

**A Contrastive Study of Generic Organization
of Research Article Introductions Written by
Iranian and Non-Iranian Writers in Applied
Linguistics**

Mohammad Hossein Keshavarz, Mahmood Reza Atai

Tarbiat Moallem University

Vahid Barzegar

Khatam University

Abstract

The purpose of this study was to apply Swales' (1990) CARS (Create a Research Space) Model to analyze the introductions of research articles written by Iranian and Non-Iranian applied linguists. Accordingly, a corpus of research article introductions (RAIs) from a representative random sample of Iranian and international journals was compiled and contrastively examined based on the aforementioned model. Data analysis comprised Chi-square tests in order to probe the probable differences between the generic structure of the two categories of RAIs. Analysis of the data revealed that despite certain consistencies between the research article introductions written by Iranian and non-Iranian researchers in employing Moves 1 and 2, there emerged a marked difference between the two groups in utilizing Move 3 as well as in observing the order of Moves. This demonstrates insufficient awareness on the part of many Iranian research article writers regarding Move 3 and order of Moves. This may imply that in order to improve the generic structure of research article introductions written by Iranian researchers, it is required that their awareness regarding move structuring of this genre be raised. Finally, some suggestions and guidelines as to how

to raise the consciousness of research article writers concerning the structure of RAIs are presented.

Key Words: Applied linguistics, discourse community, genre analysis, RAI, moves, sub-moves.

1. Introduction

Genre analysis, a rapidly growing approach to English for Specific Purposes (ESP), has stimulated a flood of recent research and publications. As Paltridge (2000:105) points out, “recent years have seen increased attention to the notion of genre in discourse studies and first and second language acquisition.” He further asserts that this phenomenon is more evident in the case of teaching of English for Specific Purposes, and in composition studies in North American colleges and universities.

The main motive for the emergence and development of 'genre analysis' in ESP context was to increase the degree of the awareness of the students regarding difficult texts, especially academic texts, in order to enhance non-native students' ability in both understanding and producing academic texts efficiently. Therefore, there has been an enthusiasm among ESP practitioners for further exploration in academic texts. Thus, academic genres in the ESP context have received significant attention from the part of the analysts. Further, different sub-genres of this genre, such as abstracts, introductions, methods, etc. have been explored from various perspectives, i.e. move structure, tenses, types of lexis, modals, structure, authorial comments, etc. Research avenues on genre analysis include *composition and rhetoric studies* in North America (Berkinkotter & Huckin, 1995; Devitt, 1993; Freedman & Medway, 1994; Bishop & Ostrom, 1997); *literacy research and primary education* in Australia (Cope & Kalantzis, 1993; Martin, 1993; Martin et al., 1987; Richardson, 1994; Wyatt-Smith, 1997); *the teaching of academic literacy* (Johns, 1997); and *the teaching of English for Specific Purposes* (Bhatia, 1993; Rubin, 1996; Swales, 1990). Along the same line, introduction section of research articles, because of the fact that their construction has been difficult for the writers (Swales, 1990), has attracted special attention on the part of the analysts.

Since the major attempt in Swalian tradition has been concerned with identifying ‘moves’ in different genres, it seems necessary here to provide different points of view about the concept of move that would help us in our analysis of the data.

Nwogu (1998:114) defines move in the following terms:

By the term ‘move’ is meant a text segment made up of bundles of linguistic features (lexical meaning, propositional meaning, illocutionary forces, etc.) which give the segment a uniform orientation and signal the concept of discourse in it. Each move is taken to embody a number of ‘constituent elements’ or ‘sub-moves’ which combine to constitute information in the move.

Similarly, Bhatia (1993:30-31) believes that moves are: “...cognitive structures which serve certain communicative intentions and are subservient to the overall communicative purpose of the genre.”

Duszak (1994:299) defines move as: “...a conventional strategy to carry out a discourse goal.”

And finally Holmes (1997:325) provides an account of move as: “...a segment of text that is shaped and constrained by a specific communicative function.”

The common stance of all these definitions can be summarized in reference to the following attributes (West, 1994:76):

- Moves are subservient to the overall discourse goal of a given genre.
- Moves are conventional strategies which vary from one genre to another.
- Moves are realized in the propositional and illocutionary meaning of utterances.

Therefore, a comprehensive definition of ‘move’ takes into account not only syntactic and semantic features, but pragmatic features as well. However, a controversial issue remains and that is how to identify the moves, i.e. what criteria should we resort to for the identification of a move in a text.

Bhatia (1993) maintains that our practice of all kinds of discourse analysis should be based upon one of the fundamental principles of genre analysis, that is, on functional rather than the formal characteristics of linguistic data. He

argues that "...although surface signals are fairly reliable indicators of discursal values in a majority of discourse contexts, the ultimate criteria for assigning discourse values to moves is functional rather than formal." (p.43)

Dudley-Evans (1994:226) asserts that any decision in identifying moves should be made on the basis of three criteria: "linguistic evidence, comprehension of the text, and understanding the expectation that both the general academic community and the particular discourse community have of the text". In fact, this approach implies that moves can be identified on the one hand by examining both direct and indirect linguistic clues present in the text and on the other hand by trusting the analyst's own interpretation of the text.

Following Swales (1990), the three moves investigated in the present study are as follows:

Move 1 Establishing a Territory

Every research to be reported needs to create the general territory in which it operates. The readers working within a given academic discourse community should be informed and consequently assured that the research to be reported is relevant to the existing public and agreed issues of that discourse community. To achieve this, research article authors utilize a move called 'establishing a territory'. That is, before introducing their own orientation and objectives, writers of RAs prefer to establish a wider territory to convince the potential readers that what comes forth does not violate the established existing borders of the discipline, that it is relevant, that it will contribute to the determined goals of the community, and that it is something important and worthy. To establish such a space the writers appeal to claiming centrality, making topic generalizations, and reviewing the previous research.

Move 2 Establishing a Niche

In this move, there is a transition from the generally established field or context of the experiment by describing an inadequacy in previous researches that motivates new investigations. To achieve this, Move 2 may serve several functions: it may challenge the previous researches, it may

reveal a gap and/or a shortcoming, it may raise a new problem that hasn't been dealt with before, etc.

Move 3 Occupying the Niche

After establishing a territory and a niche authors find themselves in a better position to occupy the niche. That is, through utilizing moves 1 and 2, RA writers pave the way to introduce and discuss their own research. After being convinced about the importance and necessity of the current research, the reader may wish to be informed briefly about the exact goals of the research, procedures and methodology of the research, principle outcomes and/or the structure of the current RA. In other words, the reader looks for a general picture of what comes forth. The purpose of Move 3 is, thus, to substantiate the particular counter-claims being made, fill the research gap, answer the raised questions or continue the rhetorically established tradition.

Many studies have been carried out to investigate the effect of genre awareness on producing straightforward and sound types of research articles. The findings show that the textual understanding plays a significant role in developing satisfactory research articles (e.g. Bhatia & Tay, 1987; Godson, 1995; Gupta, 1995; Hannania & Akhtar, 1985; Holmes 1997, to mention but a few).

However, as Salahshoor (1999) argues, awareness of genre conventions and regularities in Iranian academic centers is believed to be inadequate. This lack of genre awareness among Iranian writers/researches has been considered as one of the main barriers in their academic communication. In other words, this shortcoming has deprived some Iranian researchers from active participation in published academic discourse and has been one of the main obstacles of the proliferation of their scholarly ideas. Thus, in order to eliminate this problem, and to empower the writers/researchers to participate actively in academic communication, an explicit description of the way in which academic texts are organized will be helpful for the prospective member/researcher of this discourse community. Therefore, as Hopkins and Dudley-Evans (1988) argue, "... there is an urgent need for a fairly delicate system that enables us to convey to the learners the features of a particular text that make it a 'good' text- in the sense that it performs the function

for which it was intended and that it is acceptable by the community for whom/which it was produced" (p. 117).

Thus, this study intends to investigate the issue of how generic organization of research article introductions are reflected in the research articles written by Iranian and non-Iranian researchers in the field of applied linguistics. More specifically, the present study was designed to find answers to the following questions:

1. Are there any significant differences between the type and frequency of schematic moves in research article introductions written by Iranian researchers compared to those written by non-Iranian writers in applied linguistics?
2. Do Iranian research article writers opt for any specific schematic patterns in developing research article introductions compared with non-Iranian writers in applied linguistics?

Based on the research questions, the corresponding null hypotheses were formulated and probed.

2. Method

2.1 Materials and Instrumentation

In order to probe the research questions, 60 research article introductions (extracted from 30 international and 30 Iranian English RAs) from popular journals published in Iran and English-speaking countries were drawn on the basis of stratified sampling procedure. In other words, considering the fact that the number and distribution of the articles follow an unequal sampling process, in the selection of these journals stratified sampling was observed. The articles sampled for this study covered various issues in applied linguistics including testing, teaching and linguistics written by Iranian researchers and published in Iranian journals as well as those written by non-Iranian researchers and published in international journals. The Iranian journals included ROSHD, Iranian Journal of Applied Linguistics, Journal of Humanities, Tarbiat Modarres Quarterly Journal, Iranian Journal of Teaching Languages, Journal of the Faculty of Letters at Teacher Training University, and Journal of Language and Literature at Allameh Tabatabaee University. It should be noted that two of the RAIs in the Iranian corpus were extracted from the Indian Journal of Applied Linguistics because the authors were Iranian.

Consequently, this journal is included in Table 2. The international journals included Applied Linguistics, TESOL Quarterly, English for Specific Purposes, Journal of Pragmatics, ELT Journal, Linguistic Inquiry, and English Forum. The following tables represent the sources and number of papers selected from each journal:

Table1: Non-Iranian Corpus (International Journals)

Source	Number of Selected RAs
TESOL quarterly	12
English for Specific Purposes	3
Applied Linguistics	6
Linguistic Inquiry	1
ELT Journal	2
Journal of Pragmatics	4
Forum	2
Total	30

Table2: Iranian Corpus (RAs written by Iranians)

Source	No. of Selected RAs
IJAL(Iranian Journal of Applied Linguistics)	10
Journal of Humanities	2
Tarbiat Modarres Quarterly Journal	3
Roshd (FLT) Journal	8
Iranian Journal of Teaching Languages	2
T.T.U. Journal of Faculty of Letters	2
Allameh Tabatabaee J. of Language & Literature	1
Indian Journal of Applied Linguistics	2
Total	30

Recent years have witnessed a flood of research and publications in genre analysis domain, thus, the date of the Publication of these research articles has been limited to 1995 to 2002:

Table3: Sources of the Data (According to the Date of Publication)

Date of Publication	Number of RAs	
	Iranian	Non-Iranian
1995	1	7
1997	3	--
1998	3	2
1999	6	1
2000	5	4
2001	10	12
2002	2	2

As table 3 depicts, the data included research articles published during recent years. Due to the fact that genres are essentially dynamic in nature, this restriction was motivated by our tendency to control, as much as possible, such factors as period specific features.

Moreover, for the sake of consistency, the data for the present study was obtained from the introductions of research articles consisting of one to four paragraphs only. The shortest research article introduction in the corpus consisted of one paragraph with four sentences (both in the Iranian and non-Iranian corpora) and the longest consisted of 4 paragraphs with 23 sentences in the Iranian corpus and 19 sentences in the non-Iranian data.

2.2 Procedure

In order to investigate probable differences in the generic structure of research article introductions sixty research article introductions (30 from the Iranian and 30 from the non-Iranian

RAAs) were selected from popular journals in applied linguistics. The data collected were meticulously read by the researchers to ascertain the kind of information conveyed and real intentions expressed in terms of both language and content. Then, the collected data were analyzed using Swales' (1990) revised model of research article introduction (RAI) analysis.

Moreover, to locate the possible differences between the introductions of research articles written by Iranian writers and those written by non-Iranian writers, the schematic structure of introductions of the stated research articles was compared and contrasted in terms of their moves and steps. Thereafter, the frequency of occurrence of each move and its corresponding steps was analyzed through non-parametric tests (i.e. Chi-square tests).

3. Results and Discussion

The findings of this study are presented and discussed in relation to the following null hypotheses:

1. *There are no significant differences between the type and frequency of schematic moves in English research article introductions written by Iranian researchers compared to those written by non-Iranian English writers in Applied Linguistics.*
2. *Iranian research article writers do not opt for any specific schematic patterns in developing research article introductions compared with non-Iranian English writers in Applied Linguistics.*

In order to test the first null hypothesis, the Chi-square statistical procedure was employed. As Table 4 shows, the results of the Chi-square analysis indicate that there is no significant difference between the frequency of move 1 (i.e. establishing a territory) in Research Article Introductions (RAIs) written by Iranian and non-Iranian researchers. Consequently, the first null hypothesis is confirmed at the level of $P \leq 0.05$.

Table 4: Descriptive Results of the Analysis of Move 1

Subjects	Move 1 Utilized		Move 1 Missing		Σ	
	O. f	E. f	O. f	E. f	O. f	E. f
Iranian Researchers	27 (A)	27.5	3 (C)	2.5	30	30
Non- Iranian Researchers	28 (B)	27.5	2 (D)	2.5	30	30
Σ	55	55	5	5	60	60
$\chi^2=0.01$						
Critical Value of $\chi^2=3.8415$ df : 1 $P\leq 0.05$						

Key: O= Observed
E= Expected

As Table 4 depicts, the observed statistic ($\chi^2=0.01$) at the level of $P\leq 0.05$ with a degree of freedom of 1 is less than the critical value of χ^2 (=3.8415). Hence, our first null hypothesis regarding Move 1 is confirmed, meaning that there exists no significant difference between the frequency of Move 1 in both categories of RAIs in this study.

Thus, to establish a territory of the research to be reported, both Iranian and non-Iranian English authors tried to assure the readers of the importance, relevance and recency of their research projects. Further, they made an attempt to convince the readers that what was going to be reported didn't violate the established and public goals of discourse community, that the research was going to add something to the existing pool of knowledge. To this end, they made centrality claims, topic generalizations, and/or reviewed items of previous research, as illustrated in Table 5 below. The ultimate goal was to re-establish in the eyes of the discourse community the significance of the research field itself.

Table 5: Frequency of occurrence of Move 1 and its steps

	Frequency of Occurrence	
	Non-Iranian	Iranian
Move 1	93.3%	90%
Steps		
1. Claiming Centrality	66.6	60.7
2. Making Topic Generalization	43.3	57.1
3. Reviewing Previous Research	81.48	67.85

Along the same line, to verify whether there is a significant difference between the frequency of Move 2 (i.e. establishing a niche) in Iranian and non-Iranian RAs, we calculated the frequency of occurrence of Move 2 with its corresponding steps in both corpora. The results, as shown in Table 6, indicate that there exists no significant difference between the frequency of Move 2 in Iranian and non-Iranian RAs; and hence, our first null hypothesis in the case of Move 2 is also confirmed.

Table 6: Descriptive Results of the Analysis for Move 2

Subjects	Move 2 Utilized		Move 2 Missing		Σ	
	O.f	E. f	O. f	E. f	O. f	E. f
Iranian Researchers	25(A)	26.5	5(C)	3.5	30	30
Non-Iranian Researchers	28(B)	26.5	2(D)	3.5	30	20
Σ	53	53	7	7	60	60
$X^2=1.66$						
Critical Value of $\chi^2=3.8415$ df: 1 $P\leq 0.05$						

The figures in Table 6 show that the observed χ^2 (=1.66) at the level of $P\leq 0.05$ with the degree of freedom of 1 is less than the critical value of χ^2 (=3.8415). Thus, it can be concluded that

there is no significant difference between Iranian and non-Iranian RA writers in the frequency of Move 2 in applied linguistic RAs.

Furthermore, in order to establish a niche both groups of writers resorted to steps in Move 2, as shown in Table 7.

Table 7: Frequency of occurrence of Move 2 and its steps

	Frequency of Occurrence	
	Iranian	Non-Iranian
Move 2	83.33%	93.33%
Steps		
1. Counter-claiming	8%	7.15%
2. Indicating a gap	56%	60.6%
3. Question-raising	16%	12%
4. Continuing the tradition	8%	21.42%

Thus, both Iranian and non-Iranian writers resorted to Move 2 in order to establish a niche, to justify their research, and to show its validity. The potentially hostile readers need clear and exact justification. Therefore, the authors had to establish that the previous research history was not complete and required more inquiry. To do this, authors presented challenges, indicated gaps, raised questions and problems, and continued with traditions.

After establishing a territory and a niche, the RA writers utilized Move 3 (i.e. occupying the niche). To compare frequencies of Move 3 utilized by Iranian and non-Iranian authors and decide whether the difference is likely to happen by chance, we conducted another analysis of Chi-square. Table 8 below illustrates the final results.

Table 8: Descriptive Results of the Analysis for Move 3

Subjects	Move 3 utilized		Move 3 Missing		Σ	
	O. f	E. f	O. f	E. f	O. f	E. f
Iranian Researchers	23(A)	26	7(C)	4	30	30
NonIranian Researchers	29(B)	26	1 (D)	4	30	30
Σ	52	52	8	8	60	60
$X^2=5.19$						
Critical Value of $\chi^2=3.8415$ df: 1 $P\leq 0.05$						

The results given in Table 8 indicate that, unlike the results achieved in the case of Moves 1 and 2, the observed statistic ($\chi^2=5.19$) at the level of $P\leq 0.05$ with the degree of freedom of 1 exceeds the critical χ^2 ($=3.8415$). Therefore, the third null hypothesis regarding the frequency of Move 3 is safely rejected. This means that, in effect, there is a significant difference between the frequency of Move 3 in RAs written by both Iranian and non-Iranian English writers.

Table 9 shows the frequency of occurrence of Move 3 and its steps by Iranian and non-Iranian RA writers.

Table 9: Frequency of occurrence of Move 3 and its steps

	Frequency of Occurrence	
	Iranian	Non-Iranian
Move 3	76%	96.6%
Steps		
1. Outlining purposes	82.25%	86.14%
2. Introducing the present research	8.69%	34%
3. Reporting principle findings	4.34%	13.79%
4. Indicating RA structure	21%	24.13%

Move 3, being an attempt to assure the readers that the present research is purposeful, organized and successful, was not attended to by many of Iranian RA writers. Therefore, as mentioned earlier, there seems to be low awareness regarding the schematic structure of Move 3 among Iranian RA writers.

Further, as stated earlier, whenever Move 2 occurs, the occurrence of Move 3 becomes obligatory. However, Iranian authors utilized Move 2 in 83.3 percent of the RA, while they used Move 3 in 76 percent of their RAs (see Table 10). This shows that Iranian RA writers do not have as much knowledge and awareness as their non-Iranian counterparts to attend to this Move. In other words, 24% of Iranian writers failed to defend and occupy the established niche.

Table 10: Summary of Moves Structure of Article Introductions (based on Swales, 1990)

	Non-Iranian	Iranian
Move 1. Establishing a Territory	93%	90%
Step 1. Claiming centrality and/or	60.7%	66.6%
Step 2. Making topic generalizations and/or	57.14%	43.33%
Step 3. Reviewing items of previous research	67.85%	81.48%
Move 2. Establishing a Niche	93.3%	83.3%
Step 1.A. Counter-claiming or	7.14%	8%
Step 1.B. Indicating a gap or	60.6%	56%
Step 1.C. Question-raising or	12%	16%
Step 1.D. Continuing a tradition	21.42%	8%
Move 3. Occupying the Niche	96%	76.76%
Step 1.A. Outlining purposes or	86.14%	82.25%
Step 1.B. Announcing present research	34%	8.69%
Step 2. Announcing principle findings	13.79%	4.43%
Step 3. Indicating RA structure	24.13%	21%

The three-move schema introduced by Swales (1990), consisting of three sequenced moves (1-2-3), occurred in 86.6 percent of non-Iranian English RAs and in 40 percent of Iranian English RAs. These three moves including a set of sub-moves or steps which typically occur in a specific order, based on Swales' (1990) model, are illustrated in Table 10.

A further point of high interest is to explore the order and sequencing of moves between the two categories of English RAs. As Table 11 depicts, there is a highly significant difference between the standard order of moves utilized by Iranian and non-Iranian writers.

Table 11: Results of the Analysis for Move Organization

Subjects	Move Structure Utilized		Move Structure Missing		Σ	
	O. f	E. f	O. f	E. f	O. f	E. f
Iranian Researchers	12(A)	19	18(C)	11	30	30
Non-Iranian Researchers	26(B)	19	4(D)	11	30	30
Σ	38	38	22	22	60	60
$\chi^2=14.06$						
Critical Value of $\chi^2=3.8415$ df: 1 $P\leq 0.05$						

As shown in Table 11, the results of the Chi-square test confirmed that there exists a significant difference between the frequency of conventional patterns of Move structure (based on Swales, 1990) as employed by Iranian and non-Iranian RA writers in applied linguistics. In other words, our statistics revealed that the observed χ^2 (=14.06) is highly greater than the critical value of χ^2 (=3.8415) at alpha 0.05 ($P\leq 0.05$) with the degree of freedom of 1. Thus, the second null hypothesis is safely rejected. This means that Iranian RA writers, in fact, do opt for a special order of move organization in their RAs; however, due to their insufficient awareness regarding the structuring of Move organization, their organization was different from that observed by expert members of discourse

community, i.e. the non-Iranian group. In effect, frequency of standard move structure utilized by Iranian RA writers is less than that of their non-Iranian counterparts. As Swales (1990:145) argues, the point is that “there are good general and applied reasons for assigning numerical sequence to textual elements that occur in suitably robust preferred orders. In the case of RA introductions, the three moves occur at a high frequency in their conventional order. Discourse generalizations are permeable to exceptions and are not falsified by limited numbers of counter-instances”.

Along the same lines, Swales and Najjar (1987) found that only ten percent of 110 introductions in their corpus used anomalous structures. However, they argue that an anomalous percentage of 10% is well within acceptable bounds in discursal and textual studies for, even more than syntax, discourse is phenomena of propensities. In the present study, Iranian RA writers utilized 18 (60%) anomalous structures; whereas, non-Iranian English writers used only 4 (13%) anomalous move patterns in their RAs.

Thus, this significant difference may indicate that Iranian RA writers are likely to possess a low share of knowledge in structuring their introduction organizations according to the standards set by the target discourse community compared with English writers in Applied Linguistics. Therefore, raising the consciousness of Iranian RA writers toward the generic organization of RAs seems to be a necessary step in producing sound and organized RA introductions. As stated earlier, this shortcoming is believed to be one of the main barriers in Iranian academic communication. In other words, this shortcoming has detained Iranian writers from an active participation in academic discourse communities and has been one of the main obstacles of the proliferation of their scholarly ideas.

Although on the surface, article introductions may be instances of problem-solution text types, beneath that surface level they are pleas for acceptance, and designed accordingly. As Swales (1981, p.33) asserts, “Article introductions are essentially exercises in public relations”. In other words, writing an introduction is an attempt to convince the discourse community to read and appreciate the research, they are “structured for more persuasive purpose” (Thompson, 1994).

Introductions are organized in such a structure to persuade the discourse community that the present research is something worthy of attention.

4. Conclusion

As indicated before, the purpose of this study was to analyze the move structure of research article introductions using Swales' (1990) CARS (Create a Research Space) Model. Analyses of the data unveiled that despite certain consistencies between the researches article introductions written by Iranian and non-Iranian researchers in employing Moves 1 and 2, there emerged a significant difference between the two groups in utilizing Move 3 as well as in observing order of Moves.

The findings of the present research have implications for both teachers and syllabus designers. Pedagogically speaking, the findings of this study shed some light on how to compose sound and straightforward research article introductions. In this regard, in order to avoid any 'potential mismatch between the longer term goals of the student and goals of the language teacher', Davis (1988) proposes a genre-based syllabus, that is, one which 'is founded on the identification and analysis of the specific genres that students are required to read and write in their subject based studies'.

Further, Swales (1990) suggests that the subjects need to be sensitized to rhetorical effects and to the rhetorical structures that 'tend to recur in genre specific texts'. He stresses that subjects should analyze research articles in their own discipline and compare them with other disciplines to find out the similarities and differences. Likewise, Flowerdew (1993:56) proposes types of activities for the teaching of genres, which have wider implications:

1. Using the results of genre analysis
2. Meta-communicating
3. Learners doing their own genre analysis
4. Concordancing
5. 'On line' genre analysis
6. Translation based on sample instances of a given genre

A growing number of researchers in Applied Linguistics in Iran are turning to communicating in written academic English. However, it may happen that they introduce discoursal patterns

alien to the discourse community and violate its predetermined conventions. Subsequently, their products may fail to get published.

Implicitly shared goals and discourse conventions of the community may well be difficult for outsiders to fathom. The many unwritten rules of the game of academic discourse manifest themselves textually in a multitude of subtle ways—how to be appreciated and appropriately initiated by novices (Johns, 1990). For many EAP English for Academic Purposes (EAP) practitioners whose primary pedagogic concern is the initiation and successful participation of such outsider novices in their respective international discourse community, it is clearly important to understand more fully factors which contribute to the development of their academic communicative competence and their active participation in the international research community through publication.

What all of the above mentioned points suggest is that since a good majority of Iranian research article writers had problems in writing well-grounded research article introductions due to their insufficient knowledge of generic structure, there seems to be a sound reason to sensitize the writers of research articles to suitably attend to this section in their research articles.

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