PROBLEMS AND SOLUTIONS FOR TRAINEE TEACHERS READING ACADEMIC ARTICLES IN ENGLISH

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Abstract

Many successful learners of English go on to train as teachers of the language, but in spite of their high level of proficiency in general English are unprepared for tackling the type of text they are required to read as part of their teacher training - namely, academic articles from journals such as Applied Linguistics. This paper summarises the findings of a genre-analysis of articles from Applied Linguistics, suggests how trainee teachers can be helped to schematize the typical text-structure and functions revealed through a series of awareness-raising tasks, and reports on a pilot study of the proposed tasks with a group of in-service Malaysian teachers on a pre-sessional course at the University of Birmingham.

Background and theory

The importance of reading

"In second language teaching/learning situations for academic purposes, especially in higher education in English medium universities or other programmes that make extensive use of academic materials written in English, reading is paramount. Quite simply, without solid reading proficiency, second language readers cannot perform at levels they must in order to succeed, and they cannot compete with their native English speaking counterparts.

(Carrell et al, 1988:1)

This quotation sums up a situation familiar to all of us who have been involved, either as students or trainers, in English medium programmes. Those who join English language teacher training courses are one such group - they have an urgent need to read academic articles in journals or in EFL methodology books to successfully fulfil the demands of their courses. Although their level of general English proficiency is

high, our experience tells us that reading academic articles from journals such as Applied Linguistics is difficult for such students - as indeed it is even for many native speakers of English.

Non-comprehension and low reading efficiency

According to schema theory (Carrell and Eisterhold in Carrell et al 1988), non-comprehension and low efficiency are to a large extent due to the reader's failure to activate an appropriate schema, a kind of mental blueprint, of either text content or form. Research from the perspective of schema theory (e.g. Carrell 1987 in Swales, 1990) shows that although unfamiliar content poses more problems than unfamiliar formal structure, rhetorical form is still a significant factor, as important as content, in affecting the comprehension of the *top-level* structure of a text. How, then, can we assist learners to gain awareness of the rhetorical organisation of a text and hence establish the appropriate formal schemata? This paper seeks an answer through a genre analysis approach.

Genre analysis is "a system of analysis that is able to reveal something of the patterns of organisation of a 'genre' and the language used to express those patterns" (Dudley-Evans 1987:1) in the light of their communicative purposes. It is different from the rhetorical approach (Trimble 1985) and discourse analysis (Hoey 1983) in that it investigates the features pertaining to a specific type of text, e.g. research articles, research proposals, rather than general patterns found in all types of text.

One of the advantages of genre analysis is to provide information about the rhetorical structure and the linguistic form of different types of text that is of pedagogic value (Dudley-Evans 1987:72). This is of direct application in helping learners establish formal schemata.

Genre and the trainee teacher

Student teachers on teacher training courses have input from their subject teachers, but structural and rhetorical knowledge of their reading material, such as research articles, is neglected. Even if an academic reading course is included in the programme, this usually only deals with reading skills such as skimming and scanning

of other types of text (newspapers, magazines, letters etc.). By studying the genre of applied linguistics - the discipline of the student teachers on their course - the organisation of the authentic texts they need to study (e.g. research articles, or RAs) can be revealed in terms of their rhetorical and communicative purposes. Tasks for reading RAs can be organised on the basis of the analysis of these RAs to ultimately facilitate reading.

Method

A corpus of seven consecutively occuring research articles (i.e articles describing a research project, as opposed to descriptive or evaluative articles) were taken from volume 13/1 and 13/2 of Applied Linguistics Journal.

The macro-structure of the articles was analysed with reference to the widely accepted IMRD (introduction, method, results, discussion) framework of research articles (Weissberg and Buker, 1990).

The analysis of the different sections of the RAs followed Swales' work on the introductions of academic articles (Swales 1981 and 1990), which has emerged as the CARS ("create a research space") model (see Figure 1). The basic unit of analysis is Swales' "Move", which can be considered as a semantic unit relevant to the writer's purpose (McKinley 1983 in Dudley-Evans 1986). A move therefore captures the functions of particular parts of the texts under examination. It enables the categorisation of chunks of text as to their particular communicative intentions. These moves or communicative categories, once isolated, can be examined as to their linguistic manifestation. They can be made explicit as to their regularities of lexis and grammatical structure. They can also be investigated as to the patterns that are formed by their particular combinations within texts. These patterns of organisation created by the ordered relationships between moves can thus be isolated, and observations made on the overall structure of the texts. From the study of a sufficiently large corpus of texts will emerge the characteristics of the prototypical text structure of the genre, with typical patterns of recurrance and recycling of moves, and indications of which elements are obligatory or optional.

Move One:	Establishing Territory
Step 1:	Claiming centrality (and/or)
Step 2:	Making topic generalisation(s) (and/or)
Step 3:	Reviewing items of previous research

Move Two:	Establishing a Niche
Step 1A:	Counter-claiming (or)
Step 1B:	Indicating a gap (or)
Step 1C:	Question-raising (or)
Step 1D:	Continuing a tradition

Move Three:	Occupying the Niche
Step 1A:	Outlining purposes (or)
Step 1B:	Announcing present research
Step 2:	Announcing particular findings
Step 3:	Indicating RA structure

Figure 1: Swales' (1990:141) CARS Model of Research Article Introductions

Results

Overall organisation of the RAs

A comparison of the subtitles and sub-headings adopted by the article writers was conducted at the outset of the analysis (see figure 2 for examples). The comparison revealed that the seven articles in the corpus not only vary in using formal labels, but are also not entirely consistent within the IMRD framework. In addition, there are sections that can not be accounted for by the IMRD structure, although the essential elements of IMRD are discernable. An alternative framework for the overall organisation of the RAs in this corpus is proposed after careful examination of each section within each article (see Figure 12). In brief, five main sections are revealed: Introduction, Theoretical basis, Method, Results and Discussion.

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Functional Signals	Actual Section Titles	Sub-titles
INTRODUCTION	INTRODUCTION	
	SCHEMATA, SCRIPTS AND	
	SECOND LANGUAGE ACQUISITION	
	DOCTOR-PATIENT DISCOURSE	
	WESTERN DOCTORS AND FOREIGN-BORN PATIENTS	
	HMONG MEDICAL	
METHOD	PRACTICES	Subjects
	AND BELIEFS	Instruments and
	RESEARCH ISSUES	procedures
		Data analysis
RESULTS	METHOD	
		Free elicitation of scripts
		Cued elicitation
		Interviews
	RESULTS	Speech act forms
DISCUSSION		
		Interpretation of results
		Methods
	DISCUSSION	
	CONCLUSION	

Figure 2: Examples of titles and sub-titles used to label research article sections and their relationship to the IMRD framework

Organisation of article sections: *1. Abstract*

The "Moves" adopted by Swales in RA Introductions were applied in the analysis of the article abstracts where appropriate. Additional items such as "Describing the methodology" were used when necessary. The communicative categories were identified in the light of the relationship between the Abstract and the organisation of the articles themselves:

			Research Article							
			1	2	3	4	5	6	7	Total
I	**Move 1:**	**Introducing the research topic**								
	Step 1:	Claiming centrality	/			/				2
	Step 2A:	Counter-claiming (or)					/			1
	Step 2B:	Indicating a gap (or)	/							1
	Step 2C:	Question-raising (or)								0
	Step 3A:	Announcing present research	/	/	/	/			/	5
	Step 3B:	Outlining purposes					/	/		2
	Step 3C:	Stating hypothesis					/			1
M	**Move 2:**	**Describing methodology**								
	Step 1A:	Describing subjects or sample	/	/	/		/	/	/	6
	Step 1B:	Describing instruments	/							1
	Step 1C:	Describing procedure					/	/		2
R	**Move 3:**	**Reporting results**								
	Step 1:	Summarising the results			/	/		/	/	4
D	**Move 4:**	**Indicating the main point of the discussion**			/			/	/	3

Figure 3: The Frequency (tally) of Moves and Steps Identified in the Abstracts of *Applied Linguistics Journal* Research Articles

The analysis shows that the structure and components of the abstracts mirror those of the RAs to a large extent: in other words, the abstract (although by definition much shorter than the main body of the article) comprises a very similar sequence of moves and steps to the RA itself. Six out of the seven abstracts analysed have an opening move which corresponds to the RA Introduction; "Announcing present research" is the most frequent move which realises this here. Six abstracts have an element from the Method section, most frequently "Describing subjects or sample", while "Summarising the results" appears in four. Three contain "Indicating the main point of the discussion" from the Discussion section.

The lexical signals of the moves are important clues by which the author's purpose can be recognised. Those occuring in the abstracts are similar to those that realise the same moves in other sections of RAs. See figure 4 for examples.

Move - Step	Lexical signals
1 - 1	The current interest in ... has led attention to the social uses of language in second language teaching and research. (RA 1)
1 - 2A	Foreign language learners are commonly taught explicit rules of grammar, but often fail to apply them ... (RA 5)
1 - 2B	While many studies have examined the acquisition of speech acts, there has been less research on ... (RA 1)
1 - 3A	This paper reports on an empirical analysis of the forms, (RA 2)
1 - 3B	The main questions are how adult learners start encoding the possessive relationship between ... (RA 4)
1 - 3C	The hypothesis is that the order preferences of adult learners ... are strongly influenced by ... (RA 4)
2 - 1A	Subjects were classified by their depth of ... (RA 3)
2 - 1B	Three list types were investigated ... (RA 6)
2 - 1C	They were asked to state the rules and to correct the errors (RA 5)
3 - 1	Definitions were found to fulfil one of two main functions (RA 7)
4 - 1	It is argued that writers use complimenting discourse strategies (RA 2)

Figure 4: Examples of lexical signals of moves within research article abstracts

Organisation of article sections: *2. Introduction*

The analysis of the introductions of the articles follows Swales' CARS model. It was found that the introductions examined can not be fitted into the model neatly. A cyclic pattern of steps was revealed (i.e. steps occured more than once) with different arrangements of steps in different articles. Some introductions even have an element of exemplification, hypothesis or method.

Paragraph	Move - step	Sentence	Lexical signals
1	1 - 1	1 and 2	Peer reviews are a fact of life ... Accomplishing them ... is a goal of most conscientious
1	2 - 1A	3	Often, however, criticisms are direct and harsh with no apparent attempt to be polite.
2	Exemplificatio n	4 to 12	For example ...
3	3 - 1A	13	The purpose of this paper is to explore
4 to 6	1 - 3	14 to 23	Compliments have been the subject of a fair amount of research in recent years.
7	2 - 1B	24 and 25	There is little research, however, on how complimenting works ... Nor have the analysts devoted ...
7	1 - 3	26 to 28	Holmes (1986) has begun to address complimenting ...
7	Hypothesis	29	It was my expectation that
8	1 - 3	30 to 32	no explicit signal
8	3 - 1A	33 to 35	In this article I illustrate that ... Moreover, I argue that ...
9	3 - 3	36 to 38	I first discuss the ... I then present ...

Figure 5: Examples of outline structures of introductions to research articles showing moves together with lexical signals (Article 2 from corpus)

Examination of the frequency with which moves occur in the corpus and their cyclicity within each introduction show that "Indicating a gap" is of the highest cyclicity (occuring nine times in the corpus of seven articles, and up to three times within a single article). This may be due to the much greater length of the introductions or the nature of the discipline; applied linguistics is a field without unanimous agreement as to its body of accepted knowledge due to the complexity of human language and language learning and the field's relative youth. Therefore the authors need to exert more effort when "Establishing a niche" (c.f. Crookes, 1986). Also of relatively high frequency are the steps "Reviewing Previous Research" and "Outlining Purposes". The frequency with which moves occur in the corpus and their cyclicity within each introduction is shown in figure 6 below.

Move - steps*	RA1	RA2	RA3	RA4	RA5	RA6	RA7	Frequency
1 - 1	/	/				/	/	4
1 - 2	/			/				2
1 - 3	//	//	/		/	/	/	8
2 - 1A		/			/			2
2 - 1B	///	/		//		//	/	9
2 - 1C								0
2 - 1D			/				//	3
3 - 1A		/	/	/	/	///		7
3 - 1B	/			///				4
3 - 2								0
3 - 3								0
Length								Mean
(pages)	1.0	2.0	1.5	1.6	1.5	2.0	0.5	1.4

Figure 6: Frequency (tally) and Cycles of Moves in the Introductions to Articles from *Applied Linguistics Journal* *see Figure 1 for explanation of moves/steps

To summarise, Swales' CARS model can account for the major features in the introductions examined. However, it would be misleading to consider it as prescriptive because of the discipline-specific features revealed.

Organisation of article sections: *3. Theoretical Basis*

The analysis of this section is quite tentative at this stage due to the restricted corpus. As with the comparison of the section subtitles categorised under the conventional labels of IMRD, three articles (1, 2 and 4) have a section difficult to locate within either the introduction or the method categories. But the subtitles of the section, the content and the function as well as the lexical signals in this and neighbouring sections all reveal that it functions as the *theoretical basis* of the research project as a whole.

Figure 7 displays the moves identified in the theoretical basis sections. Cyclical patterning exists where there are two or more theories underlying the research. While the inclusion of a theoretical basis is optional it would seem likely that where this section does occur, 'Announcing the theory' and 'Specifying the theory' are the obligatory moves.

The communicative categories	RA1	RA2	RA3	RA4	RA5	RA6	RA7
1. Announcing the theory	/	//		/			
2. Summarising the theory	/	//					
3. Specifying the theory	/	//		/			
4. Reviewing the relevant literature of the theory	/			/			
5. Illustrating the theory with examples		/					
6. Defining the key concept		/					
7. Addressing research issues				/			

Figure 7: Tally of Moves in the 'Theoretical Basis' Sections of Articles from *Applied Linguistics Journal*

Organisation of article sections: 4. *Method*

All the RAs in the corpus contain a method section which generally describes the procedures and materials employed in the study. A preliminary observation revealed that this section has a much more complicated structure than the linear one found by Weissberg and Buker (1990:91). Instead, a cyclical structure is required to cater for the description of more than one instrument being used in the experiment (e.g. RAs 1,3,and 6)

1.	Research questions/hypothesis	(RQ)
2.	Overview of the experiment	(Ov)
3.	Subjects/samples	(Sub)
4.	Variables affecting the sample	(Var)
5.	Sampling techniques	(Sam)
6.	Instruments/materials	(Inst)

```
        Instrument                    2        3        4
            1
        procedure         ...         ...      ...
        instrument        ...         ...      ...
        objective         ...         ...      ...
        rationale         ...         ...      ...
```

7.	Procedures of the experiment	(Pro)
8.	Procedure/method of data analysis	(PDA)
9.	Indicating the structure of the forthcoming part	(Str)

Figure 8: Moves in the Methods Sections of Articles from *Applied Linguistics Journal*

The frequency of the moves (tally not given here) provides evidence that "Subjects/samples" and "Instruments and materials"can be considered as obligatory. The other moves vary according to the specific features of an experiment, but they are likely to occur in the sequence identified. The length and complexity of structure of the method sections in this corpus show that this section of RAs in Applied Linguistics is far from being de-emphasised (Huckin 1987 in Swales 1990:169) or being read like a checklist (Gibert and Mulkay 1984; Myers 1985 in Swales 1990:168). In contrast, they present a detailed, even meticulous description of the research methodology.

Organisation of article sections: *5. Results*

The results sections were found to have cyclical and hierarchical organisation, the structure being related to the research questions or instruments in the previous sections (tally of moves not given here). The communicative categories are flexible in terms of the order in which they appear, but still consistent to an extent. "Statements of results" was found to be the obligatory move, with all others being optional.

As an example, the cyclical structure for RA1 can be seen in figure 9. The general organisation of the results section - derived from a synthesis of the structures in the corpus - is given in figure 10.

Results (R)		
R1	SOR	(Statement of results)
	LOR	(Location of results)
	COR (generalisation)	(Comment on the results)
	EOR	(Exemplification of results)
R2	SOR (general) + LOR	
	SOR (detail)	
	COR (generalisation)	
R3	SOR (general)	
	SOR (detail)	
	1. SOR + EOR	
	2. SOR + EOR	
R4	SOR (general) + location	
	SOR (detail)	

Figure 9: Structure of the Results Section of Research Article 1
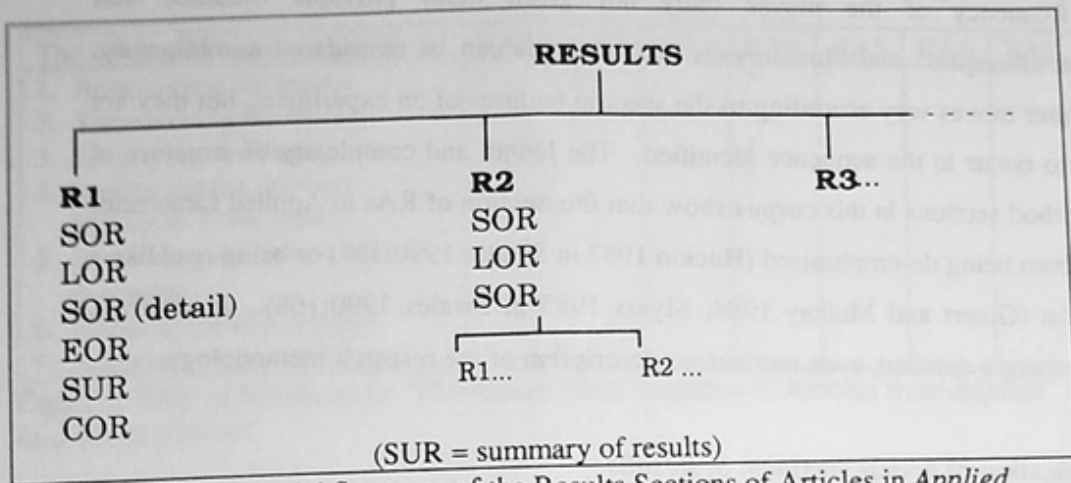
(SUR = summary of results)

Figure 10: The Potential Structure of the Results Sections of Articles in *Applied Linguistics Journal*

Organisation of article sections: *6. Discussion*

The results of the investigation of this section, based on the communicative categories summarised by Swales (1990:72) are supportive of the literature: cyclical patterning is obvious while regularity of sequence is difficult to perceive; even the subtitles adopted are inconsistent.

Figure 11 presents the communicative categories identified in the discussion section. Among the categories identified, three moves - "Evaluation of method/theory", "Limitations of the study" and "Pedagogic implications/ applications" are not recorded in previous research of the section - they are discipline-specific moves.

Moves (Communicative categories)	Research	Article						Total
	1	2	3	4	5	6	7	
				1	1			2
Background information	5		5	2	1	3		16
Review of results	4		2	1		2		9
Interpretation of results	3		2	1	1	1		8
Explanation of results		1				1		2
Exemplification		1			1	1	1	4
Reference to previous research	1							1
Evaluation of method/theory	1			1			1	3
Limitations of the study	1			1		1	2	6
Pedagogic implications/applications	1		1					2
Recommendations for further research		1					1	2
Significance of study		1	1					2
Length (pages)	3.5	1	3.5	3.5	2	3	1.5	

Figure 11: Moves Found in the Discussion Sections of *Applied Linguistics Journal* Articles

Summary

In addition to the Abstract five sections - Introduction, Theoretical basis, Method, Results and Discussion - have been analysed. These are the major sections. The other infrequent sections, such as Research Issues or Hypothesis, could be considered as elevated versions of the elements conventionally included in the Introduction: for example, when the Literature Review is lengthy, it merits consideration an independent section.

```
                        ( Abstract )

                       ( Introduction )

                     ( Theoretical Basis )
                     ( Literature Review )
                        Research Issues
                         or Hypothesis

                        ( Method )

                        ( Results )

                       ( Discussion )

  * Optional
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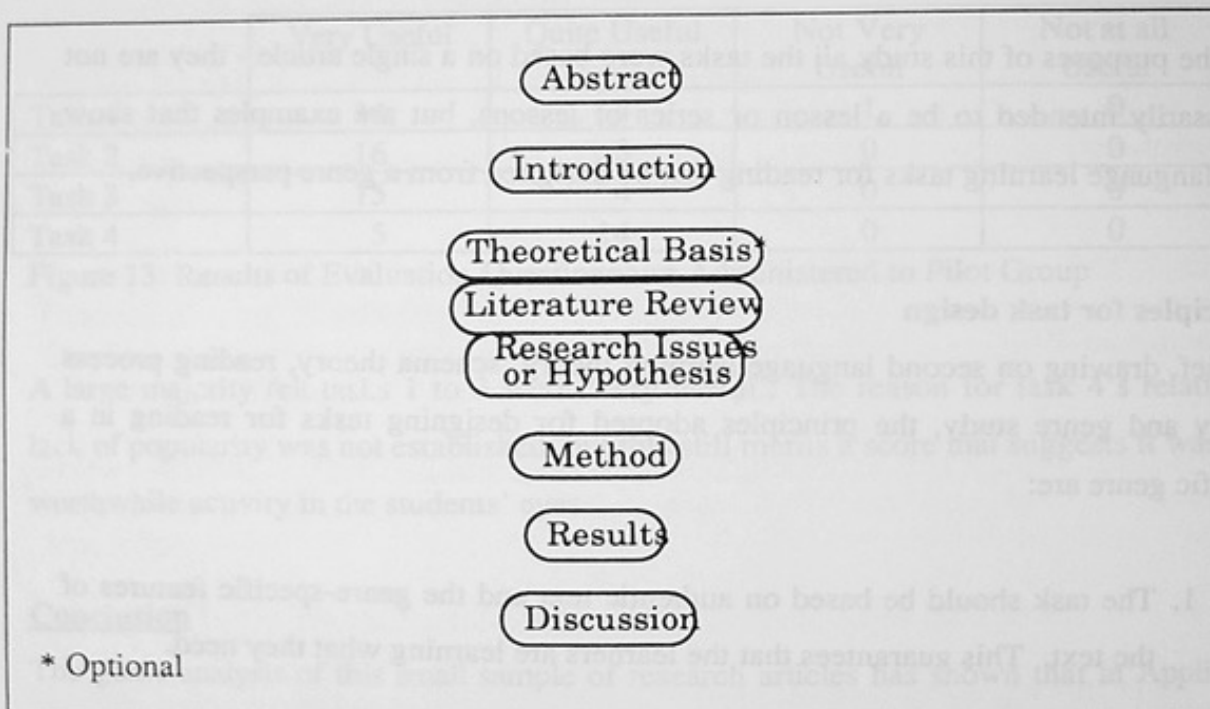
Figure 12: Potential Macro-structure of Research Articles in *Applied Linguistics Journal*

Figure 12 demonstrates the potential macro-structure of RAs in this corpus. It is clear that variations occur most frequently between Introduction and Method. However, this does not rule out the possibility of variables in the later parts of the RAs.

Tasks for Study Reading

The revelation of the specific characteristics of the genre of applied linguistics - the communicative categories and the lexical signals - provides the basis for designing

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language learning tasks for the understanding of the genre, as shown in Swales' framework for developing academic English courses (1990:69).

In this study we experimented with the design of reading tasks for student teachers by utilising the genre-specific features revealed above. The purpose of the tasks is to familiarise the student teachers with rhetorical structures of RAs in applied linguistics. Through a series of interactive activities the trainees are guided towards the discovery of these structures through exposure to authentic text (both in the sense that the text was originally produced for purposes other than language teaching, and in the students' genuine need to read the article on which the tasks are based). A sample of the tasks can be found in Appendix I.

For the purposes of this study all the tasks were based on a single article - they are not necessarily intended to be a lesson or series of lessons, but are examples that show how language learning tasks for reading can be designed from a genre perspective.

Principles for task design

In brief, drawing on second language learning theory, schema theory, reading process theory and genre study, the principles adopted for designing tasks for reading in a specific genre are:

1. The task should be based on authentic text and the genre-specific features of the text. This guarantees that the learners are learning what they need.

2. The task should focus on raising students' consciousness of the rhetorical organisation at both micro- and macro-level of a particular text (e.g. a RA) and the linguistic exponents used to signal the structure.

3. The goal of the task should be in accordance with the learners' needs so that a high level of motivation will be maintained.

4. The task should combine activities to raise awareness of language structure with the functions of the language in communication.

5. The tasks should reflect the nature of the reading process: i.e. reading is an interactive, not a passive, activity.

Pilot study

A mini pilot study of the tasks was conducted with a teacher training class of Malaysian teachers in the University of Birmingham during their pre-sessional study skills course. Nineteen teachers participated. The results are encouraging, although some of the tasks need further improvement. Figure 11 shows the results of the teachers' evaluation based on a questionnaire.

	Very Useful	Quite Useful	Not Very Useful	Not at all Useful
Task 1	14	4	1	0
Task 2	16	3	0	0
Task 3	15	4	0	0
Task 4	5	14	0	0

Figure 13: Results of Evaluation Questionnaire Administered to Pilot Group

A large majority felt tasks 1 to 3 were 'very useful'. The reason for task 4's relative lack of popularity was not established, but this still merits a score that suggests it was a worthwhile activity in the students' eyes.

Conclusion

The genre analysis of this small sample of research articles has shown that in Applied Linguistics Journal at least there appears to be a *genre-specific* article structure that is significantly different from that of RAs from other disciplines, sufficient to merit further study. This very specific structuring could at least partially explain why trainee teachers unfamilair with such articles (and probably with research articles from *any* discipline) find their reading so challenging. In addition to substantial new *content knowledge* thay have to navigate their way through unfamilair *text organisation*. Even minimal awareness-raising activities such as those the pilot group was exposed to are seen by the students to be of great value in helping them to anticipate and recognise the functional moves of the RA. Development of a series of such tasks based on the

key articles set for trainee teachers to read in the early stages of their course also looks to be a very worthwhile pursuit.

Note

1. For a full discussion of the use of the term genre in various disciplines, see Swales (1990, pp. 33-49).

Full details of data and the results of the genre analysis are available from Corony Edwards.

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APPENDIX I

Sample study reading tasks based on research article 1 from the corpus
(Ranney, S. 1992) Learning a New Script: An Exploration of Sociolinguistic
Competence *Applied Linguistics* 13/1:25-50

TASKS BASED ON THE ABSTRACT

Task 1 Discuss the following questions:
(Teacher's note: the objective of this task is to activate the learners' schema of an abstract. Even if they have not read a research article in English before, they may be familiar with RAs in their native language.)

1. What kind of information do you expect to find in the Abstract of a research article (RA)?

2. What is the function of the abstract? Why is it put at the beginning of a RA?

Task 2 Some words in the following sentences have been taken out. Choose the most appropriate words both in meaning and in form from the list given to complete each sentence. Then arrange the sentences into a coherent passage and discuss the reasons for the arrangement with reference to the original.
(Teacher's note: the objective of this task is to sensitize readers to the lexical signals and the information components and structure of the abstract. Teacher instruction can be given during the discussion stage. The task can be simplified by removing the distractors from the word list.)

Choose from this list of words and phrases						
interest	while	proposes	alternative	examined	less	this study
uncovered	provide	attention	it is argued	illustrates	the hypothesis	

1. _____ many studies have examined the acquisition of speech acts, there has been _____ research on the knowledge of how speech acts fit together in extended discourse.

2. The current _____ in the development of communicative competence has led _____ to the social uses of language in second language teaching and research.

3. _____ is exploratory in nature, proposing a combination of methods to investigate norms for a speech event.

etc (Total of seven sentences given - i.e. complete abstract)

TASKS BASED ON THE INTRODUCTION

Task 2 a) Follow-on discussion from task 1: elicit/draw up a list of typical moves found in introductions (i.e. give names to the moves identified as purposes/communicative functions in task 1)

b) Read the introduction to the article and match the communicative categories with the moves listed in task 2a.

(Teacher's note: the objective of this task is to familiarize the learners with the author's communicative purposes. Instructions about moves which frequently occur should be given to the students at the beginning of the task.)

Task 3 Draw an outline structure of the introduction based on your answer to task 2. Do this by listing the 'moves' in the order they occur and writing down the lexical signals of each move.

TASKS BASED ON THE THEORETICAL BASIS SECTION

Task 2 The following table shows how the theoretical basis section can be categorised according to the communicative functions of each part, but two of the labels have been swapped round. Read the original passage carefully, then decide which two labels are the wrong way round. Underline the lexical signals of each category.

(Teacher's note: The objective of this task is to familiarise the students with the communicative categories for this section and their corresponding lexical signals.)

SCHEMATA, SCRIPTS AND SECOND LANGUAGE ACQUISITION	
COMMUNICATIVE FUNCTION	**Beginning ... end of section part**
Announcing the theory	Over the past decade, research ... which originated in cognitive science (for example, Bartlett, 1932; Rumelhart 1980).
Specifying the theory	Most notably, researchers in second language reading comprehension ... is vital to making sense out of both written and oral texts.
Summarizing the theory	Of the various models of background knowledge ... people have hundreds of scripts to model everyday activities which occur in set sequences.
Reviewing the relevant literature	The psychological reality of scripts ... the schemata they bring to culturally new situations.
Exemplification	For example, Saville-Troike and Kleifgen (1986) foud ... learning new scripts is a part of acculturation.
Specifying the theory	Although the scripts in these studies ... as well as the non-verbal acts that typically take place.
Sample	The speech event chosen as the focus ... visit of a patient to a doctor for treatment of an illness.
Subjects	The language learners were Hmong refugees ... than the western model they encounter in the United States.

TASKS BASED ON THE METHOD SECTION

Task 2 The following are the communicative categories which are likely to occur in the 'Method' section. Read the whole section and then select appropriate categories to match with corresponding parts of the text. Write the category in the margin next to each section of text in your copy of the article.

Communicative categories found in the Method section of research articles
1. Overview of the experiment
2. Subjects/samples
3. Sample variables
4. Sampling techniques
5. Instruments/materials

    Instrument 1   Instrument 2   ...
    procedure   procedure
    instrument   ...
    objective
    rationale

6. Procedures for the experiment
7. Procedures/methods for data analysis
8. Indicating the structure of the forthcoming part

TASKS BASED ON THE RESULTS SECTION

Task 2 The following table shows the communicative catgories frequently found in the Results section. Read this section carefully and analyze it according to the categories given.
(Teacher's note: the objective of this task is to familiarize the learners with the communicative categories/moves underlying the structure of the Results section. The meanings of the categories need to be discussed before the task is attempted.) (Table included in students' version)

Task 3 Discuss your answers to the above task by considering the following questions:

1. Can the text be classified neatly into the categories given?

2. Have you found any cyclical patterning or hierarchical relationships in the text organization?

3. How are the ways of presenting the results related to the instruments used in the Method section?

TASKS BASED ON THE DISCUSSION SECTION

Task 3 The following sentences have been selected from the Discussion section. Underline the words or phrases which you think give evidence for the categorization of communicative functions.

(Teacher's note: the objective of this task is to call students' attention to the lexical signals of the communicative functions.)

1. Their choices could be interpreted as evidence for a lack of linguistic competence, in that they may have assumed that using conventional politeness forms such as questions, *please*, and modals such as *would* satisfied the need to dispaly respect, and it was possible that they were unaware of the means of using off-record strategies.

2. The script tasks were useful in investigating perceptions of the discourse pattern of the particular speech event: waht types of speech act and other actions are part of the event and what order they occur in.

3. The disadvantage of free elicitation is ... (total of five sentences given for analysis)

INTEGRATED TASKS BASED ON THE WHOLE RESEARCH ARTICLE

Task 1 Compare the overall organization of this research article with the IMRD (Introduction, Method, Results, Discussion) configuration, which is regarded as the basic conventional macrostructure of RAs.

Task 2 Discuss the following questions based on the comparison in task 1:

1. What are the unique sections in this article? Can you find any lexical signals to indicate the functions of these sections?

2. Can the structure of the Abstract be considered as a mirror of the organization of the RA as a whole?