



**THE STRUCTURE OF RESEARCH ARTICLE
ABSTRACTS ON THE ARTICLES OF
ASIAN ENGLISH FOREIGN LANGUAGE (EFL) JOURNAL
(A GENRE BASED ANALYSIS)**

THESIS

**Submitted in Partial Fulfillment of the Requirements to achieve
a Master Degree in English Education**

**NURHAYATI
NPM: 20117479032**

**ENGLISH EDUCATION DEPARTMENT
POST GRADUATE PROGRAMME
UNIVERSITY OF INDRAPRASTA PGRI
2014**



APPROVAL

Name : Nurhayati
NPM : 20117479032
Graduate Program : Post Graduate Program
Department : English Education
The Title : *The Structure of Research Article Abstracts
on the Articles of Asian EFL Journal
(A Genre Based Analysis)*

This thesis has been checked and approved to be examined

on *April 18,* 2014

1st Advisor,

2nd Advisor,

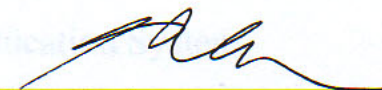
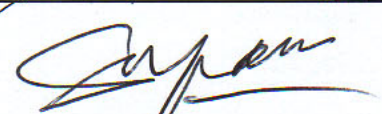
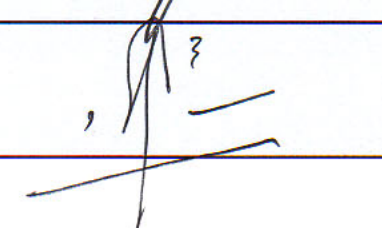
The image shows two handwritten signatures. The signature on the left is for Prof. Dr. Mashadi Said, M. Pd., and the signature on the right is for Drs. Zulfa Hanum, MA., M.Psi. Both signatures are written in blue ink.

Prof. Dr. Mashadi Said, M. Pd.

Drs. Zulfa Hanum, MA., M.Psi.


ACCEPTANCE

This Thesis has been examined on Tuesday, July 17th 2014

Board of Examiners	Signature
Chairman : Prof. Dr. H. Sumaryoto	
Members :1. Dr. H. Suparman Ibrahim Abdullah, M. Sc	
2. Drs. Supeno, M. Hum	

Approved by:

Chairman


Prof. Dr. H. Sumaryoto



Secretary


Dr. H. Suparman Ibrahim Abdullah, M.Sc

APPROVAL

Name : Nurhayati
NPM : 20117479032
Graduate Program : Post Graduate Program
Department : English Education
The Title : *The Structure of Research Article*

Abstracts

on the Articles of Asian EFL Journal
(A Genre Based Analysis)

This thesis has been checked and approved to be examined
on 2014

1st Advisor,

2nd Advisor,

Prof. Dr. Mashadi Said, M. Pd.

Drs. Zulfa Hanum, MA., M.Psi.

ACCEPTANCE

This thesis has been examined on 2014

Board of Examiners	Signature
Chairman : Prof. Dr. Sumaryoto Members : 1. Dr. Suparman Abdullah, M. Sc. .	

Approved by :

Chairman,

Secretary,

Prof. Dr. H. Sumaryoto

Dr. H. Suparman Abdullah,M.Sc.

STATEMENT

I declare that this thesis was made by the writer, herself. If, in the nextday, half of the whole part of the thesis is not the writer's work, I, myself, agree to take the sanction based on the Law No.20 in the year of 2003 article IV paragraph 25 about National Education System.

Jakarta, April 2014

Nurhayati

ABSTRACT

- A. Nurhayati, NPM: 200117479032
- B. The Structure of Research Article Abstracts on the Articles of Asian EFL Journal (A Genre Based Analysis)
- C. xi + 5 chapters + 80 pages
- D. Keywords: Genre, Research article abstracts, Rhetorical Structure, Linguistic Features
- E. Genre analysis is a means of studying spoken and written discourse. Genre is also as a structuring device used for scientific writing such as articles of journal. The aims of the present study are to describe rhetorical structure and linguistic features of research article abstracts. The rhetorical structure model employed as the framework for analysis of the data was Hyland's. The sources of data are abstracts of Asian EFL journal articles published between 2005-2009. The number of the article abstracts chosen as the source of the data was fifty.

The findings indicated that there were four conventional moves in the abstracts, namely Purpose Move (M2), Method move (M3), Product move (M4), and Conclusion move (M5). It was found that M2, M3, and M4 occurred in all of the 50 abstracts or 100% while M5 occurred in 38 abstracts or 76%. Introduction move (M1) was an optional move since it was only 24 abstracts or 48%. The most frequent move structure appeared in the abstracts was M2-M3-M4-M5 whose total was 23 abstracts or 46%. The linguistic features of the abstracts showed that present simple and active voice were the most frequently used and the self-reference pronoun was barely used in the abstract. Finally, the implication of the findings is that the result of the research can be as an empirical reference for novice writers in writing abstracts.

F. Bibliography :

- 1. 10 books
- 2. 22 articles of international journal
- 3. 4 internet sources.

G. Advisors :

- 1. Prof. Dr. Mashadi Said, M. Pd.
- 2. Drs. Zulfa Hanum, MA., M. Psi.

NOTHING is impossible,
the word itself says **I'm**
Possible!
- Audrey Hepburn



ACKNOWLEDGEMENTS

In the name of Alloh SWT, the Beneficient, The merciful. All praise is to Alloh SWT, the Universal Lord who always gives the writer Mercy and Blessing so tha tshe could accomplish her thesis. Peace and Salutation to be upon the Prophet Muhammad SAW and his family, companions and his faithful forever.

This thesis which has the title *The Structure of Research Article Abstracts on the Articles of ASIAN EFL Journal (A Genre Based Analysis)* is presented as partial fulfilment of the requirements for degree of Master of English Education in the department of English Education.

In this occassion, the writer would like to give her great appreciation, honor and gratitude to Prof. Dr. Mashadi Said, M.Pd. as her 1st counselor, for his guidance, kindness, patience, and contributions in correcting and helping her in finishing her thesis.

She also would like showing her appriciation, honor and gratitude to Drs. Zulfa Hanum, MA., M.Psi. as her 2nd counselor for his help in guiding her to finish her thesis technically.

Her appreciation is also given to Prof. Dr. Sumaryoto as the head of Indraprasta PGRI University a nd Dr. Suparman IA, M.Sc. as the Director of the Post Graduate Program of Indraprasta PGRI University.

The writer is absolutely conscious that she couldn't carry out the duty without being helped by others both materials and spiritual. In this part, the writer would like to express her deepest gratitude to:

1. The writer's beloved husband, Mr. Irwan Irmawan, for irreplaceable love, encouragement, support, patience to always motivate to finish her study.
2. The writer's beloved mother, Mrs. Muhani, who always helps the writer much without an eye to the reward to take care of her daughters in order that this thesis could be finished.
3. All of the lecturers at Post Graduate Program of Indraprasta PGRI University who have given and shared their precious and valuable knowledge willingly.
4. K.H. Rozi Zaelani, HS as the Head of Darul Faiziin and all the teachers of Darul Faiziin, Bu Hj. Zakiah, Ust. Didin, Ust. Asmawi, Ust. Marshiddiq, Bu Monita, Bu Jannah, who become the writer's family.
5. All the writer's friends at Indraprasta PGRI University such as Fika, Kartika, Nisa, Fitri, Bu Febri, Bu Suhartini, Sari, Eka, Bu Dede, Bu Indri, Bu Kokom, Bu Nonok, Pak Yayat, Pak Eman, etc who had shared enjoyable, unforgettable and precious moments.
6. All of the writer's colleagues of Bina Sarana Informatika Cengkareng and Eloquence Tangerang and Jakarta, especially to Mba Mae, Ms. Mitha, Ms. Intan Ms. Henny, Bu Santi, Mrs. Anggi, Mr. Darma, etc who have given support to her.

7. All of my supervisors at Eloquence, Ms. Sila, Ms.Gita, Ms. Nina, Ms. Teteh, Ms. Rusmini for all their kindness in guiding her to be a good teacher.

The write is aware of incompleteness of the thesis due to the writer's imperfection as human. Therefore, the writer would like to appreciate whoever is interested in making constructive criticism of this thesis.

Jakarta, April, 2014

The writer

TABLE OF CONTENT

	Page
APPROVAL	i
ACCEPTANCE	ii
STATEMENT	iii
ABSTRACT	iv
MOTTO	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENT	x
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. The Identification of the Research	4
C. The Scope of the Research	5
D. The Statement of the Problem	5
E. The Objectives of the Research	6
F. The Significance of the Research	6
G. The Organization of the Research	6
H. The Criterion of Analysis	7
CHAPTER II THEORETICAL FRAMEWORK	8
A. Review of Related Literature	8
1. The Nature of Genre	8
2. The Nature of Research Article	15
3. The Nature of Move-Step in Genre Analysis	18
4. The Nature of Abstracts	26
B. Frame of Thinking	32
CHAPTER III RESEARCH METHOD	34
A. Research Design	34
B. Source of the Data	34
C. The Technique of Collecting Data	34
D. The Research Variable	35
E. The Research Instrument	35
F. The Data Analysis Procedure	36

CHAPTER IV	RESULT AND DISCUSSION	39
	A. Research Findings	40
	1. Rhetorical Structure	40
	a. Move Structure	40
	b. Move Frequency	43
	2. Linguistic Features	45
	a. Lexis	45
	b. Verb Tense	47
	B. Discussion	51
	1. Move 1 (Introduction)	51
	2. Move 2 (Purpose)	58
	3. Move 3 (Method)	64
	4. Move 4 (Product)	67
	5. Move 5 (Conclusion)	71
CHAPTER V	CONCLUSION AND SUGGESTION	77
	A. Conclusions	77
	B. Suggestions	80
BIBLIOGRAPHY		81
APPENDIX		84

LIST OF TABLES

		Page
1. Table 1	: Some Academic Genre	15
2. Table 2	: Given and a New in a Method Paragraph	24
3. Table 3	: The RA and Other Research-Process Genres	26
4. Table 4	: A framework for Abstract Analysis	33
5. Table 5	: The Frequency of the Types of Move Structure in the Asian EFL Abstracts	40
6. Table 6	: The Frequency of the Move Occurence in the Asian EFL Abstracts.	44
7. Table 7	: The Use of Lexis of each Move	45
8. Table 8	: Frequency of Verb Tense and Voice of each Move	47
9. Table 9	: Categories of Introduction	53
10. Table 10	: The abstract excerpts of Introduction Move based on 5 categories	54
11. Table 11	: Pre-dominating Formula-like Pattern employed in Purpose Move (Move 2)	59
12. Table 12	: Source of Opening Nouns and Reporting Verbs in Move 4	67
13. Table 13	: The use of the Verb tense in Move 4	70
14. Table 14	: Nominal references and Verbs in Move 5	72

LIST OF APPENDICES

1. A-1 Move Structure of Fifty Asian EFL Abstracts from 2006-2009
2. A-2 Data Analysis of Move Structure Article Abstracts of The Asian EFL
Journals 2005-2009
3. A-3 Articles of Asian EFL Journal from 2006-2009

CHAPTER I

INTRODUCTION

A. Background of the Research

Genre analysis is a means of studying spoken and written discourse. English is the language used in scientific discourse, especially in research articles published in journals through which the work becomes accessible for the international scientific community.

The research article (RA) is produced to communicate new knowledge to members of the academic community and persuade them to accept the claims (Hyland, 2001). As the most important genre in academic community, the RA has received wide attention in genre analysis. The RA itself can be in the forms of abstracts, research presentations, grant proposals, theses and dissertations, or books and monographs.

The abstract, which is a summary of the scientific text, is of extreme importance as it gives a general overview of the work and an outline that guides the reader through the text or serves as a way of selecting the reader's choices. According to Bazerman (1984), 'The article's abstract serves as one further step in turning the article in an object, for the abstract considers the articles as a whole and then makes a representation of it.' (Swales, 1993: 179)

The abstract is considered as a specific genre used in specific circumstance and for specific purposes. Swales (1990: 1) explained that a genre centered approach offers a workable way in making sense of the myriad

communicative events. Genre is also used as a means of studying spoken and written discourse for applied ends.

Genre is quite easily used to refer to a distinctive category of discourse of any type, spoken and written. The issue then whether genre as a structuring device for language teaching is doomed to encourage the unthinking application of formulas, or whether such an outcome is rather an oversimplification brought about pedagogical convenience. An initial way of tackling the issue is to examine what scholars have actually said about genres in a number of fields. (Swales.1990:33).

Scientists belonging to all academic discourse communities are characterized by to wish to communicate new knowledge to the other members of the academic community, and the main way of transmitting scientific research is by means of publication. Therefore, the essential for these academics to have a good command of the discourse conventions which characterize scientific writing. (Martin, 2003).

It is not common today for researchers starting as graduate students to acquire mastery of the scientific discourse conventions which define a scientific genre by means of a formal course in academic writing. It is rather a process of imitating the academic style and genre strategies of already published authors who have achieved status and success within their own discourse communities. (Day, 1998).

Many students and academics turn to guidebooks and manuals on writing up research, very few of these describe satisfactorily the textual organization and

linguistic features of scientific genres. It is only recently that there has been a flow of interesting studies of writing in academic and research situations for specific purposes. The main focus of interest has been on the introduction of research articles (e.g. Swales, 1981, 1990) and the discussion (e.g. Holmes, 1997; Hopkins and Dudley-Evans, 1998) and results (e.g. Brett, 1994; William, 1999) section of scientific articles. There is one academic genre, the research article (RA) abstract, which has lately aroused great interest due to important roles of fulfils for the scientific community. As most abstracts present in a condenses way of the macropropositions of the accompanying article (Salager-Meyer, 1990), they have the main function of serving as a time-saving device by informing the readers about the exact content of the article, indicating in this way whether the full text merits their further attention.

Some of the most important studies of abstract in specific disciplines are those of Anderson and Maclean (1997) and Salager-Meyer (1990) on the rhetorical structure of medical English abstracts. Gibson (1993) invetigated the extent to which certain linguistic variables affect the perceived success of abstract in the field of information and libray science. Kaplan et al. (1994) analysed the textual organization and other relevant lingusitic features which characterised a group of abstract submitted to an international conference of applied lingusitics. Santos (1996), in the same field applied linguistics, examined RA abstracts mainly in term of their textual organization.

On the RA abstract analyses, Salager – Meyer (1990) considers that a well structured abstract should state all the four components which are fundamental

and obligatory in the process of scientific inquiry and pattern of thought in a logical order; that is, the linear I-M-R-C (Introduction, Methods, Results and Conclusion).

Hyland (2000) proposes the framework on RA abstract analyses which includes five moves : Introduction Purpose, Method, Product and Conclusion.

Swales (1993) on his textual overview of the RA, proposes that the macro – structure of the RA typically consists of an Introduction, a Methods section, Results, Discussion and Conclusion. Regarding to the introductions, Swales posits a three-move schema that characterized this sub genre.

Based on the theories given, this paper will discuss genre analysis of article abstracts of linguistic journals proposed by Hyland .

B. The Identification of the Research

Based on the introduction which discusses the RA as a genre, and the abstract of RA is a part-genre, this paper shows the problems of the research.

They are :

1. What rhetorical structure or macrostructure is applied in analyzing article abstract of linguistic journals?
2. What linguistic features are used in most of articles abstract in linguistic journals ?
3. Is register (context of situation) used in analyzing article abstracts of linguistic journals ?

C. The Scope of the Research

In analyzing the article abstracts, there are 2 elements which are discussed in this research. They are rhetorical structure and linguistic features proposed by Hyland (2000).

D. The Statement of the Problem

Based on the above background, the problems that will discuss consists of 2 questions. They are:

1. What rhetorical structure or macrostructure is applied in analyzing article abstracts of linguistic journals?
2. What linguistic features are most used in articles abstract of linguistic journals?

E. The Objectives of the Research

1. To know the rhetorical structure applied in research article abstracts of linguistic journals.
2. To know the linguistic features of research article abstracts of linguistic journals.

F. The Significance of the Research

As the theory, the abstract which is summary of the scientific text, it gives general overview of the work and an outline that guides the readers to make representation of the whole text . Furthermore, by knowing the structure of

abstract, it helps much for the reserchers how to make a well rhetorical structure of abstracts containing of Moves which are Introduction (M1), Purpose (M2), Method (M3), Product (M4), and Conclusion (M5). It also provides proper linguistic features which contains of variations of the sentence level, such as the tense and voice of the verbs, and the subjects of the reporting clause.

As the practice, it is expected for students who are going to make scientific articles especially in making abstracts to follow the right steps in order that the readers are easy to comprehend the content of the articles which is represented in abstracts.

G. Organization of the Research

This research will be presented in 5 chapters. Chapter one consists of background which discusses about the background of the research and why the title is chosen to be the topic of the thesis, identification which discusses about how to the rhetorical structure or macrostructure, linguistic features or register are probably applied in analyzing the article abstracts on international linguistic journals. Limitation which discusses about the limitation of the problems of the research which focuses to the rhetorical stucture and linguistic features, statement which discusses about the problems that will be discussed in this thesis, objectives which discusses about the relation of morphological and syntactical to another errors that the learner has done in his/her English narrative composition, benefits which discusses about the benefits for the the

writer and readers both theoretically and practically. Organization which discusses about how to organize this thesis properly.

Chapter two will concern about theoretical review which discusses about the theories used in this thesis, frame of thinking which discusses about the writer's purpose in doing the research of the thesis.

Chapter three will deal with research methodology which discusses about when and where the research takes place and explaining it in detail the ways of conducting the research.

Chapter four will relate to research findings which the writer will analyze on the article abstract of international linguistic journals.

Chapter five will consist of the conclusion of the research and the suggestions for the students or researcher and the readers. And also the bibliography of the books used in this thesis as the references.

H. Criteria Analysis

There are some criteria which will be analyzed in this paper. They are the rhetorical structure of article abstracts which are in the term of Introduction, Purpose, Method, Product and Conclusion Moves and also linguistic features which contains of variations of the sentence level, such as the tense and voice of the verbs, and the subjects of the reporting verbs in a clause.

CHAPTER II

THEORETICAL FRAMEWORK

A. Review of Related Literature

1. The Nature of Genre

There are some conventions that determine the feature of specific genre Swales (1990: 58) defines genre as a class of communicative events, the members of which share some set of communicative purposes, varying in their prototypicality and establishing constraints on its content and form. He believes that some genres are structured in such a way that they influence the choice of style on the part of the users, and possess patterns of rhetorical organization in terms of structure, style, content and intended audience that are prototypical and used by others. Therefore in the case of the range of genres used for work under certain prediction and assumption, what facilitates their reading and writing, especially for those researchers with inadequate English rhetorical skills.

Webster's third edition defines genre as a distinctive type or category of literary composition. Swales (1990:33) stated that today genre is quite easily used to refer to a distinctive category of discourse of any type, spoken or written, with or without literary inspiration. Genre has in recent years become associated with a disreputably formulaic way of construction particular texts – a kind of writing or speaking by numbers.

Swales (1993) explained that genre is used for some section purposes in the uses of the term in folklore, literary studies, linguistics and rhetoric.

1. Genre in folklore studies

Ben-Amos (1976) goes on to consider a number of these perspectives. One is to consider genres as a classificatory category; for example, a story may be classified as a myth, legend or tale. It is apparently common in this classificatory work to consider genres as 'ideal types' rather than as actual entities. Actual text will deviate from the ideal in various kinds of ways.

Another major group of approaches sees genres as forms, one established tradition taking these forms as permanent. Thus, legends and proverbs have not change their character over recorded history. They have an independent literary integrity, which withstands social variation and technological developments. What does change, of course, is the role of such texts in society : vicious political satires become innocuous nursery rhymes.

The functionalists in folklore would rather stress sociocultural value. For Malinowski (1960), for example, folklore genres contribute to the maintenance and survival of social groups because they serve social spiritual needs.

In folklore studies, a genre-based approach to academic English has several lessons. First, the classifying of genres is seen as having some limited use, but as an archival or typological convenience rather than as a

discovery procedure. Second, a community, whether social or discursal, will often view genres as means to ends. Third, a community's perceptions of how a text is generically interpreted is of considerable importance to the analyst.

2. Genre in literary studies

Actual literacy practice in this century would seem, on the surface, to have so thrown away convention – in form, in content and in authorial role- as to render obsolete the very term genre itself (Swales, 1990: 36)

As Todorov (1976: 159) remarks,

“To persist in discussing genres today might seem like an idle if not obviously anachronistic pastime. Everybody knows that they existed in the good old days of the classics – ballads, odes, sonnets, tragedies, and comedies – but today?

However the above quotation comprises the opening sentences of Todorov's paper and our genre knowledge of such paper leads us to expect, in this case quite correctly, that the author is indeed about to persist. This is the process, according to Todorov, of genre generation. ‘A new genre is always the transformation of one or several old genres : by inversion, by displacement, by combination’ (1976:161). He turns to the issue of what genres are, and rejects a widely-held view, especially common in literary circles, that genres are classes of texts.

Fowler (1982: 31) stresses to the value of genres. He says that genres are positive support. They offer room to write in a habitation of mediated definiteness; a proportional neutral space; a literary matrix during composition. Genres also offer a challenge by provoking a free

spirit too transcend the limitations of previous examples. Genre analysis is valuable because it is clarificatory, not because it classificatory. It provides 'a communication system, for the use of writers in writing, and readers and critics in reading and interpreting' (1982:286).

According to Swales (1990: 38), neither analytical Todorov nor Fowler accept that genres are simply assemblies of more-or-less similar textual objects, but, instead, are coded and keyed events set within social communicative processes. Recognizing those codes and keys can be a powerful facilitator of both comprehension and composition.

3. Genre in linguistics

According to Hymes, genres often with speech events, but must be treated as analytical independent of them. They may occur in (or as) different events. The sermon as a genre is typically with a certain place in a church service, but its properties may be invoked, for serious or humorous effect, in other situations. (1974:61)

Saville-Troike (1982) say that genre refers to the type of communicative events and offers the following as examples : jokes, stories, lectures, greetings and conversations.

Martin (1985) makes the following three-way distinction : genre are realized through registers, and registers in turn are realized through the language. Martin (1985: 250) states that genres are how things get done, when language is used to accomplish them. They range from literary to far from literary forms : poems, narratives, expositions, lectures, seminars,

recipes, manuals, appointment making, service encounters, news broadcasts and so on. The term genre is used here to embrace each of the linguistically realized activity types which comprise so much of our culture.

4. Genre in rhetoric

In accordance with Campbell and Jamieson, genre is a group of acts unified by a constellation of forms that recurs in each of its members. These forms, in isolation, appear in other discourses. What is distinctive about the acts in a genre is a recurrence of the forms together in constellations (1978:20).

Miller (1984) shares Campbell and Jamieson's view that analysis of actual genre can clarify certain social and historical aspects of rhetoric that might otherwise be missed. She is also like them an anti-taxonomist, because genres are unstable entities; 'the number of genres in any society is indeterminate and depends upon the complexity and diversity of society' (1984:63).

Genre analysts among the rhetoricians thus make a substantial contribution to an evolving concept of genre suitable for the applied purposes this study. They provide a valuable historical context for the study of genre movements. Genre analysis necessarily has something to do with constructing a classification of genres. Miller's exceptional work reinforces the concept of genre as a means of social action, one situated in a wider sociorhetorical context and operating not only as a mechanism

for reaching communicative goals but also of clarifying what those goals might be (Swales, 1990: 44).

According to Bathia (1993), Genre theory covers a lot of common ground, some of which include the following :

1. Genre are reflections of disciplinary cultures and, in that sense, those of realities of the world of
2. discourse, in general.
3. Genres focus on conventionalised communicative events embedded within a disciplinary or professional practices.
4. All disciplinary or professional genres have integrity of their own , which is often identified with reference to textual and discursive
5. Genres are recognisable communicative events, characterised by a set of communicative purpose(s) identified and mutually understood by members of professional or academic community in which they regularly occur.
6. Genres are highly structured and conventionalised constructs, with constraints on allowable contributions in terms of the intensions one can give expression to, the shape they can take, and also in terms of the grammatical resources one can employ to give discursive values to such formal features.
7. Established members of a particular professional community will have a much greater knowledge and understanding of generic practices than those who are apprentices, new members, or outsiders.

8. Although genres are viewed as conventionalised constructs, expert members of the disciplinary and professional communities are often in a position to exploit such convention to express private intentions' within the structures of socially acceptable communicative norms.

Based on the theories above, genres are essentially defined in terms of the use of language in conventionalised communicative settings, which give expression to a specific set of communicative goals of specialised disciplinary and social groups, which in turn establish relatively stable structural forms and, to some extent, even constrain the use of lexico-grammatical resources.

Genres are also typically associated with recurring rhetorical contexts, and are identified on the basis of a shared set of communicative purposes with constraints on allowable contributions in the use of lexico-grammatical and discursal forms, they are not static.

As Berkenkotter and Huckin (1995) point out that genres are inherently dynamic rhetorical structures that can be manipulated according to conditions of use, and that genre knowledge is therefore best conceptualized as a form of situated cognition embedded in disciplinary cultures.

Hyland (2009) states that genres are often associated with recurring rhetorical contexts as we draw on familiar resources to address routine communication needs but they also permit expert users a certain leeway and opportunities innovation. Genres are also related to each other in clusters of dependence which help construct a particular context. The idea of 'genre set' that Devitt (1991), for example, refers to is the full array of texts a particular

group is likely to deal with, so that textbooks, lab reports and lectures may form a set for many science students while ‘genre chains’ refer to how spoken and written texts can cluster together in a given social context.

Table 1. Some Academic Genres

Written genres		Spoken genres	
Research articles	Book reviews	Lectures	Students presentation
Conference abstracts	PhD dissertation	Seminars	Office hour meetings
Grant proposals	Textbooks	tutorials	Conference presentations
Undergraduate essays	Reprint request	Peer study groups	PhD defences
Submission letters	Editor response letters	Colloquia	Admission interviews

Source: Hyland, K. (2009). *Academic Discourse: English in a global context*. London: Continuum.

2. The Nature of Research Article

A research article (RA) is taken to be written text usually limited to a few thousand words, that reports on some investigation carried out by its author or authors. In addition, the RA will usually relate the findings within it to those of others, and may also examine issues of theory and/or methodology. It is to appear or has appeared in a research journal or, less typically, in an edited book-length collection of papers. The fact that the research article usually appears within the covers of a particular journal means. Journals declare policies and requirements in which are the obvious need to maintain an acceptable level of consistency among articles with regard to sectioning, style or referencing and so on. (Swales, 1990 : 93)

A research article is an article in a professional journal that outlines the research an individual performed about a particular topic. It is as primary sources of information. A research article is found in a journal. A journal is a professional publication associated with an official organization or containing a history of reputable research and documentation. A research article generally begins with an abstract, which is a brief synopsis of the information contained within the article and the research that the writer performed. Then it will include a description of the research performed, an explanation of the results of that research and an idea about the importance of those results.

A research article is a written paper that illustrates an outcome of scientific research with supporting clinical data. A research article, on the other hand, is written by and for researchers for the purpose of making specific findings known to the scientific community at large.

Another key difference between other papers and a research article is that the latter strictly presents facts, rather than serve as a letter of opinion or a summary of the existing scientific literature. As with any type of targeted writing, there is a protocol to follow when writing a research article in terms of layout. The title, for example, should provide a summary statement that either describes the research or presents the main conclusion drawn from the work. This not only helps the article to be noticed in table of contents in the print version of the scientific journal, but also assists in indexing the article in electronic forms. A lookup of a key word or phrase scans articles published in

thousands of scientific journals, and returns search results according to their relevance in the title.

The author or authors of a research article are listed according to their degree of contribution to the work, easily permitting one to identify the lead researcher. The last name followed by first and middle initials format is typically used. When there are many authors presenting the article, only the first three names are usually required to include when referencing or citing the article in another paper. In addition, one author is usually selected to serve as a contact for further information or comment about the article, as well as the party responsible for future amendments or updates. If appropriate, the affiliated university or research facility follows the authors' names.

While most other forms of articles contain a summary at its end, the process is reversed in a research article. In fact, the summary, known as the abstract, precedes the full content of the paper

One of the main reasons for giving attention to the research article is its quantitative and qualitative pre-eminence. Approximately half of the researchers who have ever lived are alive and active today. Most typically, the product of their research is the published research article (Swales, 1990:93). The annual total of research articles themselves is even more uncertain, but if we take a (conservative) average of 50 articles per journal per year the total would be somewhere around five million. Thus, the research article is a gargantuan genre - in the printed medium unrivaled in number of exemplars, except perhaps for new stories in newspapers (Swales, 1990:95). One

consequence of this growth is that the research article has become the standard product of the knowledge-manufacturing industries (Knorr-Cetina, 1981).

3. The Nature of Move-Step in Genre Analysis

A description of the rhetorical structure of a genre in terms of moves has played an important role in the genre analysis field. As one of the pioneers, Swales (1980, 1990) conducted a move-step analysis on the structure of research article (RA) introductions. After that, genre analyst have been carrying out numerous studies of RA discourse in terms of the move structures, such as Santos (2001) noted that the common purpose of a text is not always clear and some texts may have multiple communicative purposes. Even so, genre study in terms of move-step analysis has been growing in importance in the last two decades, because such analysis has great value in understanding the nature of discourses. In addition, the results of move-step analyses have valuable padagogical implications for reading and writing classes.

A move in genre analysis is defined as a ‘discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse’ (Swales, 2004:228-229). Pho (2009:17) indicated, ‘each move has its own communicative purpose, which, together with other moves, contributes to the general communicative purpose of the text’. Each rhetorical move can be realized by one or more steps, but not all moves comprise constituent steps (Samraj, 2009). Both moves and steps occuring regularly in a genre are considered obligatory; others occuring less frequently are considered optional.

However, criteria for defining an obligatory unit are not consistent. In some studies, an obligatory move or step, which refers to a unit, occurs in over 50% of a set of texts, or over 60% of a set of texts, or even above 80% of a set of texts.

The identification of moves is a crucial step in a rhetorical structure analysis. Swales (2004) indicated that the identification of moves, and consequently the setting of move boundaries, is established by ‘a mixed bag of criteria’ (Swales, 2004: 229). Researchers have also turned to linguistic features to help them in identify moves and their boundaries.

As early as in 1981, Swales analyzed the structure of RA introduction across a range of fields, and claimed that there was a basic four-move structure in the RA introduction: 1. Establishing the research field, 2. Reporting previous research, 3. Preparing for present research, and 4. Introducing present research. In 1990, Swales revised the structure to a three-move pattern, called the create-a-research-space model (CARS model). Swales (1993) in his textual overview of the research article, proposes that the macro-structure of the research article typically consists of an Introduction, a Methods section, Results, Discussion and Conclusion. The writer begins with a broad overview of the field and identifies a specific research question in the Introduction, then in the Methods and Results describe a study carried out to answer those questions, and then in Discussion relates the results to more general issues in the field. It is believed that this pattern may as well as be found in the structure of abstracts.

The CARS model has influenced numerous later studies on the structure of the introduction (Bhatia, 1997; Samraj, 2002, 2005). As Swales (2004:226) said, ‘ the basically three-part model for English language introductions in many leading journals is or has become prototypical.’ Some scholars later modified the CARS model in order to account for the texts analyzed. For example, Samraj (2002) analyzed the RA introduction section from two sections from two disciplines, conservation biology and wildlife behavior, by using the CARS model. She revealed that one element ‘the discussion of previous research’ was not only found in M1, Establishing a territory, but also played an important role in the other two moves, Establishing a niche and Occupying the niche. She called it, a freestanding sub-step’and claimed, ‘it can be employed in the realization of any step in the introduction’(2002:16). She presented a revised CARS model.

Ngowu (1997) explains that move means a text segment made up of a bundle of linguistic features which give the segment a uniform orientation and signal the content of discourse in it. It is determined by reference to linguistic clues in the discourse, such as : statement which signal information from content occurring later in the text; lexical items which signal the information contained in each move; conjuncts which signal discourse relations in the text; statements which signal the end of a move.

It is believed that the model Swales proposed for Introductions can be adapted for analysis of other kinds of academic writing, such as abstracts. This study is an attempt to account for the schematic structure of information

in abstracts using Swales genre analysis model. More than that, it also intends to see typical collocations of this genre as well as typical linguistic features used in this kind of written discourse. Many studies have been carried out on research articles, some of which focused on specific parts such as Introduction, Methods and Results or Discussion and explored the textual properties of the text, the structure, patterns of rhetorical informational and conceptual organization. In most cases, the corpus varies from 1 – 100 samples and covers one discipline. Regarding the research paper, Merton (1973) identified four norms that define the ethos of science: universalism, communism (sharing knowledge), disinterestedness (use of grammatical structures which help to avoid mentioning the agent, such as passives – emphasize the object of study and not the subject – and nominalizations – high number of nominal groups whose head is the name of an attribute or of a process and which tend to be qualified by a prepositional phrase) and organized skepticism when approaching claims (modification of assertions to indicate explicitly the author's degree of confidence in the truth of these assertions – modality to distinguish opinions, facts and inferences). (Marco, 2000)

a. Introduction

Introduction is known to be troublesome, and nearly all academic writers admit to having more difficulty with getting started on the opening of academic writing than they have with its continuation.

In accordance with Swales (1993: 138), one of possible approach is to view RA introduction as encapsulated problem-solution texts. This, for instance, is the position adopted by Zappen (1983: 130) argues that researchers in their writing need continuously to address to the goals, current capacities, problems, and criteria of evaluation that derive from and operate within taht discipline.

Regarding the Introduction, Swales posits a three-move schema that characteristic this sub-genre.

MOVE 1: ESTABLISHING A TERRYTORY

- Step 1 Claiming centralty and/or
- Step 2 Making topic generalization and/or
- Step 3 Reviewing items of previous researceg

MOVE 2 ESTABLISHING NICHE

- Step 1A Counter – claiming or
- Step 1B Indicating a gap or
- Step 1C Question raising or
- Step 1D Continuing a tradition

MOVE 3 OCCUPYING THE NICHE

- Step 1A Outlining purposes or
- Step 1B Announcing present research
- Step 2 Announcing principal findings
- Step 3 Indicating RA structure

b. Methods

We can begin with the opening sentences of a biochemistry Method section cited by Gilbert and Mulkay (1984:51):

Heavy beef heart mitochondria were prepared by the method of Wong and stored in liquid nitrogen. Well coupled mitochondrial particles were prepared by a modification of the procedure of Madden. These particles by centrifuging under energized conditions according to the method of Gale....

We see in this fragment several of the features of Methods that have been noted by other investigators, for example Tomin (1981) and Bruce (1983). The Past Passive is consistently chosen and the identity of the underlying agent is consistently that of the experimenters. There is also a somewhat restricted range of predicate verbs (prepared; prepared; and used to prepare). However, the most interesting feature of the above extract is the way in which the method is described :

- a)... by the method of Wong;
- b)... by a modification of the procedure of Madden.
- c)... according to the method of Gale.

Here, for instance, is the first paragraph from West's Method section in an article published in TESOL Quarterly (West, 1980:484). This paragraph has a clear Given-New character, which was drawn informally by a diagram.

Table 2. Given and New in a method paragraph.

I. Method
<p>To test this hypothesis, 15 research articles in the biological sciences were randomly selected from the Proceedings of the National Academy of Sciences of the United States of America 76 (79). Each of the selected articles had been divided by the authors into the above-mentioned four sections. The number of authors per article ranged from two to four, and no author appeared twice in the corpus.</p> <p>The corpus contained 39, 578 words, and the average length of the Articles was 2639 words (SR = 499).</p>

Source: Swales, J.M. *Genre Analysis: English in academic and research setting*. Cambridge, UK: Cambridge University Press.

This method text seems to have a very different flavor to the preceding extracts from the hard sciences. The careful step-by-step description, massively supported by anaphoric reference and lexical repetition, produces the kind of explicitness that we associate with standard academic description. In contrast, Method sections in the physical and life sciences are enigmatic, swift, presumptive of background knowledge, not designed for easy replication, and with little statement of rationale or discussion of the choices made.

It is presumably parameters such as these that explain why Method sections assume great importance in most psychological and educational research.

d. Results, Discussions and Conclusions

A majority of RAs have closing Result and Discussion sections, while even others have additional or substituted section labeled Conclusion, Implications or Applications, and so on. More particularly, there is, from the discourse analyst's viewpoint, much variation in the extent to which Results sections simply describe results and the extent to which Discussion sections redescribe results.

Consider again, for example, the four articles from RTE 22 (1) used to validate the CARS model for introductions. In the first article Results runs to 20 pages; in the second, Results consists of three tables and 30 lines of text. Even more significant perhaps is the way results are presented in the second RA:

- Para. 1 The ANOVA on... indicated ...
- Cell means ... are shown in Table 1.
- Tukey *post hoc* tests indicated that...
- No other effects of interest were significant.
- Para. 5 The ANOVA on indicated that...
- Students' mean rating for ...was ...

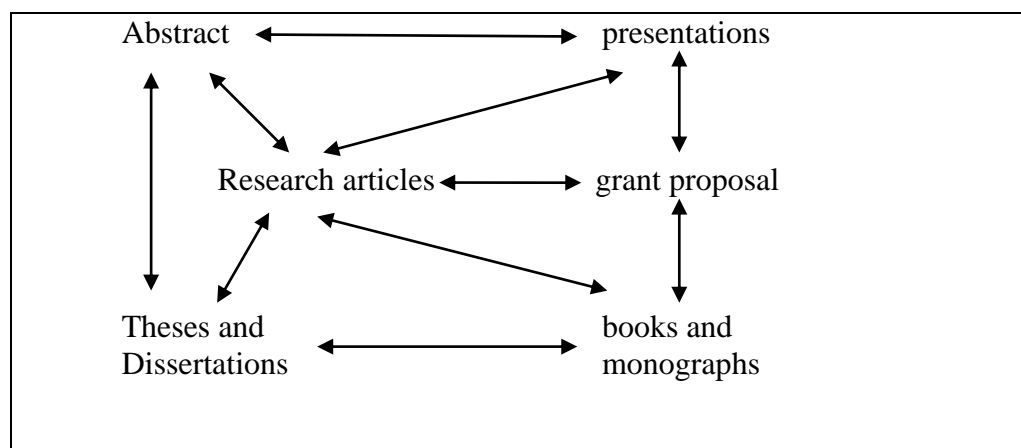
Belanger (1982) analyzed 10 Discussion sections from articles in the field of neuroscience. On the basis of this data, he was able to show that 'the structure of the discussion section is closely correlated to both the number and kind of research questions posed in the introduction sections of the paper' (1982:1). Belanger proposes that after a possible general introduction and before a possible general conclusion, each research question or RQ is then passed through 'a cycle':

1. Summarizing results and stating conclusions with references to previous research;
2. What research suggests with references to previous research and/or to the current work;
3. Further questions sometimes with possible explanations and sometimes with references.

4. The Nature of Abstract

Swales (1990:177) states the research article (RA) is the key genre both quantitatively and qualitatively. The RA has a dynamic relationship with all other public research-process genres. The RA still remains at the center of a spider's web. Abstracts are one of five of research-process genres.

Table 3. The RA and other research-process genres



Source: Swales, J.M. *Genre Analysis: English in academic and research setting*. Cambridge, UK: Cambridge University Press.

Bhatia (1993) states that abstracts provide a summary of the research article and uses the overall organisation of the research article to arrive at the

rhetorical moves found in abstracts : introduction (purpose), method, result, and conclusion.

Title and abstracts in published papers are at the same time both front matter and summary matter. Bazerman (1984b) says that the article's abstract serves as one further step in turning in the article into an object, for the abstract considers the article as whole and then makes a representation of it' (1984b : 58).

Lores (2004) has stated that RA abstracts are different from RAs in the following three aspects : function, rhetorical structure and linguistic realizations. Because of the increasing interest in abstracts, quite a few analyses on the part-genre have been conducted (Lores, 2004; pho, 2008; Samraj, 2005; Santos, 1996; Von Bonn and Swales, 2007). Santos (1996) chose to explore the textual organization of RA abstracts at two levels :

1. The features that constitute abstracts at macro-level of textual organization.
2. the sentence level features at the micro-level of textual analysis.

a. Rhetorical Structure of Abstract

In view of the importance of abstracts to the academic communities and their different format from full research articles, several books have included guidelines as to how abstracts should be written or structured. For example, Weissberg and Buker (1990) presented a five model af an abstract in their textbook. The five moves are Background, Purpose, Method, Result, and

Conclusion, with the first move (Background) being optional. Similarly, Hyland (2000) proposed a five-move structure to analyze academic abstracts : Introduction, Purpose, Method, Product, and Conclusion. Swales and Feak (2004), in their handbook, likewise, suggested that structure of abstracts should have five elements as a paper would, namely, background, Aim, Method, Results, and Conclusion. From this guidelines, it can be seen that a five model is a suggested structure of an abstract although the moves are entitled differently in different books.

Santos (1996) examined that ninety-four RA abstracts from the field of applied linguistics were analyzed by using his model of five main moves, he identified the RA abstracts as :

1. Situating the research (M1)
2. Presenting the research (M2)
3. Describing the methodology (M3)
4. Summarizing the results (M4)
5. Discussing the research (M5)

Santos reported that M2 and M3 were essentially obligatory moves in the genre, and different moves required different linguistic resources to realize their purposes in terms of thematization, tense choice, and voice choice.

Using the CARS model and IMRD model, Lores (2004) conducted a genre analysis on a corpus of 36 RA abstracts from the field of linguistics. She found that about 61% of RA abstracts followed the IMRD structure, about 31% of them followed the CARS structure, and 8% displayed the two structures. The

three types of fulfill three different functions: the informative, the indicative, and the informative-indicative function. Loes indicated that the results of the study might explain why previous studies did not agree on the rhetorical organizations of abstracts and described them in very flexible terms.

Graetz (1985) claims that the most common structure for an abstract is a four-part arrangement consisting of Problem-Method-Results-Conclusions. Most abstracts reflect the IMRD pattern of the RA itself, allotting a sentence or two for each section. Certainly, there is a little evidence for the advice in Cremmin's *The Art of Abstracting* to place findings early in the topic sentences. On the other hand, Gopnik (1972) does provide strong and rationalized support for another recommendation to place general statement last.

b. Linguistic Features of Abstract

Another focus of the analysis of abstracts is the linguistic features of the moves. However, most of these studies appeared to analyze the *lexis* of the moves (e.g. Anderson & Maclean, 1997; Lau, 2004; Santos, 1996), and little research, except for Salager-Meyer (1992), has paid attention to the *verb tense* of the moves in its own right. Salager-Meyer (1992) examined 84 medical abstracts in research papers, case reports, and review articles, and found that different verb tenses perform different functions. For example, the past tense is concerned with the history type of discourse, so it is widely used in the moves of *Purpose, Methods, Results, and Case presentation*. The present tense serves

the purpose of enhancing and emphasizing the generalizability of specific findings, and is thus prevalent in the moves of *Conclusion*, *Recommendation*, and *Data synthesis*.

Salager-Meyer's (1992) study exemplifies how medical abstracts can be constructed in terms of verb tense. In fact, the tense usage in abstracts is quite complicated as acknowledged by Swales and Feak (2004: 283), who mentioned that although the opening statements and conclusions are often in the present tense, there appears to be considerable disciplinary and individual tense variation with sentences dealing with results'. Given the fact that little research has examined the usage of verb tense per sentence, it is deemed appropriate to investigate the verb tense of moves as a linguistic realization element in applied linguistic abstracts.

However we might want to characterize the relationship between an abstract and what is an abstract of, the essence of the genre is one of distillation.

Graetz (1985:125) said, "The abstract is characterized by the use of past tense, third person, passive, and non-use of negatives. It avoids subordinate clauses, uses phrases instead of clauses, words instead of phrases. It avoids abbreviation, jargon, symbols and other language shortcuts which might lead to confusion. It is written in tightly worded sentences, which avoid repetition, meaningless expressions, superlatives, adjectives, illustrations, preliminaries, descriptive details, examples, footnotes. In short, it eliminates the redundancy which the skilled reader counts on finding in written language and which usually facilitates comprehension."

Abstracts are not only characterized by the use of Past Tense, the Present tense has been considerably popular as well. Malcolm (1987) says the Present is likely to occur in the frequent references to what may be found in the full

text. By starting from a generalist perspective, she puts forward three hypotheses :

1. Generalizations will tend to be in the Present tense.
2. References to specific experiments will tend to be in the Past.
3. References to areas of inquiry will tend to be in the Present Perfect tense.

The use of Present Tense is used because it intimates that the research is alive. On the other hand the Past tense needs emphasizing or whenever a cautious approach to applications and extensions seem warranted (James, 1984b).

The latter observed a preference for the use of past tense, third person, passive voice, non – use of negatives, the avoidance of subordinate clauses, abbreviation, jargon, symbols, repetition, superlatives, adjectives, examples and redundancy. In some case, active verbs also occur, and present tends to occur in commentary rather than in narrative of what was done.

Oster (1981: 77) proposed the following principal hypotheses about the use of tense :

1. The Present Perfect is used to claim *generality* about past literature. The Past tense is used to claim *non generality* about past literature.
2. The Past tense is used when it refers to *quantitative* results of past literature that are *non supportive* of some aspects of the work described in the technical article. The Present tense is used when it refers to quantitative results of past literature that are *supportive* or *non relevant*.

3. The Present Perfect tense is used to indicate the *continued discussion* of some of the information in the sentence in which Present Perfect tense occurs,

B. Frame of Thinking

The purpose in doing this research is to identify the macro structure (rhetorical structure) which describes of move structures of the article abstracts of Asian EFL journals based on Hyland's (2000) five-move model consisting of Introduction (M1), Purpose (M2), Method (M3), Result (M4) and Discussion (M5). As shown on Table 4, each move represents the realization of communicative purpose. Then, by doing an identification of each move, the findings of this research will show which move is obligatory (conventional) or optional.

This research is also to know the micro structure (linguistic features) of the abstracts which tells about the use of grammar and vocabulary to form macro structure. The grammar will describe the tense the writers of abstracts tend to use in each move (Introduction, Purpose, Method, Product, Result) by telling about the reason of using certain tense as well. Beside the use of tenses, other structures are to be discussed such as determiners and first personal pronouns. Then, the vocabulary identification of the abstracts will show the typical words commomly appeared in each move of the abstracts. For examples the typical verbs or nouns are used in each move.

Table 4. A Framework for Abstract Analysis

Moves	Function
1. Introduction	Estalibshes context of the paper and motivates the research or discussion.
2. Purpose	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.
3. Method	Provides information on design, procedures, assumptions, approach, data, etc.
4. Product	States main findings or results, the argument, or what was accomplished.
5. Conclusion	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.

Source: Hyland, K. (2000). *Disciplinary Discourses: Social interactions in academic writing*. London: Longman.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a descriptive method which was done by describing the data set, then analyzing the framework of the study, and the procedures to determine the abstracts' rhetorical structure and linguistic features based on Hyland's model.

B. Source of the Data

The source of the research was Research Article Abstracts of The Asian EFL Journals and the research samples were 50 article abstracts taken from Asian EFL Journals which were randomly chosen from 2005-2008 publications.

C. The Technique of Collecting Data

In collecting data, the writer analyzed each RA abstract. The analysis attempted to explore the relationship between macro-structural organization of texts or rhetorical structure which analyzed of move structures and and micro-structural properties of texts or linguistic features discussing of verb tenses, vocabulary, cohesive, relations between sentences, how clause relations combine to form patterns.

First, the abstracts were analyzed for macro-structure mentioned above. Furthermore, the analysis was based on the five-move model of outlined by Hyland (2000) : Introduction (M1), Method (M2), Purpose (M3), Product (M4), and Conclusion (M5). This analysis was to find which move was conventional (obligatory) or optional.

Then, the abstracts were analyzed for micro-structure (linguistic features) consisting of grammar and vocabulary analysis. The verb tense analysis explained the usage of verb tenses, the voice of verbs, first personal pronouns and determiners in the abstracts. Then, vocabulary analysis showed there were typical words (nouns, verbs) appeared in each move of abstracts.

D. The Research Variable

The research variable in this paper will discuss about the use of genre analysis in analyzing RA abstracts of The ASIAN EFL Journals. The writer will focus to the macro structure of abstract to know whether each abstract consists of Introduction (M1), Method (M2), Purpose (M3), Product (M4), and Conclusion (M5) based on Hyland's model. Then, it will see the micro-structure (linguistic features) which tells about the use of grammar and vocabulary to form macro structure.

E. The Research Instrument

In qualitative research, the research instrument is the writer herself so the validation done by observing some things, such as 1) the writer's

understanding to the qualitative research method, 2) the knowledge about the observed objects that should be mastered, and 3) the writer's readiness to involve with the observation object both academically or logically.

The research instrument in this research was taken from article abstract of Asian EFL from 2006-2009. Based on theory of Hyland (2000), the evaluation was done by analyzing the abstracts in order not only to identify the five-move which is called as rhetorical structure (macro-structure) but also linguistic features of the abstracts (micro-structure).

F. The Data Analysis Procedure

In this research, the writer will do some ways, they are:

1. Read the all the sources relating to the topic.
2. Prepare the abstract as the main data which will be analyzed.
3. Analyze the data to identify the five-moves (macro structure) and determine obligatory and optional moves based on Hyland's (2000) model.
Then, linguistic features (micro structure) is also analyzed .
4. Use the sources in the bibliography as the guidance for analyzing all the the data.
5. Make conclusion based on the analyzed data.

Here is the example of analyzing each move in the article abstract :

Assisted Repeated Reading has been found effective for enhancing reading fluency in FL classroom elsewhere outside China. **(M1-Introduction)** The present study attempts to look into the effectiveness of the newly introduced treatment in improving the reading fluency and comprehension of Chinese College English students. **(M2-Purpose)** We compared the Assisted RR treatment altered according to the Chinese College English

classroom background with the ER (extensive reading) treatment widely practiced in Chinese FL classroom on a 25-session-experiment basis. (*M3-Method*) The results show it has significantly increased our learners' reading rate and comprehension. (*M4-Product*) (2008-43)

Analysis :

From the analysis above, the move structure of the abstract was M1-M2-M3-M4. It showed that there was a move-deletion which can be proved by having no M5 (Conclusion) in the abstract. From each move of the abstract, Move 1 (introduction) showed that the writer described the background why the research was done. Then, Move 2 (Purpose) orderly came after Move 1 to indicate the purpose of the paper. The Move 3 (Method) explained the information of the procedures and approach, which was stated clearly on the sentence:

“We compared the Assisted RR treatment altered according to the Chinese College English classroom background with the ER (extensive reading) treatment widely practiced in Chinese FL classroom on a 25-session-experiment basis.”

The move 4 (Product) referred to the results of what was accomplished in the research as stated :

“The result show it has significantly increased our learners' reading rate and comprehension”

From each move, it could be seen that the writer tended to use Present simple in the abstract. It showed that the Present simple Tense was used because it intimated that the research was alive. On the other hand the Past simple needed emphasizing or whenever a cautious approach to applications and extensions seem warranted (James, 1984b). However,

the Move 1 (Introduction) which used Present Perfect tense showed that the Present Perfect tense was used to indicate the *continued discussion* of some of the information in the sentence in which Present Perfect tense occurs.

Then, the the typical verbs and nouns are identified as following :

1. Move 2 (Purpose) : *study* (noun), and *attempts* (verb)
2. Move 3 (Method) : *compared* (verb)
3. Move 4 (Product) : *results* (noun), *show* (verb)

CHAPTER IV

RESULT AND DISCUSSION

Based on chapter III, the discussion about the macro structure (rhetorical structure), which is analyzed by five-move model proposed by Hyland, and micro structure (linguistic features) which describes the grammar (verb tense,voice of verbs), vocabulary used in the data (abstracts). The samples were taken from the article abstracts of the Asian EFL Journals published from 2005-2009.

Before the discussion about the two items given, at first, the writer tried to recognize and analyze the moves on each abstract which consist of Introduction Move (M1), Purpose Move (M2), Method Move (M3), Product Move (M4), and Conclusion Move (M5). Furthermore, move structures were listed to be used to determine the percentage of each move so that the writer knows which move is conventional or optional. Then, the linguistic features were analyzed in order to know the typical vocabulary in the form of words or phrases which determiners, nouns/pronouns, and verbs. Besides, grammar aspect describing verb tenses and voices used in each move was analyzed as well as the linguistic features.

- e. Some move embeddings were found in the Purpose and the Method Move; the Method embedded with Purpose move (M2+M3), the Purpose embedded with the Method Move (M3+M2), the Method embedded with Product move (M3+M4).

2. Micro Structure (Linguistic Features)

a. Lexis

1. Move 1 (Introduction) was analyzed by 5 (five) categories. They are *Criticism of previous research* containing of negative words; *Gap*; *Criticism of Theory, Method, Model, Argument and View*; *Innovation in the field*; *Criticism in Discussion or Conclusion* which contained cue words and connectors of contrast to the function of each Move.
2. The more various *nominal references or opening nouns* and *typical verbs* were in Move 2, 3, 4 and 5 referring to the function of each move.
3. The use of self-reference pronoun is rarely found in the present study. It was found only in 3 abstracts by using “I “ and “we“ showing the subjectivity and personal view.
4. Modal auxiliaries of “*must*”, “*should*”, “*may*”, “*could*”, “*will*” were used mostly in Move 5 which referred to

obligation, possibility, ability or prediction about the results of the research.

5. The use of *that*-complement clause was found in Move 4 and 5. employed to report and demonstrate the writers' results.
6. Finally, a general subject "*it*" used in Move 4 represented an attempt to generalize the source of comment and present it objectively.

b. Verb tense

1. The Present simple was the most frequent tense used in Move 1 (Introduction), Move 2 (Purpose), Move 4 (Product) and Move 5 (Conclusion). It was in the line with Malcolm's (1987) suggestion.
2. The Past tense was frequently used in Move 3 which described the approach or steps of doing research. It was in line with James' (1984b) suggestion that the Past tense needs emphasizing or whenever a cautious approach to applications and extensions seem warranted.
3. The Present Perfect was employed in Move 1 and move 4.
4. The Future tense was found in Move 4 (Product) and Move 5.
5. There existed unsignificantly a double tense in Move 2 and 3 whose patterns; Present+Past, Present + Future. Present + Past.
6. Active voice was the most dominant in the all moves.

B. Suggestions

According to the findings of this research, They have some pedagogical suggestions. They are:

- a. The rhetorical structure and some linguistic features of research articles abstracts should be incorporated into academic writing courses for graduate and postgraduate to prepare them to participate in the research.
- b. In order to to provide useful instructions on abstract writing to novice writers, they need to show readers how to structure an abstract and how to realize the structure linguistically.
- c. It is very necessary that the novice writers need to know not only what prototypical moves of an abstract but also how to organize them and how to compose each move so it is linguistically appropriate.
- d. Analyzing genre of research article abstracts will be different from other types research articles which have different structures and linguistic realizations of rhetorical moves.

- e. Some move embeddings were found in the Purpose and the Method Move; the Method embedded with Purpose move (M2+M3), the Purpose embedded with the Method Move (M3+M2), the Method embedded with Product move (M3+M4).

2. Micro Structure (Linguistic Features)

a. Lexis

1. Move 1 (Introduction) was analyzed by 5 (five) categories. They are *Criticism of previous research* containing of negative words; *Gap*; *Criticism of Theory, Method, Model, Argument and View*; *Innovation in the field*; *Criticism in Discussion or Conclusion* which contained cue words and connectors of contrast to the function of each Move.
2. The more various *nominal references or opening nouns* and *typical verbs* were in Move 2, 3, 4 and 5 referring to the function of each move.
3. The use of self-reference pronoun is rarely found in the present study. It was found only in 3 abstracts by using “I” and “we” showing the subjectivity and personal view.
4. Modal auxiliaries of “*must*”, “*should*”, “*may*”, “*could*”, “*will*” were used mostly in Move 5 which referred to

obligation, possibility, ability or prediction about the results of the research.

5. The use of *that*-complement clause was found in Move 4 and 5. employed to report and demonstrate the writers' results.
6. Finally, a general subject "*it*" used in Move 4 represented an attempt to generalize the source of comment and present it objectively.

b. Verb tense

1. The Present simple was the most frequent tense used in Move 1 (Introduction), Move 2 (Purpose), Move 4 (Product) and Move 5 (Conclusion). It was in the line with Malcolm's (1987) suggestion.
2. The Past tense was frequently used in Move 3 which described the approach or steps of doing research. It was in line with James' (1984b) suggestion that the Past tense needs emphasizing or whenever a cautious approach to applications and extensions seem warranted.
3. The Present Perfect was employed in Move 1 and move 4.
4. The Future tense was found in Move 4 (Product) and Move 5.
5. There existed unsignificantly a double tense in Move 2 and 3 whose patterns; Present+Past, Present + Future. Present + Past.
6. Active voice was the most dominant in the all moves.

B. Suggestions

According to the findings of this research, They have some pedagogical suggestions. They are:

- a. The rhetorical structure and some linguistic features of research articles abstracts should be incorporated into academic writing courses for graduate and postgraduate to prepare them to participate in the research.
- b. In order to provide useful instructions on abstract writing to novice writers, they need to show readers how to structure an abstract and how to realize the structure linguistically.
- c. It is very necessary that the novice writers need to know not only what prototypical moves of an abstract but also how to organize them and how to compose each move so it is linguistically appropriate.
- d. Analyzing genre of research article abstracts will be different from other types research articles which have different structures and linguistic realizations of rhetorical moves.

A-2

DATA-ANALYSIS OF MOVE STRUCTURES

Article Abstracts of The Asian EFL Journals 2005-2009

Year-No. Abstract	M1 (Introduction)	M2 (Purpose)	M3 (Method)	M4 (Product)	M5 (Conclusion)
2005-1	Curriculum development in almost all Arab countries follows top-down model in which teacher involvement is confined to the implementation of pre-designed packages of teaching material	<p>a) This paper <i>highlights</i> two main assumptions about curriculum development and teacher professional growth.</p> <p>b) In this paper, <i>it is argued</i> that neither a top-down strategy, nor bottom-up one will be effective in bringing about sustainable educational reform.</p>	A model that combines both top-down and bottom up in curriculum development <i>is proposed</i> .	he model <i>illustrates</i> how task-based teacher research can be encouraged and systemized in schools to allow for teacher initiatives to feed in subsequent top-down attempts to develop curricula.	<i>Practical suggestions</i> for implementing this in the Omani context are made including suggestions for teacher educators who teach pre-service teacher education courses.
2005-2		a) This paper <i>describes</i> the Rolling Project in the college conducted in the college English Department at a	This paper describes the Rolling Project in the college <i>conducted in the college English Department at a major provincial university in China from 1998 to 2000.</i>	a) It <i>is argued</i> that the failure to sustain the project is the consequence of the top-down approach to curriculum innovation	<i>It is further suggested</i> that the significant role teachers should play in curriculum reform must not be

		<p>major provincial university in China from 1998 to 2000.</p> <p>b) <i>The purpose</i> is to explore the change process...</p>		<p>during which the majority of the teachers.</p> <p>b) Critical reflections about the project <i>point to</i> the importance of understanding the complexity of educational change and the key role that teachers play in the process within the educational process.</p>	<p>overlooked if successful implementation and sustainability are to be achieved.</p>
2005-3	NNSs (non native speakers) of English who are EFL teachers candidates have long experienced isolation, frustration and exclusion in the process of learning to teach English teaching and learning issues.	Collectively, six EFL graduate students, the researcher included, <i>formed a collaborative teacher study group, allowing the group to reflect on and theorized about the knowledge and strategies for approaching English teaching and learning issues</i>	Collectively, <i>six EFL graduate students, the researcher included, formed a collaborative teacher study group</i> , allowing the group to reflect on and theorized about the knowledge and strategies for approaching English teaching and learning issues	This teacher study group effectively <i>tore down</i> the walls isolations by supporting each other in the process of teacher professional development and [...]	[...] and providing each other with constructive suggestions concerning future teachers' inevitable confusion, frustration, and struggles in the TESOL profession.
2005-4		<p>a) This paper <i>investigates</i> teacher development in EFL in the Asian context, specifically referring to the Thai and Japanese context at the tertiary level</p>	<p>a) It proposes a <i>teacher development(TD) model for the Thai setting</i> [...]</p> <p>b) [...] <i>tabulated model for TD in Japan</i> in which the history of EFL is traced to various social and political events.</p>	This goes beyond <i>finding appropriate</i> the local context,taking the learning process [...]	The paper <i>concludes</i> that there is a need for foreign lectures to raise their awareness[...]

		b) It <i>argues</i> that teacher development for native speaker teachers of English would benefit...			
2005-5		This paper <i>reports</i> on a descriptive study of a summer English language camp held in China.	a) Chinese youth ages 8-18 <i>were taught</i> conversational English.. b) Instructors were visiting teachers from the USA [...] c) Qualitative methods <i>were used to gather</i> data.	Result <i>indicated</i> that the camp was beneficial to the students and to both groups of teachers.	<i>Recommendation for further study</i> are included.
2005-6	The Concentric Circles Model promoted by Kachru has had a tremendous impact on the teaching and research enterprise,	a) This paper <i>takes</i> on critical re-examination of the model, and <i>discussed</i> some of its intrinsic [...] b) It also <i>highlights</i> certain drawbacks that have become salient [...]	[...] <i>typified</i> in its centre-periphery framework and its geo-historic bases.	a) In response, it <i>is suggested</i> that for a model to be relevant, it must focus on individual speakers.[...] b) In particular, the paper <i>draws</i> attention to the 'global' nature of English.	The discussion <i>concludes</i> by considering how a reconstituted model can impact attitudes and inform classroom pedagogy.
2005-7	Firth and Wagner (1998) point out the imbalance in the field of SLA of cognitive and mental approaches over social and contextual approaches in learning a language.	In examining the validity of their assertion, <i>this paper traces</i> the pattern of thought about current practices in SLA and question whether a re-conceptualization of the fields is necessary or not.	Firth and Wagner (1998) point out the imbalance in <i>the field of SLA of cognitive and mental approaches over social and contextual approaches in learning a language</i> .	<i>In examining the validity of their assertion</i> , this paper traces the pattern of thought about current practices in SLA and question whether a re-conceptualization of the fields is necessary or not.	
2005-8	In language classroom	This case study of young	a) This case study of <i>young</i>	Rather than talk being	This study <i>brings</i> a

	turns of talk facilitate the meaning-making process as students and teachers collaboratively, [...]	adult ESL users in face-to-face interaction in a university preparatory study skills course <i>indicates</i> a limiting influence of teacher questioning on students talk in discussions.	<i>adult ESL users in face-to-face interaction in a university preparatory study skills course</i> [...] b) <i>Questions shape</i> the essential teaching exchange IRE/F as a teacher initiates (I) the first move, a student respond (R) and the teacher again takes up a turn and evaluate (E) [...]	generated by a teacher's questioning, alternatives to questions <i>lead to</i> increased length of turns in students' collaborative talk. Teacher <i>plays significant role</i> in giving 'voice' to students whose role in discussion [...]	discourse analysis focus to whole class discussion between teacher and international UNIPREP students in the higher education sector and <i>provides</i> a context for second language.
2005-9	Technology is not currently used in EFL classrooms at King Saud University in Riyadh, [...]	The aim of the present study <i>was to find out</i> whether integration of online learning [...]	a) <i>Pre-test means</i> scores showed significant differences between the experimental and control groups in [...] b) <i>Following online instruction with Nicenet, comparisons of the post-test means score</i> showed significant differences in achievement. c) Two groups of freshman students participated in the study.	a) Pre-test means scores <i>showed</i> significant differences between the experimental and control groups in... b) Following online instruction with Nicenet, comparisons of the post-test means score <i>showed</i> significant differences in achievement.	<i>The study concludes</i> that the learning environment where technology is unavailable to EFL students and instructors, use of an online course [...]
2006-11	-	This study <i>investigated</i> Chinese English major students learning needs...	This study <i>investigated</i> Chinese English major students learning needs towards <i>student-centred and traditional teaching approaches, culture learning in EFL program, attitudes towards authority in class,</i>	This finding of this research will <i>provide</i> Chinese EFL teachers [...]	<i>The study demonstrates</i> the importance of a good understanding [...]

			<i>the main problems encountered in the course of their learning English, and their practice of language learning strategies.</i>		
2006-12	-	a) This paper <i>argues</i> that [...], English Foundation Programmes should also help [...] b) The study also <i>argues</i> that the process of transitions[...]	a) The study <i>follows</i> the college impact approach [...] b) An open question <i>was used</i> to collect [...]	The study finds that the participants. Were influenced by [...]	<i>The process of students' transition and integration could provide a golden opportunity for using English communicatively.</i>
2006-13	There has been considerable research which documents the prevalence of writing [...]	The present study <i>discusses</i> the relevant issue from the perspective of prospective teachers.	a) 85 Turkish prospective teachers (PTs) of English <i>participated</i> in this study b) Data were collected by means of the SLWAI and [...]	Results of the SLWAI showed that more than half of the participating PTs had high or average writing anxiety.	<i>Finally, the responses of the PTs revealed that their writing experiences may affect their future teaching practices.</i>
2006-14	This is the report of a critical analysis of one aspect of Gardner's theory of [...]	The analysis <i>examines</i> a few pieces of discourse produced by Gardner and his associates on the topic of learning and teaching goals in that theory.	Looked at from the perspective of critical discourse analysis, [...]	a) The theory <i>is found</i> to be problematic at least as the discourses on its learning and teaching goals are concerned b) The discourse on the topic <i>assume</i> a great deal of ideological slanting...	This, ideology, whose main axis is the second or foreign language group's values, culture, etc., is termed here as 'xenocentrism'.
2006-15	-	<i>The purpose</i> of the present study <i>was</i> threefold. First., to see if	a) To this end, 200 senior English major studying at 3 universities in	The result of the study <i>yielded</i> the following results. First, the DDL	-

		[...], Second, to find out if [...], Third, to determine the extent [...],	Shahrekord <i>served</i> as the participants of this study. b) The subjects were randomly divided into two groups.	instruction that was based on concordancing [...]	
2006-16	-	The paper first <i>discusses</i> the advantages of using literature in language learning, explains why children's literature is suitable [...]	<i>Participants of the project</i> were two cohorts of first-year English major (n:43) from a national university [...]	A majority of the students <i>considered</i> the selected stories were good writing models, [...]	The paper <i>concludes</i> with some suggestions for classroom practice in the EFL university classroom.
2006-17	In 2003, the Japanese Ministry of Education officially announced an action plan that aims [...]	This case study, conducted in one English-medium university in a prefecture in Japan, <i>examined</i> how Japanese students who graduated from regular Japanese high school in the prefecture [...]	This case study, <i>conducted</i> in one English-medium university in a prefecture in Japan, [...]	The study <i>revealed</i> the students' adjustment difficulties and <i>explored</i> the extent to which [...]	-
2006-18	The course-book rampant in current foreign and second language setting appears. [...]	<i>The course-book drills neither provide framework for learners</i> to have an emotional engagement with the language nor nourish the capacity for imaginative and expressive use of language.	In lights of this educational malaise, <i>the use of imaginative content in the language classroom</i> can lay the groundwork for personal and social construction of meanings by students.	In lights of this educational malaise, the use of imaginative content in the language classroom <i>can lay the groundwork for personal and social construction of meanings by students.</i>	a) The paper <i>will argue</i> for the inclusion of literature in mainstream [...] b) Further to this, the paper <i>will examine</i> a set of issues and insights [...]

2006-19	The philosophy and psychology of constructivism has become more and more influential in English language teaching. However so far, there has not been much critical examination of consttuctivism in ELT.	In this article <i>I argue that</i> the subjective and dualistic notion of reality that some constructivist espouse [...]	In this article I argue that the subjective and dualistic notion of reality that <i>some constructivist espouse</i> [...]	This <i>leads</i> them to an incoherent understanding of language classromm activities	<i>I</i> propose more philoshopically robust [...]
2007-20	From 2002-2004, a public high school in Japan provided Home Ecnomics lessons for freshman using non-native varieties of English for instructions.	Offering a content course using non-native varieties of English <i>was significant step</i> in the Japanese education scene since the need for students to be familiar with non-native varieties of English is essential (thesis)	This study <i>focused</i> on questionnaire data <i>gathered</i> from high school freshmen over three years and <i>analyzed</i> the data in terms of [...]	This study <i>focused</i> on questionnaire data <i>gathered</i> from high school freshmen over three years and <i>analyzed</i> the data in terms of <i>in terms of satisfation, listening comprehension, teachers' speech rate and students' written comments.</i>	a) <i>Finally, several pedagogical implication</i> are presented based on the findings. It is hoped that this paper <i>will be used</i> for both researcher and practioners to critically <i>evaluate</i> the current English teaching programs at high school [...]
2007-21	In most EFL setting, reading is seen as related to language subject only. Students rarely read for pleasure; they think that reading is part of textbook-related activity. With the implementation of an extensive reading scheme and [...]	This paper <i>investigated</i> the effectiveness of a new whole school approach reading scheme [...]	a) Students <i>read</i> at least 15 minutes every school in eithe Chinese or English. b) Results of the questionnaires and the interviews, <i>conducted</i> for teachers and students,	Results of the questionnaires and the interviews, conducted for teachers and students, <i>indicate</i> that teachers and students see the role of reading differently.	<i>The implication</i> is that when reading has not been formed as a habit, holding up a book will be considered just part of school work.

2007-22	-	<p>a) This paper <i>reports</i> on the learning of English vocabulary [...]</p> <p>b) The purpose of this study was threefold : 1) <i>to identify</i> [...];2) <i>to look at</i> [...]; 3) <i>to find out p</i>[...]</p>	A vocabulary learning strategy questionnaire <i>was used</i> for data collections.	Statistical analysis <i>revealed</i> that contextualized activation and management strategy were seldom used.	This <i>may lead</i> to difficulties in long-term retention and use of vocabulary, ...
2007-23	-	<p>a) This study <i>investigates</i> how frequently and preemptive Language Related Episode (LREs) ...</p> <p>b) This study also <i>examines</i> the potential of the two types of focus on form in leading to uptake.</p>	<p>a) To this end, all LREs <i>were identified</i> and transcribed from the audio recordings of 24 hours of instruction from one class....</p> <p>b) The LREs <i>were then categorized</i> in terms of reactive vs. Preemptive episodes, ...</p>	The findings <i>indicated</i> a significant difference in the frequency of reactive and preemptive.	The paper <i>highlights</i> the necessity of raising EFL teachers' awareness to make informed decision in using types of focus on form.
2007-24	-	<p>a) The present study <i>aimed to investigate</i> the effects of ethnicity and language [...]</p> <p>b) The study aimed to <i>find out</i> whether the frequency of strategy use across [...]</p>	<i>To identify</i> the learning strategies that different ethnic and proficiency groups use, the SILL <i>was administrated</i> to 451 junior college students.	<p>a) It <i>was found</i> that ethnicity did play a significant role in the selection of language learning strategies.</p> <p>b) In addition, the most and least favored strategies of various ethnic and proficiency group <i>were identified</i>.</p>	Understanding students' strategies <i>may enable</i> EFL teachers to incorporate language learning strategy training...and improve students' English language skills.

2007-25	This is a pragmalinguistic investigation into the speech act of refusing as made by Yemeni learners of EFL.	Their English performances were compared to those of Yemeni Arabic native speakers in order <i>to find out</i> whether the refusal given by the group in question [...]	<p>a) For this study, 20 Yemeni learners of English <i>were asked</i> to respond in English to 6 different situation [...]</p> <p>b) The data, <i>collected</i> from a Discourse Completion Test(DCT), <i>were analyzed</i> in terms of Semantic formula sequences and <i>were categorized</i> according to [...]</p>	Results <i>indicate</i> that although a similar range of refusal strategies [...]	Due to their high proficiency in English, Yemeni learners of English <i>showed</i> evidence of pragmatic competence of the target language in constructing their refusal style in three areas :[...]
2007-26		<p>a) This article <i>evaluates</i> four EFL textbooks which have been prescribed for use in the Iranian high schools by the Ministry of Education</p> <p>b) The merits and demerits of the textbooks <i>are discussed</i> in detail...</p>	The merits and demerits of the textbooks are discussed in detail <i>with reference to 13 common criterial features extracted from different material evaluation checklists.</i>	The paper then <i>gives some suggestions</i> as to how to alleviate some of the shortcomings encountered in the textbook.	
2007-27	Language teaching methodology has been changing over a period of time. The teacher-centered approach is gradually giving way to learner errors. However, even today in many classrooms, the teachers	The <i>goal</i> of English language teaching in such classroom <i>is to develop</i> metalinguistic and literary competence of the learner.	<p>a) Accuracy is <i>prioritized</i> over confidence building, fluency [...]</p> <p>b) Classroom practices <i>emphasize</i> rote learning and examinations test memory rather than understanding [...]</p>	Consequently, several students develop fear complex, which in several cases leads to suicides. Therefore, there is an urgent need to rethink [...]	<i>The present paper attempts to explain</i> how it is imperative to place confidence building, fluency and appropriateness before accuracy, and <i>narrates</i> the authors personal

	remains a donor of knowledge and corrector learner ner errors.				views on this issue.
2008-28	Opposed to the traditional teacher-centered pedagogy where learners mainly depend on instructors for the explanation, ...	This paper <i>reports</i> the advantages an innovative teaching method for literary learning in which ...	a) With proper guidance from the teachers, students <i>were assigned</i> specific topic [...] b) They <i>took</i> turn expressing their ideas, [...]	The two activities , <i>providing students with oppurtunities to develop interpersonal communication skills generated from active engagementnad positive</i> are keys to succesful literary learning.	<i>The two activities</i> , providing students with opportunities to develop interpersonal communication..., <i>are keys to succesful literary learning.</i>
2008-29	-	This paper <i>investigated</i> Saudi EFL learners' pitch range, and <i>compared</i> it to that of native speakers.	52 female students read sentences and their production <i>was analysed</i> through [...]	The results revealed that there were significat differences between the mean of the pitch range used [...]	However, while there were no significant differences between [...], there <i>were significant differences between their mean and that of the British native speakers.</i>
2008-30		This study <i>is designed to determine</i> : (1) whether a statistically significant exists in the extent of language learning strategy use between higher proficiency ans lower proficiency EFL students; (2) the strenght of the effect of language	This study is designed to determine : (1) whether a statistically significant exists in the extent of language <i>learning strategy use</i> between higher proficiency ans lower proficiency EFL students; (2) the strenght of the <i>effect of language learning students use</i>	The study <i>finds</i> that higher proficiency EFL students use learning strategies more often that lower proficiency EFL students, [...]	Regarding the reationship between language learning strategy and English proficiency, <i>it was found</i> that cognitive strategies had the strongest influence .

		learning students use English Proficiency.	<i>English Proficiency.</i>		
2008-31		This study <i>examines</i> the relationship between breadth of vocabulary, background experiences in learning English,...	a) The author <i>used the Swanses Levels Tests</i> to estimate vocabulary test... b) 8 of the Intensive English students <i>were subsequently trained</i> ...	Students with more total hours of high school English instruction <i>tended to</i> score higher on the vocabulary measure, [...]	The author <i>finds some evidence</i> that the better readers demonstrated superior syntactic knowledge that enabled them to rely more on text and less on compensatory strategies.
2008-32		a) This article <i>explores</i> the nature of learners belief, how these beliefs can change over... b) It <i>reports</i> three studies of learners believe.	a) Ellis (2002) <i>used</i> metahor analysis to explore [...] b) Tanaka (2004) <i>conducted</i> a longitudinal study of [...] c) Zhong (2008) conducted a case study [...]	These studies <i>suggest</i> that researchers wishing to investigate learner beliefs would do better on [...]	<i>They also point to</i> the situated and dynamic nature of learner belief systems [...]
2008-33		The study <i>aimed at exploring</i> the results of an intervention [...]	a) These 28 students <i>were randomly selected</i> [...] b) Three teachers <i>designed</i> a course [...] c) The data <i>was collected</i> from the pre-post tests	The findings <i>showed</i> that: (1) the scores and the students' readiness [...]	<i>The research also analyzed</i> the factors for success and gave some recommendations for an EFL situation.

2008-34	However, the problem remains of how to incorporate this knowledge into everyday teaching practices in the multilingual classroom.	This case study <i>examines</i> the tendency for many Korean learners in Australia to congregate in classes at pre-intermediate level [...]	Two succesful advanced level Korean learners currently studying in Australia <i>are interviewed</i> in order to explore some of the underlying factors behind this phenomenon.	Finally, <i>some suggestions are offered</i> to assist ESL teachers in dealing with some affective factors inside and outside the classroom [...]	
2008-35	Although unplanned vocabulary instruction can provide many of the conditions learning theorists recognise as being necessary for [...], it spontaneous nature means it has certain limitation.	The approach <i>that guides</i> such teaching will need to consider these limitation.	As <i>unplanned vocabulary instruction</i> can mean diverting time away from the lesson aims, teachers must make difficult ad hoc decision on how and when to dedicate time to such instances.	As unplanned vocabulary instruction <i>can mean</i> diverting time away from the lesson aims, teachers must make difficult ad hoc decision on how and when to dedicate time to such instances.	<i>This article</i> aims to provide teachers with a loose framework to inform such decision.
2008-36	A language and technology are two major focuses of educational reform in Taiwanese higher education, Taiwanese teachers of EFL have to cope the challenge of technological and pedagogical shifts [...]and to <i>explore</i> the issues and barriers that teachers encountered when trying to incoporate modern technology into their instructional practices.	A basic interpretative quaitative study <i>was employed</i> to understand how and why teachers implemented the information [...]	The findings <i>imply</i> that continuous professional development involving technology integration, specifically for language teachers.	
2008-37		This study <i>investigated</i> whether reading strategy, amount of writing, metacognition, [...]	a) The sample <i>is composed</i> of 159 college students taking up [...] b) The participants <i>were</i>	a) The intercorrelations <i>revealed</i> that al seven variables were significat and had high [...]	<i>Pedagogical implications</i> include using the strategies in

			<p><i>asked</i> to make an essay [...]</p> <p>c) The Pearson r was used to correlate the predictor..</p>	<p>b) The multiple regression analysis <i>revealed</i> that reading strategy, metamemory strategy and regulation of cognition are significant [...]</p> <p>c) The semipartial correlations <i>indicated</i> that metamemory strategy as the best predictor, [...]</p>	teaching students to write English compositions.
2008-38	However, though the advantages of all these corpora to language teaching and learning are well acknowledged, they haven't produced tangible pedagogical results' in an EFL classroom context	The paper <i>analyzes</i> the main reasons why there is a gap and a lag between on	<i>With a brief review on the evolution of EFL teaching methods and a short introduction to the established general and learner corpora –going corpus linguistic research and EFL teaching and learning</i>	...and <i>concludes</i> that it is necessary and feasible for EFL teachers, focusing on some basic principles, to build a learner-oriented mini-corpus to complement the existing shortcomings of the established corpora in EFL teaching.	<i>In addition, this paper also points out</i> that an EFL teacher should endeavor to use various teaching methods or measures to meet EFL learners' diverse needs.
2008-39	[...], however, the obligation for pre-requisite and/or ongoing English instruction is generally understood, [...]	Computer Assisted Language Learning (CALL) has proven to be extremely effective re: teaching English to Asian students, and applying the 'lesson learned' of principles from this area to BTTIE should benefit...	A regular school that <i>has codified principles for CALL</i> or local/native learners should easily be able to adapt, [...]	The paper <i>suggests</i> that CALL principles can and should be applied to a BTTIE environment, form English 'per-se' to business/technology courses [...]	

2008-40		In this article, I <i>examine</i> the concept of personal authenticity (van Lier,1996), using student diary entries collected during an English for academic and professional purposes coursewith a negotiated syllabus	[...] <i>using student diary entries collected during an English for academic and professional purposes coursewith a negotiated syllabus.</i>	These signs <i>suggest</i> that personal authenticity emerged because the students were able to negotiate many aspects of their learning.	<i>As these findings</i> are context-specific and stem from a localized approach,ion the rise of personal authenticity through the use of authentic material, authentic task and negotiation.
2008-41		The present study <i>aimed</i> at developing a series of objective criteria for measuring and scoring the oral proficiency of EFL students ...	a) To achieve this purpose, 80 students from the University of Mased Soleyman in Iran <i>were selected</i> based on their availability [...] b) Then, their oral proficiencies <i>were rated</i> against [...] c) The obtain scores <i>were compared with</i> the groups performance in their previous conversation courses.	Results <i>indicated</i> a low correlation between the two groups of scores.	<i>It was also proved</i> that the subjective measures were not reliable enogh to indicate the stu dents' abilities in term of oral language proficiency.
2008-42		The study <i>explores</i> teachers' perceptions of the language policy implementation [...]	<i>With data collected from classroom observation and follow-up interviews, [...]</i>	[...] the finding <i>revealed</i> a discrepancy between policymakers' intentions and teachers' executions.	<i>The implications of this policy</i> point ot the importance of understanding why there exists such a discrepancy wihtin that context.

2008-43	Assisted Repeated Reading has been found effective for enhancing	The present study <i>attempts to look</i> into the effectiveness [...]	We <i>compared</i> the ARR treatment altered [...] on a 25-session-experiment basis	The results <i>show</i> it has significantly increased [...]	-
2009-44		This study <i>examines</i> the students' and teachers attitudes to the use of L1 in EFL classrooms at Korean School in Vietnam.	The study <i>employed</i> questionnaire, interviews and observations to obtain the participants' attitudes to L1 use in three different settings, beginners, intermediate and advanced students	a) The findings <i>suggest</i> that L1 plays a supportive role in the language classroom, especially in the early stages, and more significantly in reading and writing b) L1 <i>was found</i> useful for explaining [...]	The paper <i>provides</i> recommendations for successful L1 use in multilevel classroom and <i>suggest</i> that more research is required for [...]
2009-45	To draw EFL teachers' attention to pronunciation difficulties resulting from L1 phonotactic constraints, this study <i>examined</i> the hypothesis that certain syllable structures....	...this study <i>examined</i> the hypothesis that certain syllable structures could cause more mispronunciation than segmental sounds for Mandarin-speaking EFL learners.	a) A 145-word reading passage was developed with a total of 30 target sounds, [...]. b) 46 college students were tested [...]	c) [...] and the results <i>validated</i> the hypothesis, which <i>demonstrated</i> that the successful pronunciation of individual sounds [...] d) It is suggested that apart from teaching of segmental sound [...], teachers need to be informed of the relation between L1 [...]	<i>Mandarin speaking non-native EFL teachers cross linguistic ability may allow them</i> to implement unique pedagogical tactics that address the particular needs [...]
2009-46		This paper <i>discusses</i> the changes in Vietnamese learners attitudes... The paper <i>argues</i> that due to the political, economic and social economic ...	This paper discusses the changes in Vietnamese learners attitudes towards foreign language learning <i>based on an investigation into the history of foreign language in Vietnam</i>	Consequently, first this paper <i>emphasizes</i> that it is important for policy makers, educators and other responsible people in Vietnam to be aware of the changes in ...	Then, it suggests that appropriate measures be taken to make learners aware of the importance of English, so that their motivation will be enhanced.

2009-47		<p>a) This article <i>reports</i> the result of a study with a group of primary school students in Taiwan to explore their views on reading English picture story book.</p> <p>b) The study <i>highlights</i> various aspect that teachers [...]</p>	<p>The study begin with eight reading sessions in which the researcher read four English picture story books with a group the children.</p>	<p>a) The findings <i>suggest</i> the majority of the students considered that reading English picture story book helped with their language learning, [...]</p> <p>b) However, the data also <i>revealed</i> that the vocabulary of the storybooks were perceived as the primarily challenge [...]</p>	
2009-48		<p>The present study <i>explores</i> the possible mechanism of the L2 reading threshold phenomenon by focusing on the relationship between [...]</p>	<p>a) Subjects were 62 Japanese college-level ESL learnerd. A series of experiments <i>examined</i> anomaly [...]</p> <p>b) First, Experiment 1 <i>investigated</i> [...]</p> <p>c) Experiment 2 thus <i>tapped into</i> [...]</p>	<p>The result <i>were remarkable</i> : improvement, rahter than deterioration, [...]</p>	<p><i>Follow-up correlational analyses including working memory capacity indicated both trace-decay and trade-off were responsible [...]</i></p>
2009-49		<p>The study <i>surveyed</i> over 700 business degree students in the same university program to <i>determine</i> how their culturalfactors [...]</p>	<p>The sample data <i>was inspected</i> to ensure it was normal and the theoritical instruments were validated using confirmatory analysis. Sructural equation modeling and [...] <i>were used</i> to test [...]</p>	<p>The resulting multicultural learning approach model <i>was statistically significant, revealing</i> four of the eight factors were very predictive of grade.</p>	

2009-50	Teachers' observations, students' experiences, and the review of related literature <i>indicate</i> that language anxiety is a significant factor adversely affecting the language learning process.	Thus, this study <i>aims to investigate</i> the sources and levels of fear of negative evaluation as well as language anxiety among Turkish students as EFL learners, and <i>to determine</i> the correlation between the two	A foreign language anxiety scale and a scale fear of negative evaluation <i>were administered</i> to a sample group of 112 foreign language learners. The collected data <i>were used to</i> provide a descriptive and correlational analysis.	The result of analysis <i>indicated</i> that EFL learners suffer from language anxiety and fear of negative evaluation. Furthermore, fear of negative evaluation itself was found to be a strong source of language anxiety.	In light of the <i>findings</i> of the research, the following recommendations <i>were noted</i> : Firstly, in order to cope with anxiety, learning situations [...]
---------	--	---	--	--	--

A-1. Move Structure of Fifty Asian EFL Abstracts from 2006-2009

Journal SYear/No	Move Structure (Rhetorical Structure)	Journal Year/No	Move Structure (Rhetorical Structure)
2005-1	M1-M2-M3-M4-M5	2007-26	M2-M3-M4
2005-2	M2+M3-M4-M5	2007-27	M1-M2-M3-M4-M5
2005-3	M1-M3+M2-M4	2008-28	M2-M1-M3-M4+M5
2005-4	M2-M4-M3-M5	2008-29	M2-M3-M4-M5
2005-5	M2-M3-M4-M5	2008-30	M2+M3-M4-M5
2005-6	M1+M3+M2+M4-M5	2008-31	M2-M3-M4-M5
2005-7	M1+M3-M2-M4	2008-32	M2-M3-M4-M5
2005-8	M1-M3-M2-M4-M5	2008-33	M2-M3-M4-M5
2005-9	M1-M2-M3-M4-M5	2008-34	M1-M2-M3-M4
2005-10	M2+M3+M4	2008-35	M1-M2+M3-M4-M5
2006-11	M2+M3-M4-M5	2008-36	M1-M3+M2-M4-M5
2006-12	M2-M3-M4-M5	2008-37	M2-M3-M4-M5
2006-13	M1-M2-M3-M4-M5	2008-38	M1-M3+M2-M4-M5
2006-14	M1-M2-M3+M4-M5	2008-39	M1-M3+M2-M4-M5
2006-15	M2-M3-M4	2008-40	M2+M3-M4-M5
2006-16	M2-M3-M4-M5	2008-41	M2-M3-M4-M5
2006-17	M1-M3+M2-M4	2008-42	M2-M3+M4-M5
2006-18	M1-M2-M3-M4-M5	2008-43	M1-M2-M3-M4
2006-19	M1-M2+M3-M4-M5	2009-44	M2-M3-M4-M5
2007-20	M1-M2-M3+M4-M5	2009-45	M1-M2-M3-M4-M5
2007-21	M1-M2-M3+M4-M5	2009-46	M2+M3-M4-M5
2007-22	M2+M3-M2-M3-M4-M5	2009-47	M2-M3-M4-M5
2007-23	M2-M3-M4-M5	2009-48	M2-M3-M4-M5
2007-24	M2-M3-M4-M5	2009-49	M2-M3-M4
2007-25	M1-M3+M2-M3+M2-M4-M5	2009-50	M1-M2-M3-M4-M5