholars in their introductions.

The researcher has also explored the textual features in each move of the literature review part of the introduction. These textual features include the use of hedges and boosters, evaluative adjectives, adverbs, use of reporting verbs, use of present tense more than the past tense, use of passive voice is also observed in this study. These textual features are employed by scholars to magnify their work and establish their research paradigm. In general, it would help to understand the academic writing skills according to the global norms of writing in the English language.

3.4. An Integrated Approach to the Study of Swales and Kwan's Model

Introductions of research articles introduce the topic from a general perspective and lead it towards the specific one. According to Swales (2004) introduction is, "a product in its finished form which is the outcome of a complex process." It establishes the scope, context and the significance of one's research. It highlights the background of the topic and states the gaps in the research. According to Swales (1990), "Research article is a crafted research artifact and a manifestation of rhetorical maneuver." Its basic purpose is to establish a research paradigm for the readers so that they get to know about the topic understudy, its scope, methodologies used for research and its possible outcomes.

If we examine the Swales model and Kwan's model, we find many similarities. Swales calls Move 1 as establishing a real-world territory while Kwan terms it as establishing a thematic territory. Move 2 and 3 are the same for both. However, some of the steps are added in Kwan's (2006) model which have been incorporated into the model used in this study. This study would use an integrated approach for studying the introductions that incorporate literature reviews into their layouts. Kwan (2006) deduced that the CARS model has a comprehensive framework that encapsulates rhetorical movement in the introductions of research articles and introductions of other genres. Kwan (2006) notes, those move elements bind the propositional contents of the elements and works as a step or a strategy for the internal logical coherence of the text. The model has been explained below:

Move 1

Establishing a territory

Step 1

Making a centrality claim

Step 2

Making topic generalizations

Step 3

Reviewing items of previous research

SITUATION

Move 2

Establishing a niche

Step 1

Counter Claiming

Step 2

Indicating a gap

Step 3

Reviewing the previous research

Step 4

Confirming Strengths

Step 5

Confirming relevance

Step 6

Question raising

Step7

Establishing or synthesizing a theoretical position or framework

PROBLEM

Move 3

Occupying the niche

Step 1

Outlining purposes

Step 2

Announcing present

research

Step 3

Announcing main findings

Step 4

SOLUTION

Indicating structure of the paper

This model would help to analyze the introduction and the literature review part incorporated in it.

3.5. Data Analysis

For the present study, the data were analyzed in three stages. These stages include analysis of the schematic pattern, analysis of the words in the moves and the textual analysis. A mix method approach was adopted in order to get a comprehensive analysis of this new layout of introductions. Data has been analyzed and presented by both qualitative and quantitative methods. All the stages of the data analysis are explained below.

3.5.1. Stage 1

In the first stage, all the moves were analyzed with the help of this integrated model. The moves and steps of the schematic pattern were analyzed through a close reading of the text. While analyzing the schematic pattern of the introductions the researcher also examined the move variations in the schematic patterns. Move variations are the different patterns that are employed by the researchers in their articles.

3.5.2. Stage 2

After analyzing the schematic pattern, the corpus of introductions of 20 research articles was put into the text box of the software Word counter. This determined the number of words used in each move. The purpose of this analysis was to provide the highest number of words used in the moves in order to determine the most important move of the schematic pattern.

3.5.3. Stage 3

The third stage of this study was the textual analysis. The word choices made by the writers were observed in each move of the articles through a close reading of the text and with the help of the textual features given in the models. Thus, this study attempts to provide a comprehensive analysis of the introductions that incorporate literature review into their layouts.

3.6. Corpus Textbox-Software Word Counter

The first stage of the analysis was to determine the moves in the articles. The moves were detected through a close reading of the text. After the analysis of the moves, the researcher has counted words of each move with the help of software Word Counter.

Each move has been analyzed with the help of a word counter. Word counter software is a valuable source to count words, detect grammar mistakes even plagiarism index. With the help of this software, the researcher has analyzed the number of words and the average word count of each move. Knowing the word count is important to detect the number of words in each move. For analyzing the word count the words from each move were put into the text box of Word Counter. This determined the count and the average word count of the words used in the moves. This number has determined the most important move in the introductions. The word counter has indicated the word count and frequencies of words in the document. It is a useful tool to decode the text and to understand the organization of the research articles.

To sum up, the approach adopted in this study is a mixed method. The data has been analyzed and presented by both qualitative and quantitative means. The move analysis has been done in tabular form. Textual analysis has been explained while the statistics have been presented in tabular form.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

In this chapter, the rhetorical patterns of the articles have been analyzed with the help of Swales and Kwan model. The articles have been selected from international journals. The introductions of the articles have been analyzed by exploring each move in the introductions that incorporate literature reviews into their layout. The study provides a descriptive analysis of articles, textual features, and the nested structures within the moves. i.e. Steps. Three stages of the analysis include schematic move analysis, move variations, textual analysis and the statistics of the rhetorical pattern. First of all the moves were analyzed article by article with the help of close reading of the text. Move variations were observed simultaneously during the process of move identification. The third step was the textual analysis. The text was analyzed with the help of word choices made by writers in their research articles. These textual choices were then put in the software to detect the number of words in each move. This process was done to identify the most important move of the text. In the fourth step,the average word count of moves was analyzed with the help of the same software Word Counter. This determined the most used word in the text which was related to the main theme of the article understudy. All of these stages are explained in detail in this chapter.

4.1. Schematic Move Structure of the Introductions

The moving structure of all the research articles was analyzed with the help of a cohesive model explained in the methodology section. Article wise analysis of the schematic pattern has been elucidated in tabular form in the appendix part B.

Both qualitative and quantitative methods of data analysis, comprising word counts and text analysis of the research article’s introduction have been applied to the data. First of all, the moves were analyzed through close reading. Move 1establishing a territory has three steps claiming centrality, making topic generalizations and reviewing items of previous research. Move 2 establishing a niche has6 steps counter claiming, indicating a gap, reviewing previous research, confirming strengths, confirming the relevance and establishing or synthesizing a theoretical position or framework. Move 3

also has three steps outlining purposes, announcing present research, announcing principal findings and indicating the research article structure.

The schematic pattern of the introductions includes three moves which are establishing a territory, establishing a niche and occupying the niche. The additional steps observed in move 2 include announcing the adoption or definition of terminology, question-raising and explaining approach and hypothesis. The additional step observed in move 3 includes readdressing aims. The additional steps clarify the schematic pattern and make it more comprehensive as the introductions cater the literature review part into their layouts. According to Kwan (2006),The schematic pattern suggests the researcher's conscious efforts for the promotion of their work. These steps were observed in move 2. The structure is explained in the 4.1 table.

Table 4.1 the move structure of introductions that incorporate literature reviews into their layouts

Move 1	Establishing a territory
	1.Claiming centrality
	2.Making topic generalizations
	3.Reviewing items of previous research
Move 2	Establishing a niche
	1.Counter claiming
	2.Indicating a gap
	3.Reviewing previous research
	4.Confirming strengths
	5.Establishing or synthesizing a theoretical position or framework
	6.Announcing the adoption or definition of terminology
	7. Explaining approach, questions, and hypothesis
	8.Confirming relevance
	9.Question Raising
Move 3	Occupying the niche
	1. Outlining purposes
	2.Announcing present research
	3.Announcing principal findings
	4.Readdressing aims
	5. Indicating a research article structure.

4.2. Textual Analysis

The textual analysis of each move tells about the use of words in each move. This step would help to understand the use of language in the schematic pattern of introductions.

4.2.1. Move 1

Establishing a territory

Establishing a territory is the move which sets to guide the road map of research. It builds on the research area where the research is located. It has three steps which include: Claiming centrality, making topic generalizations and Reviewing the previous research. Introduction part of 20 articles was analyzed to see how to move 1 that is establishing a territory has been established by different scholars.

Step 1

1. Claiming Centrality

The writer usually states the importance of the topic. It usually illustrates the significance, relevance, and worth of research. It usually serves as a topic sentence of the introduction.

In stating the importance part; Pillay (2013) presented his research to be significant in the following way: In many contexts across the world, subalternity has been defined as lack of education and intellect. Claiming centrality helps the researcher to reinforce the importance of his topic. This step helps the readers to analyze the utility of the topic. Ahmed (2013) claimed the centrality of his research with the help of the following phrase in many contexts across the world (Ahmed,2013*)*. Buell (2013) elaborated the significance by using words like the wider public. In the same way in the article no.3 the researcher used words like a wider public. In addition to that, claiming centrality is a significant tool as it helps the researcher to analyze the scope of his research. In article no.4 the researcher uses a phrase like much debated which is commonly used by many researchers in the articles under study. In article5 the researcher used the phrase “matters a lot” in the following way. Position matters a lot while making an analysis of language and sexuality (it might be an online investigation and can be offline). Devaluing position means devaluing its roots(Brian,2011,p.9).These positive evaluators(adjectives)have been used to highlight the significance of the research.

Moreover, claiming centrality step also helps to show the magnitude of a certain research field. In article 1 the writer uses the phrase ‘across the World’ to emphasize the importance of the work. Depravity across the world means less power due to lack of basic facilities education, attitude and intellectual levels (Pillay,2013, p.13). ‘Across the World’ shows the magnitude of the study. In the same way, in article 8 and article 9 the writer uses the word “common belief” and “Research says” that it is the general phenomenon. Common belief shows that it is a common phenomenon. A common belief in the past was that men in comparison to women are less expressive about their feelings and emotions (Seale and Black,2009,p.8).Research says language is restricted to humans which is used by them for communication. If a family has language impairment this allows us to study genetics (Holmgreen,2009, p.20). Research says shows that this field has already been researched and has got some foundations in the research field. In article 6 the researcher used phrases like large collections in the following way. Corpus linguistics compiles a huge variety of text which is carefully compiled up and sampled to classify a specific language variety (Baker,2010,p.15). So, claiming centrality is used to highlight the salient features, relevance, and importance of the research. According to Kwan (2005), these are (TE)thesis external claims.

The other category of centrality claims is directed to the writer’s own thesis. Kwan (2005) terms these names as thesis internal claims (TI). These claims include the writer’s own stance about the field of research. e.g. In article 7, the researcher uses the word “nowadays, the ongoing issue”. The writer starts his thematic unit with the word “nowadays the ongoing issue” the use of these lexical items shows that this is a common issue which needs to be addressed in order for the women to have equal participation in the society. The researcher says, Nowadays, the ongoing issues regarding gender roles have been; one to let women opt higher job posts in business and the other is the difficult task of letting women grow in their career (Holmgreen,2009,p.5).In article 11 the writer uses the phrase “common observation” in the following way to elucidate the language acquisition process in infants. It is a common observation that infants have capabilities to process speech and along with it to process their native language (Brian,2011,p.11).

Furthermore, claiming centrality can also be used to highlight the old school of thoughts. In article8 the researcher has used it to express his opinion about the ideas that were prevalent previously about the ideology of gender in the following way. Earlier it

was commonly believed in the ideology of gender that men are more expressive of their feelings and emotions as compared to women (Seale and Black,2009,p.10).

Similarly, in article 12 the writer expresses the old phenomenon in the following way:

From the start of 1990s research has mainly focused on how gender is represented and described in the discourse (Breadmore and Caroll,2016,p.11)

Other writers have used words and phrases to express the magnitude, relevancy and salient features of their research in the following way: Particular language variety, increasingly greater or lesser extent constructed, rapidly human-specific trait, success, ability, beyond, throughout America ,invaluable, languages of Europe, store of information, often focused, is one of the most, is a much needed reflection. According to Swales (1990), this step helps the researcher to establish his research and make appeals within the discourse community about the significance and relevance of his research.

Step 2

2. Topic Generalizations

The second step of establishing territory is making topic generalizations. While generalizing the topic the researcher makes a neutral statement about the current state of knowledge on the topic. It is usually believed that topic generalizations are hard to detect as there are no clear cut lexical pointers that are used for it.Topic generalizations are usually divided into two categories. The first category is used to make general statements and share thoughts about the research field understudy. In article no. 4 the researcher describes the current situation of the work done in the field of speech-language pathology in West Africa in the following way:

A social organization for handicap children made observations about this matter in West Africa(Topouzkhanian and Mijiyawa,2013,p.7).In article 3 and article 4 the general statements have been passed in the following way: The report addresses issues of public and tries to bring them on one platform to discuss the genetic effect on disabilities (Pillay,2013). The newly developed brain imaging techniques can be used to study the early stage of language acquisition in infants (Buell,2013,p.11).

Besides, the second category gives the general world background where the research has been established. In article 11,12 and 13, the writer generalizes the topic in

the following way: Social categories do not have fixed characteristics. It is a common assumption that they are socially constructed (Seale and Black,2009,p.8).According to various researches, problems emerge because of traditional business opinions in which people think of ways of making their career (Johnson and Ensslin,2007). These researches have given rise to a large body of data on the formation of gender identities (Lambertz etal,2010,p.6).

The linguistic choices made by researchers for the first category while making general statements include words like Inadequate a much-debated issue, growing body, contemporary theory, substantial body of literature, has been found, a strong association has been found. These words help the reader to understand the vacuum still present in the field of research.

The linguistic choices made by researchers for the second category where they describe the general world view include: Bigger problem, wider public, humanitarian organizations, common sense notion, automatically known, salient patterns, thanks to the development, have been identified, might, repeatedly, occur, nationally represented, important, must, consistently demonstrate, broad view of disability. The second category helps the reader to understand the necessity of the research. These words imply that topic generalizations are a rhetorical strategy used to give the worldly background of the research field.

Step 3

3. Reviewing items of previous research

In this step, the researcher gives references of the already researched material on his topic, tries to give their opinions about the already researched material and also tries to present the view that they have knowledge about their topic and have done research on it. All of the research articles have used this strategy. In article 5 the researcher makes use of this strategy in the following way: According to Skeggs et al, Communities are formed by self-identification i.e. when we realize our importance and utilize it properly. Understanding self is important. (Skeggs *et al*. 2004,p.112) (Brian,2011,p.112).The following examples are also taken from the articles under study. The researchers recognized that people with disorders related to speech might not be represented properly and are not treated properly (Pillay,2013, p.13).The researcher concluded that corpus cannot be argued with a faulty stance. It has to have value in the arguments (Hopp and

Schmid,2013, p.16).A present study on the Danish financial sector confirmed that the important factor in the separation between male and female is because of the preconceived biological notions (Cunningham and Carroll,2015,p.19).According to a research (2004), men share their emotions and opinions about a variety of topics and things in the world without being concerned about their gender and status (Cunningham and Carroll,2015, p.20).

Recent work in sociolinguistics is concerned with the use of anthropology of language that how language is concerned with discursive formations (Tighe and Binder,2015, p.18).

This strategy makes use of words and phrases which include references, sometimes article types, and words which are used to express other's views. Reviewing items of previous research is a rhetorical device, which is used to identify previous findings, attribute the findings to their authors and adopt a viewpoint from the findings.

The words used by other researchers include: International Labor Organization ILO, in the lead article, address, United Nations(2006), According to Skeggs et al, argued, suggest, a recent study, indicating, as Galasinki summarizes, a typical example of such a study, recent work.

These words imply the following purposes: They offer references of already researched material. They also show the researcher's interest in the research field that he has done research about the topic and has acquired knowledge of the research field. According to Professor William (2004), People usually take this strategy for granted, if one doesn't give references to the previous research that shows his lack of interest in the field. One should be updated about the current state of knowledge and significance of his research field.

So, in light of both the theories proposed by Swales(1999) and Kwan (2005) we found that territory establishing move has been found to be a common practice in research articles introductions. In this study, most of the articles used this strategy for beginning their introductions. The presence of this move in all the articles ensures the rhetorical structuring and points to the obligatory status of this move. Claiming centrality, making topic generalizations and reviewing previous research all the steps are present in the articles. In this move, the researcher concluded that the writers not only make use of the positive evaluators but also explains the negative consequences in case of the absence of

the proposed research understudy. Topic generalization on the other hand, as noted in the articles is used for two purposes stating the current state of the knowledge and describing the general world background. Reviewing the previous research is also an obligatory step. This step is used to discuss the previous researches and to delineate the existing knowledge of the researcher.

Move 1 on the whole, helps to establish grounds for research by claiming the centrality, generalizing the topic by showing its world importance and how much research has already been done and by reviewing the previous research and showing the current state of the knowledge.

4.2.2. Move 2

Establishing a niche

Establishing a niche is the move where the writers after finding the general research area try to present the rhetorical foundations for the research to be presented. Such foundations can be laid with the help of the conventional steps by Swales and Kwan which include: Counter claiming, indicating a gap, confirming strengths, confirming relevance, establishing or synthesizing a theoretical framework. The researcher also observed some new steps adopted by the writers which include announcing and adopting the definition of terms, explaining the hypothesis, explaining approach and question-raising. This move constitutes most of the introduction part with 9 steps.

Step 1

Counter claiming

Claiming centrality is the part where the researchers not only present the significance of the research with the help of positive lexical pointers but also present the negative consequences in the absence of proposed research. This step indicates gaps in the previous researches e.g. In article 7 and 9 the researchers use this step in the following way:

There has been a lot of work on gender studies in the early 1970s and 1980s. The research mainly focused on the difference between female language and gender difference. However, these works were unable to form any clear cut difference between language usage among males and females (Johnson and Ensslin,2007,p.45).

Cyberspace has a linguistic space as it uses codes in the computer programs and words on the screen (Holmgreen, 2009, p.3).

Moreover, claiming centrality is used to indicate gaps in the previous research that has undermined or weakened the prevailing argument e.g. In the article 8 the researcher says Records related to speech-language pathology before 1980 were incomplete but till the mid of 1980's they were made complete by the participation of locals and expatriates (Pillay,2013, p.15).

Most scholars and sociologists are reluctant to see sex as a label which is assigned to children at the time of birth which forms their social identity. Sociologists related to health have helped to comprehend the language problems related to men. According to them males are unable to communicate their problems properly this causes them to suffer from severe illnesses (Cunningham and Carroll,2015, pg.510).

In addition to that counter claiming is also used to introduce an opposing viewpoint or perspective e.g. In article 11 the researcher uses this step in the following way: Linguists who have taken interest in gender and language didn't give much attention to the corpus methods to inquire about the differences in speech of males and females rather they used qualitative methods (Tighe and Binder, 2015, p.246).The following are the linguistic choices made by the other scholars for this step:

Collectively, represented, patch, not well established, stemming, to and in which they have multifaceted relationships, central, social foundations, when in truth it is, eschew, small scale analysis, however, hesitant, sought, contribute, much of the work, carried out, speculated, not particularly, differ, moreover, central role, thus, however, despite, who are not concurrently, despite, important later, despite variation, face the methodological problem, only, may not, reliable, observe. These words are used by scholars to indicate the prominence of research and the gaps that exist in the research field.

Step 2

Indicating gap

This step indicates that how research has been done previously and what were the gaps in it. This is the most commonly observed step in all the articles. According to Yin B (2004), This step tries to differentiate by establishing real-world territory and indicating a

gap in the already researched field. In article 8 e.g. the researcher indicates the gap in the following way:

The current studies could not cater to the aspects related to speech, its structures, and the acoustic waves. Things that affect the speech. (Lambertz etal,2010, p.55).

Similarly, indicating a gap is also used to develop a gap or research problem or understudied area of literature. In the other articles gap has been indicated in the following way:

World report does not sufficiently cater to the problems of migrants (Pillay,2013, p.85).

This paper addresses the issue of under-representation of migrants and their impairments which has not been addressed earlier (Ahmad, 2013, p.38).

There is a lack of knowledge related to PWCD and their heirs (Ahmad,2013, p.38).

If we ignore the cognitive and social identity of students, this may lead them to subtractive bilingualism in which children are unable to speak properly in one language and keep on switching languages (Buell,2013, p.33).

There are restrictions related to areas and the traditional information that the media lacks (Baker,2010, p.13).

So, indicating a gap is the most common strategy observed in the articles because it sounds less confrontation than other possible options. (Yin B, 2004, p.5).

According to YinB (2004), Gap indication is either done by negative or quasi-negative quantifiers such as little, few etc. The following words are used by other researchers. Neutral words are used by the researchers include. The neutral words include: Under represent migrants, lack of knowledge and skill, banning, traditional information media lack, in the past, informed, by the above, yet these and many other studies, the body of work, did not reveal, pivotal, no insight, unclear.

The quasi-negative words include:

We have for the first time, a small number of studies compared largely unexplored, however, there is still much to learn, how, very little is known, given the relatively minor contribution of predictors estimate pace largely failed. All these words sound neutral as according to Swales researchers do not use highly confrontational words as they have to

gain a position in the discourse community. So, the gap indicating step should have a cautious use of words.

Step 3

Reviewing the previous research

This step raises a question about previous research. This step helps to identify the gaps in the previously researched material in move 1. In article 8 the researcher reviewed the previous research in the following way:

The specific question that arises with regard to the left and right hemisphere is that how language network is formed and is there any existence of bias in the left hemisphere for processing speech in the early stages of life (Sun, Collura, Ruvolo, & Walsh,2006)(Lambertz etal,2010, p.16).

In the rest of the articles the previous research has been explained in the following way:

According to research conducted in 2013, migrants are deprived of basic facilities of health and have to face immense problems because of that (Pillay, 2013,p.10).

According to the surveys conducted by World Health Organization (2012), more than 275 million people are suffering from deafness and hearing problems and the majority of them live in 3rd world countries with low medical facilities (Topouzkhanian and Mijiyawa,2013, pg.8).

A corpus-based study conducted by Schmid (2003) indicated the differences between the use of language by males and females. According to the study, male discuss more about public affairs and abstract concepts while female are more concerned about a color, home, and clothing (Baker,2010,p.10).

According to Butler, the word gender attributes to a social construct. Gender is the identity that people gain by performing particular acts which describe them as masculine or feminine (Holmgreen,2009,p.15).

A study conducted by O’Brien, Hunt, and Hart concluded that males are hesitant to talk about their health problems (Seale and Black,2009,p.16).

Words used by other scholars for the same step include:

Underserved populations to health services, not mentioned, commissioned, according to the WHO (2012), in fact, however, while, research should not be in order, In Butler's view, a typical example of such a study, proposes, integral ideologies, several findings, point to large differences, it is known, beckons direct investigation, however, despite, unclear, it is important, showing, report, interpreted as evidence, in contrast, predicts, long been acknowledged, vary. This step is the not repetition of the step in move 1 rather this step helps to ask questions about the previous researches and establish grounds for the present research.

Step 4

Confirming strengths

This step illustrates the importance of the research topic. The step basically helps to relate to the value and strength given to the research with the help of the citations. In addition to that, this step helps to pass confirmative claims about the extensive research made by the researcher on the topic. The writer gives positive remarks about the already researched material and then tries to adopt the research field with a new stance. In article 8 the researcher makes confirmative claims in the following way:

These studies alone cannot fill the void of functional processing of left hemisphere. It is believed that there are two benefits of left hemisphere. One is domain-general which relates to auditory processing. Other is domain specific which relates to speech processing. Very few studies can discriminate between the actual function of left and right hemisphere in language processing (Lambertz etal,2010, p.56).

The researcher clearly states that the present studies do not fill the required demands of the field with the help of the phrase "cannot fill the void of functional processing".

Following are the words used by the researchers for this step:

stands, main, transient, sustainability plan, planning to ensure, addresses, improve, hope, gain insight, a small number of studies, investigate, adapt , reflect access allows confirming or challenging, widespread reluctance, challenging to conventional notions, increasingly popular, appears and dislodging , however from these studies alone, it is possible to determine, first, common, unexplored, pivotal, examined, provide a more accurate and ecologically valid perspective, enhances the existing body of literature by investigating, neither of the latter two studies controlled for baseline PA, important,

apparently relatively minor contribution, hypothesize, potentially allows, assume, engage. With the help of these words, writers try to reclaim the significance of their research.

The value of work has been strengthened in the following way in the other articles:

There is no question that people with communication disabilities does not get proper treatment. Hospitals need to have proper equipment and methods to access it (Pillay,2013, p.16).

This paper is in response to the recommendations suggested in the world report. Key agenda was to provide valuable sources for the higher degree programs (Ahmad, 2013, p.18).

The online use of language is a valuable source to analyze the differences between genders. This could give valuable insight into the matter (Brian,2011, pg.29).

In the previous studies, *a* small number of studies used corpus methods in sociolinguistics in order to study the differences in male and female speech (Baker,2010, p.19).

In the recent published articles scholars argue that men and women have different social roles, they adopt different gendered positions which reflect a range of masculinities and feminities (Holmgreen, 2009, p.12). These words help to establish the importance of research; it also strengthens and gives value to the research field.

Step 5

Confirming Relevance

This step helps the researcher to indicate that his research is genuine and relevant to the current world problems. The strategy employed by the researcher for making relevancy claim is as follows:

Marmoset speech develops through stages just like humans and because of that marmoset is the most suitable animal for studying human speech(Kato etal,2014,p.12).

The researcher uses the words “most suitable” for the marmosets as he tries to reiterate that the organism he has used for the present study’s experiment is the most suitable one.

Relevance and genuineness have been indicated in the following way in the other articles.

In this research, we try to sort out evidence from language that would help us understand conformity and resistance to the gender identity (Seal and Black,2009, p.18).

In this article, the main purpose is to analyze the ongoing debates on the gender ideologies with the help of language related to gender represented in two British newspapers (Johnson and Enslin, 2007, pg.207).

These symptoms are observed in 12 and 14 weeks during the process of gestation *which is* considered to be a critical time for cortical regionalization (Lambertzetal, 2010,p.19).

The other researchers made the following linguistic choices for this step.

Identify, evidence, intention, contribute, emergent theoretical debate, exploring, this is observed, suitable, no research to date investigated, found implications, to date, no studies investigated important, understand, key role, previously highlighted, problematic, complicated by findings. These words indicate that the research field is genuine and is relevant to current world problems.

Step 6

Establishing or synthesizing theoretical framework

The researcher illustrates the theoretical framework of his research in this step by explaining the theoretical framework that he is going to adopt. Kwan (2004) notes that literature review deals with that part of the thesis where the presuppositions related to the theory are dealt with in-depth. In article 5 the writer uses the following way to establish the theoretical framework.

The theoretical framework for this study is inspired by the ‘triangle of space’ developed by Gotved (2006) with the help of Lefebvre’s work. She defines socially produced space into three categories: spatial practice, representation of space and spaces of representation (Brian,2011, p.13).

The researcher uses the phrase “the theoretical framework for this study is inspired by” the researcher has also appreciated the theorist at the same time in the second sentence he tries to explain the theory. Sometimes writers explain their theoretical framework in move 2 and then try to synthesize with the work in move 3 step announcing the present research.

Following are the words used for establishing or synthesizing theoretical framework:

Engage, typical and unique, most suitable, envisaged, clear prevalence, ensuring and crucial, established, included, guiding framework builds, sampling framework, inter face is freely accessible perform examine within a discursive framework, sustaining and challenging wider scope, propose, characterize and extend, notable exception, explores, employed, to test, we presented, furthermore to probe. hypothesized, the first study to compare, examined, investigated accuracy and response times, found, worked, two broadly distinct theories, it is important to test, designed, broadly, first category aims, measure, most, commonly used tasks, second category accesses well documented, introduces, compared, posed, draw. These words are used to clarify the theoretical framework.

Step 7

Announcing the adoption of definition

This step was found in few of the articles. The lexical choices made by researchers in this step are used for definition, explanation of terminology and characterizing attributes.

This step helps the researcher to provide definitions of the terms that might be new for the readers or might be defined in a different way in his article. In article 5 the writer defines the term in the following way:

Identifications means how people change through “assimilation” through inconsistencies. We create places through interaction where things have meaning (Brian,2011, p.45).

There are basically two purposes for providing definitions. Sometimes they are provided for the didactic purposes to help the reader understand the concept. While in other cases the definitions are functional as they are used to justify the concept of a specific definition or interpretation among the competing ones.

This step has been analyzed in only one article. This is the newly observed step of the schematic structure.

Words used for this purpose include:

Refer, defined. These words reveal that writers use these words to define the operational definitions of their research.

Step 8

Hypothesis

Creswell (1998), in his analysis between the tradition of inquiry and research design, suggested that it is important to consider how one "frames the study within philosophical and theoretical perspectives" in the beginning stage of design. These perspectives cover a wide range of studies which according to him vary from "Broad perspectives such as, epistemological and ontological assumptions to ideological stances, such as postmodernism and critical perspective to more narrowly defined theories (Flinders and Mills, 1993, p.23) composed of propositions and hypotheses found in the social and human sciences."

This step is used to explain the evidence as a starting point for further investigation. In other words, this step explains the tentative outcome of the research. In article 9 the writer explained the hypothesis in the following way:

The stimulus is unrelated to the context, it more likely creates a negative amplitude of N400 response (Kuipers and Theirry,2015, p.13).

This step was observed in 4 introductions of the research articles. This is also a new step observed in the schematic pattern.

The following are the words used by other researchers for explaining the hypothesis:
motivated, accumulating evidence, more negative. The hypothesis is usually part of scientific based research where authors first illustrate a tentative statement and then try to prove that statement with the help of an experiment. Hypothesis helps to explain the evidence of a starting point which could be used for further investigation.

Step 9

Questions

Questions are raised by the researcher in order to persuade the reader towards his research topic. It also reminds the researcher about his main focus. The strategy is being employed by the researcher in the following way:

Attentional focus attempts to shape frequent reading responses. How? Two scripts were created artificially; one was GP script in which graphemes were dependent on a single phoneme. The other was WW whole word script in which to build a pair between two graphemes and their respective phonemes was arbitrary across the experimental trials.
(Yoncheva etal,2015, p.14).

One of the writers also used the words question arises for the question raising process. This shows that the researcher has written his article in a communicative manner where he communicates his thoughts and opinions with the readers. So, questions are asked to convince the readers about the importance of the research topic. While it also helps the researcher to develop the main focus of the research.

Step 10

Approach

This step is used by the researchers to explain the approach and the process of research. How the research is sequenced? This step again is usually part of scientific based researches where researchers tell step by step the process of research. The approach has also been explained in article no 4 in the following way.

First, we experimented the hypothesis that GP coding is related to the activities of the left hemisphere and noticed the time of visual word ERP modulations. Second, we made an analysis of GP mappings during learner's frequent readings (Yoncheva etal,2015, p.15).

This is a new step observed in the introductions. This step helps to explain the sequence.

Move 2 is a lengthy move as compared to other moves of the schematic pattern. Move 2 has nine steps which are used to find gaps and means of research. Claiming centrality is the step where the researcher presents the significance of the research with the help of positive lexical pointers while also presents the opposing viewpoint. This step is observed in all the articles. The next obligatory step of a research article introduction is indicating a gap. This step makes use of negative and quasi-negative quantifiers. It is either represented by an adjective like 'under-represented' or neutral ones like "little" and "few". Itis not explained with the help of potentially confrontational signals such as negation in the verb via 'not', "rarely" and "ill". Swales (1990) observed that the major

reason is that the writers do not use these words is that they try to sound “cautious” because they are new to the field and they refrain from such confrontational signals and avoid authority. Reviewing previous researches helps to raise a question about previous researches and find gaps. Confirming strengths illustrates the importance of the research. Confirming relevance in this step, the writer tries to indicate that his research is genuine and relevant to the current world problems. Establishing or synthesizing the theoretical framework helps to state presuppositions about the theory and to explain the theory. The new steps adoption of the definition, question raising, explaining approach and hypothesis basically are observed in a few articles. These steps have their own functions in announcing the adoption of the definition the writer uses this strategy to explain a new term or provide a different definition of the already existing term. Approaches are explained to present the reader with a clear idea of what has to come further in the article while questions are raised in the introduction part to grab the audience attention by raising questions related to the topic. While explaining hypothesis helps to frame the study within philosophical and theoretical perspectives in the beginning of the study.

4.2.3. Move 3

Occupying the niche

Occupying the niche in the third move in Swales model functions to justify the niche established in move 2 as a research void to be filled.

Step 1

Outlining purposes

This step helps to elaborate on the purpose of the research. This is a mandatory step which is observed in all the articles. This is an obligatory step. Its importance can be judged through the fact that sometimes purposes are mentioned at the very beginning of the research proposal. Besides this step is sometimes also noted to be a recurring step in some of the research proposals. In addition to that, this step also occurs as an independent section under the heading of objectives of the study. There is a rhetorical prominence assigned to this strategy indicated by its early positioning, recursion and clear sectional signaling. Foregrounding this strategy tells the supervisors and the evaluators the basic goal of the research. Because supervisors are more concerned with the viability and reliability of the research. The basic requirement of the student is to grapple the idea. It

can occur twice in the article. In article 7 the writer outlines the purpose in the following way:

The purposes have been outlined in the following way in the other articles under study:

The main aim of this paper is to analyze the communication disorders that occur because of injuries from traumatic brain injury, limb injury, mental health problems, infections, respiratory diseases also from cancer and pesticide-related illnesses (Pillay,2013, p.5).

The main purpose of this study was to analyze whether this has an effect on semantic integration efficiency (Kuipers and Theirry,2015, p.13).

The word “main purpose”, “main aim” are the purposive infinitive phrase to show the connection and deitic “this” in “this study” are clear indicators that the writer of these articles are about to announce some important matters. Writers also use the word “purpose” to illustrate the specificity of the matter and to highlight the more complex propositions. These words are highlighted in the articles below:

What should be the level of focus of attention for the energy crisis? Primary, secondary or orientary (Topouzkhanian and Mijiyawa,2013, p.14).

In this article we judge the role of language on the ideologies of gender by examining two British newspapers (Johnson and Ensslin,2007, p.16).

NIRS can provide a better result and spatial resolution, the part of brain cerebral response is not clear. This study aims to analyze it (Lambertz etal,2010, p.18).

Bilingual children could be assessed through their language more accurately than through tests. This will also help L2 students for which tests do not provide efficient results (Peet and Bialystoch,2015, p.17).

The words used by other scholars are as follows:

Considering migrants wide range of problems, The current paper is in response, underlines, where should our profession focus, the main aim of this paper is to investigate, one purpose of the article will be to explore this notion, aims to compare, build, update existing corpus-based research, focus, limited, details, increased, significant, the purpose of the research described, investigate, exploring, in this article our intention is to contribute to current emergent theoretical debates, not known, find, aimed to

determine, tends, understanding, study enhances the existing body of literature, investigating, the first aim of this research is to elucidate, The second, key aims, conceptualize, crucial question, explore. These are the words used by the writers to elaborate on the purpose.

Step 2

Announcing present research

This step tells the process and the stance raised in the present research. This step should be clearly stated so that there are no ambiguities left in the mind of the readers. This strategy is used to persuade the reader that the proposed research can be significant to the research community. This rhetorical strategy is equally important and its presence has an equal value. It has to be explained properly. In article 9 the writer clearly stated his study in the following way:

The language pathologist suggests that there is a vast perspective on change. This has an impact on problems related to communication and induces several methods for the betterment of the communication problems (Ahmad,2013, p.15).

The following strategy uses lexical signals “impact”,“betterment”,“would be effective”, “working to open better professional opportunities”, “we try to find out”. These words spell out the significance and contribution of the researcher to the field of research. However, in the last example, the researcher tries to challenge the existing research by stating that the “basic aim was to sort out the trends that were undermined in 1990’s”. In this way, the writer tries to challenge the existing research paradigm but later he uses the conjunction “whether” just to show that the situation might be otherwise, since challenging an existing research paradigm is no small expertise. However, in the next sentence, the writer tries to clarify his stance by stating that this field has not been given much importance. This claim is important in order for the researchers to fulfill the demands of the research community. While highlighting potential contribution researchers need to be careful that they should not sound too much ambitious and avoid the risk of offending the experts of their research community. The following examples will help to understand the above-mentioned explanation

If we work in partnership to collect data through qualitative and quantitative methods of research this would be an effective method of language treatment services (Buell,2013, p.22).

Working to open better professional opportunities for speech-language pathologists in West Africa. This would cater to school and other institutes where communication disorders would be analyzed and researched (Topouzkhanian and Mijyawa,2013, p.48).

In this analysis, we would try to find out that language and sexuality depend and is effected by identity, gender and sexual identification (Brian, 2011, p.23).

The basic aim was to sort out that whether the trends that were undermined in the early 1990's related to gender are still not given attention or they have been brought to consideration (Baker,2010,p.18).

The main aim of this paper is to analyze the use of metaphors how do they influence the language training programs and how are they beneficial for language study in the future (Holmgreen,2009,p.28).

We have tried to investigate the evidences from language for the expressions of emotions through interviews taken from men and women who have experienced illnesses (Seale and Black, 2009, p.48).

The aim of this paper is to analyze gender representation through language in print media large corpus of data can be analyzed through innovative techniques of software usage (Baker,2010,p.18).

In this study, we try to examine the infants and their cortical organization to study the language acquisition (Lambertz etal,2010,p.15).

Different experiments were performed on marmosets as marmosets have same language acquisition as that of humans. Both male and female marmoset were taken for this process. Both had 18 months of age (Buell,2013, p.40).

The test had a reading task of single syllable words and their representations. Each individual had to perform this task and we collected the results (Yoncheva etal,2015,p.45).

We tried to test the language capacities of 2-3 years ls toddlers by providing picture spoken word pairs and made the recordings (Kuipers and Theirry,2015,p.56).

The present study aims to study the differences between L1 and L2 acquirers. Both the results are compared (Hopp and Schmid,2013, p.13).

We will discuss the profession and compare the results with the people facing communication disability. This will also discuss the medically underserved people (Roulstone, Harding,2013).

The words used for this purpose by the other researchers are:

In the present study, we sought to examine, experiments were performed, investigate, displays, concurrent, recorded, presented, examined, can help guide, elucidate, investigate, devise, examines, introduces, compared, we will discuss, they draw our attention, Hence, need may go undocumented, increasingly their invisibility, proposes, challenges, effective and sustainable, creating, real influence, demonstrate. These words help to explain the process and stance raised in the process. It helps to clearly state the process and avoid any other further queries.

Step 3

Readdressing Aims

This step helps to restate the purposes of the research. As it has been already mentioned that outlining purpose can occur twice in an article. This step was only observed in one article. This a new step introduced to the schematic pattern of research articles.

Reemphasizing the basic purpose; this study aims to express that NIRS can provide better cerebral response however, their localization is unknown. (Lambertz etal,2010, p.19).

The words used for this step include:

Reemphasize, highlight, focus. These words help to reiterate the purposes of research twice in an article. They also help to keep the researcher give pivot attention to the research aims. Mostly the research rephrases their ideas so that the reader gets to understand them properly.

Step 4

Announcing Principal Findings

In this step, the researcher tells about the expected results. This is an optional step. The researcher tries to figure out the possible outcomes of his research. Principal findings are explained in the following way in article 8:

The ERP experiment referred above concerning cross-modal representation of vowel and gender concluded that a similar situation exists in infants. We used two different voices one was high and emotionally salient. We tried to explore how mother's voice effects and how other voices to effect perception (Lambertz etal,2010, p.56).

The writer uses the word in example 1 and 3 "concluded" to show that this is the situation that occurs. In example no. 1 the researcher observed the similar outcomes in infants. Whereas, in example no. 3 the researcher used the same variable to experiment on both the levels and uses the word "with the use of same stimuli we concluded". In example no.2 the researcher tries to focus on the findings by restating the main purpose in the following way "will try to access". The researcher in this way tries to focus on his possible findings.

The following words have been used for this step

The result of this research will try to assess how metaphorical constraints represent gender, culture and the immediate context (Holmgreen, 2009, p.17).

By the use of same stimuli, we concluded that same P2 amplitude increases in bilingual participants whereas the semantic processing differed in all the groups (Kuipers and Theirry, 2015, p.76).

The words used for this purpose are as follows:

Emphasize, address, explored, examined, reflective, but may, in fact, be due to the chance, outcome, demonstrate, exerted and highly determined, we find evidence supporting the proposition, suggests, explore, anticipated, found, predicted, assumed, on the face of it, appears .These words are used by the researchers to illustrate the expected results of the research.

Step 5

Indicating Research article structure

In this step, the researcher tells about the structure of his research article. The sequence of the article. The writer indicated the research article structure in the following way:

The following words have been used for indicating the research article structure in the other articles. The researcher uses the word " In the next section", " the first step", "In

the first, we tried to" to help the reader organization of his research article. These examples explain the detail more appropriately.

In the next section, we have discussed that how the corpus is conceived, then assembled prior to its analysis through tri-partite mode (Brian, 2011, p.8).

The first step of our study was to prove that our hypothesis is authentic for that we analyzed the visual ERP modulations. In the second step, we tried to how learning biases influence the learner's reading (Yoncheva etal,2015, p.14).

In the first, we tried to find out the morphological influence excluding phonological awareness to comprehend the reading. Secondly, we tried to examine the word processing in adults through different complicated reading tasks (Tighe and Binder, 2015, p.18).

The words used for this step include: Next section, briefly outlines, before, first, we tested, second we examined. We can either number the steps like Firstly, secondly or we can simply say in the next section the writer explains. This step helps the reader to know about the structure of the article and the sequence of the article.

Move 3 follows a systematic pattern in which we have an obligatory step of outlining purposes. This step helps to reiterate the purpose of the research. This is sometimes mentioned in the beginning and it's a recurring step. People rephrase their purposes so this is a recurring step in the schematic structure. Purposes are illustrated in a separate heading "objectives of the study". The next step in move 3 is announcing present research. This step is stated so that there are no ambiguities in the mind. It is used for persuading the readers about his proposed research. The lexical signals use for this purpose are positive evaluators e.g. "impact, betterment." The 3rd step in the schematic structure is readdressing aims. Readdressing aims is used for restating the purpose. The next step is announcing principal findings. This tends to be an optional step. The step is used to explain the expected results. The outcomes of the study are explained with the help of this step. Indicating research article structure is the last step of move 3. This step is used to guide the reader about the internal structure of the article. It tells about the sequencing of ideas. The lexical signals that help in this step are: firstly, secondly, etc.

There are different ways adopted by different scholars. Move 3 sums up the introduction by outlining the purpose, explaining the research and simplifying the research article structure for the readers. The new step readdressing aims is used to relate

the approach with the aims of the research. Moreover, it helps the readers to maintain focus on the main purpose of the research.

Additional steps in Move 2

Move 2 is considered to be the most important move of the structure as it helps the researcher to explicate the gaps in the existing field of research which are going to be filled by his research.

Adoption or definition of a terminology

In this step, the researcher illustrates the new terminology that his study is going to introduce. The researchers usually alter the definitions of the usual terms. Like in the studied article the researcher provided the definition of identification as the assimilations of other traits through dismissals.

Question Raising

In this step, the researcher raises a question which he is going to answer in his research. Questions which are catered in a separate heading of research questions are elucidated in this step. Like in the studied articles the researcher asks the question in the introduction part how attentional focus helps to obtain reading responses?

Explaining Approach, questions and Hypothesis

In this step, the researcher explains his approach, raises a question and gives a tentative statement on his research in the form of a hypothesis.

Additional step in Move 3

The move 3 helps the researcher to justify the aims, purpose and expected results of his results.

Readdressing aims

This step issued to repeat the basic aims of the researcher's research.

These steps were observed in some of the research articles indicating that some of the writers have transformed the usual structure of introduction and literature review writing and have contributed in devising additional steps to the existing structures. However, these headings may not be found in the introduction and literature review headings if they are dealt with separately.

Table Showing Lexical pointers of Move 1

Step 1-Claiming Centrality	wider public, much debated, central, social foundations, large collections, Particular language variety, a much debated issue, wide spread, increasingly greater or lesser extent constructed, rapidly human specific trait, success, ability, beyond, throughout America, invaluable, languages of Europe, store of information, often focused, is one of the most, is a much needed reflection
Step 2-Making Topic Generalizations	In adequate, bigger problem, wider public, humanitarian organizations, common sense notion, automatically known, salient patterns, a much debated issue, growing body, contemporary theory, substantial body of literature, thanks to the development, have been identified, might, repeatedly, occur, nationally represented, has been found, a strong association has been found, important, must, consistently demonstrate, broad view of disability
Step 3- Reviewing items of previous research	International Labor Organization ILO, in the lead article, address, United Nations (2006), According to Skeggs et al, argued, suggest, a recent study, indicating, as Galasinki summarizes, a typical example of such a study, recent work.

Table showing lexical pointers of Move 2

Step-1 Counter Claiming	Collectively, represented, patch, not well established, stemming, to and in which they have multifaceted relationships, central, social foundations, when in truth it is, eschew, small scale analysis, however, hesitant, sought, contribute, much of the work, carried out, speculated, not particularly, differ, moreover, central role, thus, however, despite, who are not concurrently, despite, important later, despite variation, face the methodological problem, only, may not, reliable, observe.
Step-2 Indicating a gap	Under represent migrants, lack of knowledge and skill, banning, traditional information media lack, in the past, a small number of studies, informed, by the above, yet these and many other studies, the body of work, largely failed, did not reveal, we have for the first time, compared largely unexplored, pivotal, no insight, unclear, however, there is still much to learn, how, very little is known, given the relatively minor contribution of predictors estimate pace

Step-3 Reviewing the previous research	Underserved populations to health services, not mentioned, commissioned, according to the WHO (2012), in fact, however, while, research should not be in order, In Butler's view, a typical example of such a study
Step-4 Confirming Strengths	Proposes, integral ideologies, several findings, point to large differences, it is known, beckons direct investigation, however, despite, unclear, it is important, showed, report, interpreted as evidence, in contrast, predicts, long been acknowledged, vary.
Step-5 Confirming Relevance	Stands, main, transient, sustainability plan, planning to ensure, addresses, improve, hope, gain insight, a small number of studies, investigate, adopt , reflect access allows confirming or challenging, widespread reluctance, challenging to conventional notions, increasingly popular, appears and dislodging , however from these studies alone, it is possible to determine, first, common, unexplored, pivotal, examined, provide a more accurate and ecologically valid perspective, enhances the existing body of literature by investigating, neither of the latter two studies controlled for baseline PA, important, apparently relatively minor contribution, hypothesize, potentially allows, assume, engage. Current world problems. Identify, evidence, intention, contribute, emergent theoretical debate, exploring, this is observed, suitable, no research to date investigated, found implications, to date, no studies investigated important, understand, key role, previously highlighted, problematic, complicated by findings.
Step-6 Establishing or synthesizing a theoretical Framework	Engage, typical and unique, most suitable, envisaged, clear prevalence, ensuring and crucial, established, included, guiding framework builds, sampling framework, inter face, is freely accessible perform examine within a discursive framework, sustaining and challenging wider scope, propose, characterize and extend, notable exception, explores, employed, to test, we presented, furthermore to probe. hypothesized, the first study to compare, examined, investigated accuracy and response times, found, worked, two broadly distinct theories, it is important to test, designed, broadly, first category aims, measure, most, commonly used tasks, second category accesses well documented, introduces, compared, posed, draw.
STEP-7 Announcing adoption of the definition	Refer, defined

Step-8 Explaining Hypothesis	Motivated, accumulating evidence, more negative.
Step-9 Questions	How attentional focus, the question arises.
Step-10 Approach	First, we tested the hypothesis, second we examined, hypothesized

Table showing lexical pointers of Move 3

Step 1 Outlining purposes research	Considering migrants wide range of problems, the current paper is in response, underlines, where should our profession focus, the main aim of this paper is to investigate, one purpose of the article will be to explore this notion, aims to compare, build, update existing corpus based research, focus, limited, details, increased, significant, the purpose of the research described, investigate, exploring, in this article our intention is to contribute to current emergent theoretical debates, not known, find, aimed to determine, tends, understanding, study enhances the existing body of literature, investigating, the first aim of this research is to elucidate, the second, key aims, conceptualize, crucial, question, explore
Step 2 Announcing Present Research	In the present study, we sought to examine, experiments were performed, investigate, displays, concurrent, recorded, presented, examined, can help guide, elucidate, investigate, devise, examines, introduces, compared, we will discuss, they draw our attention, Hence, need may go undocumented, increasingly their invisibility, proposes, challenges, effective and sustainable, creating, real influence, demonstrate.
Step 3 Readdressing aims	Emphasize, highlight, focus
Step 4 Announcing Principal Findings	Emphasize, address, explored, examined, reflective, but may in fact be due to chance, outcome, demonstrate, exerted and highly determined, we find evidence supporting the proposition, suggests, explore, anticipated, found, predicted, assumed, on the face of it, appears.
Step 5 Indicating research Article structure	Firstly, secondly, In this section.

4.3. Statistics of the Rhetorical Pattern

The moves were first analyzed in the introductions. The data of each move was placed into the text box of the Word Counter. This showed the number of words used in each move. The word count and average count show that move 2 is the most important move of the schematic structure. Move 2 i.e. (Containing a research niche) contains the usual steps as indicated by Kwan surveying the non-research phenomena, gap indicating, confirmative claims, confirming relevancy and establishing or synthesizing a theoretical position or framework. Some additional steps were also noticed in the same move. These steps include announcing the adoption or definition of terminology, question raising and explaining approach and hypothesis and readdressing aims. The highest word count of move 2 is 516 words. This move plays a significant part in establishing grounds for research. For that reason, it has always been given significant space in the rhetorical structure. As Kwan (2005) notes, the move 2 step relates to the writer's argumentative analysis of the claims surveyed and accepted in move 1. So move 2 occupies the most significant part in the rhetorical pattern. Table 4.2 shows the statistics of the rhetorical pattern.

4.4. Average word count of the moves

Average word count tells about the occurrence of recurrent words in the moves. Word Counter is a useful tool used to detect the average word length, the average sentence length and the occurrence of monosyllabic words, polysyllabic words.

Move 1 Average word count

The highest average of word count from move 1 is 41 of article 13 which has a total word count of 107 (see Table 4.3). This means a total of 107 words have been used to establish the move among which the 41 words are repeated again and again in the text. The most repeated character in move 1 is 'Bilingualism' as it is part of the title of the article as well which Bilingualism and increased attention to speech.

Move 2 Average word count

The highest average word count from move 2 is 35.4 which has a total of 319 words in its corpus. This average belongs to article 11. In which the most repeated word is communicative sounds. The repeated character has a direct with the main purpose of

the article which is to find human speech related overlapping expressions in the marmoset brains.

Move 3 Average word count

The highest average word count in move 3 is 49 whose total word count is 98. This average belongs to article 8. The most repeated character in the text is "Computerized text". This character also has a direct link to the main objective of the paper which is corpus based comparison of gendered discourse across four diachronic corpora of British English. The purpose of providing the average word count is to illustrate the fact that some words are repeatedly used in the text which shows their importance and link to the main objectives of the research article.

Table 4.2 Statistics of Rhetorical Pattern

ARTICLE NO.	Word count of move 1	Average count of repeated words Move 1	Word count of move 2	Average count of repeated words Move 2	Word count of move 3	Average count of repeated words Move 3
3	82	23.5	158	15.8	86	21.5
4	75	27.5	307	19.2	113	28.3
5	97	2	236	29.5	79	39.5
6	123	12.5	233	17.9	52	17.3
7	139	32.3	230	25.6	149	29.8
8	117	20.5	339	26.1	98	49
9	141	23.2	369	24.6	108	36
10	99	19.5	298	27.1	102	34
11	123	35.3	319	35.4	70	35
12	95	24.8	367	26.2	108	21.6
13	107	41	275	18.3	50	25
14	66	31.7	333	22.2	115	14.4
15	71	13.4	239	18.4	93	31
16	88	33	516	19.8	140	23.3
17	86	14.2	270	24.5	160	32
18	66	14.7	318	18.7	98	42
19	82	21.5	223	20.3	27	13.5
20	101	16.4	452	28.3	140	28

4.5. Move Variations

While examining the general Move-Step Structure of the articles it was observed that majority of the articles deviated from the set schematic patterns in the models of Swales and Kwan. All these moves are used by researchers in a different manner. Keeping the move –scheme structure in mind; the researcher has examined the order of move variations used by the researchers in their articles. Research articles used a schematic structure as shown in the 4.1table, however some reordering and omission of some moves exist.

Although M1-M2-M3 was the most common pattern in the research articles however, other configuration like M1-M3-M2 also existed. The researchers following this pattern first occupied the niche by announcing the present research, explaining the purpose of research, announcing principal findings and indicating research article structure. Move 2 which is establishing a niche has been explained by these researchers as a 3rd move. The results of the move variations are shown in the Appendix Part C.

All the moves are used by the researchers. However, some of the changes were observed which according to Kwan (2006), All the observed elements were not 100 % found in the move structure nor do the elements appear in a set format. Move 1 establishing a territory the researcher tries to explain that his research is built upon a real world issue and has significance. According to Elvan (2008) Move 2 establishing a niche is a technical move as it demands the researchers to identify a gap in their field and try to fill that gap by positive claims for the approach adopted in their research. In the move 3 the researcher occupies the niche by clarifying the purpose of the research. Some of the steps from move 3 were missing in the structures of the articles. The missing steps include, announcing principal findings and indicating research article structure. According to Swales (2004) these steps, except for “announcing the research descriptively” are optional”. While there were some additional steps in the structures of the research articles. These additional steps include i.e. announcing the adoption or definition of terminology, question raising and explaining approach and hypothesis.

CHAPTER 5

FINDINGS, DISCUSSION AND CONCLUSION

This study investigates the rhetorical patterns and textual features of selected research article's introduction sections that incorporate literature review into their layouts. The articles for carrying out the research have been chosen from a list of impact factor journals. The study examines moves employed by the researchers, the textual features used and the move variations employed to make their work distinctive and provide a significant addition to the research. The study investigated how literature reviews are merged in research article's introduction sections, along with exploring their process and textual features.

5.1 Summary of the moves

As per the first question of this research, move analysis was performed by close reading of the text. Three moves along with their steps are explained below:

Establishing a territory is the move which sets the guide or road map of research. It helps to understand use of language in the schematic pattern of introduction. Establishing territory has three steps; first one is claiming centrality in which the writer states the importance of the topic. It illustrates the significance, relevance and worth of research. Claiming centrality helps the researcher to enforce the importance of the topic and to highlight the contemporary ideas in the literature of the topic under discussion will help the learner to realize the practical importance of the subject. As analysed by Feng (2002) this step is a sub-step under the move of establishing territory to help the reader analyse the communicative significance of the research work.

According to Swales (2004), claiming centrality holds significance to identify the magnitude of research, highlight the salient features and to address the old school of thoughts.

The second step is topic generalization which involves generalizing the topic; the researcher makes a neutral statement about the current state of knowledge on the topic. Topic generalizations are hard to detect due to lack of lexical pointers. Topic generalization is a statement about the current state of knowledge on the research topic

under study. As observed by Swales (1990) and Kwan (2004) this step makes use of a neutral statement to share thoughts about the research field.

Step three is reviewing items of previous research whereby the researcher gives reference or citations of existing research material. Reviewing previous research helps to give references and claims about the researcher's knowledge on the topic.

Move 1 as observed by Adika (2014) is used to strengthen the research niche established in move 2.

The first step in move 2 is establishing a niche which involves the writer finding a general research area and making an effort to present the rhetorical foundations of the research. Conventional steps laid down by Swales and Kwan which include claiming centrality, indicating a gap, confirming strengths, confirming relevance and establishing or synthesizing a theoretical framework. It includes nine steps, the first one being counter claiming. It is used to introduce an opposing viewpoint or perspective.

Counter claiming helps to highlight the contemporary ideas in literature. It not only presents the significance but also presents the negative consequences in the absence of proposed research. Adika (2014) deduced that move 2 has utmost importance in the schematic pattern of the model as it represents the interest of the researcher in the topic. It also helps the researchers to ground their research based on previous research.

Step 2 is indicating gaps which involve an identification of how the research has been done previously and what improvements could be substantiated thereby highlighting a gap analysis. Indicating a gap is the most common strategy observed in the articles because it sounds less confrontational than other possible options.

Step 3 involves raising a question about earlier researches. The specific question that arises with regard to left and right hemisphere is that how language network is formed and is there any bias in the left hemisphere for processing speech.

The fourth step is confirming strengths which illustrates the importance of the research topic. It helps to relate the value given to the research with the help of citation. The step helps to pass confirmative claims about extensive research made by researchers.

The fifth step is confirming relevance which helps the researcher to establish the authenticity of his research and its relevance with the ongoing social problems.

The sixth step is establishing or synthesizing theoretical framework. The use of words for establishing theoretical framework includes engage, typical and unique, more suitable, envisaged, clear prevalence, ensuring and crucial etc.

The seventh step is announcing the adoption of definition. It signifies the lexical choices made by researcher for explaining terminologies and characterizing attitudes.

The eighth step is hypothesis which involves framing the study within the philosophical and theoretical perspectives.

Step nine is questions raised by researchers for persuade the readers towards their research topic.

The tenth step is approach which states the strategy and objectivity of the research process.

The third move comprises of occupying the niche whose first step is outlining the purpose. This is a mandatory step observed in all the articles.

Second step is announcing present research. This step should be clearly stated to avoid any ambiguities in the reader's mind.

The third step is readdressing aims which helps to restate the purpose of research.

Step four is announcing principle findings which allow the writer to elucidate the possible findings of his research.

Fifth step is indicating research article structure which helps the reader to understand the sequencing of the researcher's research article.

According to Bhatia (1993) Schematic organization of the genre could help analyze the specific ways of certain discourse communities which could reveal the overall structure formation of a genre. Kwan (2005) notes the Schematic structure shows the writer's deliberate effort to get his work published and become a part of the comparative ecology of the discourse community.

5.1.1 Textual analysis

As per the second question of this research, the textual analysis has been carried out using the above mentioned models i.e. CARS Model and Kwan's Model. The textual analysis has been carried out under each move of the schematic structure. It is quite evident from the analysis that the convincing use of language makes the introductions of the research articles comprehensible for the readers. Each move has various steps and each step contains language, which is specific to its structure. In the three moves of rhetorical pattern, the first step of move 1 is claiming centrality, a step in which the researcher builds his argument by claiming the importance of his topic in the real world scenario. By claiming centrality, he puts forward an argument that shows the importance of his research in the field and how it is contributing to the overall domain. He uses the words such as central, significant, a much debated issue etc. The use of these words determines the course the researcher is going to take in the upcoming arguments. In topic generalization part, the researcher explains the real world scenario with the help of words like common sense notion, frequent, large extent etc. By doing this, the researcher makes it easier for the reader and other researchers to relate and apply the research to other relevant areas. In reviewing the previous research section of the literature review, words like according to Skeggs, Mcennery et al have argued, as noted by Brian etc. expressions like these are used. In move 2 part, the researcher has established grounds for his research by explaining the problem. In the first part of move 2, counter claiming words like small scale analysis has been done, when in truth it is more eschew etc. are used. In the step of indicating a gap, researcher uses words like traditional information is lacking, scarce etc. so on and so forth. In this move, a previous research has been reviewed to indicate the gaps that are still lacking and are going to be filled with the help of this research. In the step of claiming strengths, words like hope, gaining insight have been used. In the step of establishing or synthesizing a theoretical position or framework, words like guiding framework builds upon etc. have been used. In the step of announcing adoption of terminology, words like refers, states etc. have been frequently used. In the step of explaining approach, questions and hypothesis words like how, what and why are used. For hypothesis, words like accumulating evidence are used. For explaining approach words like first we tested the hypothesis. Second, we examined procedure aims, develop methods etc. are used. In the question raising part if, what and why are used. In the part of confirming relevancy words like identify, provide evidence are used. In the move 3, the

researcher provides solution to the problem he has raised in move 2. The first step is outlining purposes words like the main aim is to investigate, one purpose of this article will be to explore are used. In the step of announcing present research words like demonstrate, explore are used. In the step of announcing principal findings words like emphasize, address and explored are used. In the step of indicating research article, structure words like next section, first, second, briefly outlines before are used. In the step of redressing aims, examining, sought are used. The textual analysis has been done in a comprehensive way so that each step is understood with its language usage. Hence, each move has been employed to dissect the way language has been used in the literature reviews of different articles so that the contribution to genre analysis study becomes significantresearch community.

5.1.2 Move count

The second question of this research was to analyze the most important move of the pattern. The most important move was analyzed with the help of software Word Counter. This software helped to analyze the most important move. The most important move of the rhetorical pattern is move 2 with 516 words. The highest number of words has been found only in this move. Move 2 relates to the writer's claims surveyed and accepted in move 1 so this move occupies the major part of the rhetorical structure. The average word count was done with the help of same software Word Counter. The average word count helps to analyze the recurrence of words. The highest average word count was 319 words from move 2.

5.1.3. Move variation

As per the third question of this research. This part entails to analyze the various move patterns adopted by researchers which deviate from the set schematic structures by Kwan and Swales. The most common pattern was M1, M2 and M3 while deviations were also observed. This is observed in the previous researches as well. As Kwan (2006), all observed elements were not 100% present in the structure. The writers didn't follow the set patterns of Kwan and Swales. First move is used for establishing the territory. Second move is used to identify the gap and fill those identified gaps. While move 3 is used to occupy the gap. Some of the steps in move 3 were not found in the articles. Move variations helped to analyze that different move patterns could also be adopted by the writers since presence of all the moves is necessary but their format could be changed.

5.2. Summary of the findings and Discussion

All the 20 articles selected for this research were present in the JCR list (Journal citation report). A JCR list consists of articles that are published in internationally recognized journals, hence the data collected was authentic as well as up to the established research standards. The schematic structure of all these articles was analyzed with the help of the following two models i.e. C.A.R.S (Creating a research space) and Kwan's model of the schematic structure of literature reviews. All the steps and moves were examined carefully and thoroughly in order to scrutinize the way these moves operated in the literature reviews of the selected research articles. The three basic moves of the schematic structure are establishing a territory, establishing a niche and occupying the niche. The move structure revealed that all the researchers conformed to the conventional move structure however, some of the variations were observed in the move structures and some of the additional steps were found in the articles. These steps include announcing the adoption or definition of terminology, question raising, explaining approach and hypothesis. These are some of the significant additions that were found in the schematic structure examined by the researcher.

A similar study held in the field of genre analysis of introduction has been done by Shehzad(2016). She had done genre analysis of generic section headings of M.Phil thesis introduction of linguistics and literature. She made use of both quantitative and qualitative methods of research. As in this study the researcher made use of the software Word counter to count the number of words in each move to determine the most important move similarly Shehzad (2016)had done quantitative analysis by counting number of pages in the introductions. This step indicated the variation in length of introductions. The move analysis was done by Shehzad (2016) in order to determine the occurrence of headings in introductions. According to Shehzad (2016), "Occurrence of headings in an introduction gives the idea of writer's intention of organizing the text."

As noted by Shehzad (2016) establishing a niche is present in all the introductions so this shows the importance of this move. According to Shehzad (2016), establishing a niche is a rhetorical strategy which helps researchers to explicitly indicate the gap in research methodology. In this study the researcher also observed that establishing a niche involves an identification of how the research has been done previously and what improvements could be substantiated thereby highlighting a gap analysis. Establishing a niche is the most common strategy observed in the articles because it sounds less

confrontational than other possible options. Moreover, Shehzad (2016) observed occurrence of moves in the articles. According to her findings generic section headings are not completely present in the schematic pattern of introductions. Statement of the problem, chapter breakdown and research methodology were not present in all the articles. Research questions, objectives of the study, significance of the study were present in all the articles. In this study researcher observed move variations in the articles. Researchers do follow the set schematic pattern but with variations. M3,M2 and M1 was the most commonly observed pattern in the articles. The findings of both the studies have some similar and some different findings. Both these studies will help the novice writers to understand the layout of the introductions. In an another study by Rofess and Mehmood (2010), examined the acknowledgement part of 235 PhD theses. The researchers also used an integrated approach by using two models one by Hyland (2004) another by Al-Ali (2010). The researchers coded each sentence with the help of a coding scheme designed by Hyland (2004). Frequencies of all the moves and their steps were processed and calculated with the help of software SPSS 16. In the analysis we found out that Pakistani students did not follow Hyland's (2004) three tier structure. They also performed quantitative analysis which revealed that 72% of the steps were related to Move 3. These steps seemed to be obligatory. All other steps seemed optional. The optional and additional steps observed by researchers include apologizing, invoking and blessing and signing off. These steps were found in only 5% of the articles. So, it can be concluded from both the related studies that genres are transformable in their structure ;in accordance with the socio-cultural norms and institutional practices.

5.3. Limitations and Recommendations for further research

One apparent limitation of this research is the use of twenty articles for the research purpose. One reason for that was the availability of data and the other was limited scope of this research project. Data limitation does not allow the analysis of the data to be of a sufficiently generalizable nature. More research proposals might generate different rhetorical patterns and structure for this genre.

This study is also constrained in terms of the disciplines analyzed. I analyzed research articles from applied linguistics journals. Varied disciplines can be analyzed in futurefor a more comprehensive picture of introductions that cater literature review as the linguistic and rhetorical choices might be different for each discipline.

5.4. Implications of the Study

The present research has significant implications for genre analysts as well as novice researchers. To substantiate the research and add some valuable input, the researcher has attempted to develop a systematic procedure for the genre analysis of the introduction section of research articles. During this procedure, sentences were taken as the code units. Sentences revealed the role of each utterance in the overall meaning making process at the discourse level. This analysis led to the development of a comprehensive structural model for the analysis of introductions that incorporate literature review in their layouts. This research proposes the textual features as well as the communicative purposes of many categories which were not addressed in the previous researches, making it significant to the existing research in the same area. Hence, it provided an insight into the conventional and optional ways of formulating the introductions that incorporate literature reviews into their layouts. The move analysis of this study would prove to be useful for the genre analysts and the novice writers of research articles, especially those who intend to proceed their research in the same domain. The textual features analyzed along with the steps of the moves give convincing use of language. It also helps to highlight the functions of different steps in the overall structure of the introduction. So, this study would be beneficial in order to understand the transforming trends of academic writing in English.

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APPENDIX

APPENDIX A Research Articles

A sum of 20 articles from the four acclaimed journals has been selected for the present research. All of these journals are from the applied linguistics category. The detail of the articles is given below :

1.Can the subaltern speak? Visibility of international migrants with communication and swallowing disabilities in the World Report on Disability (**Researcher** :Mershen Pillay)

2.Addressing education of speech-language pathologists in the World Report on Disability: Development of a speech-language pathology program in Malaysia(**Researchers**:Kartini Ahmad, Hasherah Ibrahim, BasyariatulFathi Othman &EtainVong)

3. A perspective from Bolivia on the implications of the World Report on Disability for people with communication disabilities. (**Researcher**: Susan Buell)

4. A French Speaking speech-language pathology program in West Africa:

Transfer of training between Minority and Majority World countries (Researchers : Sylvia

Topouzkhanian&MoustafaMijiyawa)

5. Language, sexuality and place: The view from cyberspace (Researcher: Brian W. King**)**

6. Will Ms ever be as frequent as Mr? A corpus-based comparison of gendered terms across four diachronic corpora of British English (Researcher: Paul Baker)

7. Metaphorically speaking: Constructions of gender and career in the Danish financial sector (Researcher: Lise-LotteHolmgreen

8. Men and emotion talk: Evidence from the experience of illness (Researcher: Jonathan Charteris-Black, Clive Seale)

9. But her language skills shifted the family dynamics dramatically' Language, gender and the construction of publics in two British newspapers (Researchers : Sally Johnson and Astrid Ensslin)

10. Language or music, mother or Mozart? Structural and environmental influences on infants' language networks (Researchers: G. Dehaene-Lambertz, A. Montavont, A. Jobert, L. Allirol, J. Dubois,L. Hertz-Pannier ,S. Dehaene)

11.Human speech- and reading-related genes display partially overlapping expression patterns in the marmoset brain (Researchers : Masaki Kato, Kazuo Okanoya , Taku Koike , Erika Sasaki Hideyuki Okano, Shigeru Watanabe, Atsushi Iriki)

12.Hemispheric specialization for visual words is shaped by attention to sublexical units during initial learning (Researchers: Yuliya N. Yoncheva , Jessica Wise , Bruce McCandliss)

13. Bilingualism and increased attention to speech: Evidence from event-related potentials (Researchers: Jan RoukeKuipers , Guillaume Thierry)

14. Language, sexuality and place: The view from cyberspace (Researcher: Brian W. King**)**

15. Academic discourse: Dissociating standardized and conversational measures of language proficiency in bilingual kindergarteners (Reserachers:KATHLEEN F. PEETSELLEN BIALYSTOK *)*

16.An investigation of morphological awareness and processing in adults with low literacy(Researchers: ELIZABETH L. TIGHE , KATHERINE S. BINDER)

17. Early predictors of phonological and morphological awareness and the link (Researchers: ANNA J. CUNNINGHAM JULIA M. CARROLL)

with reading: Evidence from children with different patterns of early deficit (Researchers: ANNA J.CUNNINGHAM , JULIA M. CARROLL)

18.Lexical restructuring in preliterate children: Evidence from novel measures of phonological representation (Researchers :STEPHANIE AINSWORTH

STEPHEN WELBOURNE and ANNE HESKETH)

19.Morphological spelling in spite of phonological deficits: Evidence from children with dyslexia and otitis media (Reasearchers :HELEN L. BREADMORE and JULIA M. CARROLL)

20. Perceived foreign accent in first language attrition and second language acquisition: The impact of age of acquisition and bilingualism (Researchers :HOLGER HOPP MONIKA S. SCHMID)

APPENDIX B Move analysis

Article wise move analysis has been done after close reading of the text of the introductions. The following tables show the schematic move structures of the articles.

Article no.1 Can the subaltern speak? Visibility of international

migrants with communication and swallowing disabilities in the World Report on Disability

Move 1 Establishing a territory

Step 1-Claiming Centrality	*Subalternity* refers to those who, in many contexts across the world, have less power due to reduced access to education, intellect, style of speech, attitudes, and even physical appearance(Pillay,2013).
Step 2-Making Topic Generalizations	Based on my experiences across South Africa, the UK, and the United Arab Emirates, I argue that the World Report on Disability is inadequate in making visible international migrants with disabilities (henceforth, migrants)(Pillay,2013).
Step 3- Reviewing items of previous research	There are over 215 million international migrants (henceforth, migrants)(Migration Policy Institute [MPI], 2010), with 105million being economically active (International Labor Organization [ILO], 2010) (Pillay,2013).

Move 2 Establishing a niche

STEP 1 Counter claiming	Collectively, migrants are bigger than populations of Brazil, Pakistan, Nigeria, Russia, Japan, Mexico, or Germany If migrants represented a country, they would be the world ’ s fifth largest country after China, India, the US, and Indonesia(Pillay,2013).
Step 2.Indicating a gap	The World Report on Disability under-represents migrants(Pillay,2013).
Step 3.Reviewing the previous research	As Wylie et al. (2013) indicated, migrants are part of a medically under-served populations with access barriers to health services(Pillay,2013).

Step 4.Confirming strengths	It stands to reason that they are less likely to receive long-term outpatient services or even community based rehabilitation. Hence, hospitals may be the point of main — but transient — contact between the migrant with disability and the SLP(Pillay,2013).
Step 5 Establishing or synthesizing a theoretical position or framework	Within these roles, SLPs use a medical gaze(Foucault, 1976) to engage their specialist focus (communication pathology) with migrants. These processes are typical of most clinical encounters such as those in the vignettes. However, for migrants there are unique outcomes when SLPs use processes like scientific reductionism, essentialism, and dis-othering(Pillay,2013).

Move 3 Occupying the niche

Step 1-Outlining purposes	Consider how migrants are more likely to end up with communication and/or swallowing disorders because of occupational injuries such as traumatic brain injury, limb injuries, social and mental health problems, infectious diseases, diseases of respiratory and cardiovascular systems, hypertension heat stress, musculoskeletal disorders, dental diseases, cancer, and chemical- and pesticide-related illnesses(Pillay,2013).
Step 2-Announcing present research	While migrants share citizens ’ spaces and are epidemiologically bound to encounter SLPs, they may remain unseen by SLPs. Hence, migrants ’ speech-language pathology services needs may go undocumented, increasing their invisibility(Pillay,2013).
Step 3- Announcing principal findings	Not mentioned
4.Indicating Research article structure	Not mentioned

Article no.2 Addressing education of speech-language pathologists in the World Report on Disability: Development of a speech-language pathology program in Malaysia

Move 1 Establishing a territory

Step 1-Claiming Centrality	The World Report on Disability (World Health Organization and The World Bank, 2011) provides a springboard for debate among people with disabilities, their families, professionals, and the wider public (Buell,2013).

Step 2-Making Topic Generalizations	It included recommendations to address barriers to access services to these under-served Communities(Ahmad,2013).
Step 3- Reviewing items of previous research	Wylie, McAllister, Davidson, and Marshall (2013), in their lead article, address some of the specific issues pertinent to people with communication disabilities (PWCD) that arise from the World Report on Disability (World Health Organization and The World Bank, 2011) (Buell,2013).
Move 2 Establishing a niche	
STEP 1 Counter claiming	Records of speech-language pathology services prior to the 1980s were patchy, but around the mid-1980s there were less than 10 local and expatriate SLPs, all of whom were foreign educated, serving the then population of 18 million. The services provided by most of these SLPs were through private practices in the urban areas. Services in a couple of university hospitals in the capital city were not well established and services in the public or general hospitals likewise were not formally available (Peters, personal communication,15 June 2012)(Ahmad,2013).
Step 2.Indicating a gap	The paper recognizes that people with communication disorders (PWCD) may be under represented despite their disabilities, and hence under-served in terms of services(Ahmad,2013).
Step 3.Reviewing the previous research	Not mentioned
Step 4.Confirming strengths	The current paper is in response to Recommendation5, 7, 8, and 9 of the World Report on Disability and the Wiley et al. (2013) article, and specifically addresses issues on (1) developing local professional capacity to provide services for PWCD without previous access to specialist services and (2) increasing focus on improving knowledge, local evidence, and research. Key elements for addressing these issues were: a sustainability plan for sourcing funding for higher degrees(to develop future academic staff), planning toensure cyclic management of staff opportunities for higher degrees, and pursuing a diverse range of specialization (Ahmad,2013).

Step 5 Establishing or synthesizing a theoretical position or framework	Different models were studied to determine the most suitable one, not only for a multi-ethnic and multicultural country like Malaysia, but also one that was able to make the most of the sparse availability of a SLP professional infrastructure. The community, medical, and educational approaches were discussed at length but for pragmatic reasons it was decided to implement the program with a predominantly medical model. It was envisaged that the educational and community approaches, such as the early intervention and community-based rehabilitation, would be gradually incorporated as the physical and professional infrastructure grew and expanded(Ahmad,2013).
Move 3 Occupying the niche	
Step 1-Outlining purposes	The current paper is in response to Recommendation5, 7, 8, and 9 of the World Report on Disability and the Wiley et al. (2013) article, and specifically addresses issues on (1) developing local professional capacity to provide services for PWCD without previous access to specialist services and (2) increasing focus on improving knowledge, local evidence, and research(Ahmad,2013).
Step 2-Announcing present research	The article proposes that speech-language pathologists (SLPs)look at PWCD from a broader perspective and act as agents of change for this group of people. It challenges SLPs to focus on overcoming the lack of epidemiological data on communicative disorders and proposes several mechanisms to affect change at the primary care and professional level(Ahmad,2013).
Step 3- Announcing principal findings	Not mentioned
4.Indicating Research article structure	Not mentioned

Article no.3 A perspective from Bolivia on the implications of the World Report on Disability for people with communication disabilities

Move 1 Establishing a territory

Step 1-Claiming Centrality	The World Report on Disability (World Health Organization and The World Bank, 2011) provides a spring board for debate among people with disabilities, their families, professionals, and the wider public(Buell,2013).
Step 2-Making Topic Generalizations	The World Report on Disability (World Health Organization and The World Bank, 2011) provides a spring board for debate among people with disabilities, their families, professionals, and the wider public(Buell,2013).
Step 3- Reviewing items of previous research	Wylie, McAllister, Davidson, and Marshall (2013),in their lead article, address some of the specific issues pertinent to people with communication disabilities(PWCD) that arise from the World Report on Disability (World Health Organization and The World Bank, 2011) (Buell,2013).

Move 2 Establishing a niche	
STEP 1 Counter claiming	Data are used from a qualitative review of speech-language pathology services in Bolivia stemming from a series of semi-structured interviews carried out with a range of 21 local stakeholders(Buell, 2009).
Step 2.Indicating a gap	A central theme arising from the data related to the lack of knowledge and skill available for PWCD and their families(Buell,2013).
Step 3.Reviewing the previous research	The study was commissioned by the United Nations Association International Service (UNAIS), a British international on-government organization (NGO) focusing on disability(Buell,2013).
Step 4.Confirming strengths	There are reported to be around60 registered SLPs in Bolivia (Buell, 2009), most of whom are working in urban areas. At the time of interview, only three SLPs were working with government salaries from the Ministry of Health and the majority of speech-language pathology treatment is still private and costly. There is no established technical or degree course in speech-language pathology in Bolivia, and, although there is an established Bolivian College of Speech-Language Pathology, it is weak, with little executive power and meager control over the standards of practice(Buell,2013).
Step 5 Establishing or synthesizing a	Without adequate systems and infrastructure it is unlikely that accurate data can be gathered. While Wylie et al.

theoretical position or framework	(2013) call for clearer data about the prevalence of communication disability, it is unclear in a country like Bolivia how this would be gathered. Ensuring that communication disability questions are included in existing surveys and censuses is a start and is crucial for shaping services in speech language pathology (Buell,2013).

Move 3 Occupying the niche	
Step 1-Outlining purposes	The article underlines the need for better demographic information and increased campaigning alongside a model for organizational change that also comes with a warning about importing inadequate service delivery models from Minority to Majority world countries(Buell,2013).
Step 2-Announcing present research	Working together in partnership with communities through participatory rural appraisal to gather qualitative and quantitative data could be a more effective and sustainable way of ensuring that the process of collecting data is also laying the ground for sustainable speech-language pathology services(Buell,2013).
Step 3- Announcing principal findings	Not mentioned
4.Indicating Research article structure	Not mentioned

Article no.4 Language, sexuality and place: The view from cyberspace

Move 1 Establishing a territory	
Step 1-Claiming Centrality	Place merits a central focus in the investigation of language and sexuality (whether online or offline). Disregarding place means ignoring its social foundations as well as what Sidnell (2003:328) refers to as ‘practices of speaking which weave gender into the seen-but-unnoticed backdrop of everyday life’.
Step 2-Making Topic Generalizations	Places, like social categories, are no longer assumed to have fixed characteristics (Valentine 2002:145). In fact it has become a commonsense notion that places are socially constructed, and the language of social relations and identity is inherently spatial (Bell et al. 1994:31).

Step 3- Reviewing items of previous research	According to Skeggs et al , "We do not perform identities and form communities with spaces and places serving as boxes around us or static backdrops; rather our understandings of our surroundings are intermingled with our understandings and impressions of our 'selves' and others as we struggle to strike a 'visible' presence' in the world (Skeggs et al. 2004:1839).
Move 2 Establishing a niche	
STEP 1 Counter claiming	All of cyberspace has been imbued with a place-like character when in truth it is more similar to a big magazine or newspaper than a place; it is linguistic in its nature, from the codes used in computer programs to the words which appear on one's screen
Step 2.Indicating a gap	Then again it has territorial hues that traditional information media lack, and this 'geographicalization' is foundational.
Step 3.Reviewing the previous research	In fact it has become a commonsense notion that places are socially constructed, and the language of social relations and identity is inherently spatial (Bell et al. 1994:31).
Step 4.Confirming strengths	By analyzing the purely linguistic performance of sexualized places online, the hope is to also gain insight into the role that language plays in the creation of offline places.
Step 5 Establishing or synthesizing a theoretical position or framework	The guiding framework for this investigation is the 'triangle of space', which Gotved (2006) has developed and theorized, inspired by the insights of Henri Lefebvre (1991 [1974]). She builds upon his heuristic division of socially produced space into three categories: spatial practice, representations of space, and spaces of representation.
Step6 Announcing the adoption or definition of terminology	Identifications, on the other hand, refer to ways in which people are transformed through 'assimilation' of aspects of an 'other' through (largely unconscious) disavowals and rejections that are shown through inconsistencies, contradictions, and silences. It is here, at the site of interaction, where performative citations imbue visible,

	audible, and/or tangible spaces with meaning, often converting them into places (i.e. more familiar spatialities).
Move 3 Occupying the niche	
Step 1-Outlining purposes	The main aim of this paper is to investigate the ways in which social relations are often in dialogue with places, adapting to one another along a reformulating path (Natter and Jones III 1997:149). One purpose of this article will be to explore this notion of interwoven place and gender while experimenting with the inclusion of sexuality in the weave.
Step 2-Announcing present research	In the course of the analysis I demonstrate how the study of language and sexuality is enhanced by concurrent attention to place, gender, sexual identity, and sexual identification during analysis.
Step 3- Announcing principal findings	I have chosen to concur in order to emphasize that the issues and processes I address in this article are not separable from 'place' and discourse as explored at the neighborhood level (or at the level of towns
4.Indicating Research article structure	The next section briefly outlines how that corpus was conceived and collected, before analyzing the data using Gotved's tri-partite mode

Article no.5 Metaphorically speaking: Constructions of gender and career in the Danish financial sector

Move 1 Establishing a territory	
Step 1-Claiming Centrality	In recent years, a much debated issue in Danish media has been, on the one hand, the difficulty in attracting women to top-managerial positions in business and, on the other, the difficulty in providing the opportunity for women to move up the career ladder
Step 2-Making Topic Generalizations	Studies suggest that, to a large extent, both problems emerge from a traditional business perspective in which masculine norms and values play a salient role in determining the constraints within which people think about making a career

Step 3- Reviewing items of previous research	A recent study of sex and gender in the Danish financial sector confirms this premise (Ellehave and Søndergaard 2006), indicating that a predominant factor in upholding the segregation between male and female employees is the combination of biological and cultural forces which act as constraints on the way that the relation between women/men and female/male is perceived.
Move 2 Establishing a niche	
STEP 1 Counter claiming	However, most scholars in later social constructivist approaches to sex and gender are hesitant to adopt this radical position and prefer to see sex as a label that is assigned to children at birth, forming the basis for the gender identity they achieve later in the socialization process (Mullany 2007).
Step 2.Indicating a gap	Informed by the above, this article sets out to examine how these stereotypical interpretations can be both maintained and challenged in language and discourse
Step 3.Reviewing the previous research	In Butler's view, gender is not a given social category but a social construct achieved in (inter)action, i.e. gender is an identity individuals achieve by repeating the performance of particular acts over time, allowing them to display feminine or masculine traits unconstrained by predetermined categories. In her account of performativity, Butler also argues in favour of sex being considered a social construct and not a biological category. However, most scholars in later social constructivist approaches to sex and gender are hesitant to adopt this radical position and prefer to see sex as a label that is assigned to children at birth, forming the basis for the gender identity they achieve later in the socialization process (Mullany 2007).
Step 4.Confirming strengths	Thus, a number of recent publications in the social-constructivist vein (e.g. Wodak 1997; Litosseliti and Sunderland 2002; Sunderland 2004), argue that in interaction men and women are positioned in certain ways due to dominant gendered discourses, while at the same time they adopt particular gendered subject positions, which reflect access to a range of masculinities and femininities. This position, known as the 'discursive accomplishment' of gender, allows men and women the possibility of producing both similar and different gendered discourses, confirming or challenging dominant discourses, and thus, to a certain extent

	excluding the aforementioned a priori binary difference between female and male language (Litosseliti 2006).
Step 5 Establishing or synthesizing a theoretical position or framework	Within a discursive framework, the role of metaphor in sustaining and challenging power relations has received increased attention by scholars in recent years (e.g. Charteris-Black 2004; Chilton 1996; Goatly 2007) Thus, with the recognition that metaphors may serve several functions in discourse, based equally on cognitive, linguistic and pragmatic resources, comes a wider scope for assessing metaphors' persuasive and ideological potential and hence, their ability to maintain or challenge power structures.
Move 3 Occupying the niche	
Step 1-Outlining purposes	However, the focus here is not on all features of discourse, but limited to embedded metaphorical constructions, which, as will be detailed below, are receiving increased scholarly attention as significant markers of ideology.
Step 2-Announcing present research	In this article, this focus on metaphor will form the basis of an analysis of interview data collected in a large Danish bank, offering in-house management training programs to existing and future managers.
Step 3- Announcing principal findings	The outcome of the analysis will demonstrate the significant influence exerted by metaphorical constructions on the way we understand and communicate about sex and gender, pointing to gender issues being cultural in origin but also highly determined by the immediate context.
4.Indicating Research article structure	Not mentioned.

Article no.6 But her language skills shifted the family dynamics dramatically' Language, gender and the construction of publics in two British newspapers

Move 1 Establishing a territory

Step 1-Claiming Centrality	Since the early 1990s, research in the field of gender and language has been increasingly concerned with the ways in which the category of gender is represented, performed, and/or to a greater or lesser extent constructed in and through discourse.
Step 2-Making Topic Generalizations	These insights have given rise to a substantial body of literature on the discursive formation of gender identities across a range of what Jane Sunderland (2004: 73) refers to as 'epistemological sites'
Step 3- Reviewing items of previous research	Recent work in sociolinguistics and linguistic anthropology on language ideologies has similarly been concerned with the ways in which its own primary object of study – language – is equally subject to processes of discursive formation (Blommaert 1999; Jaffe 1999; Kroskrity 2000; Lippi-Green 1997; Schieffelin, Woolard and Kroskrity 1998).
Move 2 Establishing a niche	
STEP 1 Counter claiming	Much of the work carried out on gender and language in the 1970s and 1980s was concerned with the empirical verification of such notions as 'women's language' and 'gender difference'.
Step 2.Indicating a gap	Unsurprisingly perhaps (at least with the benefit of hindsight), this body of work largely failed to establish any clear-cut boundaries between male and female language usage, demonstrating instead significant variability in gender-related patterns of language usage across time and space.
Step 3.Reviewing the previous research	It is in this context, and against the backdrop of the 'discourse turn', that Cameron proposes how a focus on representation offers a useful and potentially more critical means of exploring both extant and emergent ideologies of gender and language.
Step 4.Confirming strengths	This would include, for example, the increasingly popular notion within current media discourses of 'female verbal superiority' that appears to be dislodging feminist notions of male dominance in the discursive arena (Cameron 2003: 154).

Step 5 Establishing or synthesizing a theoretical position or framework	A notable exception is the work of Carmen Caldas-Coulthard (1995), who explores representations of both women, in general, and women's language, in particular, in three British broadsheets. The author identifies differences in both the quantity and quality of the ways in which women's language is represented, both in terms of a disproportionately high citation of men's voices coupled with a misrepresentation of women in relation to the type of verbs used to represent women's speech, e.g. where men are typically described as 'shouting' or 'groaning' and women (and children) as 'screaming' or 'yelling' Like Caldas-Coulthard, we also wish to explore the representation of gender and language-related themes in the print media, using larger-scale electronic corpora and the innovative software packages that can now be employed in their analysis (Hunston 2002; McEnery and Wilson 2001; Scott 2005).
Step 6 Confirming relevance	In this article, our intention is to contribute to emergent theoretical debates around ideologies of gender and language by exploring the ways in which language is represented in relation to gender in two British newspapers.
Move 3 Occupying the niche	
Step 1-Outlining purposes	In this article, our intention is to contribute to emergent theoretical debates around ideologies of gender and language by exploring the ways in which language is represented in relation to gender in two British newspapers
Step 2-Announcing present research	We also wish to explore the representation of gender and language-related themes in the print media, using larger-scale electronic corpora and the innovative software packages that can now be employed in their analysis.
Step 3- Announcing principal findings	Not mentioned
4.Indicating Research article structure	Not mentioned.

Article no.7 Language or music, mother or Mozart? Structural and environmental influences on infants' language networks	
Move 1 Establishing a territory	
Step 1-Claiming Centrality	Infants present early capacities to process speech and to rapidly learn properties of their native language.
Step 2-Making Topic Generalizations	Thanks to the development of non-invasive brain imaging techniques that can be safely used with human infants, the cerebral bases underlying these early stages of language acquisition can now be investigated.
Step 3- Reviewing items of previous research	In previous papers, using fMRI, we discovered that when infants listen to speech in their native language, activation was not distributed widely to a broad set of areas, but was already concentrated to a set of left-hemispheric perisylvian regions similar to that found in human adults
Move 2 Establishing a niche	
STEP 1 Counter claiming	The delays, again paralleling those found in the adult speech network, suggest a hierarchical organization of the human temporal lobes which presents homologies with that of the monkey brain. We speculated that it might be useful to learn about the nested structure of speech, which contains temporal regularities at multiple hierarchically organized time scales (Dehaene-Lambertz, Hertz-Pannier, Dubois, &Dehaene, 2008).
Step 2.Indicating a gap	These studies, however, did not reveal which aspects of this organization, if any, are specific for speech, and which would be equally engaged by equally structured and complex acoustic stimuli outside of the speech domain.

Step 3.Reviewing the previous research	One particular question concerns the asymmetry of the linguistic network and whether there exists an early left-hemispheric bias for processing speech stimuli. Several findings point to large differences in the maturation of the left and right hemispheres in humans. First, genetic studies have revealed asymmetrical gene expression in the perisylvian regions, specific to the human lineage (Sun, Collura, Ruvolo, & Walsh,2006).
Step 4.Confirmingrelevance	This is observed especially between 12 and 14 weeks of gestation, a critical time for cortical regionalization. Second, gyration develops earlier over the right hemisphere than over the left (Chi, Dooling, & Gilles, 1977; Dubois, Benders et al., 2008). Third, the significant anatomical asymmetries which are present at the level of the planum temporale and of the superior temporal sulcus in human adults (Van Essen, 2005) are already clearly observed during the first months of life (Glasel, 2007).
Step 5 Confirming strengths	However, from these studies alone, it is not possible to determine if these functional asymmetries reflect a domain-general advantage of the left hemisphere for auditory processing, or a domain-specific advantage of the left perisylvian regions for speech processing. Very few experiments point to a genuine functional differentiation of the left and right hemispheres with respect to language processing.
Step 6 Establishing or synthesizing a theoretical position or framework	In the present study, we sought to examine the functional specialization of infants' cortical networks using the anatomically accurate method of f MRI. To test whether a left advantage is observed only for speech or for any organized stimulus, we presented speech and music segments to two-month-old infants. Furthermore, to probe the possible impact of environmental learning on this initial organization, within the speech condition we contrasted the mother's voice with an unknown female voice (the mother of the preceding baby in the study).
Move 3 Occupying the niche	
Step 1-Outlining purposes	If NIRS can provide better spatial resolution, the exact localization of the cerebral response is not known.

Step 2-Announcing present research	In the present study, we sought to examine the functional specialization of infants' cortical networks using the anatomically accurate method of MRI.
Step 3- Announcing principal findings	The ERP experiment cited above on cross-modal representation of vowel and gender (Bristow et al., 2009) suggests that a similar dissociation may exist in infants. Using two different voices, one of which was highly known and emotionally salient, we aimed to explore the activations induced by the mother's voice above and beyond those induced by speech processing alone, possibly uncovering right activations for some aspects of its perception.
4.Indicating Research article structure	Not mentioned.

Article no.8 Human speech- and reading-related genes display partially overlappingexpression patterns in the marmoset brain

Move 1 Establishing a territory

Step 1-Claiming Centrality	Language is a human-specific trait used for communication. Existence of familial language impairments offers the possibility of using genetics to study language.
Step 2-Making Topic Generalizations	Indeed, genetic variants, such as mutations or single nucleotide polymorphisms(SNPs), in candidate genes for speech/language impairments have been identified using molecular biological approaches in patients with inherited language disorders, or association studies in clinical cohorts.
Step 3- Reviewing items of previous research	It has also been reported that FOXP1, a molecule that directly interacts with FOXP2, is associated with language impairments (Carr et al., 2010; Hamdan et al., 2010; Horn et al., 2010; Palumbo et al., 2013; Pariani, Spencer, Graham, &Rimoin, 2009; Vernes, MacDermot, Monaco, & Fisher, 2009).

Move 2 Establishing a niche

STEP 1 Counter claiming	In addition, the neural circuit for vocal learning in birds is well studied, although it is more difficult to use genetic manipulation in birds compared with mice. Genetic approaches can be used in mice, but their vocalization is not particularly complicated. In addition, the brains of mice and birds differ from primates in terms of brain structure and information processing. The common marmoset (Callithrixjacchus), a New World monkey exhibiting many types of vocalization It is known that expression patterns of several genes are different between mice and marmoset brain. Moreover, when marmosets vocalize, neural activity dependent gene expression is observed in the marmoset homologue of human Broca'sarea.Marmoset vocalization reflects developmental changes in the acoustic structure of species-specific communicative sounds, produced in social settings (Pistorio et al., 2006).
Step 2.Indicating a gap	In this study, we have for the first time, compared genes related to human speech and dyslexia in primates using the common marmoset brain as a model for the human brain
Step 3.Reviewing the previous research	It is known that expression patterns of several genes are different between mice and marmoset brain. Moreover, when marmosets vocalize, neural activity dependent gene expression is observed in the marmoset homologue of human Broca's area (Simoes et al.,2010).
Step 4.Confirmingrelevance	Marmoset vocalization reflects developmental changes in the acoustic structure of species-specific communicative sounds, produced in social settings (Pistorio et al., 2006). Thus, for all of these reasons, the common marmoset is a suitable animal model for biological approaches to studying human language.
Step 5 Confirming strengths	In this study, we have for the first time, compared genes related to human speech and dyslexia in primates using the common marmoset brain as a model for the human brain.
Move 3 Occupying the niche	
Step 1-Outlining purposes	Not mentioned

Step 2-Announcing present research	Experiments were performed in two (one male, one female) neonatal (postnatal day (P) 0), and four (two male, two female) adult marmosets (over 18 months of age). These ages were used to investigate gene expression changes during development because the common marmoset displays vocalizations at P0 that change during development.
Step 3- Announcing principal findings	Not mentioned
4.Indicating Research article structure	Not mentioned.

Article no.9 Hemispheric specialization for visual words is shaped by attentiontosublexical units during initial learning

Move 1 Establishing a territory

Step 1-Claiming Centrality	Success in early reading acquisition depends on a learner's ability to master the association between spoken words and their corresponding visual word forms.
Step 2-Making Topic Generalizations	Alternatively, the budding reader might attend to larger grain sizes, such as letter clusters, onsets, rimes, or even whole words.
Step 3- Reviewing items of previous research	Reading development theories concur that gaining robust grapheme–phoneme connections is vital for achieving reading proficiency (Ehri, 1991; Frith, 1985; Gough &Juel, 1991).

Move 2 Establishing a niche

STEP 1 Counter claiming	Given the central role of grapheme–phoneme conversion for masterful reading, intentionally directing attention to sublexical specifically subsyllabic mappings might be an essential component of a learner's emerging decoding skills (McCandliss &Yoncheva, 2011).
Step 2.Indicating a gap	The brain mechanisms of this process remain largely unexplored yet are pivotal to understanding how instructional strategies can best be harnessed to support the development of the perceptual expertise for reading.

Step 3.Reviewing the previous research	Furthermore, selective attention to phonology can shape perception by modulating processes as early as online stimulus encoding via transient, temporally specific engagement of orthographic and phonological regions within the left hemisphere (Yoncheva, Maurer, Zevin, &McCandliss, 2014). Such attentional processes may influence neural circuitry during initial learning and thus impact later word recognition. Thus the exact relation between such modulations and learning beckons direct investigation within an approach that combines educational manipulations, learning, and functional brain imaging.
Step 4.Confirming Strengths	The brain mechanisms of this process remain largely unexplored yet are pivotal to understanding how instructional strategies can best be harnessed to support the development of the perceptual expertise for reading.
Step 5 Confirming strengths	In this study, we have for the first time, compared genes related to human speech and dyslexia in primates using the common marmoset brain as a model for the human brain.
Hypothesis	Motivated by accumulating evidence that selective attention to grapheme–phoneme mappings dynamically recruits left-lateralized linguistic processes, the present ERP study addressed questions central to a beginner's grapheme–phoneme (GP) decoding during reading. Early reading acquisition was modeled in a well-controlled paradigm training literate, adult English speakers to read artificial scripts.
Questions	How attentional focus shapes subsequent reading responses. Two artificial scripts were created: a GP script, in which each grapheme mapped consistently onto a single phoneme, and another, whole-word (WW) script, in which the pairing between individual graphemes and corresponding phonemes was arbitrary across training trials.
Approach	First, we tested the hypothesis that GP decoding engages left-lateralized processes and examined the time-course of this visual word ERP modulation. The theoretical focus of this paper, the left-lateralized N170 effect, is linked more closely

	to overall script familiarity rather than knowledge of particular visual word forms Second, we examined how attending to GP mappings during learning biases a learner's subsequent reading.
Move 3 Occupying the niche	
Step 1-Outlining purposes	To find the reading skills capacity.
Step 2-Announcing present research	Training was implemented by concurrent presentation of frequent, single-syllable spoken English words and their corresponding artificial script representations. Following training, each learner completed a reading verification task while we recorded their behavioral and ERP responses.
Step 3- Announcing principal findings	We anticipated decoding- related ERP modulations to manifest after the initial perceptual categorization indexed by the N170 component, while active decoding processes were at play, e.g., during the N400 or the LPC ERP components.
4.Indicating Research article structure	First, we tested the hypothesis that GP decoding engages left-lateralized processes and examined the time-course of this visual word ERP modulation. Second, we examined how attending to GP mappings during learning biases a learner's subsequent reading.

Article no.10 Bilingualism and increased attention to speech: Evidence from event-related potentials

Move 1 Establishing a territory

Step 1-Claiming Centrality	Bilingualism is thought to have implications for cognition beyond the linguistic domain.
Step 2-Making Topic Generalizations	Bilingual toddlers and adults have repeatedly been shown to outperform their peers on tasks that require suppressing interference from stimuli unrelated to the task at hand.

Step 3- Reviewing items of previous research	This effect, often referred to as the bilingual advantage, has been observed in infants as young as seven months who are able to switch between tasks when fail to do so (Kovacs &Mehler, 2009).monolingual infants
Move 2 Establishing a niche	
STEP 1 Counter claiming	In one such brain imaging study on auditory perception of speech sounds, Krizman, Marian, Shook, Skoe, and Kraus (2012) showed that, compared to their monolingual peers, bilingual adolescents display enhanced encoding of a speech syllable (/da/) as reflected in an increased brain stem response. This increase was correlated with higher performance under high auditory processing load only in the bilinguals. Thus, bilinguals seemed to pay greater attention to the speech resulting in better neural encoding of speech sounds. However, MRI data such as those collected by Krizman et al. (2012) provide no insight into the time-course of attention allocation.
Step 2.Indicating a gap	However, MRI data such as those collected by Krizman et al. (2012) provide no insight into the time-course of attention allocation.
Step 3.Reviewing the previous research	However, MRI data such as those collected by Krizman et al. (2012) provide no insight into the time-course of attention allocation.
Step 4.Confirming Strengths	Recently however, large-scale studies have cast doubt on the existence of this phenomenon failing to replicate the bilingual advantage in executive control tasks.
Step 5 Confirming strengths	In previous studies, we found that bilingual adults and toddlers display a larger P2 ERP response than their monolingual peers in response to an unexpected language change.
Explaining Hypothesis	The more a stimulus is semantically unrelated to its context, the more negative the amplitude of the N400 response.
Explaining approach	This effect is hypothesized to index the additional neural activation prompted by the semantic analysis of a stimulus when it is unrelated to its context.

Move 3 Occupying the niche

Step 1-Outlining purposes	We aimed to determine whether attention to online speech is generally greater in bilingual as compared to monolingual toddlers and whether this tends to affect semantic integration efficiency.
Step 2-Announcing present research	We presented 2–3 year old monolingual and bilingual toddlers with picture–spoken word pairs either semantically matched or unrelated whilst recording their ERPs.
Step 3- Announcing principal findings	Using the same stimuli and a similar procedure in adult participants, we found that the semantic match condition elicited a relative increase of P2 amplitude in the bilingual participants, whereas semantic processing did not differ between groups, as shown by unaffected N400 amplitudes.
4.Indicating Research article structure	Not mentioned.

Article no.11 Academic discourse: Dissociating standardized and conversational measures of language proficiency in bilingual kindergarteners

Move 1 Establishing a territory

Step 1-Claiming Centrality	Throughout North America, bilingual children speaking a variety of heritage first languages (L1s) are entering school with minimal experience in English as a second language (L2).
Step 2-Making Topic Generalizations	It is through the English L2 that academic learning will occur.
Step 3- Reviewing items of previous research	As argued academic discourse contrasts with everyday conversation in its formal conventions and relationships with the complex and often technical domains of education (e.g., literacy, science, mathematics, and history). Other related terms include classroom discourse (Cazden, 2001), academic language (Snow, 2010; Snow&Uccelli, 2009), and the language of schooling (Schleppegrell, 2001).

Move 2 Establishing a niche

STEP 1 Counter claiming	Despite the importance of academic discourse to learning, it is unclear what degree of proficiency is required to be able to effectively use language for academic purposes in the classroom.
Step 2.Indicating a gap	Despite the importance of academic discourse to learning, it is unclear what degree of proficiency is required to be able to effectively use language for academic purposes in the classroom.
Step 3.Reviewing the previous research	Academic discourse contrasts with everyday conversation in its formal conventions and relationships with the complex and often technical domains of education (e.g., literacy, science, mathematics, and history). Other related terms include classroom discourse (Cazden, 2001), academic language (Snow, 2010; Snow &Uccelli, 2009), and the language of schooling (Schleppegrell, 2001). Despite the importance of academic discourse. to learning, it is unclear what degree of proficiency is required to be able to effectively use language for academic purposes in the classroom.
Step 4.Confirming Strengths	The present study examined bilingual and monolingual children's performance on both standardized and discourse-based measures of proficiency (vocabulary, morphology, and syntax) and two academic discourse genres that are related to academic success in the early years: narratives and explanations Understanding the academic discourse performance of bilingual children will provide a more accurate and ecologically valid perspective on their language use than do standardized tests allow.
Step 5 Claiming relevancy	English proficiency is typically measured through the use of standardized tests that involve the uniform administration of structured questions to children to assess language abilities, often with reference to the performances of a normative population based on monolingual speakers of English. The language demanded in these tests is highly decontextualized, in that children are typically required to perform such tasks as looking at a visual array or listening to a verbal prompt indicating or producing a correct response. Although these tests do provide important In a study of over 1,700 children between the ages of 3 and 10 years, bilingual children schooled in English as an L2 were shown to control a smaller vocabulary than their monolingual peers, a difference that was greater for home-based words than for school-based words (Bialystok, Luk, Peets, & Yang, 2010). These results

	are important because, among monolinguals, weak vocabulary is associated with weaker academic performance, particularly on verbal outcomes such as reading comprehension (Hemphill &Tivnan, 2008; Muter, Hulme, Snowling, & Stevenson, 2004; Ricketts, Nation, & Bishop, 2007). However, no research to date has investigated whether the documented difference in vocabulary development in the language of schooling found for bilingual children has implications for their development of the use of English for academic purposes.
Step 6 Establishing or synthesizing a theoretical position or framework.	Following previous research, we hypothesized that bilingual children would obtain lower scores than monolinguals in standardized test performance on all three measures. We had no hypothesis about discourse-based linguistic features, because this is the first study to compare these two types of measurement. Discourse was examined through both familiar (personal narrative or personal routine explanation) and unfamiliar (picture book narrative elicitation or magnet task explanation) topics.

Move 3 Occupying the niche	
Step 1-Outlining purposes	Understanding the academic discourse performance of bilingual children will provide a more accurate and ecologically valid perspective on their language use than do standardized tests allow. This understanding is especially critical to the question of academic achievement among L2 students for whom standardized assessments may not accurately represent ability levels.
Step 2-Announcing present research	The present study examined bilingual and monolingual children's performance on both standardized and discourse-based measures of proficiency (vocabulary, morphology, and syntax) and two academic discourse genres that are related to academic success in the early years: narratives and explanations.
Step 3- Announcing principal findings	Based on previous reports of bilingual strength in narrative discourse, we predicted that the bilingual group would perform equally well in comparison to the monolinguals in the discourse measures and better in the unfamiliar tasks, based on the context of their L2 acquisition being primarily in school, an unfamiliar context.
4.Indicating Research article structure	

	Not mentioned.

Article no.12 An investigation of morphological awareness and processing in adults with low literacy

Move 1 Establishing a territory

Step 1-Claiming Centrality	Enabling individuals to function in daily life. Literacy, the ability to extract meaning from written text, is an invaluable skill
Step 2-Making Topic Generalizations	The 2003 National Assessment of Adult Literacy, administered to a nationally representative sample of almost 20,000 adults, reports that approximately 14% of American adults read below the basic literacy level and an additional 22% read at the basic literacy level.
Step 3- Reviewing items of previous research	It was found that children of adults with low literacy skills are disadvantaged upon school entrance, which eventuates in a higher probability of dropping out (Kirsch, Jungeblut, Jenkins, &Kolstad, 1993).

Move 2 Establishing a niche

STEP 1 Counter claiming	Adult Basic Education (ABE) programs are designed to help diminish the problem of adult low literacy by providing adults (ages 16 and older), who are not concurrently enrolled in kindergarten to Grade 12 education, with instruction and coursework to earn a General Educational Development (GED) certificate.
Step 2.Indicating a gap	These programs serve approximately 2.6 million adults annually; however, this is just a small fraction of the approximately 90 million US adults with low literacy (National Research Council, 2012).

Step 3.Reviewing the previous research	In order to effectively evaluate the literacy skills for this population, it is important to understand that adults might follow a unique developmental trajectory when acquiring language and reading skills (Perin, 1988; Thompkins & Binder, 2003).
Step 4.Confirming Strengths	The current study enhances the existing body of literature by investigating morphological awareness, a conscious understanding of how words can be broken down into smaller units of meaning, and reading comprehension in adults enrolled in ABE programs.
Step 5 Claiming relevancy	Comparing ABE students to skilled adult readers, Binder and Borecki (2008) found that adults with low literacy relied more on orthographic information and contextual clues than on phonological information when silently reading connected texts that contained homophone pairs. To date, no studies with the adult low literacy population have investigated the construct of morphological awareness.
Step 6 Establishing or synthesizing a theoretical position or framework.	The current study investigated accuracy and response times on morphologically complex words embedded in a passage as well as morphologically complex words in a single-word recognition task. In addition, because morphological awareness has been found to be a strong predictor of both reading comprehension and single-word decoding, the present study looked at the contribution of morphological awareness over and above the contributions of decoding and phonological awareness to reading comprehension.
Move 3 Occupying the niche	
Step 1-Outlining purposes	The current study enhances the existing body of literature by investigating morphological awareness, a conscious understanding of how words can be broken down into smaller units of meaning, and reading comprehension in adults enrolled in ABE programs.

Step 2-Announcing present research	Many ABE programs utilize testing materials, instructional methods, and models of reading that were developed for children. Although research on children can help guide literacy research for struggling adult readers, adults and children differ in several important reading areas such as exposure to printed word, experience with language, and ability to use higher order cognitive functioning.
Step 3- Announcing principal findings	Not mentioned.
4.Indicating Research article structure	First, we investigated the contribution of morphological awareness independent of phonological awareness and decoding to reading comprehension in adults enrolled in ABE programs. Second, the other aim of the current study was to examine morphological processing in adults with low literacy by measuring accuracy and response times on different types of printed morphologically complex words presented in an oral reading passage and a single-word naming task.

Article no.13 Early predictors of phonological and morphological awareness and the link with reading: Evidence from children with different patterns of early deficit

Move 1 Establishing a territory

Step 1-Claiming Centrality	Languages of European origin are morphophonemic in structure, meaning that words are constructed via a combination of phonological and morphological rules.
Step 2-Making Topic Generalizations	Accordingly, a strong association has been found between the reading and spelling of English and both phonological awareness.
Step 3- Reviewing items of previous research	Accordingly, a strong association has been found between the reading and spelling of English and both phonological awareness (PA;Melby-Lervag, Lyster,&Hulme, 2012) and morphological awareness (MA; Deacon & Kirby, 2004).

Move 2 Establishing a niche

STEP 1 Counter claiming	Despite the importance of these skills to literacy, relatively little is known about their antecedents in the early school years.
Step 2.Indicating a gap	Previous research has shown that phonological processing (PP) and language skills in early childhood are linked to the development of explicit PA and MA. However, the unique contribution of these two sets of skills to the prediction of PA and MA remains unclear.
Step 3.Reviewing the previous research	Using structural equation modeling, Carroll, Snowling, Hulme, and Stevenson (2003) showed that implicit awareness of syllables and rhymes at the end of preschool uniquely predicted explicit PA at the beginning of school. Further, Wagner et al. (1997) report high concurrent correlations between measures of phonological memory (memory for sentence and digit span) and explicit phoneme deletion from kindergarten to fourth grade.
Step 4.Confirming Strengths	Cooper, Roth, Speece and Schatschneider (2002) showed that an oral language factor (receptive and expressive semantics, syntax, and morphology) accounted for unique variance in PA (deletion and blending) from kindergarten to second grade. However, neither of the latter two studies controlled for baseline PA, leading to the possibility that the influence of language was mediated by early PP abilities.
Step 5 Establishing or synthesizing a theoretical position or framework.	Two broadly distinct theories have been put forward by the literature with regard to the early predictors of MA. One theory is that MA arises from a broad base of oral language skills. The different views of the development of PA and MA are not necessarily mutually exclusive. Both language and PP may act as predictors; however, it is important to test them together to determine the relative importance of the alternative routes. One way to do this is to test children with dissociated skill profiles in early childhood. For example, if early PP but not language led to MA, then children with average PP would develop better levels of MA than would children with poor PP, regardless of whether they had poor or average language. This is the approach adopted in the current study.

Move 3 Occupying the niche

Step 1-Outlining purposes	The first aim of this research is to elucidate the link between early PP and language skills, and later PA and MA; the second is to investigate the concurrent links among PA, MA, phonological and morphological strategy use, and general reading skills.
Step 2-Announcing present research	The first aim of this research is to elucidate the link between early PP and language skills, and later PA and MA; the second is to investigate the concurrent links among PA, MA, phonological and morphological strategy use, and general reading skills.
Step 3- Announcing principal findings	Not mentioned.
4.Indicating Research article structure	Not mentioned.

Article no.14 Lexical restructuring in preliterate children: Evidence from novel measures of phonological representation

Move 1 Establishing a territory

Step 1-Claiming Centrality	Phonological representations (PRs) store information about the sounds in words that a person holds in his or her vocabulary.
Step 2-Making Topic Generalizations	It is important for us to understand the development of PRs and the processes driving their maturation because PRs play a key role in both early speech development and the later process of learning to read (Fowler, 1991; Metsala & Walley, 1998; Swan & Goswami, 1997).
Step 3- Reviewing items of previous research	Within the current paper the term PRs is used to describe the way that children store phonological word forms in memory. There is continuing debate within the literature about whether or not children store word forms separately for use in perception and production (e.g., Diehl, Lotto, & Holt, 2004; Hickok &Poeppel, 2007; Liberman & Mattingly, 1985; Mackensen & Fikkert, 2010).

Move 2 Establishing a niche

STEP 1 Counter claiming	It is important for us to understand the development of PRs and the processes driving their maturation because PRs play a key role in both early speech development and the later process of learning to read (Fowler, 1991; Metsala &Walley, 1998, Swan & Goswami, 1997).
Step 2.Indicating a gap	Although PRs appear within many models of speech processing (e.g.,Jusczyk,1993;Metsala&Walley, 1998;Werker &Curtin, 2005), there is still much to learn about how their structure might change from infancy to adulthood.
Step 3.Reviewing the previous research	Taken together, these studies have been interpreted as evidence that infants have adult like representations from the outset but that they only become conscious of their phonological structure through mastery of the alphabetic principle (Liberman et al., 1989; Morais et al., 1986). In contrast, the emergent viewproposes that infants' PRs are initially underspecified, becoming gradually restructured as children's vocabularies grow (Fowler, 1991; Metsala&Walley, 1998; Walley, 1993).
Step 4.Confirming Strengths	It is important for us to understand the development of PRs and the processes driving their maturation because PRs play a key role in both early speech development and the later process of learning to read (Fowler, 1991; Metsala&Walley, 1998; Swan &Goswami, 1997).
Step 5 Establishing or synthesizing a theoretical position or framework.	Tasks designed to measure children's underlying PRs fall broadly into two categories: measures of PR accuracy/accessibility and measures of PR segmentation. The first category aims to measure how accurately children store the sounds in words and how quickly they can retrieve them. The most commonly used tasks within this category are naming, word repetition, articulation correction. The second category of measures aims to assess the level of segmentation of children's representations. One of the most direct measures of PR segmentation is the gating task developed by Grosjean (1980).
Step 6.Confirmingrelevance	It is important for us to understand the development of PRs and the processes driving their maturation because PRs play a key role in both early speech development and the later

	process of learning to read.
Move 3 Occupying the niche	
Step 1-Outlining purposes	One of the key aims of this paper was to devise a battery of PR measures that allow us to probe the development of children's underlying representations, independent of their explicit awareness of phonological structure (PA).
Step 2-Announcing present research	One of the key aims of this paper was to devise a battery of PR measures that allow us to probe the development of children's underlying representations, independent of their explicit awareness of phonological structure (PA).
Step 3- Announcing principal findings	In light of the growing body of evidence in favor of unified representation across production and perception, we have assumed within the current work that children store the sound structure of words within a common set of phonological representations, recruited for both speech perception and production.
4.Indicating Research article structure	Not mentioned.

Article no.15 Morphological spelling in spite of phonological deficits: Evidence from children with dyslexia and otitis media

Move 1 Establishing a territory

Step 1-Claiming Centrality	Research into literacy impairment has often focused on difficulties in acquiring phoneme–grapheme correspondence.
Step 2-Making Topic Generalizations	English is a morphophonemic language, and in order to learn to spell successfully, one must associate both phonemes and morphemes with graphemes.
Step 3- Reviewing items of previous research	As argued , " Morphemes are spelled consistently in different words even at the expense of letter–sound correspondence. For example, the spelling of the word-final phoneme /t/ in helped is determined by "suffix constancy"; the English past-tense inflection is typically spelled +<ed> despite variation in pronunciation" (e.g., helped, cleared, wanted; Nunes& Bryant, 2006).

Move 2 Establishing a niche	
STEP 1 Counter claiming	Similarly, roots are spelled consistently across words, and this “root constancy” provides an explanation for many unusual spelling–sound correspondences (e.g., the spelling of “health” is determined by the spelling of “heal,” despite variation in pronunciation; Bourassa &Treiman, 2008).
Step 2.Indicating a gap	Very little is known about the role of morphological knowledge in literacy impairment.
Step 3.Reviewing the previous research	Variation in morphological skill predicts literacy in typically developing children even after accounting for phonological awareness (Carlisle &Nomanbhoy, 1993; Mahony, Singson, & Mann, 2000).
Step 4.Confirming Strengths	“Decoding first” accounts highlight the need to remediate phonology as an inevitable first step, whereas “all available skills” accounts imply that alternative skills could compensate for deficits in phonology. This is clearly a crucial issue in supporting dyslexic children.
Step 5 Confirming relevance	All previous studies were performed with adolescent poor readers, who have probably received a great deal of remediation. All previous studies used real-word stimuli; as previously highlighted, word-specific knowledge is particularly important for derivational morphology but is also problematic when comparing younger and older children, because older children have had more exposure.
Step 6.Establishing or synthesizing a theoretical position or framework	Nonword spelling is an established paradigm and has previously been used to illustrate typical development of inflectional morphology (Nunes et al., 1997a) and morphological constancy in profoundly deaf children’s plural noun spellings (Breadmore, Olson, &Krott, 2012), but has not been used more broadly with other groups of literacy-impaired individuals.
Move 3 Occupying the niche	
Step 1-Outlining purposes	The aim is to establish whether either skill constrains use of morphology.

Step 2-Announcing present research	The present study examines use of morphological constancy by children with literacy and phonological difficulties.
Step 3- Announcing principal findings	Not mentioned
4.Indicating Research article structure	Not mentioned.

Article no.16 Perceived foreign accent in first language attrition and second language acquisition: The impact of age of acquisition and bilingualism

Move 1 Establishing a territory

Step 1-Claiming Centrality	Studies on age effects in second language (L2) acquisition show that pronunciation accuracy in the target language is one of the most difficult skills to acquire for late learners
Step 2-Making Topic Generalizations	Such investigations consistently demonstrate that post puberty learners across different acquisition contexts are detectably different in speech production from monolingual native speakers and from early L2 learners (L2ers).
Step 3- Reviewing items of previous research	The most robust finding is that foreign accent ratings show a negative correlation with age of acquisition (AOA); that is, the later an L2er is exposed to the L2, the stronger the foreign accent tends to be at the end state of the acquisition process (e.g., Abrahamsson & Hyltenstam, 2009; Flege et al., 2006).

Move 2 Establishing a niche

STEP 1 Counter claiming	In addition, such investigations face the methodological problem that use of the L1/21 can only be measured on the basis of self-reports, which may not always be reliable. These problems may account to some extent for multifactorial analyses of L2 speech production often yielding mixed results, with factors other than AOA accounting only for a small amount of variance.

Step 2.Indicating a gap	Given the apparently relatively minor contribution of predictors other than age (such as L1/2 use) as well as the fact that even early learners may be perceptibly different from monolingual natives unless a complete language reversal has taken place, one may hypothesize that being a bilingual speaker in and of itself contributes to perceived non nativeness.
Step 3.Reviewing the previous research	It has long been acknowledged that the end state in bilingual development cannot be equated with dual monolingualism (Grosjean, 1998).
Step 4.Raising Questions	As a consequence, AOA has been taken to be the primary predictor for pronunciation accuracy at L2 ultimate attainment. However, previous research also suggests that the link may not be entirely straightforward. In particular, researchers differ in how they conceptualize age effects in L2 speech production, the crucial question being whether AOA is the cause of persisting transfer from the first language (L1) or whether it is merely associated with it.
Step 5 Confirming relevance	Given the apparently relatively minor contribution of predictors other than age (such as L1/2 use) as well as the fact that even early learners may be perceptibly different from monolingual natives unless a complete language reversal has taken place, one may hypothesize that being a bilingual speaker in and of itself contributes to perceived non nativeness. Such a direct comparison of L1 attriters and late L2 acquirers has the potential of opening a new perspective on the impact of age effects in language acquisition, as it allows for matching L2 speakers and native speakers on variables such as (the onset of) bilingualism and its effects, thus isolating age of onset.
Step 6.Establishing or synthesizing a theoretical position or framework	Cross-linguistic interactive effects in bilinguals have been well documented in cognitive processing (e.g., Bialystok, 2009) and linguistic processing at different levels (e.g., vanHell&Dijkstra, 2002, for the bilingual mental lexicon The present study therefore introduces a bilingual reference group who shares the chronological asymmetry in the onset of L1 and L2 input characteristic of late L2 acquisition: L1 attriters, that is, adult long-term emigrants to a nontarget language environment whose use of their early-acquired L1 is greatly reduced following emigration. Both these bilingual populations are then compared against a (largely)

	monolingual reference group.
Move 3 Occupying the niche	
Step 1-Outlining purposes	In particular, researchers differ in how they conceptualize age effects in L2 speech production, the crucial question being whether AOA is the cause of persisting transfer from the first language (L1) or whether it is merely associated with it.
Step 2-Announcing present research	The present study therefore introduces a bilingual reference group who shares the chronological asymmetry in the onset of L1 and L2 input characteristic of late L2 acquisition: L1 attriters, that is, adult long-term emigrants to a non target language environment whose use of their early-acquired L1 is greatly reduced following emigration. Both these bilingual populations are then compared against a (largely) monolingual reference group.
Step 3- Announcing principal findings	On the face of it, the proportion of late bilinguals who do not develop a foreign accent in their L1 appears higher than the number of highly successful L2 learners who ultimately do attain nativelikeness.
4.Indicating Research article structure	Not mentioned.

Article no.17 Defining communication disability in under-servedcommunities in response to the World Report onDisability

Move 1 Establishing a territory

Step 1-Claiming Centrality	The article by Wylie, McAllister, Davidson, and Marshall (2013) is a much needed reflection on the implications of the World Report on Disability (World Health Organization and The World Bank, 2011) for people with communication disability and for speech language pathologists (SLPs) (Roulstone,Harding,2013).
Step 2-Making Topic Generalizations	The World Report on Disability takes a broad view of disability. It is important that speech-language pathologists (SLPs) promote communication disability within that context (Roulstone,Harding,2013).

Step 3- Reviewing items of previous research	Wylie et al. (2013) outlines an agenda for SLPs in response to the World Report on Disability (Roulstone,Harding,2013).
Move 2 Establishing a niche	
STEP 1 Counter claiming	The authors of the World Report on Disability observe that an understanding of the numbers of people with disabilities and their circumstances can help us to improve services and remove disabling barriers (World Health Organization and The World Bank, 2011) (Roulstone,Harding,2013).
Step 2.Indicating a gap	A more fundamental challenge facing us as we attempt to estimate prevalence with under-served populations is the idea that different stakeholders will see communication disability differently (Roulstone,Harding,2013).
Step 3.Reviewing the previous research	Tomblin et al. (1996) does introduce an element of clinical judgement in the way that the algorithm was derived. Whether or not an impairment is seen as a disability is likely to vary depending on the individual person and their environment (Roulstone,Harding,2013).
Step 4.Confirming strengths	It seems reasonable to assume, therefore, that those from diverse backgrounds will experience communication disability in diverse ways. Since language functions not only as a means of communication but as the means by which we engage with our culture, the values placed on communication disability will reflect the evaluations of that culture (Roulstone,Harding,2013).
Step 5 Establishing or synthesizing a theoretical position or framework	The second question posed by Wylie et al. (2013) that we will discuss concerns the response of the SLP profession to the needs of under-served people with communication disability. They draw our attention to two interpretations of the concept medically under-served as it relates to speech-language pathology: service availability and service accessibility. In the provision of any service there is always a concern that some members or groups within the community, be it a village, city, or country, are not accessing or being provided with the service or the level of the service that one might expect given the demographics of the population

(Roulstone,Harding,2013).

Move 3 Occupying the niche

Step 1-Outlining purposes	We will explore issues relating to two of the questions they pose about how many people have communication disability and about being responsive to the needs of under-served communities. Our focus is on children with communication disability in the context of a program of research in England, called Child Talk –What Works (Roulstone,Harding,2013).
Step 2-Announcing present research	We will discuss concerns the response of the SLP profession to the needs of under-served people with communication disability. They draw our attention to two interpretations of the concept medically under-served as it relates to speech-language pathology: service availability and service accessibility (Roulstone,Harding,2013).
Step 3- Announcing principal findings	Not mentioned
4.Indicating Research article structure	Not mentioned.

APPENDIX CMove Variations

The table shows the results of the move variations observed in the introductions of the 20 articles.

Articles	Move pattern
1	**Move 1 (establish territory) +Move 2 (Establish a niche) +Move 3(Occupying the niche)**
2	**Move 1(establish territory) +Move3(Occupying the niche) +Move 2(Establish a niche)**
3	**Move 1(establish territory) +Move 2(Establish a niche) +Move 3(Occupying the niche)**
4	**Move 1(establish territory) +Move 3(Occupying the niche)+Move 2(Establish a niche)**
5	**Move 1(establish territory) +Move 2(Establish a niche)+Move 3(Occupying the niche)**
6	Move 1**(establish territory)** +Move 2**(Establish a niche)**+Move 3**(Occupying the niche)**
7	Move 1**(establish territory)** + Move 3**(Occupying the niche)**+Move 2**(Establish a niche)**
8	Move 1**(establish territory)** +Move 2**(Establish a niche)**+Move 3**(Occupying the niche)**
9	Move 1**(establish territory)** +Move 3**(Occupying the niche)**+Move 2**(Establish a niche)**
10	Move 1**(establish territory)** +Move 2**(Establish a niche)**+Move 3**(Occupying the niche)**
11	Move 1**(establish territory)** +Move 2**(Establish a niche)**+Move 3**(Occupying the niche)**
12	Move 1**(establish territory)**+Move 3**(Occupying the niche)**+Move 2**(Establish a niche)**
13	Move 1**(establish territory)**+Move 2**(Establish a niche)** +Move 3**(Occupying the niche)**
14	Move 1**(establish territory)**+Move 2**(Establish a niche)**+Move 3**(Occupying the niche)**
15	Move 1**(establish territory)**+Move 3**(Occupying the niche)**+Move 2**(Establish a niche)**

16	Move 1**(establish territory)**+Move 2 **(Establish a niche)**+Move 3**(Occupying the niche)**
17	Move 1**(establish territory)**+Move 2**(Establish a niche)**+Move 3**(Occupying the niche)**
18	Move 1**(establish territory)**+Move 3**(Occupying the niche)**+Move 2**(Establish a niche)**
19	Move 1**(establish territory)**+Move 2**(Establish a niche)**+Move 3**(Occupying the niche)**
20	Move 1 **(establish a territory)** +Move 3 **(Occupying the niche)** +Move 2 **(establish a niche)**