A GENRE ANALYSIS OF THE TESOL CONFERENCE ABSTRACT

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
December, 1997

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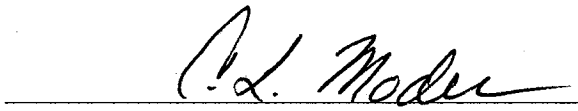
Thesis Approved:



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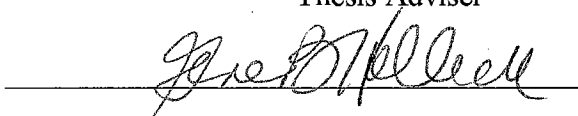

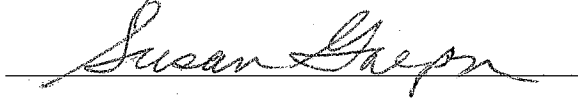

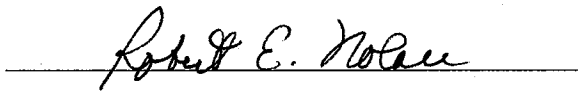

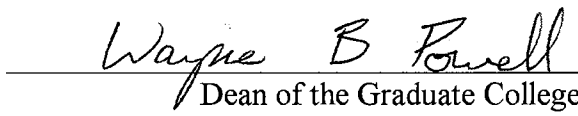

Dean of the Graduate College

ACKNOWLEDGEMENTS

I wish to thank everyone who helped in this project. I especially want to thank Dr. Carol Moder, whose critical eye helped to mold this dissertation. I need to thank my other committee members, Dr. Susan Garzon and Dr. Robert Nolan. I also want to give gratitude to another committee member, Dr. Gene Halleck who first suggested this project and to Dr. Ulla Connor who encouraged me to conduct an analysis of the TESOL conference abstracts. I also want to thank John Swales for sending me some articles to help this study. I need to thank TESOL for allowing this project to unfold and to show appreciation to the various TESOL members who gave me permission to quote from their conference abstracts.

Furthermore, I need to thank the various friends and supporters from the University of Central Oklahoma, who helped me. Let me give thanks to Dr. Don Duffy and Dr. Linda Steele for proofreading various chapters and giving encouragement. I also want to thank Dr. Stephen Garrison, the English Department chair, for being supportive of me during this project. I need to thank Rike Neville and Frank Friel for being excellent assistants who often stayed overtime while I proceeded with the dissertation. I must thank Kunga Tshring, Dawa Tuladhar, and Roka Punjan, the Liberal Arts Web team for maintaining the University of Central Oklahoma web pages, while I worked on my

dissertation. I also want to thank my buddy, Dr. Mary Spelman, a model teacher, a model student and a model friend whose off the wall humor lightened many moments.

There are others who also dedicated time to this project. I need to thank Yean Ching Lee, Peggy Lee, Kong-Wing Lee and Siew-Ching Ang for helping in some of the statistical analysis. I also want to thank all of my ESL students because they initially inspired me to pursue this dissertation. I see in their daily struggle to survive a model of how to persevere. I was also inspired by the students of English as a Second Language caught in the Los Angeles school system, where I was raised for a few years. To the teachers of that system, who inspired me to be a teacher, I continue to marvel at what they were able to do with what they had.

I need to apologize to my two children, Andrea Mei-mei Nari (four years old) and Lee-Shawn Long (one year old), for not being able to spend time with them. I hope to make two things perfectly clear in the coming years: I really do exist, and you really do have a father who cares. I need to give a very special show of appreciation to my lovely wife, Sew-Keng Leong, to whom I need to re-introduce myself again. I would also like to thank my sister, Mari Carroll, for her encouragement.

Most of the people I have thanked are teachers. In that vein, I dedicate this dissertation to two important teachers: my Korean grandmother, Kapi Lee and my mother, Dong-Soo Lee. Having recently attended the funeral of my grandmother, I was reminded of the blanket of love she wrapped around so many of her nine children and friends. To my most important teacher, my Korean mother who died when I first started into my doctorate program, I am reminded of the inspiration you gave me to always work harder. Your love of people, regardless of race, social status, or misgivings, has inspired

me greatly. Right before you passed away, you went to a fortune teller and asked when I would complete my dissertation. The fortune teller predicted I would be 35. She was correct.

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CHAPTER ONE

I. INTRODUCTION

Background

On March 26 through March 30, 1996, in Chicago, Illinois, the TESOL Thirtieth Annual Convention and Exposition occurred. Some 7-8,000 people attended. Several months earlier, with some 2,000 proposals (conference abstracts) representing members from all around the world in 18 different interest groups, the volunteer readers had a difficult job assessing whether an abstract indicated material relevant or interesting enough for the thousands of participants in the convention.

Soon after the thirtieth annual TESOL convention ended, the process of deciding through peer review what presentations would be acceptable and not acceptable began again for the thirty-first annual convention. Such a process is repeated in conventions and conferences in the various disciplines throughout this country and in other countries around the world. Every year there are thousands of regional, national and international conventions, conferences, and symposiums for academic, professional, religious and political reasons. These meetings have become a necessary, vital part of an organization's life. Such conventions define and outline what is important to their disciplines. There people learn about important trends, hear the most current research and meet with the leaders in their fields.

With so much importance riding on such conventions and conferences,

it would follow that the rules and specifications on writing a conference abstract should be bountiful and well known to people in the discipline. However, in actuality such information is scant, abbreviated, and limited.

Though not much has been written about the genre of the conference abstract, there is information about abstracts of other types. For example, critical abstracts are more necessary today than in the past due to the sheer quantity of material that needs to be summarized and critiqued, resulting in books just on abstract writing (Borko & Bernier, 1975; Cremmins, 1982; Rowley, 1988; Cleveland & Cleveland, 1990; Lancaster, 1991), a specific book on abstracting scientific information (Maizell, Smith & Singer, 1971), and even computer programs designed to automatically write abstracts. As noted by one researcher, much effort is being put into these programs, yet the quality is rather lacking (Gibson, 1993). Another type of abstract for which there are some guidelines available is the journal abstract (Brown, 1990; American Psychological Association, 1994). However, none of these books or programs deals with what a conference abstract is.

Where does the participant go for information on the conference abstract? Directions for writing conference abstracts are usually only given in call for papers notices. In such notices, due to space considerations, the length allocated to abstract writing guidelines is limited. From "complete your proposal carefully" to "show familiarity with current practices and/or research," such guidelines tend to be too general to be useful to a novice to that discipline (TESOL, 1995, p. 11).

Alternatively a participant could look for more general information on the writing style of the discourse community by picking up a copy of the writing manual that pertains to that field (*The Chicago manual of style*, 1993; *American Institute of Physics style*

manual, 1978; *Modern Language Association style manual*, 1985). Thus, if writing for the TESOL discourse community, one should pick up a copy of the latest *APA publication manual* to learn how to write correctly by following the many guidelines within the manual explicating grammar points, citation procedures and phrase and word usage. With each new released edition, more pages are allocated to how to write well. To further outline the features of what makes writing better which these manuals do not explore, a number of handbooks have been written specifically on what technical or professional writing is (Selinker, Tarone & Hanzeli, 1981; Huckin & Olson, 1983; Trimble, 1986; Campbell, 1995). These books tend to focus on grammar, arrangement of structures, and proper usage rules in greater detail than permitted in some of the publication manuals of the professional organizations. However, such texts on technical or professional writing limit themselves primarily to the discourse features of the essay or research paper. Grammatical and rhetorical features of "lesser" or minor discourses such as abstracts play a limited role and are usually not explicated in such material.

The technical writing or professional writing guidebooks also have a weakness in categorizing all related disciplines into rubrics entitled academic, technical or scientific discourses. Calling one type of discourse scientific writing while another is labeled humanities discourse is missing an important factor. Swales (1990) contends that such categorization presupposes that all scientific discourse and all humanities discourse have features congruent enough to be unified within such discourse labels as academic, technical or scientific. This is a false way to classify discourses. For instance, within the science community itself lie such differing social and political groups as the physicists, biologists and chemists. Each group has its own unique organizations and publication

guidebooks. In their quest to generalize genre characteristics, such guides to technical writing, scientific writing and academic writing fail to recognize the uniqueness of the sub-disciplines. Even within such texts, little if any information is written about the minor genres such as the conference abstract.

Whereas the TESOL convention abstract does indeed incorporate some of the discourse conventions explained in the APA manual, the genre of the conference abstract differs significantly from the genres that are explicated. The various disciplines that have adopted the APA guidelines do not use genres in the same manner because disciplines in different contexts function differently. Thus, there is a need for guidelines to be more than discipline specific; they must be specific to the organization, journal or even event. Indeed, the interest sections to which TESOL members must submit different abstracts may well use the genre of the abstract in different manners.

To write an abstract well enough to be accepted, one must take into account the matrix of social and rhetorical complexities that influence researchers when constructing discourse features. The study of such features has been the focus of genre analysis. Genre analysis takes into account the context and discourse community as important factors that affect how writing is measured (Swales, 1990). Recently, there have been some groundbreaking genre studies on such topics as research papers (Swales, 1990; MacDonald, 1994) and their components, including the introduction section, (Swales, 1981; Zapen, 1983; Crookes, 1986; Swales & Najjar, 1987), and the discussion section (Hopkins & Dudley-Evans, 1988). A few texts also try to give an overview of academic and professional genres (Bazerman, 1988; Swales, 1990; Bhatia, 1993; MacDonald, 1994; Berkenkotter & Huckin, 1995).

In the genre of the conference abstract, only a handful of studies examine such abstracts explicitly (Kaplan et al., 1994; Berkenkotter & Huckin, 1995; Faber, 1996; Connor & Halleck, 1997; Swales, 1997). Kaplan et al. (1994) analyzes such features as thematic structures and pragmatic moves of the abstracts for the 1993 American Association for Applied Linguistics Conference. Two separate studies analyze abstracts from the Conference on College Composition and Communication: one exploring writer's ethos (Berkenkotter & Huckin, 1995) and the other focusing on conference abstracts as a sign of the power structures of a discourse community (Faber, 1996). Another study analyzes the process of learning to write a conference abstract in a class designed to initiate graduate students into the academic world (Swales, in press). Only one very recent exploratory study examines the rhetorical features of the TESOL abstracts (Connor & Halleck, 1997), giving a broad overview of abstract features across all interest sections. An in-depth analysis of what constitutes conference abstracts in specific interest sections would extend and enhance our understanding of what a TESOL abstract is and perhaps extend our knowledge of the genre of the conference abstract. The focus of the present study is to analyze the attributes of the TESOL abstract within two specific interest sections.

Studies such as this one that analyze the various attributes of specific genres should give valuable insights on how to write genre guidelines. Currently, guidelines that precisely define specific genres within specific discourse communities are lacking. Thus, the fruits of previous genre studies have not been effectively transmitted to participants in their respective fields, and the scant numbers of such studies are not enough to effect change in the disciplines. The latest manuals published by various organizations still lack

attention to the implications of these studies. Native speakers and non-native speakers are still writing in their respective fields in specific genres largely based on intuitive insights gained by years of experience. To gain effectiveness in their fields, they have to write in the various genres within their fields. Thus, they have to write in the important minor genres such as the conference abstract genre based largely on personal assumptions that may or may not have to do with what constitutes good features of that genre. Hence, more genre analyses are needed, and all genres need to be examined.

Another reason to study genres such as the conference abstract is that English has been gaining increasing international recognition. Since English is the most commonly used language in scientific and technical research (Swales, 1986), paying special attention to the specific genres associated with such research becomes a vital necessity, especially for teachers of English as a foreign language and a second language. Certain problems have arisen with the ascendance of English as the language of science. For instance, scientists in other countries who may not know English well find themselves having to write English abstracts to accompany their native language abstracts when publishing articles in their country (Ventola, 1994). The reason for doing so is that those abstracts end up in library computer retrieval systems that scientists around the world scan while trying to find out what new research is being conducted in their field. While writing such an abstract, a scientist has to wonder if his or her English abstract, perhaps a translation of the original abstract, is similar to abstracts actually written in English. This is only one example of what people find themselves confronting when trying to figure out the conventions of a genre. In a field growing in importance, English for Specific Purposes

(ESP), the study of genres is gaining eminent importance. Therefore, a study of what constitutes a conference abstract would be welcomed by many conference presenters.

The TESOL conference abstract as a genre needs more understanding. Theories of philosophy, rhetoric, linguistics and several other disciplines are used to explore the genre of the conference abstract in this dissertation because no single discipline has yet fully explained the epistemological quandaries that underlie all genre analyses.

Purpose of the Study

This study focuses primarily on the TESOL convention abstract and does not assume that all conference abstracts have the same discourse features, for the way knowledge is obtained, retained and maintained differs in degrees in each discipline. A genre is dependent on both rhetorical discourse features and situational context. This study of the TESOL abstract, a specific genre, simultaneously explores the terrain of the TESOL discourse culture, and the way it creates, extends, and maintains knowledge. The purpose of this study is to define the genre of the TESOL convention abstract through its discourse features of rhetorical moves and citation practices as representation of the TESOL discourse community. The knowledge gained through such a genre analysis is a meta-awareness of the conventions of a genre and a community of professional researchers and teachers. This study will not present a magical formula for writing a TESOL convention abstract. Instead, this study posits that awareness of the conventions of a genre is an important form of empowerment, which enables a writer to function more effectively within the genre knowing which discourse characteristics are vital and which ones are optional. Up to now, such knowledge about this genre has been based on

hunches, speculations and personal experience. Thus, this study will provide a much needed analytical study of the TESOL convention abstract.

Chapter Overview

Chapter Two explores the meaning of genre and provides a review of literature, first examining literary and rhetorical definitions of genre, second exploring the influence of linguistic concepts on a more formalistic approach to genre under which most genre studies fall, and finally specifying how this study defines genre. Then, a review of studies on genres related to conference abstracts is given. Since there are virtually no explicit guidelines and too few samples of conference abstract models, writers can only use the more visible genres, such as the research article, in their fields as guides. This chapter explores to what degree those genres are and are not adequate models for the genre of the conference abstract. Within the studies on research articles, special attention is given to rhetorical moves analysis and to citation analysis. Then the chapter explores studies on journal abstracts or those that are found in libraries on databases or bibliographies. The last section of the chapter examines research available on the genre of the conference abstract.

Chapter Three, a brief look at the origins of the scientific community, will show how the political structure of TESOL and its genre of the conference abstract owes much to the scientific discourse community. The strengths of rhetorical, formalistic, social, and discourse analysis will be combined and synthesized in analyzing the TESOL conference abstract genre. Chapter Four, the Methods Chapter, explicates the analyses used in this dissertation. Chapter Five, the Results and Discussion Chapter, considers the complete

meaning of the study: the cognitive moves and the use of citations. The final chapter, Chapter Six, the Conclusions and Implications Chapter, discusses the overall conclusions and implications of this study for this discipline and other related disciplines for pedagogy while speculating on other needed areas of research. Ultimately, the goals of this study include knowing what the rhetorical forms of the TESOL abstract are and how to develop an understanding of how the forms have developed. Furthermore, an analysis of what features are components of successful abstracts will be given. Hopefully, more genre studies such as this one will provide insights to effect change in future professional manuals and offer better advice on how to write successfully in discourses such as the conference abstract.

CHAPTER TWO

II. APPROACHES TO GENRE ANALYSIS AND A REVIEW OF LITERATURE

Introduction

The meanings of genre analysis are many, and different disciplines have different approaches. Genre analysis has been used extensively in the study of literature in examining the value of such categories as the epic and the novel (Todorov, 1990). It has also been used in new rhetorical approaches to discourse studies of public speaking (Campbell & Jamieson, 1978). Within the last ten years or so, a newer approach to genre studies has arisen: the analysis of professional, academic and scientific forms of discourse (Bazerman, 1984; Graetz, 1985; Crookes, 1986; Hopkins & Dudley-Evans, 1988; Swales, 1984, 1990). Within such research, a small number of more specific analyses have been carried out on the conference abstract (Berkenkotter & Huckin, 1993, 1995; Kaplan, Cantor, Hagstrom, Kamhi-Stein, Shiotani & Zimmerman, 1994; Faber, 1996; Connor & Halleck, 1997).

The main focus of the current study is to continue the new appreciation of genre analysis by examining the TESOL discipline, focusing on the specific genre of its conference abstract, and the specific purpose is to develop a definition of what constitutes the TESOL convention abstract. The first sections of this chapter will examine how each form of genre analysis is defined and how the approaches to genre have guided the studies

mentioned above, and the remaining sections of the chapter will provide a review of literature of studies important for this dissertation.

The initial focus of the review of literature will be to review the genre of the research paper (Swales, 1990; Gosden, 1993), which is related to the conference genre. There are two main reasons for focusing on the research paper. First, the research paper shares and possesses similar structural characteristics with the conference abstract, and secondly, the genre of the research paper has been the most analyzed and is a rich source of information. Following the studies on the research paper, there will be an examination of the research paper's sub-sections, including the abstract section (Graetz, 1985; Salager-Meyer, 1990,1991); the introduction section, (Swales, 1984; Crookes, 1986); the methods section (Gilbert & Mulkay, 1984); and the discussion section (Hopkins & Dudley-Evans, 1988). Then this chapter will review the specific literature on the genre of the conference abstract. Finally, this chapter will give a review of literature relating two forms of analyses to be conducted by this study: moves analysis and citation analysis, which will help in defining the genre of the TESOL conference abstract.

The next section will begin with an overview of approaches to genre analysis.

Approaches to Genre

First of all, why do genre analysis? Why is it important to analyze various forms of discourse? The incredible growth of academic disciplines has caused a growth in genre development and modifications, and the way one discipline uses a genre is not the same as the way a different discipline uses a similar genre. Furthermore, knowledge is becoming more fragmented and specialized, especially in the realms of science, academia and

business. Each field, each discipline, and each area of specialty has its acknowledged experts and special organizations that are the gatekeepers and guardians of their special interests. With all the areas of specialty that exist and with all the different types of specialized discourses that are around, Maimon (1983) suggests that "we abandon the fiefdoms and guarded towers. We need to map the universe of discourse. . . .We need to draw better more accurate maps" (p. 125). Genre analysis is an effective manner of mapping out the universe of discourse. Thus, this study, a genre analysis of conference abstracts, is an attempt to draw a more accurate map of one area. However, before examining in detail the terrain of the conference abstract and its origins, it will be helpful to have a definition of the term genre.

Swales (1990) has done a comprehensive overview of the multiple meanings of the term genre. Genre has a wide variety of uses, going back to Aristotle, but in applied linguistics, it is a rather new interest (Bhatia, 1993). In film studies, literature, and science, the term is used generously. To better understand how different disciplines have used the term genre, the following sections will explore various approaches to genre: literary, rhetorical, linguistic, and formalistic.

Literary and Rhetorical Approaches to Genre

One wide use of the term genre is in the field of literature. Different types of literature are termed different genres in the classical sense--tragedy, comedy, epic--and in the modern sense--poetry, novel, essay. Within those genres, more detailed genres exist; for example, the poem is classified into various genres such as the sonnet, the ode, or the elegy (Holman & Harmon, 1986). In analyzing the genres of literature, Todorov (1990)

first defines genre as "classes of texts" (p.16), then finds such a definition too limiting and specifies a more appropriate explication as "the *codification* of *discursive properties*" (p. 18). Todorov insists that such codification acts as an institution whose discursive properties "function as 'horizons of expectations' for readers and as models of 'writing' for authors" (p. 18). Finally, he states that genres are a "historically attested" codification of discursive properties. Here is a key point to keep in mind: when one constructs a genre such as a sonnet, one is functioning as part of a historical movement where the previous users of a genre had an important impact on how the genre functions in current situations. Many people over time have modified and helped to develop and test out the genre, so when writing in a genre, one is entering a space or place created for specific purposes. Todorov explains, "Genres are the meeting places between general poetics and event-based literary histories: as such, they constitute a privileged object that may well deserve to be the principal figure in literary studies" (pp. 19-20). By studying such a privileged object in greater detail, literary critics develop a sense of what the characteristics of a specific genre are. By examining various discourse features, such as the rhyme scheme, style or the word order, of different genres throughout time, literary critics begin to map out the development and creation of new genres. With such information, critics are able to figure out how genres are related to each other and more importantly why a genre was created. Knowing why and how a genre was created, one can make comparisons of how that genre currently functions. Such knowledge brings invaluable insights into not only the genre but into the people and cultures who use it.

In rhetoric studies, especially in speech discourse studies, a genre is defined as "a classification based on the fusion and interrelation of elements in such a way that a unique

kind of rhetorical act is created. . . [which] gives the critic an unusual opportunity to penetrate their internal workings and to appreciate the interacting forces that create them" (Campbell & Jamieson, 1978, p. 25). There has been a resurgence of a genre approach to analyzing speeches in rhetorical studies: one study examined a specific political speech, the Gettysburg Address (Zysking, 1950); another study analyzed a new genre of women advocating their rights (Campbell, 1973). Using Aristotelian terms of genre, the former study showed how the speech was grounded in the epideitic genre, for the formal features of the speech were epideitic or praise-giving in nature, but the overall purpose was deliberative or political and argumentative in nature; thus, the study concludes that this speech belongs to the deliberative genre. According to Zysking, function, not form, is the important factor in determining a genre. The latter study (Campbell's) about women's rights showed how a new genre arose because of a political and social need and the lack of any predecessors. Such rhetorical genre studies, besides examining formal features such as sentence structure, spend time analyzing genres within the dynamic rhetorical relationship between the speaker, historical situation, and audience.

Another important study in genre, from a rhetorical perspective (though more theoretical), comes from Miller (1984). Like other rhetorical studies that examine the influence of political and social needs, Miller emphasizes the idea that the "action" caused by a genre is more important than the genre (p. 151). She further insists that "as action, it acquires meaning from situation and from the social context in which that situation arose" (p. 163). The action caused by genres is usually the promotion of the continuation and evolution of the cultural values of the society that created the genre. Miller emphasizes that action changes a community, and that successful genres are calls for action from

members of a society to react and rise to the occasion. For example, the genres of scientific discourse were created to promote the epistemological and empirical values of scientists.

Essentially, the power of Miller's influential article was in making rhetorical critics in genre analysis more sensitive to the social context that created, uses, and acts on genres. Counter to such a claim and within the rhetorical community, there have been proponents who have insisted the social context was not important (Vatz, 1973; Elbow, 1980). Vatz contended that the speaker was the most crucial factor for success in a rhetorical speech, and Elbow, focusing on writing instead of speech, also emphasized the individual over the society because Elbow comes from the romantic school of thought that places the individual over social concerns. Though Vatz and Elbow have their followers, by and large, the rhetorical community has been swayed by Miller's ideas and continues to explore how social context influences rhetorical genres.

A literary critic (Frye, 1957) stated that the purpose of genre study is not to classify but to clarify (p. 247). Both literary and rhetorical approaches to genre are trying to clarify what makes a genre a genre in order to be able to help those who use genres become more effective and those who listen to or read them become better audiences. The key similarity in both approaches is in studying the historical context from which genres originated. Since historical factors helped to form a given genre, there are social "expectations" that arise when in contact with a genre (Todorov).

In conclusion, in the past, literary theories of genre had focused on the physical form, not the social context. Rhetorical theories had other theories such as emphasizing the power of the speaker or writer over the situation. Todorov and Miller are exploring

new territories, and the weaknesses of their approaches to genres comes from the limitations of their own disciplines. However, certain aspects of Todorov and Miller's approaches to genres are relevant to other types of discourse. Indeed, there are some strengths in their definitions of genres from which this study benefits. This study will use and modify Todorov's insistence that a genre is a "meeting place," though not of poetics and literary histories. Instead, a genre is a meeting place where the epistemological values and historical pressures of an organization cause the most important issues confronting participants to expand, push, and explode into action. This study will extend Miller's ideas on genre and her emphasis on its actions by viewing a genre as an action. By combining and extending these two ideas, an approach to a definition helpful for this study is developing. The differences of the definitions is that Todorov emphasized the power that historical trends of the past have on a present genre, while Miller the current and possible future trends developed from a genre. By combining the two definitions, the totality of the past, present, and future actions of a genre will be addressed. By combining two approaches to understanding genres, the genre of the TESOL conference abstract can be described as a living location (a meeting place) where the action of the organization transpires based on the epistemological concerns of its members.

Since both Todorov and Miller's approaches to defining genres are limited, a new need has arisen to look beyond the limitations of their disciplines to examine more effective ways of exploring how the social context influences genres. Both approaches can gain by examining modern linguistic theories on language and social context. The next section will explore a linguistic approach to genre analysis which will extend and further our understanding how a genre is defined for this study. It will show that the form

of the genre is also an important aspect of defining a genre. A formalist definition of genre will follow the linguistic approach.

A Linguistic Approach: Ethnography of Communication and Speech Event

Hymes' ethnography of communication and ideas on the speech event can provide some guidelines on how to analyze the social context that influences genres. These theories on ethnography are important in understanding genre analysis. Hymes (1980) defines ethnography as an "inquiry that begins with recognition that one is at work in situations that are, indeed, massively prestructured, but prestructured by the history and ways of those among whom one inquires" (p. 74). Hymes (1980) wrote that an ethnography of communication must take into account certain factors, such as the "social network in terms of speech settings. . . . All are compresent [sic] in speech activity" (p. 4). The context of the speech settings is vital in understanding speech acts. His theories reinforce Miller's belief that what constitutes the power of a genre is the action it has upon others and upon the discourse community, and this action or activity is the key element to keep in mind. What is different in ethnographic studies is the "in depth" analysis of the setting. Unlike the rhetorician, the ethnographer both participates and observes the situation (Hymes, 1980, p. 89).

Hymes' method for analysis of the situation is more comprehensive and extensive than those offered by the limitations of classical rhetoric. One of the improvements is stated by Hymes (1980): "some linguists are beginning to attend to the conception of linguistic structure as interdependent with social circumstances, and as subject to human needs and evolutionary adaptations" (p. 19). What Hymes does, in a sense, is extend

Aristotle's ideas. Aristotle's rhetoric also focused on this interdependence of structure to social environment. However, he focused on training speakers to understand their relationship to the audience. Since Aristotle trained speakers whom he felt were smarter than the average listener, and since some of Aristotle's students were important leaders, such as Alexander the Great, there is an elitist tone in Aristotelian rhetoric. Hymes is not studying humans caught in some elitist, hierarchical levels of formal speech events. Instead, ethnography does not limit itself to formal speech events as did classical rhetoric, since any speech event becomes a possible event to study and is important in ethnography studies. Thus, Hymes is paying more attention to the community of which the speaker is a part and how it influences language usage. This is his greatest contribution to genre analysis.

The power of applying Hymes' ideas to genre analysis is in applying those ideas of ethnography and the speech event to "formal" genres such as political speeches or scientific discourses. Hymes' terms dealing with a communicative event and ideas about ethnography have been invigorating, insightful, and influential for research into genres. For example, Hymes' emphasis on the importance of the patterning of speech situations has informed Swales' formalistic (1990) approach to genre analysis. Swales uses concepts from Hymes such as "communicative events" to define genres as simply "classes of communicative events" (p. 9). The next section will explore in more detail the formalistic analysis as developed by Swales.

A Formalistic Approach: Swales' Theories of Genre

Swales' (1990) formalistic approach was both influenced by Hymes' linguistic approach which concentrated on "natural" speech events (someone speaking on the street) and Millers' rhetorical approach which concentrated on "formal" speech events (a political speech). Miller, like Maimon, states that the province of genre studies needs to be expanded. Swales has done just that, for his approach concentrates on written scientific discourse. His approach is a formalist approach, paying much attention to the physical attributes of genres. Social context is important, but so is actually examining the physical properties of a genre. Because of his interest in what the actual physical features of particular genres are, Hyon (1996) places Swales with Bazerman and others as members of the English for Specific Purposes (ESP) genre analysts. These ESP genre analysts tend to publish in such journal as *English for Specific Purposes*, which publishes quantitative studies that show what physical features actually do exist in specific genres.

Swales (1990) contends that many of the guidelines on teaching students how to write in the academic, professional and scientific fields are much too general to be effective. Those types of texts have been popular and continue to be produced (Selinker, Tarone & Hanzeli, 1981; Strong & Eidson, 1971; Huckin & Olson, 1983; Trimble, 1986; Weissberg & Buker, 1990; Campbell, 1995). Similarly, most research studies are also too general and do not take the specific genre, audience and context into consideration.

Swales' monograph (1990) on genre analysis has set the standard for a formalistic approach to genre analysis of academic, professional, and scientific discourse studies. He gives a basic definition of genre as "classes of communicative events which typically possess features of stability, name recognition and so on" (p. 9), and states that genres

"exhibit patterns of similarity in terms of structure, style, content and intended audience" (p. 58). In these definitions lies a synthesis of older rhetorical genre studies that focused on the physical structure and style of the form of a genre and the newer emphasis on the social context (Hymes, 1980; Miller, 1984). Swales emphasizes that a "shared set of communicative purposes" is what is responsible for creating a genre (p. 46), but he also qualifies this by stating that the form and conventions of a genre are changing and "continue to exert influence" (p. 53). To Swales, genre studies focus on "the [structural or form] organization of texts" (p. 83). It is the form of the genre that allows the communicative purposes to exert influence.

There have been important studies that have tried to combine the formalistic approach with looking at social influences on genre (Bazerman, 1988; Swales, 1990). Such studies have examined the historical context in order to better understand the social contexts that influenced a genre. Such knowledge of genres allows for an "important source of insight" (Swales, 1990, p. 54). Swales concludes his own exploration into the definitions of genres by stating that insiders are able to do better with genres of their disciplines because they have more insight into what the set goals are and have had more practice using the genres, and he suggests that genre studies would allow teachers to be better at teaching the various characteristics of genres to those new to the field.

This study will combine elements of rhetorical, linguistic and formalistic approaches to genre analysis along with discourse analysis to better understand how a text is created and maintained by the discourse community. Swales states that the form of a genre exerts influence on the shared set of communicative values of a discipline while Todorov emphasizes that a genre is a "historically attested" codification of discursive

properties. This study agrees with both statements and will synthesize elements from both definitions by examining the form of the TESOL conference abstract, more specifically the rhetorical structure or moves that were influenced by the shared set of values of the TESOL discipline and by noting how such values, systematized over time, were partly responsible for the organization conventions or moves of a genre.

Furthermore, this study will adapt Miller's idea that a genre is an action by viewing the call for conference papers as a call for action to promote the needs and goals of a discourse community. Moreover, modifying Todorov's idea that a genre is a meeting place, this study also contends that the genre of the TESOL conference abstract acts as a living location where the vital issues or actions that affect change occurs.

Thus, we have arrived at a definition of what a genre is for this study. In the following section, we will discuss in more detail the concept of discourse community and its influence on genre.

Influence of Discourse Community on Genre

Within a community, language plays an important role in discourse practices. Schiffrin (1994) extends the Hymesian view of language to discourse analysis, describing language as "an activity embedded in social interaction" (p. 415). She states, "Analysis of discourse is empirical. Data come from a speech community . . . . How something is said, meant, and done—speakers' selection among different linguistic devices as alternative ways of speaking—is guided by relationships" (p. 416). In genre analysis, this view of the importance of the discourse community is also highlighted.

Maimon (1983) states that a genre is connected to the discourse community that created it, and Swales (1990) posits that a study of a specific genre entails an extensive examination of the discourse community that originated the discourse in question. Thus, the origins of the text are viewed not as stemming from the creative reservoir of the writer's mind (Elbow, 1980), but from the discourse community that initiated and uses the genre. Swales (1990) defines a discourse community as members of a society who have shared goals with "participatory mechanisms" for members to communicate with each other (pp. 24-25). Swales does not offer any definition of what exactly a participatory mechanism is, but he does offer a list of examples: "meetings, telecommunications, correspondence, newsletters, conversations and so forth" (p. 25), and he adds that the purpose of such mechanisms is to provide information and feedback (p. 26).

A discourse community employs such mechanisms as conventions and conferences abstracts to further the aims and goals of the community.

This study will use Swales' definition of discourse community as a way to explore the TESOL community. The TESOL discourse community and how it formed historically will be examined in detail in Chapter 3 in order to show how such social factors influenced the current social context of the genre of the TESOL convention abstract and the annual TESOL convention. This information will then be used in Chapter 5 to examine how the goals and aims of a discourse community can affect the structure (moves and citations) of the genre of the TESOL conference abstract.

The next section of this chapter provides a review of literature which will include a detailed analysis of studies on genres related to the conference abstract as a way to foreground an understanding of what constitutes the possible physical characteristics of

the conference abstract, and then a review of literature on the various abstract genres will be given.

A Review of Literature: Within a System of Genres

Together, both the genre of the research paper and the genre of the conference abstract compose part of a "system of genres," as Swales (1993) calls it. This system of interrelated genres is "symbiotic . . . yet in a state of dynamic tension. . . . A couple of presentations might make an article, a bunch of articles might make a book, a book gets an invitation to a workshop" (p. 692). This section of the chapter will review the literature found within the system of genres that share and influence the characteristics of the genre of the TESOL conference abstract.

This chapter will not focus on all the various genres that have been studied. For example, the genre of shopping list (Witte, 1992) will not be examined nor will that of a patent grant (Bazerman, 1994). Instead, this chapter will focus on the genres which are more closely related to the system of genres in which a TESOL writer/researcher might be engaged.

This chapter will give a review of literature of the system of genres within two forms of analysis to be conducted by this study: moves analysis and citation analysis. Each form of analysis will be explained in the two major sections that follow in order to help to define what the genre of the conference abstract is. The next section will begin the examination of the studies related to the genre of the conference abstract by reviewing the moves analyses conducted on the genre of the research paper.

1. Moves Analysis: A Review of Literature

Rhetorical moves and sub-moves are the organizational patterns or rhetorical categories that structure a research paper. Swales' (1990) study on the research paper pioneered the use of moves analysis in the genres of academic and scientific discourse. The center of such an analysis attends to how information in papers is ordered. Swales views moves as spatial matters in which ideas move from one pre-formatted section to another pre-formatted section, and his analysis was the first to map quantitatively those moves and sub-moves.

Swales' (1981) development of moves analysis came from his desire to figure out why the introduction of the research paper was so difficult to write. Before Swales began to explain why, he felt that a quantitative analysis would offer a rich source of material from which to speculate on the qualitative aspects of the introduction. Swales (1984) explains that moves are sequential patterns that guide the writer and reader through difficult material. The next section will provide an explanation of what moves analysis is by examining the pioneering 1981 study of introduction moves.

Introduction Section: Swales Introduces Moves Analysis

There has been more genre analysis of the introduction section than of any other section of the research paper. It was Swales' (1981) analysis of the introduction that began all the later genre analyses that have been applied to the various genres of scientific discourse. Another investigator (Crookes, 1986) examined the introduction section by using Swales' moves analysis in order to try to validate it. Both studies will be reviewed here.

For Swales, the purpose of the introduction is to "motivate" the present research of the article and "justify" its publication (1990, p. 138). Swales (1984) examined the discourse structure of a corpus of 48 introductions for three different disciplines: 16 "hard" sciences articles, 16 biology/medicine articles, and 16 social sciences articles. He separated the introduction into the following four major sequenced moves and various sub-moves that the majority of the articles had (though we are not told the exact numbers of articles that did not have all four moves):

MOVE ONE ***Establishing the Field***

a) by asserting centrality
OR
b) by stating current knowledge

MOVE TWO ***Summarizing Previous Research***

MOVE THREE ***Preparing for Present Research***

a) by indicating a gap in previous research
OR
b) by raising questions about previous research

MOVE FOUR ***Introducing Present Research***

a) by stating the purpose
OR
b) by outlining present research

(Swales, 1984, p. 80; Bold lettering added.)

Move one, "Establishing the Field," occurs when the writer demonstrates relevance by showing that his or her research is significant to the discipline to which the research paper belongs. The writer must decide on whether to use the sub-move of "Asserting Centrality" which shows that the study is within an important area of contention in the discourse community or the sub-move of "Stating Current Knowledge" which

demonstrates that the information is relevant to the field. In move two, the writer then sums up previous research. In move three, the writer "Prepares for the Present Research" either by demonstrating a "Gap in the Previous Research" or by "Raising Questions in the Previous Research." This is a critical move because it shows the reason that the study is important to the discourse community. The last move, move four, "Introduces the Present Research" either by giving the aim or "Purpose" of the study or "By Outlining the Present Research." The last move is vital because it is a necessary transition to the methods section.

In Swales' study, these four moves are found in the order mentioned above. Deviations from the sequential order were not noted, and all four moves were present in just about every article and were thought to be mandatory. The power of Swales' study is that it gives teachers an organizational format that they can give novice writers to allow them to better understand how to write the research paper, which happened to be Swales' original purpose. The study also provides researchers with a new, effective methodology for conducting future studies.

Crookes' (1986) study further validated Swales' study. Like Swales, he chose three similar disciplines—"hard" sciences, biology/medical field, social sciences—and four journals in each field, 96 articles in all. Three raters with linguistic training or knowledge were chosen to identify which moves were found in the introductions, and this procedure of using different raters was different from the Swales' study. In Crookes' study, problems did surface in replicating Swales' study. While Swales found the order of the moves to be standard, the raters in Crookes' study found that the sequential order was not standard, so they stopped trying to confirm that. Unfortunately, a listing of the frequency

of sequential orders was not provided. Also the embedding of moves within sentences (e.g., having move one and move two placed within the same sentence) occurred more in Crookes' study than in Swales' study. Crookes concluded by stating that although the sequence and syntactic independence of the moves varied, the four move structure, 1. Establishing the Field, 2. Summarizing Previous Research, 3. Preparing for Present Research, and 4. Introducing Present Research, did indeed occur across the three disciplines and that such an analysis would be useful for teachers in those disciplines. This study has been crucial, for by validating Swales' moves, moves analysis has become an important new way to analyze various genres of scientific discourse.

An important strength of such studies (Swales, 1984; Crookes, 1986) is that researchers, for the first time, are given specific moves, found from actually studies, from which to examine genres discourses. Since the moves were found present in three different disciplines, there is the possibility that such moves exist in related disciplines also.

One of the weaknesses of Swales' and Crookes' analyses is that there have not been enough studies in all of the sciences and related fields to show to what degree those moves are prevalent or universal. Indeed, a characteristic of moves analysis at this early stage of development is to conclude such studies with a statement of caution and a call for more studies.

A second weakness is that the influence that the discourse community might have on the rhetorical moves of the introduction is not examined in these studies. However, the procedures developed by Swales and to a certain extent validated by Crookes have become the main procedures for the study of moves analysis and the introduction moves discovered by Swales will be used by this study.

Are these moves applicable to TESOL? Since TESOL models its discourse forms on the APA style which uses scientific conventions, it would seem Swales' moves should be present in TESOL discourses. However, since the TESOL convention abstract is much smaller in space than the research papers which were the focus of these studies, writers might not use these moves in the same way. In any case, the Swalesian moves are a valuable way to analyze the genre of the TESOL conference abstract.

Although Swales and Crookes have examined the moves of the introduction section of the research paper in detail, no moves analysis has been conducted on the methods section. Therefore, the next section will examine some characteristics of the methods section by reviewing more general studies associated with that section.

Methods Section: Some Characteristics

Although a study of the moves analysis involved in the methods section is currently lacking, there have been a few studies that have given valuable information about the methods section (Bazerman, 1984; Gilbert & Mulkay, 1984).

Gilbert & Mulkay (1984) examined the characteristics of the methods section of the research paper, by studying the organizational patterns of two biochemical papers and examining the formal products and the informal actions of the scientists as told through interviews with the researchers. According to their findings, the main idea behind the methods section is that the reproduction of the study "can be easily obtained by any competent scientist through compliance with the [stated] rules" (p. 52). Having clearly stated objective procedures makes a study seem easier to reproduce.

An additional characteristic of the methods section in science journals is that it has become shorter in length (Bazerman, 1984). Bazerman found in his study of the *Physical Review* that the methods section was once longer and thought to be of greater importance than the discussion and conclusion sections. However, the more recent articles of the *Physical Review* show that the methods section is shorter and that the discussion and conclusion sections are longer and now seem to be more important. The methods section actually has probably become less important because the major procedures have been explained in previous studies which are cited in the introduction section. The earlier concern about the reproducablity of the methods move is starting to shift in the genre of the research paper and other sections such as the introduction and discussion moves are now becoming more critical.

The question of what moves might be applied to the methods section has not been answered by the studies mentioned in this section. Furthermore, unlike the studies by Swales and Crookes, these studies only focused on the "hard" sciences. Whether such observations and findings can be applied to other disciplines such as social sciences, applied sciences or to the TESOL remains to be seen.

Whatever the moves might be for the methods section, certain features should be present in those moves. Information about the subjects or participants and the materials or apparatus involved in the research needs to be given. Furthermore, a detailed account to the procedures should be included in the moves. All such details will allow a study to be reproduced.

The Methods Chapter will examine the procedures that were developed for this study to determine what the moves are for the TESOL conference abstracts. The next

section will review the studies that conducted moves analysis on the discussion and conclusion section.

Discussion and Conclusion Section

Bazerman (1984) showed that the discussion section of a "hard" science paper is becoming longer and seems to be more important, and he insists that this is a recent phenomenon. Previously, scientists were more likely to let the results speak for themselves; now more lengthy expositions on the meaning of the study are given in the discussion and conclusion section.

Hopkins & Dudley-Evans (1988) did a study on the discussion sections of research articles about irrigation and drainage that were found in the proceedings of an international conference and in dissertations from the Department of Biology at the University of Birmingham. The number of texts examined was not given. Based on the procedures from the moves analysis of Swales' genre study of research paper introductions, Hopkins & Dudley-Evans identified the moves involved in the discussion sections of such texts.

In their data, they found the following ten moves:

1. *Background Information*
2. *Statement of Results* (S.O.R.)
3. *(Un)expected Outcome*, in which the writer comments on whether the result is expected or not.
4. *References to Previous Research* (Comparison), in which the writer compares his or her results with those reported in the literature.
5. *Explanation of Unsatisfactory Result*, in which the writer suggests reasons for a surprising result, or one different from those in the literature.
6. *Exemplification*, in which the writer gives an example to support his or her explanation.
7. *Deduction*, in which the writer makes a claim about the generalizability of the particular results.

8. *Hypothesis*, in which the writer makes a more general claim arising from his [or her] experimental results.
9. *Reference to Previous Research* (Support), in which the writer quotes previous work to support his or her deduction or hypothesis.
10. *Recommendation*, in which the writer justifies the need for the future work recommended.

(p. 118)

Hopkins & Dudley-Evans found no linear sequence of moves, and their study showed many more moves than Swales had found in the introduction. The frequency of occurrence of each of the moves was not given in their paper. Only one move, the Statement of Results, was an "obligatory move," occurring in every article, all others being optional sequences here.

One possible reason that the researchers noted a lack of any linear sequential moves and only one obligatory move present may be Bazerman's observation that the purpose of the discussion section is currently undergoing an evolutionary change (at least in some disciplines). If the idea that the data in the methods section does not speak for itself has just recently come of age, we might expect more moves to begin to establish themselves as obligatory in the discussion section, and linear sequential moves to begin to exist as the discussion and conclusion section establishes itself.

The Hopkins & Dudley-Evans study provides a valuable way for looking at what moves are. It also suggests that the number of obligatory versus optional moves a genre has when compared to another genre is a critical factor in defining a genre.

This section concludes the review of literature of the moves analysis of the sub-sections of the research paper. The next section will provide a review of literature of the moves analysis of the research paper as a whole.

Moves Analysis of the Genre of the Research Paper

Only one study (MacDonald, 1994) has conducted Swalesian moves analysis for the entire research paper. Examining three disciplines, literature, psychology, and history, MacDonald divided texts into the four major moves and examined at the sentence level the use of grammatical subjects found in each. She did not make an analysis of sub-moves within the major moves. The purpose of the study was to explore the ways writers express specific versus abstract concepts within the moves. She examined three texts, one from each of three disciplines. Her results do not confirm the Hopkins & Dudley-Evans study (1988) which claimed that reference to previous research was an optional move in the discussion sections of the hydrology articles in their study. Instead, the MacDonald study found that whether the move was obligatory or optional depended on the discipline. In the most scientific of the three disciplines, psychology, she found that a reference to previous research was a vital obligatory move.

In examining the major moves, MacDonald encountered difficulties in different articles. When she tried to divide the literature article into the moves associated with science, she found the task too difficult and so abandoned the moves analysis for this text. Applying such moves to the psychology discipline brought better results because that discipline to a degree has modeled itself after the sciences. She found that the history text had modeled itself after a two move pattern: Introduction and Body.

MacDonald's study is important for examining the various sub-sections that are within a single genre, and for being the first to examine the moves within the research paper. However, a major problem with generalizing the results of MacDonald's study is that it focused on a single article in each of the three disciplines examined. Nonetheless,

her results and those of other similar studies do suggest that the specific discipline and discourse community it represents have a major impact on the way the genre of the research paper is arranged. More studies are needed that will examine a larger data group so that additional comparisons can be made on sub-sections found in research or academic articles in various disciplines. The next section will provide a conclusion of the review of moves analysis studies.

Conclusion of Review of Moves Analysis Studies on the Research Paper and Its Sub-sections

As we have seen in the previous sections, moves analysis is a relatively new form of analysis, first developed by Swales (1981), which takes a formalistic approach to obtain structural information about the organization of a genre. Most moves analysis studies have concentrated on the sub-genres of the introduction and discussion sections.

In the introduction, Swales found four sub-moves, Establishing the Field, Summarizing Previous Research, Preparing for Present Research, and Introducing Present Research, to be sequentially ordered and always present. On the other hand, Crookes (1986) did not find these four moves to be sequentially ordered but did find they were all present.

In the discussion section, the Hopkins & Dudley-Evans (1988) study found only the Statement of Results move was present in every article (obligatory) while the other nine moves were labeled "optional." The categories "optional" and "obligatory" are important factors in differentiating genres. Thus, in applying moves analysis to the TESOL conference abstract, it will be important to consider how the aims and goals of

the TESOL discourse community influence which moves are obligatory and which moves are optional.

In examining the research paper as a whole, the MacDonald study (1994) showed that the four major moves associated with the research paper, the Introduction, Methods, Results, and Discussion moves, did not apply to every discipline. Indeed, she could not conduct a moves analysis on the paper belonging to the English discipline at all. While these studies have shown that consistent types of moves occur within specific sub-sections, they also show considerable variation in the sequence of moves and in the extent to which they are obligatory both within and across disciplines. Such variation may be influenced by the goals and needs of the discourse communities.

This concludes our review of studies about the moves analysis associated with research paper and its sub-sections. To further our understanding of conference abstracts, the following section will review what has been written about abstracts in general.

Introduction to the Genres of the Abstracts

One of the problems in understanding the conference abstract is the serious lack of information on the subject. One approach to understanding the conference abstract is to explore the definition of an abstract. One definition comes from Rowley (1988), who states "An abstract is a concise representation of the contents of a document, in a style similar to that of the original" (p. 10). The major purpose of an abstract is to save time from reading the original, as Cleveland & Cleveland state, "Abstracts are written to decrease the time and effort it takes to search the overwhelming output from research and scholarship around the world" (p. 161). This has become critical in the information age.

There are different abstracts for different purposes. Most books on abstracts divide abstracts into the three types: critical, indicative and information or journal abstracts (Maizell, Smith & Singer, 1971; Borko & Bernier, 1975; Rowley, 1988; Cleveland & Cleveland, 1990; Lancaster, 1991). Maizell, Smith & Singer (1971) contend that there are two major types of abstracts: indicative and informative/journal, but also mention critical. Rowley (1988) has the standard three and adds a few other types, such as the slanted abstract which can be either critical, indicative or journal depending on what the audience expects (p. 16). These first three types of abstracts are often discussed in books on abstracts.

According to Swales (1997), there is a fourth type of abstract, a stand-alone abstract which includes the conference abstract. Unlike the other three types of abstracts, these stand alone and are judged without the primary text; indeed, they are the primary text. Though critical abstracts also occur alone, one can find the original text associated with them. Such is not the case when a conference abstract is read because no written version of the presentation exists to supplement the text of the abstract. The four types of abstracts can be described as follows:

1. **Critical**: evaluative abstracts (often in abstract journals)
2. **Indicative**: descriptive abstracts and its micro/mini-abstract versions (table of contents, a listing)
3. **Journal**: standard (informative) abstracts (head journal articles)
4. **Stand-alone**: abstract not connected to a discourse (conference abstracts)

The first type of abstract is the critical abstract, and according to Lancaster (1991), a critical abstract is a "condensed critical review" (p. 88). Lancaster explains that such an

abstract is evaluative and comments on the quality of the material in question. This giving of "views" is rarely found in other types of abstracts. The critical abstract is subjective in nature and can be a personal interpretation while the other abstracts tend to be objective (Ashworth, 1973).

The second type of abstract is the indicative abstract. The indicative abstract is supposed to be objective and impersonal. As one abstractor points out, such abstracts are supposed to be non-persuasive (Ashworth, 1973). However, for many abstractors, there is some confusion about the difference between the indicative and the third type, the journal abstract (Maizell, Smith & Singer, 1971). Many abstractors do not see any difference between an indicative and a journal abstract, but Cremmins explains that the indicative abstract, the second type, has "information on the purpose, scope, or methodology, but not on results, conclusion or recommendation" (p. 6). Maizell, Smith & Singer (1971) explain that the information in the indicative abstract is more general than in the journal abstract (p. 47).

Perhaps giving an example will shed some light on the differences between the indicative and the journal abstracts. Sometimes, a table of contents will include an indicative abstract. Such an abstract only hints at the information in the paper instead of trying to summarize the key points, and it may be only one sentence or a sentence fragment hinting at the content of the article or the chapter. The brief fifty-word abstract proposals in the 1996 TESOL convention booklet might be another example of the indicative abstracts. These abstracts function more as previews than as objective summaries.

The third type of abstract is the journal abstract which gives more details and tends to be more analytical than the indicative abstracts. Since journal abstracts tend to be more available than conference abstracts, such journal abstracts may become, for many practitioners in various disciplines, the models of effective writing standards that are then used when writing conference abstracts. However, there are critical differences between the journal abstract and the conference abstract.

A good definition of a journal abstract is that such an "abstract signifies an abbreviated, accurate representation of the contents of a document. Such an abstract does not contain added interpretation or criticism" (American National Standard Institute, 1979b, p. 7). A journal abstract gives enough accurate information to let the reader know the important data contained within the article, and the key word to understanding this genre is "accurate." An educated reader should be able to judge the value of the document just by reading this type of abstract. This abstract usually fronts an article in an academic journal and is a summary of its content.

Cremmins (1982) defines such a journal abstract as possibly containing "information on the purpose, scope, and methods, [but] it must also contain results, conclusion, or recommendations" (p. 6). This definition of a journal abstract may also be applicable to the stand-alone abstract, but they do differ in important ways. For example, acceptance for giving a paper at a conference such as the TESOL convention is given solely based on the abstract while the acceptance for a paper submitted for a journal is based on the quality of the paper under review (Kaplan et al., 1994). Thus, a journal abstract is not of primary importance and can be rewritten if the editors so desire. Such a luxury is not allowed when submitting conference abstracts, and this distinction is

significant in the understanding of conference abstracts. There is a "do or die" factor in writing conference abstracts. Do it right the first time or the submission will die. It must stand alone to persuade the readers to accept the value of the presentation.

Only the journal and conference abstracts have been the focus of genre studies, and the following sections will review these studies. The studies on journal abstracts will be examined first.

Moves Analysis of the Journal Abstract

A few detailed moves analyses of journal abstracts have been made (Salager-Meyer, 1990, 1991, 1992; Melander, Swales & Fredrickson, in press). The Salager-Meyer study (1990) examined moves in medical abstracts. Melander, Swales & Fredrickson (in press) compared moves in three different journals to see if consistency existed.

The Salager-Meyer (1990) study began with the observation that abstracts are often known for being poorly constructed and not useful to the readers. The study examined the moves of 77 medical English abstracts written from 1986 to 1989. The abstracts were taken from 37 different medical journals and were from three types of texts: research papers, case reports, and review articles. The research papers were from four research categories: clinical, basic, epidemiological and operative. The study was conducted to find out what organization practices differentiate well-structured abstracts from ill-structured abstracts. Three requirements were postulated as creating well-structured abstracts: 1) having the obligatory moves, 2) sequential ordering of the moves, and 3) conceptual unity within marked paragraphs. These requirements were not based on

any authority but on the researcher's own critical insights, though the International Committee of Medical Journal Editors (1988) was cited as being an influential factor. According to this committee, the critical criterion of quality in some 300 medical journals is that they use the Introduction-Methods-Results-and-Discussion (IMRAD) moves (p. 377).

According to Salager-Meyer, the first factor that makes an abstract well constructed was having all the obligatory moves associated with the IMRAD pattern: "purpose, method, results (or data synthesis) and conclusion (optional in case reports)" (p. 372). Upon initial examination of the data, she noted that the Purpose and Methods moves were often merged into one sentence, creating a modified three move pattern. Thus, an abstract was labeled well-structured if it contained either the complete four move pattern or the modified three move pattern. The second factor was sequential order as a way to define a well-structured abstract. For example, abstracts in which the Results move was given before the Methods move were noted as being poorly constructed because this was assumed to be an illogical step, disturbing the normal progression of content. The third factor that caused an abstract to be considered well-structured was paragraph unity. She posited that a poorly structured abstract was one that did not contain one or more of the three factors that produce a quality abstract.

The results of the Salager-Meyer study (1990) show that the number one cause of a poorly-constructed abstract was the absence of a move. In the study, 37 abstracts (48%) out of 77 abstracts were found to be poorly constructed, with 16 abstracts (21%), having at least one move was missing, and in another 10 abstracts (13%), two or more moves were missing. In 5 other abstracts (6%), the moves were not sequential, and in 6

(7%) of the abstracts, at least one paragraph showed conceptual overlapping of the moves. Citing Carrell (1985) as showing that rhetorical structure is an important factor in reading comprehension, Salager-Meyer concludes that the "discoursal flaws" of the poorly-structured abstracts hinder comprehension.

Salager-Meyer states that her study is the ground work for moves analysis of journal abstracts. As such, it must be commended. It is difficult to judge or compare her conclusions with the relatively few studies that have since been published. However, there is a critical flaw in that Salager-Meyer makes assumptions about what constitutes a well-constructed abstract without any external verification. She assumes but does not prove that the three requirements postulated are the necessary characteristics of a well-structured abstract. Could not an abstract still be well-constructed if it fulfills at least two of the three requirements? Why must all three be mandatory? Are all four moves actually mandatory for a well-structured abstract? If a writer left out one move, could an abstract still be well constructed? Is sequential ordering required? Another flaw in the study involves comparing the abstracts of research articles, to those of the case study reports and reviews. Having the IMRAD moves would be a relevant criteria for judging research papers but not necessarily for case study reports or reviews. One might expect that the latter two would not conform to the IMRAD structure since such a pattern was developed for empirical research studies; therefore, case study reports and reviews may not necessarily use such moves exclusively.

The major purpose of another study that has applied moves analysis to journal abstracts was to find out whether disciplinarian or national proclivities in constructing the rhetorical structures of journal abstracts exist (Melander, Swales & Fredrickson, in press).

This study examined 10 journal articles from three different disciplines (30 in each discipline, 90 in all): medicine, (obstetrics); biology (plant pathology); and linguistics (descriptive/applied linguistics). The abstracts were written in two languages: in English by North Americans and by Swedes, and in Swedish by Swedes. The researchers did not use the Swalesian major moves, using instead Graetz's (1985) rhetorical categories: problem, methods, results, and discussion, though making modifications where applicable. The results in Table 1, taken from the Melander, Swales & Fredrickson study, showed some interesting variations in the use of categories across disciplines and languages.

Table 1

Rhetorical Structure According to Nationality and Discipline: Melander, Swales & Fredrickson (in press)

*	Biology	Medicine	Linguistics
Sw-Sw	methods-results	problem-recommendation	varying
Sw-Eng	methods-results	methods-results-conclusions	methods-results-(conclusions)
American-English	methods-results	Structured: objective--methods-results--conclusion	introduction-material/ methods-results conclusion

(*Nationality of Writer-Language of Abstract; Appendix B)

In the biology group which contains the biology/plant pathology abstracts, there is uniformity in the moves shown across all language subgroups; in general, the introduction and discussion sections are missing, and only the methods and results sections are present. Only 3 out of 30 abstracts had something that resembled an introduction move, and there was only one abstract in this group that called for further research, which is a common

feature of the discussion section. Overall, there was international unity of maintaining the same moves in these biology abstracts.

In the medical group, the medical or gynecology abstracts demonstrated more variation across languages and journal abstracts. The Swedish medical abstracts were journalistic in nature making them the least academic of the three language groups, and there were no references to other works in any of the Swedish abstracts. In contrast, the medical abstracts written in English by the Americans were more academic and closer to Graetz's four-part structure than the other abstracts, containing all four obligatory moves: Objective, Methods, Results and Conclusions. The Swedish medical abstracts written in English did not include the introduction category but included the other three moves. Although these medical abstracts had more variation than the biology abstracts, the variation was not due to national proclivities. Instead, the variation between the Swedish and the two English written abstracts was due to genre differences, for the Swedish abstracts were for a journal of popular consumption while the English written ones were written for medical discourse communities. The requirements for popular journals appear to require different moves than those for the established medical community.

The last subset of abstracts examined by Melander, Swales & Fredrickson were the linguistics ones. In these journals, the Swedish abstracts had no regular structural patterns while the English abstracts written by Swedes had more structure. The abstracts written by the Swedes perhaps were trying to have a similar form to abstracts written in North America. The American linguistic abstracts again support Graetz's structure and possess many of the sub-moves associated with the Swales' introduction (1984) study such as "Claiming Centrality," "Reviewing Previous Research," and "Indicating a Gap." The

researchers contend that variation in the moves of abstracts do demonstrate national proclivity. The genres are similar, but conventions for use of the moves have developed according to national standards.

The study is important for looking at a wide range of abstracts, though this may also have been one of its faults. The study states that in the medical abstracts, difference in genres was the reason for variation. Why was a popular medical journal abstract being compared to the more scientific medical abstracts? Why were other popular journals not compared in the other categories of biology and linguistics? In another words, consistent comparisons should have been made. Another study needs to be completed to see whether "scientific" medical abstracts written by Swedes in Swedish will be different or similar to the other abstracts.

In concluding their review of moves analysis of journal abstracts, Melander, Swales & Fredrickson state that having consistent move structures makes abstracts better. However, their study also indicates that there is variation across nationalities and disciplines in what the established move pattern might be. Melander, Swales & Fredrickson indicate that the quality of an abstract is improved if established moves exist. This confirms what Salager-Meyer also believes. Salager-Meyer felt that poorly written abstracts did not have consistent moves.

Both studies applied a system of four "major" moves usually associated with research papers to their abstracts: Introduction, Methods, Discussion and Conclusion moves for medical abstracts (Salager-Meyer); Objective, Methods, Results, Conclusion moves for the American medicine abstracts and Introduction, Material/Methods, Results, Conclusion moves for the American linguistic abstracts (Melander, Swales &

Fredrickson). The names of the moves may differ, but they are similar in nature. The sub-moves, smaller moves associated with each section of the research paper, were not examined. Though Melander, Swales & Fredrickson did note that sub-moves existed, no examination was made of them. The reason might be that sub-moves vary to such a degree that it is not possible to count them. Salager-Meyer also did not examine such sub-moves. Thus, for journal abstracts only the importance of the major moves has been examined. It is not clear whether the sub-moves which have been identified within sections of the research paper are important in journal abstracts.

The Melander, Swales & Fredrickson study found national proclivity as a factor in what rhetorical moves exist. The study showed how disciplines in different nations had an effect on rhetorical structures. In a sense, the study shows that different discourse communities whether they are formed of disciplines, languages, or national groups use similar genres in different ways.

This concludes our review of studies associated with journal abstracts. The next section will explore the studies associated with moves analysis of conference abstracts.

Moves Analysis of the Genre of the Conference Abstract: The Stand-Alone Abstract

Of all of the genres and sub-genres so far written about, the conference abstract is one of the least studied. Rules about writing abstracts for journal research papers exist and are available (Cremmins, 1982; Rowley, 1988; Cleveland & Cleveland, 1990; Lancaster, 1991; APA, 1994), but rules for writing conference abstracts are less explicated and less plentiful. The APA manual does not have anything written about conference

abstracts, and the general lack of instruction for writing conference abstracts has been noted by researchers (Kaplan et al., 1994; Faber, 1996). In one of the few manuals which does discuss conference abstracts, Brown (1990) based his rules mostly on personal experience.

Only a few articles have actually examined conference abstracts. In one article by Kaplan et al. (1994), 294 abstracts of the American Association for Applied Linguistics (AAAL) 1993 Convention were analyzed. Out of those abstracts, 124 (42%) were accepted, and 12 (4%) were alternates. All were coded on the basis of the order of submission. The length of the abstracts was 250 words. Kaplan et al. (1994) claim that "the purpose of the abstract is to convince--in 250 words--that (generally identifiable?) audience that the paper represented by the abstract should be accepted for conference presentation" (p. 404). In the study, Kaplan et al. conducted a moves analysis based partly on Swales' (1981) four move introduction structure. Then they added two moves based on the conventional organization of scientific articles: the Methods and Results moves. Thus, a total of six moves were used for the analysis. An additional move typically found in scientific articles, the Discussion move, was not included as a separate move, due to the relatively small number of writers who used the discussion section in their abstracts. Table 2, taken from the study, gives the percentage of moves found in both the accepted and the rejected abstracts. What the table shows is that some of the sub-moves, Summarizing Previous Research and Showing a Gap in the Literature, that are mandatory moves in Swales' analysis of research paper introductions are optional moves in the abstracts examined in the study. On the other hand, the Introducing Current

Table 2

Differences in the Distribution of Moves in Accepted and Rejected Abstracts

	Establishing the field	Summarizing previous research	Showing a gap in the literature	Introducing current research	Methods	Results
Accept	79%	39%	24%	97%	64%	76%
Reject	62%	19%	16%	97%	51%	43%

(Kaplan et al., 1994, p. 413)

Research and Establishing the Field sub-moves are both highly frequent. The two major moves, Methods and Results, are also highly frequent.

The Kaplan et al. study does confirm the journal abstract studies that have found that only the major moves tend to be prevalently used, while the sub-moves are more variable. Some sub-moves are less frequent, but some sub-moves are as frequent as major moves. For example, Introducing Current Research move (a sub-move) was more frequent than the Methods move (a major move).

Another pair of studies have focused on a moves analysis of conference abstracts but in a different field. Both Faber (1996) and Berkenkotter & Huckin (1993, 1995) used the same source for analyzing the conference abstracts: the abstracts from the annual Conference on College Composition and Communication (CCCC). The Faber study focused on the 1993 convention of about 1000 presenters with over 4000 proposal submissions. These proposals were also compared to the 1989-92 submitted proposals.

Faber began his study by noting that the moves (IMRD) derived from experimental articles do not hold for the conference abstracts associated with this organization. Faber

found a problem in applying Swales' introduction moves since Swales' moves were from a more scientific genre than that represented by the CCCC, and so he sought another way to define the moves. Thus, the moves examined were not based on Swales' (1990) four moves. Instead, they were based on a modified version of Flower & Ackerman's six-step pattern (1994) of the "unsolicited proposal genre": Introduction, Problem, Objectives, Product, Method, and Cost. Flower & Ackerman did not derive these moves through moves analysis instead, the categories were developed based on their own experiences with business discourse. Faber chose this pattern over Swales' four-move pattern because the unsolicited proposal involves trying to show that a problem exists and that the readers will not be convinced of the solution until a problem is shown to exist. For Faber, this parallels the way CCCC abstracts function, trying to obtain credibility by convincing readers of the value of the content.

Faber did not give full details of what the Flower & Ackerman pattern consisted of, so here is a more detailed explanation of the standard format for unsolicited proposal genre from the source (Flower & Ackerman, 1994):

Introduction
- An overview of the proposal and how it is organized
- An announcement to the reader of the purpose of the proposal
- A summary of the solution(s) presented

Problem
- A specific account of the problem or need
- Details of the account for the solicited or unsolicited nature of the problem

Objective
- What must be done to achieve the solution
- The basis for developing and producing a successful solution

Product
- Specifically how the objectives will be met
- A detailed account of what will be delivered

Method

Resources: the people who will contribute to or supply the solution
Schedule: a project plan for carrying out the solution
Qualifications: statements or resumes creating credibility
Management: who is responsible for the develop and delivery

Cost

What the solution will cost in dollars, resources, or other variables

(p. 331; Bold lettering and underlining were added.)

Faber rejected the Cost move as part of the pattern to be found in an abstract and replaced it with a Citation move, the explicit citation move found in Swales' introduction sub-move, Summarizing Previous Research.

The results of the Faber study of the frequency of moves using the Flower and Ackerman pattern are shown in Table 3.

Table 3

Frequency of Moves Using Flower & Ackerman's Pattern

Year	Number of abstracts	Problem n (%)	Method n (%)	Product n (%)	Objectives n (%)	Citation n (%)
1989 low	52	24 (46%)	7 (13%)	42 (81%)	33 (63%)	19 (36%)
1989 high	52	30 (58%)	15 (29%)	49 (94%)	42 (81%)	29 (56%)
1990 low	54	21 (39%)	7 (13%)	49 (91%)	29 (54%)	26 (56%)
1990 high	58	26 (45%)	16 (28%)	56 (96%)	47 (81%)	41 (71%)
1992 low	62	27 (43%)	9 (14%)	53 (85%)	29 (47%)	34 (55%)
1992 high	67	42 (63%)	20 (30%)	66 (98%)	30 (45%)	38 (57%)

(low = low-rated abstracts, high = high-rated abstracts; table modified) (Faber, p. 371)

The findings showed that not all the moves were used with a high degree of frequency, though the highly rated abstracts did seem to have a larger percentage of all moves. The Method move, a critical move for an unsolicited proposal, was not so critical for CCCC abstracts, occurring with the lowest frequency of all the moves. In contrast, the Product

move was the most frequent and seems more vital for the CCCC abstracts. Other moves, Objectives, Citations and Problems, occurred with moderate to high frequency.

Berkenkotter & Huckin (1995), using the same data as Faber, applied a three move system of Problem-Method-Findings/Conclusion. They put the Findings (results) and Conclusion moves together because these moves were often found in the same sentence. As in the Faber study, the results showed that the Methods move tended to be avoided by CCCC abstract writers. The researchers tried to address that and concluded that the main factor is epistemology:

> the field that CCCC represents, rhetoric and composition, is a highly interdisciplinary one and is still in a fairly early stage of development. Unlike older fields that have a narrower disciplinary focus, a well-established set of methodologies, and a large body of knowledge, rhetoric and composition is a heteroglossic field open to new intellectual currents. These new ideas need to be framed in a way that fits into the ongoing "conversation" of the field, an effort that often requires considerable space. (p. 107)

In a sense, the abstracts' lack of conformity reflects the creative discovery aspect of the essays of the discipline. The fact that the studies by Faber (1996) and Berkenkotter & Huckin (1993, 1995) showed that the Methods move is optional and usually lacking demonstrates a key epistemological difference from the AAAL abstracts of the Kaplan et al. study, which had the Methods move present in a least 64% of the abstracts examined. The Methods move is central to the scientific method that created the genre of the scientific research article. However, the disciplines that participate in the CCCC are mostly associated with the Modern Language Association (MLA). Most MLA journals do not have abstracts heading their articles, so in one sense, participants of CCCC are not even used to reading such abstracts. Furthermore, since the article format of MLA journals differs from scientific journals, it is not surprising that their abstracts do not

conform to the same pattern as more scientific abstracts either. This difference is due to differing practices of different discourse communities.

The results of the moves analysis studies on conference abstracts have shown that there is a greater variation of move structures in minor genres, such as the abstract, compared to the major genres, such as the research paper. For both the AAAL and the CCCC abstracts, variability is the key characteristic of moves analysis. In the AAAL conference abstracts of the Kaplan et al. study (1994), the moves that were nearly all present in the Swales research paper introduction moves analysis (1981) were optional. Only the sub-move, Introducing Current Research, was present in nearly every abstract. In the CCCC abstracts of the Berkenkotter & Huckin (1993, 1995) and Faber (1996) studies, all of the moves seemed optional, although they varied widely in frequency.

For both studies on the CCCC abstracts, the Methods move was found to be one of the least frequent. This contrasts with the AAAL conference abstracts in which the Methods move was among the most frequent moves. This difference in frequency in the Methods moves is probably partly due to differences in practices of discourse communities. The AAAL discourse community has a greater need for the Methods moves to defend empirical linguistic studies, while the CCCC discourse community has a much lesser need for the Methods moves due to its rather young age and its still developing needs and goals, which are not bound to the conventions of specified moves.

Perhaps the results of moves analyses for conference abstracts, by producing greater variability than the results of the research paper introduction studies where the moves were nearly all present 100% of the time, reflects how the genre of the conference abstract differs. One factor influencing the difference may be the limitation of space.

Since abstracts are restricted to such a limited space, writers of abstracts may have to make choices about what moves to keep and what moves writers of research papers are not required to make.

Moves Analysis of the TESOL Convention Abstract

Since there has been no study on the cognitive moves of the abstracts or the research papers in the *TESOL Quarterly*, such models for the TESOL convention abstract are lacking. Recently, though, a study was made of the TESOL convention abstract (Connor & Halleck, 1997), using the moves from the Connor & Mauranen (in press) study on grant proposals. The move taxonomy that Connor & Mauranen used was developed by examining the texts of 34 grant proposals written in English by Finnish scientists between 1992-1994, for the European Union (EU). One of the sources of the moves came from guidelines written for that union. Text division devices, such as section boundaries, helped to identify moves. Ten moves were identified:

1. **Territory**- establishes the situation in which the research is placed or physically located. . . . (1) that of the "real world," the world outside of the research field; and (2) that of the field of research in which the proposal itself takes place.

2. **Gap**- indicates that there is gap in knowledge or a problem in the territory, whether in the "real world" . . . or in the research field. . . .This move serves to explain the motivation of the study.

3. **Goal** - is the statement of aim, or general objective of the study. In other words, it explains what it is the researchers want to get done.

4. **Means** - includes the methods, procedures, plans of action, and tasks that the proposal specifies as leading to the goal.

5. **Reporting Previous Research**- refers to text that reports on or refers to earlier research in the field, either by the proposing researcher or by others.

6. **Achievements** - describes the anticipated results, findings, or outcomes of the study.

7. **Benefits** - explains the intended or projected outcomes of the study which could be considered useful to the "real world" outside the study itself, or even outside of the research field.

8. **Competence Claim** - contains statements to the effect that the research group proposing the work is well qualified, experienced, and generally capable of carrying out the task set out.

9. **Importance Claim** - presents the proposal, its objectives, anticipated outcomes, or the territory as particularly important or topical, much needed or urgent with respect to either the "real world" or to the research itself.

10. **Compliance Claim** - (may be specific to the EU [European Union]) makes explicit the relevance of the proposal to EU objectives, usually with highly specific reference to directives and/or the set goals of the programs in question.

(Connor & Mauranen; Numbering and bold lettering were added.)

Connor & Halleck applied such moves to their study. The details of how the moves were applied have yet to be published, though there are similarities to existing taxonomies. Five moves, Territory, Importance Claim, Reporting Previous Research, Gap, and Goal, are similar in nature to Swales' (1981) Introduction sub-moves, Establishing the Field, Summarizing Previous Research, Preparing for Present Research, and Introducing the Present Research. The Territory move, by establishing the research within "the situation" of the real world or field of study, is very similar to Swales' Establishing the Field sub-move of the Introduction, and the Importance Claim move, emphasizing the importance of the study, also seems to be similar to the Swales' Establishing the Field sub-move of the Introduction. The Gap move, by defining a problem in the situation, is like Swales' Gap sub-move found in the Preparing for Research sub-move. The Goal move is similar to the purpose statement of the Swales' Introducing Present Research sub-move. The

Reporting Previous Research sub-move, by having references to "earlier research," is similar to Swales' Summarizing Previous Research sub-move of the Introduction.

The other three moves of the Connor & Mauranen study, Means, Achievements, and Benefits, are similar to the APA major moves, Methods, Results, and Discussion, respectively. The Means move with its emphasis on procedures is similar to the major move: the Methods move, and the Achievements move is similar to the major move: the Results move. The Benefits move is similar to the major move: the Discussion move.

There are two moves that seem out of place in conference abstracts: the Competence Claim and the Compliance Claim. The Competence Claim move is not similar to any move found in the taxonomies mentioned in this review of literature. One of the biggest differences between the grant proposal and the conference abstract is the fact that in refereed conferences, information about the writer is left out. All references to the writer must not be there, or disqualification will occur. Unlike the conference abstract, as the study by Connor & Mauranen points out, the demonstration of one's competence and power in the respected field of study can be the deciding factor in the success of a grant proposal. Connor & Mauranen call such a move the competence claim. Connor & Halleck probably could not apply such a move. The Compliance Claim seems to be too specific to the needs of the European Union to be compared to moves from other taxonomies and is not applicable to conference abstracts.

The focus of the Connor & Halleck study was to note if there were any differences in moves between the accepted and rejected abstracts, using randomly selected samples taken from every interest section. The results showed no significant differences in the frequency of moves that occurred. However, there was a significant difference found in

the number of words per abstract in the accepted versus rejected abstracts. The accepted abstracts had significantly more words per abstract than the rejected abstracts.

Though the Connor & Halleck study did successfully apply the Connor and Mauranen moves to the TESOL conference abstracts, this study chose to use the APA major moves taxonomy and the Swales' Introduction sub-move taxonomy because there are more moves analysis studies that have applied such sub-moves and moves. Thus, one of the primary models for the major moves for this dissertation will come from the APA manual which is the official style manual of the TESOL organization. Furthermore, such sub-moves and moves may reflect more the purposes of the conference abstracts since they are based more on accepted established conventions of the discipline and on observation of the data itself, while the Connor & Halleck study used moves originally based on a different genre. The obligatory moves of IMRD will be looked for, but also other sub-moves as mentioned in the studies of journal and conference abstracts will be noted. I predict some Introduction sub-moves, Summarizing Previous Research and Preparing for the Present Research, will tend to be less frequent than the other sub-moves just as the Kaplan et al. (1994) study showed. This factor of variation perhaps is one of the important differences between the major genre of the research paper and the minor genre of the conference abstract. The limitation of space is probably a key factor as to why variation will occur.

Conclusion of the Review of Literature of Moves Analysis

The findings of the moves analysis studies raised a number of issues concerning the formal features of the various moves taxonomies and their being either sequentially

ordered or optional versus obligatory in nature. Perhaps more importantly, differences in genres and in discourse communities are examined as important factors influencing such formal move features.

Some moves analysis studies (Salager-Meyer, 1990; MacDonald, 1994) based their taxonomies on established taxonomies found in style manuals. The Salager-Meyer (1990) study on medical journal abstracts applied the four move IMRD pattern prescribed by medical style manuals with success. The MacDonald (1994) study on the research paper, used a four move pattern, IMRD as prescribed by various style manuals, and found success applying such moves to psychology articles. However, using established moves as prescribed in style manuals developed for certain discourse communities and for certain genres will not guarantee they will work for other discourse communities or other genres. For example, MacDonald found no success in applying the IMRD moves to a different discourse community that is responsible for overseeing the conventions for the literature paper.

Finding limitations in applying established taxonomies, other studies (Faber, 1996; Connor & Halleck, 1997) used taxonomies related to other genres in a quest to find the appropriate model. In one study on CCCC abstracts, Faber (1996) found a five move pattern based on a modified version of the Flower & Ackerman (1994) moves from unsolicited proposals: Problem, Objective, Product, Method, and Citation. The Connor & Halleck (1997) study on TESOL conference abstracts applied a ten move pattern taken from the Connor & Mauranen's (in press) moves from grant proposals: Territory, Gap, Goal, Means, Reporting Previous Research, Achievements, Benefits, Competence Claim, Importance Claim, and Compliance Claim. Modeling moves from other genres does not

always work for certain genres. One of the limitations of such applications is in having to modify those moves from another genre to fit the current genre of study. For example, Faber could not use the Cost move from the Flower & Ackerman (1994) study and instead used a Citation move in its place.

Acknowledging that neither current established taxonomies or taxonomies from other genres can be fully applied to certain genres, other studies based their taxonomies on observing data from the genre itself (Swales, 1981; Hopkins & Dudley-Evans, 1988). In the Swales (1981) study concerning the introduction, a four move pattern, Establishing the Field, Summarizing Previous Research, Preparing for Present Research, and Introducing Present Research, emerged. In the discussion section, Hopkins & Dudley-Evans (1988) found a ten move pattern: Background Information, Statement of Results, (Un)expected Outcome, References to Previous Research, Explanation of Unsatisfactory Results, Exemplification, Deduction, Hypothesis, Reference to Previous Research, and Recommendation. Such moves may be specific only to certain discourse communities and certain genres. Other discourse communities and genres may not benefit from such practices.

Learning from recent moves analysis studies, certain studies (Berkenkotter & Huckin, 1993, 1995; Kaplan et al.,1994; Melander, Swales & Fredrickson, in press) combined modifying established taxonomies with newly discovered taxonomies from moves analysis studies. Berkenkotter & Huckin (1993, 1995) found a three move pattern in CCCC abstracts, Problem, Method, and Findings/Conclusion, by modifying an established four move pattern. In conference abstracts, Kaplan et al. (1994) found a six move pattern, combining the Swales' Introduction pattern with the IMRD pattern:

Establishing the Field, Summarizing Previous Research, Showing a Gap in the Literature, Introducing Current Research, Methods, and Results. Such studies may be too specific to certain discourse communities and genres to be helpful for this study. However, the methodology of combining taxonomies might prove helpful to this study.

There is one specific study that examined the influence discourse communities might have on the structure of a given genre (Melander, Swales & Fredrickson, in press). In the journal abstracts, the Melander, Swales & Fredrickson (in press) study found, when trying to apply the four move pattern based on Graetz's (1985) categories, Problem-Methods-Results-Discussion, that a great deal of variation occurs. No differences were found in the two move rhetorical structures of the biology abstracts across language and nationality factors. Though medical journal abstracts had differences in structure, those differences were due to genre differences not differences found in discourse community practices. Finally, the differences in rhetorical structures found in the linguistic journal abstracts were, according to the researchers, due to differences found in practices of discourse communities. Thus, the results of his study suggest that the practices of discourse communities are paramount and that the differing goals and needs of discourse communities may be a factor in the genre rhetorical structure.

Sequential ordering as a formal feature of a moves taxonomy is important to certain studies (Swales, 1981; Salager-Meyer, 1990). In the Swales study (1981) on the hard sciences of the introduction section, four sub-moves were found to be sequentially ordered. However, in the Crookes' study (1986) which was modeled after the Swales study, the Introduction moves were found to be non-sequential. This contradiction warrants more study. In the Salager-Meyer (1990) study on medical journal abstracts, she

found over 90% of the moves were sequentially ordered. Sequential ordering was not noted as being a factor in another study (Hopkins & Dudley-Evans, 1988). Such studies suggest that sequential ordering may or may not be important. More studies are needed to confirm such findings one way or the other.

The obligatory versus optional nature of sub-moves and moves has proven a valuable source of information about a genre (Swales, 1981; Hopkins & Dudley-Evans, 1988). Swales (1981) found all the Introduction sub-moves obligatory in nature. Noting the optional or obligatory nature of moves was noted in the Hopkins & Dudley-Evans (1988) study. In that study of the discussion section of hydrology articles and biology dissertations, ten sub-moves were found with one being obligatory and nine optional. In the Melander, Swales & Fredrickson study (in press), no frequency count of the moves were given; thus, substantiating values of obligatory or optional was not possible. Only the MacDonald (1994) study, found four obligatory moves in psychology and history articles. However, since only one article representing each discipline was examined, the validity of such a finding is lessened. In the genre of the conference abstract, specifically the CCCC abstracts, one study (Berkenkotter & Huckin, 1993, 1995) found all three moves optional, while another study (Faber, 1996) found five optional moves with no obligatory moves. In AAAL abstracts, six optional moves were found to occur (Kaplan et al., 1994). Such studies suggest that noting whether sub-moves or moves are optional or obligatory in nature may prove useful in understanding a genre.

This study will follow in such practices of combining methodologies for uncovering move taxonomies by applying Swales' Introduction sub-moves, and the established APA four move taxonomy with careful observation of the data. Furthermore,

noting whether a sub-move or a move is sequentially ordered might prove to be useful for this study and also noting whether such moves are obligatory or optional in nature may also be helpful.

This concludes the review of literature of the moves analysis. The next section will focus on the review of literature related to the citation analysis as another procedure to understand the genre of the abstract.

2. Citation Analysis Within the Moves: A Review of Literature

Citations are not a prominent feature of critical, indicative, or journal abstracts, but they do play an important role in genre of the conference or stand-alone abstract. One of the major differences between journal abstracts and conference abstracts has to do with the existence or non-existence of citations. In the Graetz study (1985), he emphasized that journal abstracts should not contain bibliographic citations (p. 406), but Kaplan et al. (1994) noted that conference abstracts do have these, thus showing an important difference that points to different purposes that the two types of abstracts have.

In order to gain some insights into the functions of citations, we will first review their prescribed use in the APA style manual, and then their use in research articles. In an APA research paper, the main focus of the citations is the studies themselves, not the author/s. Though names are given followed by a date, those names refer back to the study performed at a specific time and not to the person who did the study. Those studies must be pertinent to the field in question, but in actuality, names of certain researchers can be a highly effective persuasive factor. "Few readers will be persuaded if, for instance, they have no respect for the works an author cites with approval" (Gilbert, p. 287). A way to

gain respect, according to Gilbert (1977), is by citing an "authoritative paper," which will strengthen the perceived power of a study (p. 116). The citing of sources is a highly subjective endeavor, more so than is usually admitted. The use of citations functions as part of the argument that the author is creating to show that his or her paper or conference abstract is important to the field. Citation analysis is a means of trying to understand such complex nuances.

Citation analysis is termed "content citation analysis" (CCA) by sociologists of science. The purpose of CCA is to determine the effectiveness of using citations in a study or studies in relationship to a discipline. One way to do this analysis is to determine the life of citations named in a study by tracking the number of times the study is quoted in other studies. Studies that are quoted more often are thought to be more important in the field. However, the frequency counts of citations are rather limited in their ability to provide insights into how citations work and do not show why citations are used within a discourse.

The Moravcsik & Murugesan (1975) study changed CCA procedures by concentrating on the functional aspects of citations. With a corpus of 700 citations, they concentrated on a statistical analysis of how many citations fit into differing functionally paired categories of citations. They discovered and created these useful categories to show and describe the functional aspects of citations that had not been noticed before, and more importantly, they helped to refine the methodology involved in citation analysis. Here are those paired functional categories:

1. Is the reference *conceptual* or *operational*? In other words, is the reference made in connection with a concept or theory . . . , or is it made in connection with a tool or physical technique. . . ?. . .

2. Is the reference *organic* or *perfunctory*? In other words, is the reference truly needed for understanding . . . or is it mainly an acknowledgment that some other work in the same general area has been performed?

3. Is the reference *evolutionary* or *juxtapositional*? In other words, is the referring paper built on the foundations provided by the reference, or is it an alternative to it?

4. Is the reference *confirmative* or *negational*? In other words, is it claimed by the referring paper that the reference is correct, or is its correctness disputed?

(Moravcsik & Murugesan, 1975, pp. 88; Italicized lettering added.)

The researchers analyzed 30 articles in the *Physical Review* from 1968-1972 in order to track frequencies of these citations over time and to evaluate the function of those citations. The results showed how the frequencies of citation categories were distributed. When comparing the pairs, there were more conceptual citations than operational, more organic than perfunctory, more evolutionary than juxtapositional, and a much higher frequency of confirmative than negational. The findings showed that those citations that were critical for papers were the most explicated in the articles: those that build a general foundation (evolutionary), those that use a theoretical foundation (conceptual) and those that are founded on the "truth" of a previous study (confirmative). This study was the first to evaluate citations in such a manner.

Another study, using a CCA practice of tracking of the "life" of a citation, applies the Moravcsik & Murugesan categories of citations (Chubin & Moitra,1975). The Chubin & Moitra study proposed the idea that negational citations have a much shorter life than evolutionary or confirmative ones. Thus, studies that are thought to be incorrect would not last as long in the discipline as those thought to be correct, and their results confirmed this.

The Moravcsik & Murugesan categories have proven to be helpful in understanding of how citations work. Swales wanted to see whether ideas from both studies could be confirmed and felt that a more functional analysis was necessary to understand a specific discourse. Swales (1986), with a corpus of 44 citations found in applied linguistics journals such as *TESOL Quarterly* and *Applied Linguistics*, conducted the same procedure as the Moravcsik & Murugesan and the Chubin & Moitra studies by analyzing the citations that quoted Munby's (1978) book *Communicative Syllabus Design.* He used a modified version of the Moravcsik & Murugesan categories in his own citation analysis. Swales' study rejected the use of the *conceptual/operational* categories because he believed such an analysis would not be effective outside of science and because it would not be favorable for judging the quality of a citation. Swales states that he could not make the *organic/perfunctory* categories work, because of the subjectivity those categories entail, although he did not provide examples that these categories would not work. Swales did retain the *evolutionary /juxtapositions* and the *confirmative/negational* categories. Furthermore, he also categorized all the categorizes as either being *extensive* or *short* citations. Those citations that were more than one sentence were extensive while the short citations were those capsulated within one sentence.

The results showed that the short references were more frequent than extensive references across most categories. The exceptions were the juxtapositional citations where the short and extensive citations were about equally frequent and the negational citations where the extensive citations were more frequent. In examining the short and extensive citations across categories separately, Swales found that the short evolutionary citations were more frequent (9) than the short juxtapositional citations (4), and the extensive

juxtapositional citations were more frequent (3) than the extensive evolutionary citations (0). The juxtapositional citations typically required more space than just one sentence because if a study is an alternate to another study, more explanations are required to show how the new study differs. The short negational citations (4) were more frequent than the short confirmative citations (2). The most frequent extensive citation was the extensive negational citations (8) while the extensive confirmative citations (1) were one of the least frequent. Also, the results did not confirm Chubin & Moitra's (1975) idea that negational citations have a much shorter life than evolutionary or confirmative ones.

When combining the short and extensive citations, the results of the frequency count of citation categories in Swales' study show that overall, the negational citations were the most frequent citation category at 12 occurrences, followed by evolutionary citations at 9 occurrences, then juxtapositional citations at 7 occurrences, and finally confirmative citations at 3 occurrences.

Such studies bring new insights into the life of citations and how they are used within a discipline, and perhaps more information would be gained if such citations categories were combined with moves analysis. This study will conduct such an analysis, but not for the same reasons that Swales and other researchers do it, e.g., to study the life of citations within a discipline. Instead, the categories developed by citation analysis will help to differentiate the uses of referencing within the moves of the TESOL conference abstract.

If we apply these citational categories to conference abstracts, the need to affirm whether a citation is short or extensive does not seem to be a valuable distinction since the lack of space would probably favor short citations. However, the broader categories of

conceptual, operational, evolutionary, confirmative and negational citations all seem useful and applicable for this study. Though Swales rejected the *conceptual/operational* categories because his study was not about scientific discourse, since TESOL has in fact adopted scientific discourse models, this study will try to apply the conceptual/operational categories. However, one of the categories, juxtapositional, will not be used. According to Moravcsik & Murugesan and Swales, the juxtapositional citation represents an alternative citation counter to the way the author has formulated his or her argument. Though the juxtapositional citation, like the negational citation, claims that the findings were wrong, this type of citation points specifically to alternative ways that such studies have been done or might be done, showing the different directions in which the discipline is going. The juxtapositional citation will not be used in this study because it seems that the juxtapositional citation simply repeats the function of the negational citation and is not sufficiently distinct.

This ends this section on the review of literature on citation analysis. The next section will give the chapter conclusion.

Chapter Conclusion

We have reached the end of the review of literature chapter. Chapter One, the Introduction, situated this study in the pervasive and necessary practice of regional, national and international conferences, and this grounded us in understanding the important role that the conference abstract has. With little information about this genre available, an important gap in knowledge exists. The primary focus of this study is to come to a greater understanding of what the discourse features of the genre of the TESOL

convention abstract are. Genre has a twofold definition: 1) the distinct discourse features defined by the conventions of a discourse community to meet the aims and needs of that community, and 2) a living complex situation that is a call for action and reaction of its community. The first definition will be the main focus of this study; however, the second definition will also be explored. Thus, by defining a professional genre, one is defining its culture.

Moves analysis revealed helpful ways to define moves by noting the degree to which moves are optional, obligatory or sequential. In a study on the Discussion move, Hopkins & Dudley-Evans (1988) introduced the terms obligatory (always present) and optional (sometimes present) in relationship to move frequencies. They found one move, the Statement of Results, to be obligatory and the other nine moves to be optional. Applying the term to other studies, we discover that Salager-Meyer (1990) found in 90% of the medical journal abstracts all four IMRD moves obligatory. Swales (1981) found the four Introduction sub-moves to be obligatory. Finding out which moves are optional versus obligatory in the TESOL conference abstract will be a goal of this study.

Swales and Salager-Meyer found that sequential order is an important factor in their studies of sub-moves and major moves. Other studies either did not find sequential ordering (Crookes, 1986), or did not note it as a factor (Hopkins & Dudley-Evans, 1988; Berkenkotter & Huckin, 1993, 1995; Kaplan et al., 1994; Faber, 1996). The degree to which moves and sub-moves are sequential will be examined in this study.

Moves analysis studies also noted that differences in discourse communities are a factor in affecting moves. One study (Melander, Swales & Fredrickson, in press) showed that differences in discourse communities across different languages, different nations, and

different disciplines create variation in rhetorical move structures. Thus, linguistic journal abstracts varied in structure due to differences found in practices of discourse communities, while biology abstracts were similar across language and nationality differences. Furthermore, though medical abstracts had differences in structure, those differences were due to genre differences not due to differences found in discourse community practices. Thus, an understanding of the practices of discourse communities is paramount for this study to understand the TESOL conference abstract.

Citation analysis as conducted by Moravcsik & Murugesan (1975) and Swales (1986) differs greatly in purpose compared to moves analysis. Because citation analysis involves analyzing the effects a citation has over an extended period of time and does not involve noting the structural arrangement of a discourse, citation analysis may not seem important to genre analysis. However, such citation analysis does provide detailed citation categories that can be useful for this study. Namely five categories of citations were identified as being useful: Conceptual, Operational, Evolutionary, Confirmative, and Negational. These categories will be counted within the major moves of the TESOL convention abstracts as a way to further understand the genre.

To conclude, this dissertation has identified two important features that provide a way to define a genre: 1) cognitive moves; and 2) citations.

A genre analysis is not just a study of physical attributes of a discourse; it is also the study of the practices of the discourse community. The next chapter, Chapter Three, the Discourse Community of TESOL, will examine the historical practices and conventions that are associated with the TESOL organization. By defining an organization through an exploration of its past and present within its social context, we

hope to approach an understanding of the powerful influences that affect the genres of that organization.

CHAPTER THREE

III. THE DISCOURSE COMMUNITY OF TESOL

Introduction: Genre as an Action of the Discourse Community

The preceding chapter showed how theories of literature, rhetoric and linguistics all helped to define genre for this study. This chapter focuses on the discourse community and its goals. The call for papers for the 1996 TESOL convention was a call for action to promote the needs and aims of the discourse community of TESOL. To see how these aims affect a genre, two different interest sections within TESOL are examined: research and higher education.

As we discussed in the preceding chapter, a genre is also a reaction to the history of ideas and needs of a community. Thus, to better understand what the current needs of the TESOL discourse community are, a short exploration of its past will be presented.

Predecessors of the Modern Conference

The origins of conferences, conventions, or congresses are political in nature. From the gathering of wise men called together by a king to decide the meaning of a flood in ancient times to a gathering of scientists to agree on mathematical and instrumental measurements so that geographic boundaries and taxes could be collected in a more accurate way in modern times, the gatherings of specialized, talented, knowledgeable, or

enthusiastic people have been important means in achieving powerful goals. A sense of urgency, importance, and purpose helps to form the dynamics of conferences.

The origins of the modern conference can be traced to the first International Congress of Statistics held in Bruxelles in 1853. According to Sarton (1952), the Belgian, Adolphe Quetelet, was the founder and organizer of that conference and was elevated to become its president (p. 300). This congress was held for an important purpose: the standardization of quantitative instruments and measurements. As Sarton explains, this initial international gathering was so successful that it caused a rash of other congresses to be created in the following years as different disciplines and interests saw the benefits and the need to unify and to promote their own fields:

1853 First International Congress of Statistics in Bruxelles
1857 First International Congresses of Ophthalmology in Bruxelles
1860 First International Chemical Congresses in Karlsruhe
1864 First International Botanical Congresses in Brussels
1867 First International Congress of Medicine in Paris
1871 First International Congress of Geography in Antwerp
1875 First International Congress of Americanists in Brussels
1878 First International Congresses of Anthropology and Ethnology in Paris
1905 First International Congresses of Anatomist in Geneva

Such congresses brought people from different countries to unify their diversities for specific purposes. Scientists, mathematicians, and politicians saw the need for international bodies to standardize certain things as science began to expand. These conferences and the standards they set were vital events that helped to situate the evolution of science, the professions, and businesses. Such congresses were the prototypes of today's modern conventions and conferences.

Today, such events continue to be vital and are indispensable to all disciplines and all professions. One organization, which would try to emulate the success of science and

its congresses, was the American Psychological Association (APA). The next section explores the origins of APA, which would become an important influence on TESOL.

The American Psychological Association and the Genre of the Abstract

The impact that science was having and a realization of the future potential impact of science made some disciplines question their own epistemological foundations to see if they could benefit from incorporating the scientific method. A brief look at how APA's format changed and its reinvention of its own discipline will show how this organization would later influence other disciplines. Bazerman (1988) retells that John Watson, one of the founders of the APA (1897) and its journal, *American Psychology Bulletin,* wanted to proclaim its independence from non-objectivity. As Bazerman (1988) explains, only by examining APA development does one understand the larger implications of APA's influence.

Let us examine how the journal abstract evolved over time as a way to show how APA's influence developed. Bazerman explains that the first version of the APA style manual was published in 1927. There it states that the last section of the paper should be a final summary which differs from the abstract submitted. These were two distinct sections of the article. The summary was connected to the article while the abstracts were submitted separately and not connected. In 1944, the summary became a numbered list of conclusions. In 1952, it became closer to the form now in existence that calls for the entire argument to be covered; it included a problem, a results and a conclusion section. Furthermore, the summary could double as an abstract. Thus, a separate abstract no longer had to be submitted to the editors of a journal. Finally in 1967, the current form

was created with the abstract appearing at the front of the published article, eliminating the final summary (p. 265). These changes affected the genre of the APA abstract and its influence on readers in APA and related fields by picking up the pattern of problem, results and conclusion that would evolve into the IMRD moves of the current abstracts. Furthermore, these changes are a reflection of Watson's original proclamation for the need to be more objective. The abstracts, by adhering to strict APA guidelines and conventional pattern of arrangement, appear more precise and more objective.

Such changes indicate that the abstract is a vital part of a research paper because the abstract has assumed the functions of a conclusion. "The function of the summary has been to a large degree taken over by the abstract which accompanies each article" (APA, 1967, p. 13). What this implies is that the abstract is not merely a representative, a mini-simulacrum of the research paper. It serves an important function of its own.

The APA was the first human science to create a unique form of discourse that differed from the discourse of philosophy (Bazerman, 1988, p. 259). APA became the model for all psychological and other disciplines that wanted to become scientific in nature. Sociology would follow in the 1920's and political science in the 1950's (Bazerman, p. 259). TESOL followed in 1966 though only officially in 1986.

The next section explores TESOL's origins.

The TESOL Convention: A Brief History

The first official TESOL convention, as Alatis (1990) explained, was held in New York City on March 18, 1966; however, two previous conventions had already been held:

the first in Tucson, Arizona, and the second in San Diego, California. In May 8-9, 1964, under the leadership of Allen, the first national conference which was solely about the teaching of English to speakers of other languages occurred at Tucson had a surprising 800 participants.

Allen was an executive member of the National Association of Foreign Student Advisors (NAFSA). Originally, two organizations, NAFSA and the National Council of Teachers of English (NCTE), were interested in jointly holding the conference, then the Center for Applied Linguistics (CAL) joined. Later the Modern Language Association (MLA) and the Speech Association of America (SAA) joined. The purpose of the convention as written in a report from CAL was

> to establish lines of communication between the various interest groups who are at present represented in a number of organizations; to bring to bear the body of interdisciplinary knowledge which is relevant to the teaching of English to speakers of specific languages; and to give consideration to a professional status for those who teach English as a second language. (Alatis, pp. 3-4)

The need for a more permanent organization and convention was advocated by the National Advisory Council on Teaching of English as a Foreign Language (NACTEFL). The main concern of the NACTEFL was that a national register of teachers of English to speakers of other languages (ESOL) was needed and that only the creation of a professional organization could create, update and maintain such a register. Allen writes on October 30 that the group agreed upon the name Teachers of English to Speakers of Other Languages (TESOL) (Alatis, 1990, p. 61).

Though TESOL was born in the sixties, and its journal, the *TESOL Quarterly* was first published in 1966, the true origins of TESOL goes back further. The next section explores those origins.

Evolution of TESOL and Its Genres of Discourse

TESOL discourse practices evolved over its short history. Since its founding in 1966, TESOL has sponsored the publication of professional journals and newsletters, *TESOL Quarterly, TESOL Journal, TESOL Matters* and a *TESOL Newsletter*. In a sense, it is a direct descendent of the Royal Society that invented the genre of the experimental journal with its publication of the *Transaction* to promote its vision of knowledge. The TESOL audience demands objectivity. Although TESOL is not a purely "scientific" organization, its emphasis on research and teaching based on empirical studies is a signature of this organization. The goals of TESOL can be traced to the origins of the first modern scientific organization, the Royal Society.

The *TESOL Quarterly (1981)* is a journal dedicated to science (p. 484). Indeed, Swales (1988) asserts that the journal's evolution is a conscious move toward science and away from being a humanities like journal. A dramatic shift in its conscious effort to assert its scientific emphasis occurred in March, 1986, coinciding with its twentieth anniversary when it was announced that people must submit papers styled according to the APA manual, the third edition.

There were reasons for this change to the APA style. Not only was TESOL trying to model its style after the APA style, it was also trying to model itself after the APA itself because of that organization's success. Indeed, there are other similarities of TESOL to APA. Both were located in the same city of Washington D.C., the seat of power of government spending. TESOL, as a professional organization, has always meant to affect change in the way politicians view the discipline.

Actually, the move to APA writing standards is not as dramatic as it seems, for the rules for submission and formatting of papers in the *TESOL Quarterly* were already quite similar to the APA style well before this event. A comparison between the TESOL style requirements which preceded the 1986 change to the APA style and the APA shows important similarities. An examination of the evolution of the style requirements for the TESOL journal abstract will show this. According to the 1981 TESOL requirements, the paragraph explaining abstract writing was the shortest entry of all the topics discussed, with just three sentences or 57 words. The abstract guidelines according to TESOL in 1981 were:

> Each manuscript submitted for publication should be accompanied by three copies of an information [journal] abstract, summarizing the content of the article. The abstract should not be merely a repetition of the introductory remarks of the article itself. It should have a maximum length of about 200 words, be double spaced, and be typed directly below the title. (p. 482)

This is similar to the one page instruction about writing abstracts given in the APA Manual, second edition (1974) that was in effect in 1981. First, a more general definition of an abstract of a research paper is given:

> An abstract is a brief summary of the content and purpose of the article. . . .An abstract for a research paper should be 100-175 words; one for a review or theoretical article, 75-100 words. . . .Remember, to the degree that an abstract is succinct, accurate, quickly comprehended, and informative, it increases your audience. (p. 15)

However, the APA manual goes on to give more specific directions for an abstract of a research paper, which are far more explicit than those given in the TESOL guidelines:

> An abstract of a research paper should contain statements of the problem, method, results, and conclusions. Specify the subject population (number, type, age, sex, etc.) and describe the research design, test instruments, research apparatus, or data-gathering procedures as specifically as necessary to reflect their importance in the experiment. Include full test names and generic names of drugs used.

> Summarize the data or findings, including statistical significance levels, if any, as appropriate. Report inferences made or comparisons drawn from the results. (p. 15)

Although the TESOL version is not as explicit in detail about abstract writing, the guidelines for writing the research paper do give advice and details on how to design tables, figures, graphs and illustrations for submission which are similar to those in the APA manual. The guidelines state that *TESOL Quarterly* is dedicated to science. Such features are signature characteristics of science journals. TESOL, though not explicitly following the APA guidelines in 1981, was following guidelines that implicitly are in accord with typical research studies. Later by accepting the APA style manual as the official guidelines for TESOL writers, TESOL then became more scientific just as Swales noted in his study on the evolution of the *TESOL Quarterly* articles.

In the last volume number of 1985, an important announcement was made that beginning in 1986 submissions to the *TESOL Quarterly* follow the APA guidelines. By adopting the APA manual, time, space, and money, of course, were saved. With just one sentence, which was now subsumed within the information for contributing to the journal, the TESOL guidelines, an evolution of the previous style sheets, is no longer needed, thus, opening a new episode in TESOL's pursuit of defining itself. Now two sentences are used to refer to the APA manual, and the second sentence states that the APA manual is available in most libraries and bookstores. The reason given for the change to the APA standard is stated in the editor's note (vol. 19, 4, 1985):

> This change . . .will make the editorial style of the *Quarterly* consistent with that of a large number of other journals in education. We hope that the change will stimulate contributions to the *Quarterly* from colleagues in related fields and provide all potential contributions with a more comprehensive set of guidelines for the preparation of manuscripts that has previously been possible. (p. 652)

Note that the APA style is brought in to unify and bring in contributors "from colleagues in related fields." This parallels the purpose of TESOL's first convention "to establish lines of communication between various interest groups" from various organizations (Alatis, pp. 3-4).

TESOL gained much by adopting the APA style, and the IMRD moves of APA have become the established moves of the TESOL articles. The next section will review these moves in more detail.

The APA Moves of the Research Paper: the TESOL Connection

Since TESOL in its pursuit of defining itself as a scientific discipline has adopted the APA style as a guide on how to write, this section will review the APA system of moves for the research paper. With the adoption of the APA style manual, these moves have become part of the prescribed discourse practices of the TESOL community. The organizational moves of the research paper from the APA manual (1994) are as follows:

1. Introduction

(a) Introduce the problem
(b) Develop the background
(c) State the purpose

2. Method (divided into subsections which will vary)

(a) Participants
(b) Apparatus (materials)
(c) Procedure

3. Results (includes some of the following)

(More details or pages are devoted to this section)
Table and figures
Statistical presentation

4. Discussion (includes implications)

(pp. 11-19; Taken from the titles of the sub-headings.)

First, the Introduction move situates the empirical study by stating the problem and developing the background and finally by giving the purpose of the study. Then the Methods moves provides information about the subjects involved, the specific materials, instruments or apparatus used and gives a detailed account of the procedures. Next, the Results move, the longest section, contains ample information on specific guidelines, concerning the procedures used to produce tables, figures, and statistics. Furthermore, it explicitly states that information about the implications is not to be placed here. Finally, the Discussion move ends with the conclusions of the study with its implications given.

These four moves provide a framework for the research paper discourse of the TESOL community which joins TESOL to other communities of scientific researchers. However, the more specific discourse practices of TESOL will derive from the specific goals which make it distinct. Therefore, the next section will examine the specific features of the TESOL discourse community itself in more detail.

TESOL as Discourse Community

The TESOL organization functions as a discourse community, and it also functions in a similar manner to other professional/academic discourse communities. When a member of TESOL decides to do a presentation at a TESOL convention, a one page proposal must be sent in. To write a successful proposal, one should be aware of the goals associated with that association, and furthermore, the author of the proposal must choose from a list of interest sections in which the proposal will be refereed. This is an

important choice, for one is choosing a group of people who have similar interests and goals. The interest sections of TESOL are divided into eighteen categories:

1. Applied Linguistics
2. Computer-Assisted Language Learning
3. English as a Foreign Language
4. English for Specific Purposes
5. ESL in Bilingual Education
6. ESL in Higher Education
7. ESL in Secondary Schools
8. ESOL in Adult Education
9. ESOL in Elementary Education
10. International Teaching Assistants
11. Intensive English Programs
12. Material Writers
13. Program Administration
14. Refugee Concerns
15. Research
16. Teacher Education
17. Teaching English to Deaf Students
18. Video

This list demonstrates the vast areas of interests that TESOL is involved with, and it represents some of the areas of knowledge that TESOL wants to promote. In another sense, such a list is a representation of commonly agreed upon areas that need development, promotion and replication. Furthermore, these eighteen interest sections represent eighteen groups of readers. Before the call for conference papers was announced, there was a call for readers for each of the eighteen interest sections in the newsletters and organizational meetings, and these interest sections readers read the TESOL conference abstracts sent to their sections.

Thus, in an important sense, the eighteen categories represent sub-discourse communities of which members are a part. Members can and do belong to several interest sections though they must declare one as the primary group and will only receive one

newsletter about that group. Thus, this list gives an outsider a look at what is important to this discourse community.

The author of a TESOL conference abstract also has the choice of deciding what two content areas the proposal falls under:

A. AIDS education
B. Assessment/testing
C. Content-based instruction
D. Curriculum-based instruction
E. Discourse/pragmatics
F. Employment/certification
G. English as an international language
H. Grammar
I. International teaching assistants
J. Literature/arts/media
K. Personal development
L. Psycholinguistics/neurolinguistics
M. Reading/literacy
N. Second language acquisition
O. Sociolinguistics/culture
P. Sociopolitical concerns
Q. Speaking/pronunciation/phonology/ listening
R. Specific language groups
S. Technology in education
T. Vocabulary/lexicon
U. Workplace/business English
V. Writing/composition

These content areas also give an outsider an insight into what areas of knowledge are important to the TESOL discourse community.

To further understand what a discourse community is composed of, it will be helpful to look at Swales' (1990) definition of some its important characteristics:

1. A discourse community has a broadly agreed set of common public goals.

2. A discourse community has mechanisms of intercommunications among its members.

3. A discourse community uses its participatory mechanisms primarily to provide information and feedback.

4. A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aim. (pp. 24-27)

The following sections will explicate these points in more detail and demonstrate how this definition of a discourse community applies to TESOL.

1. Common Public Goals of TESOL: Research and Instruction

As point one of Swales' characteristics of a discourse community states or implies, when writing within the constraints of a genre, one must keep in mind the goals of that community. Swales (1990) qualifies this statement by claiming that one of the most important aspects of genres and discourse communities is the communicative purpose that drives the *language* activities of the discourse community, and he explains that communicative purpose is important in a "career-related genre" (p. 10). Like other TESOL genres, the TESOL abstract is an important part of one's career, and understanding the goals and purposes of a TESOL genre can influence success in that organization. For Swales, perhaps the simplest way to put the importance of genres in relation to discourse communities like TESOL is that "genres are how things get done, when language is used to accomplish them" (p. 26).

To understand more about the expectations of the TESOL discourse community, an examination of its mission statement will help. In the 1996 yearly fact sheet that it sends to its members, TESOL states that its mission is:

> To strengthen the effective teaching and learning of English around the world while respecting individuals' language rights. TESOL promotes scholarship, disseminates information, and strengthens instruction and research.

Thus, TESOL has a twofold public goal as stated in the mission statement of "instruction and research." This is the explicitly agreed upon "set of common public goals " for TESOL. Its purpose does differ from a purely scientific organization, for teaching is one of its prime concerns. From its very beginning, according to Alatis (1990), providing access to publications of value to teachers was an important duty of TESOL. In its second newsletter, Volume 1, Number 2, "a list of 20 publications, with prices ranging from ten cents to three dollars" was offered (p. 18). TESOL would buy books in volumes and sell at discount prices to its members. *Adapting and writing language lessons* by Stevick and published by the government was one of the first discount texts that TESOL bought by the hundreds to make available for TESOL members. The first TESOL publication of its own was Croft's *TESOL, 1967-68: A Survey* (1970). The first available handbook by TESOL was *A handbook of bilingual education* by Saville & Troike (1971). Though this was a revised edition from a previous publisher, it opened the door for many other handbooks (Alatis, p. 18). Current publications by TESOL for teachers include the *TESOL's New Ways Series* on how to teach various language skills: grammar (Pennington, 1994); listening (Nunan & Miller, 1995); vocabulary (Nation, 1994); speaking (Bailey & Savage, 1994); reading (Day, 1993); and writing (White, 1995). Other books include more specialized topics for teachers edited by Richards: one for volunteer teachers going overseas (Snow, 1996), and another about using e-mail for teaching (Warschauer, 1995). Textbooks on TESOL teaching techniques (Bowen, Madsen & Hilferty, eds., 1985) and on TESOL methodology (Long & Richards, eds., 1987) have been written by other publishers. These are techniques and procedures that were largely created or tested using the empirical methodology that TESOL promotes.

Many of the articles or methodologies in those texts were first published by TESOL. Before, techniques and procedures were based on instincts, myths and complex theories not tested empirically (Altman, 1990, p. vii). Now, the TESOL community of researchers proudly produces research that affects the entire field.

One of the goals of the TESOL community is to create teaching methodologies based on research carried out through the scientific methodology. Like the scientific world, TESOL wanted to be free of the flawed ideologies and misconceptions that people had about language learning. Objectivity and replicability are important factors that provide advancement of knowledge. Language learning was not something new to society, but applying the scientific method was. Thus, scholarship is an important goal of TESOL.

Examining the discourse features of the *TESOL Quarterly* can also give an important indication of how the goals and aims of instruction and research of the TESOL discourse community are promoted. Swales (1988) did such a study examining the discourse features of the first 20 years of the *TESOL Quarterly* (1966-1986). The average length of the research article has remained the same, about 5000 words, but the number of tables has grown. The average number of references, 4 in 1968 to 34 in 1986, has drastically grown. Citation of books has lessened and the number of cited articles or chapters in edited books has grown to become the majority. The *TESOL Quarterly* has become more social science-like instead of humanities-like with such characteristics as more sub-sectioning, more co-authorship, and more statistics. There has been a rise in authors citing other TESOL articles (Swales, 1990, p. 116). Swales speculates that the main reason for these evolutionary changes of the TESOL articles is the need to

professionalize, and the main evidence for this is in the standardized format that the main article must conform to: "the formulation of research questions sited within a rhetorically-established framework of previous work, and the presentation and discussion of data" (p. 117). Such standardization points to an overt need to professionalize the TESOL community, and also such standardization helps to unite a profession. As Bowen, Madsen, & Hilferty (1985) point out, TESOL has "welded the profession together" (p. 52), and TESOL has become a leading organization with the leading journal in its field. It has prestige, authority and vision.

Thus, first and foremost, TESOL claims to be a professional organization with the highest standards. It is no accident that TESOL adopted the APA method for writing research projects. Like the discipline of psychology, TESOL wanted to emulate the respected and high standards of science. Such standards help to promote the goals of research and instruction better.

One goal is to "strengthen the effective teaching and learning of English around the world"; the other goal is to promote scholarship. Both goals work in a symbiotic relationship in that research gives quantitative clues as to the most effective teaching methodologies available. The genre of the research paper is the space where this action takes place. The genre of the conference abstract is a microcosm of the TESOL community and a place where the goals of promoting research and instruction are enhanced.

The types of proposals--papers, workshops, demonstrations, and colloquia--show the extent that TESOL will go to promote its twofold mission of scholarship (research) and pedagogy (teaching/information). The need of practical and effective teaching

methods, tests and curricula grows as a record number of ESL students are enrolled in American colleges and campuses since English has become the number one language of science (Swales, 1990).

The goals of promoting research and instruction have been explored as the "common public goals" of TESOL. In the next section, the second definition of discourse community will be explored in more detail.

2. Mechanisms of Intercommunication in TESOL

As point two of Swales' definitions of the discourse community implies, genres are the mechanisms of intercommunication. Specialized journals such as *TESOL Quarterly* and yearly conferences such as the TESOL convention welcome participants into their own professional or academic organizations to communicate with each other and allow things to get done. All are important events for action of a discourse community to function within.

The 1996 TESOL Convention was held in March in Chicago. The main purpose of the convention was to facilitate communication among its veteran members, new members and welcomed guests interested in language research and teaching. The convention itself, as Swales would probably agree, functions as a huge mechanism of intercommunication. Just as important, the conference abstracts are also events, as this study on the genre of the TESOL conference abstracts notes: genres are living situations where the actions of the community take place.

This ends the second exploration into the meaning of discourse community. Thus, the next section provides the third part of Swales' definition of discourse community.

3. Participatory Mechanisms: Information and Feedback in TESOL

As point three of Swales' definition of discourse communities implies, the genres used in such communicative events as the TESOL convention enhance communication between members who share information and provide needed feedback to each other. This coincides with Miller's (1984) contention that the action of a genre is more important than the genre itself. Successful action can only occur if one knows the norms expected in a genre. Thus, to be an effective member of the TESOL discourse community, one must hold a certain amount of mastery of the skills required to function and create a specific genre such as the conference abstract. Such skills come about through experience. Swales (1990) explains, "The acquisition of genre skills depends on previous knowledge of the world, giving rise to *content schemata,* knowledge of prior texts, giving rise to *formal schemata*, and experience with appropriate tasks" (pp. 9-10). The maps, frames, schemata, and scripts that people have within their minds give powerful directions on how to function in the discourse community with success. Cook (1994) defines a schema as the "mental representation of typical instances, and the suggestion is that they are used in discourse processing to predict and make sense of the particular instances which the discourse describes" (p. 11). Knowledge of schemata is vital to function in our world, especially in professional discourse communities, and Carrell's (1987) work in schemata has shown this to be particularly true for ESL students. Her work also applies to professional discourse communities.

This section explored the third point of Swales' definition of discourse community. The next section gives the fourth and final definition of discourse community.

4. Genres to Further the Aims of TESOL

As Swales (1990) writes for point four of the definitions of the discourse community, "A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims" (p. 27). The TESOL convention abstract is an important genre that promotes the development of knowledge in the eighteen interest groups and twenty-two content areas listed in a previous section, on TESOL as discourse community.

To clarify matters, TESOL convention abstracts are actually entitled summaries. For the 1996 convention, three copies of a two page (front and back) proposal form, and six copies of the one page summary and a self-addressed postcard were required to be sent before the deadline of May 14, 1995. The call for papers is a call for action, and members are awakened to participate and interact with other members. The genre of the conference abstract is a social action itself, occurring as a meeting place where members' ideas interact as the living discourse of the culture.

Within the TESOL convention, the conference abstract can be divided into several sub-genres, such as Paper, Demonstration, Workshop, and Colloquium, that help to further the aims of TESOL. Each is a separate sub-genre because each has a distinct functional goal. These differences will be examined in the following paragraphs.

Some ten months before the March, 1996 deadline, a call for papers was announced. Within this call was a definition of each sub-genre. Here is the definition of the Paper abstract genre:

Paper (45 minutes)

> A paper is most effectively presented as an oral summary with occasional reference to notes or a text. The presenter discusses and describes something the presenter is doing or has done in relation to either theory or practice. The presenter often has handouts and may also use audio-visual aids. The one page summary should include a synopsis of the paper, a central idea, supporting evidence and a conclusion. (TESOL, 1994, p. 12)

While paper presentations are important events in the conventions, other forms of presentations or genres are asked for as well: Demonstrations, Workshops, and Colloquiums. The requirements for the genre of the Demonstration abstract were given as follows:

> time is used for showing, rather than telling, a technique for teaching or testing. Normally the presenter's statement of the theory underlying the technique takes no more than five minutes. The presenter usually has handouts and may also use audiovisual aids. The one-page summary should include a brief statement of the presenter's central purpose and a description of the presentation. (TESOL, 1994, p. 12)

In this type of presentation, action from the speaker is required, and the act of showing something instead of telling about it is required. Teachers of English talking to speakers of other languages know the power of activities to enhance lectures. Thus, demonstrations are quite popular.

Another popular presentation is the genre of the Workshop abstract (1 ½ hours). Such a genre requires:

> very little lecturing by the leader; the emphasis is rather, on the participants' activities, which is carefully structured by the leader. The leader works with a group, helping participants solve a problem or develop a specific teaching or research technique. The one-page summary should include a statement of the goal, a synopsis of the theoretical framework, and a precise description of the tasks to be performed during the workshop. (TESOL, 1994, p. 12)

Workshops reinforce the idea that one of the best ways to learn is by doing, so the leader leads while the participants do the work. Thus, participants are asked to be actively involved, and the success of a workshop is largely built on the quality of the participation of the audience.

Still another genre popular at the TESOL convention is that of the group presentation known as the Colloquium abstract which involves:

> both formal presentation and participant discussion. It is a forum for a group of scholars to discuss current issues in TESOL and for open discussion among all in attendance. Presenters exchange papers in advance and make formal responses to each other's positions. The organizer of the colloquium is responsible for securing the participation of people representing various viewpoints in the field before submitting a proposal. The one-page summary should include, in addition to a synopsis of the issue(s) to be discussed, a brief schedule of the presentations and discussion time. (TESOL, 1994, p. 12)

Thus, the Colloquium is a sort of group presentation that often welcomes audience discussion on important issues. The genre of the Colloquium abstract must convince the readers that the discussion panel will be quite an effective forum to argue or present various contentions of an issue.

The TESOL convention differs from other conferences that actually want papers read aloud and that even require complete drafts be submitted before or after the presentation of the paper. All the different types of TESOL presentations call for a degree of active spontaneity. The TESOL suggestion for the paper presentation demands that an "oral summary " be given instead of an objective word by word reading of the text, and eye contact is required with the audience. Since the art of reading aloud has not been mastered by many, giving an oral summary allows the texture and grain of one's own voice to touch the ears of the listeners in a way that seems more informal and more open

to friendly discussion. In addition, the tactile nature of having a handout to touch brings about a certain degree of participation from the audience. All of the senses (except smell) are brought into action--sight, sound, touch--to enhance intercommunication. In one sense, the TESOL conference is like a family reunion with the organizers trying to make everyone feel at home. The presentations in TESOL tend to be more animated than those in some professional conventions because of the emphasis on total sensory involvement in the dramas of communication. Thus, even those who feel out of place are brought into the action of the presentations in an effective manner.

To conclude, such genres of the Paper, Demonstration, Workshop, Colloquium abstracts are the actions of participation in furtherance of TESOL's goals.

With some 2000 abstracts submitted to the 1996 TESOL convention, it was felt that it would be difficult to examine the entire corpus in detail, so instead, two interest sections were chosen for a more detailed analysis: research and higher education. The next sections will examine two interest sections as discourse communities to explore how their goals and needs fulfill TESOL's and how they differ from each other.

The Research Interest Section and the Higher Education Interest Section as Mini-Discourse Communities

Both the research interest section and the higher education interest section share the twofold goal of promoting instruction and teaching, but probably do not emphasize both goals equally. This section will explore how each interest section, as its own mini-discourse community, might emphasize one goal more than another one.

The research interest section as a discourse community will probably emphasize the promotion of the research goal more than the instruction goal. If this is so, such an emphasis by the research interest section as a discourse community should influence the discourse features of the moves, sub-moves, and the citations in the genre of the TESOL conference abstract. The IMRD structure will probably be more emphasized by the research interest section, and there might be a greater occurrence overall of such moves. Specifically the sub-moves of the Introduction, Summarizing Previous Research and Preparing for Present Research (gap move), might occur more in this interest section. If this is so, more citations will probably be used by this group in their abstracts.

The ESL in higher education interest section like the TESOL discourse community in general will promote the objectives of research and instruction; however, it may have instruction as its higher goal. If this is assumption is correct, then the structural features of the genre of the TESOL conference abstract will be affected by this stress on didactic concerns. There will probably be fewer moves overall, since the convention of the research structure IMRD will not be as important, and there will probably be less use of citations overall.

This ends the exploration of the mini-discourse communities of the research and higher education interest sections. The next section will provide the chapter conclusion.

Chapter Conclusion

In the previous chapter, Chapter Two, the idea that the social context is a vital factor that influences a genre was introduced. This chapter examined more closely how

the social context functions for the members of TESOL as a way to further our understanding of how the TESOL discourse community works.

An examination of the strong influence of science on TESOL discourses with a brief exploration of the origins of the scientific methodology allowed us to understand how such TESOL discourses came about. Also a brief exploration of the history of APA and its influence on TESOL furthered that understanding. In a sense, we are carrying out Miller's (1984) idea of ethnomethodology, trying to understand "the knowledge that practice creates" (p. 151).

In this study, the practices, the needs and goals of a community are critical factors that influence its own epistemological growth and the structure of its genres. The TESOL conference abstract is a living situation where the needs and goals of TESOL grow.

Two interest sections of the 1996 TESOL Convention are examined for this study: the research and higher education. It is posited that the goals and need of these interest sections, two "mini-discourse" communities, vary and that such variations may cause physical differences in the genre of the conference abstract. Since the mission statement claims that the twofold goal of TESOL is to promote teaching and research, both interest sections to a degree promote these goals. However, the research interest section values research more while the higher education values teaching more. These differences may lead the genre of the conference abstract to be an action promoting such differences.

The next chapter will examine in detail the methodology of this study.

CHAPTER FOUR

IV. METHODS

The Purpose of the Study

This study examines the genre of the conference abstract and more specifically the genre of the TESOL convention abstract. Two interest sections out of eighteen separate interest sections from the 1996 TESOL convention were chosen to see whether variation in discourse structures occurs due to differences in goals and aims between interest sections. More specifically, this study will examine whether the goals and aims of the research and higher education interest sections of the TESOL discourse community differ enough to cause structural differences in the frequency of rhetorical moves and the use of citations in the moves.

This study posits that the form of the genre may differ to the degree that the call for action from each discourse community differs. The first feature analyzed is the set of rhetorical moves; this analysis is used to record, present and define subtle differences in arranging the discourse of the convention abstract. The second feature is the use of citations, which may enhance the functions of the rhetorical moves and further define the genre and its variations. It is hoped that these two types of analysis will help uncover the underlying matrix of the genre of the TESOL convention abstract.

The next section gives an introduction into the TESOL abstract categories and an overview of the submission process of the TESOL convention abstracts so as to better understand the data.

Introduction

Before we examine the abstracts, we will briefly review how TESOL categorizes abstracts. One page convention abstracts, which TESOL calls "Summaries," were submitted to the 1996 TESOL Convention. This study will call such "Summaries" conference abstracts because that is the term that is generally used by researchers in previous studies on conference abstracts (Berkenkotter & Huckin, 1993, 1995; Kaplan et al., 1994; Faber, 1996). TESOL participants had the choice of categorizing and submitting their abstracts into one of four types: Papers, Demonstrations, Workshops, and Colloquium abstracts. Also submissions had to include a 50 word "Abstract" that would be used as a brief description of the presentation to be placed in the TESOL convention program book. Since moves analysis is usually based on the arrangements or moves of official or generally known patterns of a discipline, this study chose to focus on the Paper abstract because such abstracts adhere more closely to the IMRD structure found in the guidelines of the APA manual, which is the official model for the TESOL organization.

An important consideration in organizing the data is to understand the decision process that the abstracts went through for the 1996 convention. One important issue is the way the abstracts for the 1996 TESOL Convention were judged. Although the specific judging procedures vary somewhat from one interest section to the next, the general procedures can be understood by considering the description of the selection

procedures of the higher education interest section provided by Nelson (1995). According to Nelson, in the higher education interest section, three sets of readers judged the abstracts and were asked to rate the abstracts as Accept, Reject, or Possible. Three Accepts caused an abstract to be accepted. Two Accepts and one Possible also allowed it to be accepted. All other combinations caused rejection. Then those abstracts that had just two Accepts and a Reject, or one Accept and two Possibles were given to the Convention Chair, Nick Collins who decided their fate (p. 1). Since this study did not have access to the judges' remarks, they cannot be considered in the analysis, so the analysis will only consider whether abstracts were accepted or rejected. TESOL procedures for 1996 permitted about one half of the total abstracts submitted to the higher education interest section to be accepted for slots on the program. The percentage of acceptances in other interest sections was similar.

Methods Overview

The methods of this study will be described in two major sections detailing the moves analysis and the citation analysis. The first section, "Moves Analysis: Procedures," describes the methodology for analyzing the rhetorical moves of the TESOL convention abstract. This section is further divided into two sub-sections: one which focuses on the conference abstracts of the research interest section and the other on the abstracts of the ESL in higher education interest section. Within each interest section, two types of paper abstracts were noted: the empirical and the pedagogical types. The rationale for choosing to sub-divide the Paper abstracts into these types will be explained later in this chapter. Within each section and within each type, the major moves and sub-moves of the abstracts

are defined, and examples are given. To conclude each section, the relevant research questions for this study will be outlined.

The second major section of the chapter, "Citation Analysis Procedures," describes how this study examines citation categories. The first section explicating the procedures of the moves analysis for this study follows.

1. Moves Analysis: Procedures

TESOL has a total of eighteen interest groups, all of which received abstracts for the 1996 convention. There were 1911 abstracts submitted, and Table 4 shows the number of accepted and rejected abstracts in each presentation category: Paper, Demonstration, Workshop, and Colloquium for each interest section. Out of a total of 1911 abstracts submitted, the Paper abstract, which is the focus of this study, is the most common type, comprising 901 abstracts (47.14%).

Due to the sheer quantity of data, a choice was made to study only the Paper abstracts, and the second selection criterion was to focus on only two interest sections. It was decided to examine only the Paper type abstracts because these abstracts could most appropriately be examined based on the Introduction, Methods, Results, and Discussion (IMRD) moves that had been the focus of previous genre studies, including conference abstract studies. It was felt that differences in interest sections might have a major effect on the genre of their abstracts because a genre is defined by the aims and needs of a discourse community and because the wide variation in the goals and aims of TESOL members might lead subgroups to manipulate and transform the genre according to need.

Table 4

Accepted vs. Rejected TESOL Convention Abstracts

Interest Sections	Paper		Paper Total	Demon-stration		Work Shop		Collo-quium		Totals
	A	R		A	R	A	R	A	R	
1. Applied Linguistics	43	55	**98**	2	4	2	1	8	1	116
2. Computer-Assisted Language Learning	21	21	**42**	14	20	3	3	3	0	85
3. English As a Foreign Language	55	33	**88**	33	25	8	8	6	3	171
4. English for Specific Purposes	26	33	**59**	15	29	11	9	1	0	124
5. ESL in Bilingual Education	8	9	**17**	1	6	1	2	0	1	28
6. ESL in Higher Education	**70**	**77**	**147**	**43**	**71**	**8**	**13**	**11**	**2**	**295**
7. ESL in Secondary Schools	8	15	**23**	26	22	8	14	1	0	94
8. ESOL in Adult Education	9	10	**19**	34	27	14	8	3	0	105
9. ESOL in Elementary Education	6	6	**12**	13	20	4	10	1	4	64
10. International Teaching Assistants	13	12	**25**	2	11	4	2	0	0	44
11. Intensive English Programs	36	43	**79**	76	81	9	16	1	0	262
12. Materials Writers	12	13	**25**	14	15	5	3	2	0	64
13. Program Administration	20	28	**48**	6	5	2	3	5	1	70
14. Refugee Concerns	5	4	**9**	6	1	0	0	2	0	18
15. Research	**34**	**56**	**90**	**0**	**1**	**0**	**1**	**7**	**1**	**100**
16. Teacher Education	63	44	**107**	18	40	16	28	4	2	215
17. Teaching English to Deaf Student	7	0	**7**	2	0	1	0	2	0	12
18. Video	3	3	**6**	9	22	4	1	0	0	42
Totals	439	462	**901**	314	400	100	122	57	15	**1909**

KEY: A= Accepted, R = Rejected

The two interest sections selected for this study were the research and ESL in higher education interest sections. These two groups were chosen for two main reasons, firstly because they contain a larger number of paper abstracts than many other groups and secondly, because they vary in the range of interests of their members. The Research Interest Section represents all areas of interest of TESOL, while the ESL in Higher Education Interest Section represents a more specialized area. Thus, a comparison of a more inclusive interest group (research section) to a more specific interest (ESL in higher education section) group could be made. An additional reason for the choice of the research interest group was that their abstracts were most likely to conform to what previous genre studies have shown about the research paradigm (Swales, 1990) on which other researchers have focused.

When the data were first received, abstracts for this study were not marked as being accepted or rejected but were arranged sequentially based on the date of arrival in TESOL headquarters. The 1911abstracts were stored in one box. The researcher had to look into the conference book to distinguish whether an abstract had been accepted or rejected. Then the researcher divided all 1911 abstracts according to interest sections, then into the categories of Paper, Demonstration, Workshop, and Colloquium, and then into accepted and rejected categories. The number of accepted and rejected abstracts for the two interest sections which will be the focus of this study are given in Table 5. Note that in Table 5 in the research interest section, two abstracts listed in the program book were not found. Since no analysis could be performed on the missing abstracts, they were left out of all data analysis tables. In the higher education interest section, more paper

Table 5

Abstracts Submitted to Two Interest Sections

Abstract Categories	Research Interest Area	ESL in Higher Education Interest Area
Accepted Abstracts	34	70
Rejected Abstracts	56	77
Total Paper Abstracts**	90	147
Other Abstract Categories *	10	148
Total Abstracts	100	295

*Demonstration, Workshop. ** Actually 92 exist; two were missing.

abstracts were submitted and a much higher percentage were accepted than in the research interest section. The next section will describe the methods for analyzing the moves of the TESOL convention abstracts.

The Major Moves of the TESOL Convention Abstracts

The review of literature on genre studies suggested the methodology for choosing patterns that are possible major moves of a genre. Important sources for such major moves are the guidelines and style manuals of a discipline. For the most part, the major rhetorical moves examined in this study are based on the APA guidelines that TESOL has adopted for its discipline. Other move analysis studies have also applied the IMRD moves, (Salager-Meyer, 1990; MacDonald, 1994). This study will compare its results to those studies.

Since the APA manual does not give specific guidelines on how to write conference abstracts, the guidelines for writing "journal" research papers are the closest

that exist as a model for TESOL convention abstracts. This suggests that the application of the four major moves from the APA manual (1994), 1) Introduction, 2) Methods, 3) Results, and 4) Discussion (IMRD), will be of some value in this study.

The way these four moves were categorized and defined for this study is exemplified in the following TESOL abstract accepted for presentation by the research interest section. The four major moves are highlighted.

> How do bilingual readers process multiple-choice reading tasks?
>
> (**1. INTRODUCTION**) Multiple-choice reading comprehension tests are one of the most widely used forms of second language reading assessment, but few researchers have investigated the strategies L2 readers use to accomplish this type of assessment task and how strategy use affects performance. The presentation focuses on the strategies used by adult proficient Spanish readers when answering multiple-choice reading comprehension questions in their L1 and L2 and examines the relationship between strategy use and performance.
>
> (**2. METHODS**) The fifteen subjects in the study gave introspective verbal reports as they read three passages and answered five types of multiple-choice reading comprehension questions in their L1 and L2. Through these introspective think-aloud reports, the strategies that readers used to accomplish multiple-choice reading comprehension tasks in their L1 and L2 were identified, and the effect different levels of L2 reading proficiency had on the transfer of strategies from L1 to L2 was examined. (**3. RESULTS**) Interesting differences and similarities in strategy use among proficiency levels will be reported and (**4. DISCUSSION**) the need for using alternative forms of assessment to evaluate reading comprehension will be discussed. [Parenthetical comments added.]

First in the example, the Introduction move situates the readers into the context of the tension that the study was created to resolve. The writer opens the abstract by stating that multiple-choice reading tests are a widely used form of second language reading assessment, and then the writer notes the context of the tension as being that "few researchers have investigated the strategies L2 readers use to accomplish this type of assessment task." Thus, the reason for the study shows itself to the reader.

Just as the Methods move is the key scientific move in a research paper, the Methods move is also the focal move of the empirical abstract. It explicates how a study was conducted, and it is the center of scientific epistemology. Note the amount of detail given to this move in the above example: fifteen subjects, introspective verbal reports, and five types of multiple-choice reading comprehension questions. The Methods move functions in scientific epistemology as the cornerstone of replicability, the ability for other researchers to reproduce a study in order to verify its findings or to extend or enhance such findings, though, of course, an abstract will not allow space to provide complete data for replicability. Nonetheless, sufficient information must be supplied to make the reader think that the researcher who wrote the abstract has indeed completed or will complete a respectable study.

Following the Methods move, the Results move provides the outcome of the study. Since abstracts are often written before studies are completed, this move is often short. In the above example, one independent clause of a compound sentence is all that is provided.

Finally in the example, the Discussion move, a vital move in research papers, is also present here. This move goes from the specific findings of the study to generalizations that can be applied to a broader field. As we saw in the literature review in some disciplines, authors of research papers may skip some of the other moves of the paper in order to focus on this move. Here, however, as with the Results move the amount of space allotted to the Discussion move is quite small. The example gives the implications of the study in a single independent clause, claiming that there is a "need for

using alternative forms of assessment." Note that moves three and four were within the same sentence, a compound sentence.

In the TESOL abstracts, it was sometimes difficult to determine whether a statement was explicating the results of the study or discussing the results. At what point should an interpretation of the results be considered a Discussion move? Upon preliminary readings of the TESOL convention abstracts, I could not resolve this. Here is an example of a problematic move:

> The findings indicate that in keeping with the Anglo-American rhetorical tradition, NS writers used a variety of syntactic and rhetorical means to project their objectivity and increase their credibility.

This statement is not specific about the types of means used "to project their objectivity and increase their credibility." This move seems to act more as a general summation of the findings than a discussion of implications. However, it also acts as a type of Discussion move because it generalizes the findings. This abstract had no other Discussion move. It appeared that the author was using one move to represent both results and discussion. Such statements, which might qualify as a discussion of the results, appear primarily to function as result statements. Therefore, when such a move occurred, I coded it as a Results move.

As we saw in Chapter Two, these major moves are one way to help define a genre. Overall, all four major moves should generally be present for a journal abstract genre to be considered empirical in nature (Salager-Meyer, 1991) though Melander et al. (in press) found that two moves, Methods and Results, were enough for certain disciplines. However, since the genre of the conference abstract is subject to different constraints, it is possible that all four moves might not be required. Therefore, this study noted the

frequency of occurrence of all four major moves and whether they occurred in the prescribed sequence. In the above example, all four major moves are present in the prescribed sequential order of IMRD.

The next section will further examine the way in which the four moves were applied to the analysis of the TESOL convention abstract and will introduce the sub-moves of each section which were also examined.

Sub-moves of the Empirical Abstracts: An Overview

Each section of an abstract was coded according to which major move it had. Each major move is also composed of sub-moves, and sub-moves typically reflect options that writers have. For example, according to Swales (1981) the Introduction move is composed of four sub-moves: 1) Establishing the Field, 2) Summarizing Previous Research, 3) Preparing for Present Research, and 4) Introducing Present Research. A writer may choose to use just one, two or even all four sub-moves when writing the Introduction move.

In the following example submitted to the TESOL research interest section, the writer chose to use three of the four sub-moves in the Introduction.

How do bilingual readers process multiple-choice tasks?

> (**1. INTRODUCTION**) Multiple-choice reading comprehension tests are one of the most widely used forms of second language reading assessment (***Establishing the field***), but few researchers have investigated the strategies L2 readers use to accomplish this type of assessment task and how strategy use affects performance ***(Preparing for present research)***. The presentation focuses on the strategies used by adult proficient Spanish readers when answering multiple-choice reading comprehension questions in their L1 and L2 and examines the relationship between strategy use and performance ***(Introducing present research).***

> (**2. METHODS**) The fifteen subjects in the study gave introspective verbal reports as they read three passages and answered five types of multiple-choice reading comprehension questions in their L1 and L2. Through these introspective think-aloud reports, the strategies that readers used to accomplish multiple-choice reading comprehension tasks in their L1 and L2 were identified, and the effect different levels of L2 reading proficiency had on the transfer of strategies from L1 to L2 was examined. (**3. RESULTS**) Interesting differences and similarities in strategy use among proficiency levels will be reported ***(vague or promising***) and (**4. DISCUSSION**) the need for using alternative forms of assessment to evaluate reading comprehension will be discussed (***implications)*** . [Parenthetical comments were added.]

While major moves are usually obligatory and sequential, sub-moves are typically optional moves that the writer might decide to make. As discussed in Chapter Two, previous researchers have questioned whether examining optional moves would be a productive endeavor. Some previous studies (Salager-Meyer, 1990, 1991, 1992; Melander et al., in press) have focused only on the four major (IMRD) moves in journal abstracts or have mentioned the existence of sub-moves but have not counted them (Melander et al., in press; Salager-Meyer, 1990, 1991, 1992). In order to address whether sub-moves analysis is a valuable way to note distinct function variations between interest groups, sub-moves were counted in this study.

It was decided that Swales, not APA, would be the model for the sub-moves of the introduction because Swales' study on introductions is based on sub-moves that were actually found in introductions, and Swales' sub-moves are more extensively explained than the APA moves. Although neither source bases its moves on the abstract, but rather on the necessary moves involved in the introduction of the research article, the Swales sub-moves still seem a viable source for this study since the abstract has been called a mini-research paper and should conform to the arrangement patterns of the research paper.

A list of the sub-moves from Swales for the introduction is given in Table 6. It should be noted that Swales (1981) further divided these sub-moves into smaller sub-moves. For example in the Establishing the Field sub-move, Swales identifies three smaller moves: Showing Centrality, Stating Current Knowledge and Ascribing Key Characteristics. Since these smaller sub-moves are not counted in this study, we do not discuss them further here. However, they do inform our discussion of the examples of each introduction sub-move.

Table 6

Sub-moves of the Introduction Section (Swales, 1981)

1. Establishing the field
2. Summarizing previous research
3. Preparing for present research
4. Introducing present research

(Simplified with bold lettering added, p. 23)

Swales found that the four sub-moves given in Table 6 were sequential. This study will count these sub-moves and note the degree to which they are sequential. The following sections will describe and give examples of the sub-moves of the Introduction from the 1996 TESOL convention abstracts which were used for this study.

SUB-MOVE 1: ESTABLISHING THE FIELD

The first sub-move, Establishing the Field, functions to introduce the topic to the reader, and since this is the first move of the paper, it can have a special impact on the reader.

This sub-move demonstrates to the reader that the study is strongly within the research or teaching practices of the TESOL community and not something naïve or

incomprehensible. The sub-move is a statement of fact concerning the academic situation that the study is involved in, and it is part of the accepted and continuously examined norm of knowledge in the discourse community. An example of sub-move one, Establishing the Field is as follows:

> Portfolio assessment is gaining wide acceptance as a means of evaluating student writing, replacing the more traditional timed impromptu essay.

This statement identifies the topic of the study, portfolio assessment, as an important, increasingly accepted way of assessing, and as a topic, it is both timely and relevant within the field of TESOL. By showing such centrality to the field, the writer hopes to increase his or her chances of being accepted.

The second sub-move, Summarizing Previous Research, will be examined in the next section.

SUB-MOVE 2: SUMMARIZING PREVIOUS RESEARCH

The second sub-move, Summarizing Previous Research, is an important move that was found by Swales (1981) in many introductions to the articles he examined, and it was the "most extensive" and described move (p. 33). On the other hand, Kaplan et al., (1994) state that Summarizing Previous Research is a sub-move that is not part of the journal abstract. If this sub-move is part of the conference abstract, then its use may separate conference abstracts from journal abstracts. Citations are typically avoided in journal abstracts because they can be seen in the article and in the reference pages. On the other hand, since conference abstracts are stand-alone abstracts (Swales, 1993), readers are not able to look either at the article or at the reference page; thus, writers may find it important to mention actual names of studies in this sub-move.

This sub-move is sequential and usually follows the first sub-move, Establishing the Field. In this sub-move, the author's name can either be placed in parentheses or outside of parentheses and integrated into the sentence. Instead of naming the author in the sentence, the writer has the option of placing the writer in parentheses to emphasize the topic instead of the author. Here is an example of placing the author/s in parentheses:

> Repetition of lexical items creates cohesion in a text (Halliday and Hasan, 1976), but overuse . . . .

In this example, the writer is emphasizing the concept "repetition which creates cohesion" instead of the pair of writers, Halliday and Hasan, who wrote about the topic. Here is an example of having the author integrated into the sentence:

> Since Kaplan's (1972) pioneering and widely-cited work, research has been conducted on the relationship between culture and discourse patterns, specifically in writing.

The writer is not only mentioning the study, but the name of the researcher is a major part of the sentence, perhaps helping to bring prestige to the abstract. Though, in this example, Kaplan is used as an adjective, his name is not only the focus of the research he initiated, but it also brings a sense of importance to the abstract by showing a strong author presence.

This sub-move is sequential and is usually followed by the third sub-move, Preparing for Present Research, which will be examined in the next section.

SUB-MOVE 3: PREPARING FOR PRESENT RESEARCH

The Preparing for Present Research sub-move is an important transitional move linking the Summarizing Previous Research sub-move to Introducing Present Research

sub-move. The Preparing for Present Research sub-move functions to define the author's study within the context of the needs and aims of the discipline.

This sub-move, commonly known as the gap move, shows that there is a need or a space in the field that should be filled with new research. This sub-move is often preceded by the Establishing the Field sub-move or the Summarizing Previous Research sub-move. Here are two examples of the "gap" sub-move:

A) . . . but **few** researchers have investigated the strategies L2 readers use to accomplish this type of assessment task and how strategy use affects performance.

B) The issue of grammatical accuracy in oral production is often **neglected** or receives only haphazard attention in listening/speaking instruction since grammar has traditionally been delegated to writing classes. [Bold lettering added.]

The words "few" and "neglected" are frequent words used to indicate a gap in the field. In the first example, "few" researchers have investigated certain strategies, and in the second example, certain "neglected" issues about oral production exist. Hence, the need for a new study is signaled.

Another way to show a gap is by raising doubts about the results of a particular research study in the field. In the example, we will give the sentence before the Preparing for Present Research sub-move in order to show how the sub-move is set up since it is necessary first to introduce the issue before raising questions about it. This sentence is an example of a Establishing the Field sub-move.

> The finding of these studies lead us to believe that the thinking process and reasoning pattern are very likely to be shaped by the cultural and educational backgrounds of the learners.

Here, the writer has situated the study in the cultural and educational factors that influence the reasoning patterns according to many studies. Then in the Preparing for Present Research sub-move, the writer reacts to the findings:

> However, the results are not consistent or conclusive.

This sets up the reason for his or her own study by raising doubts about the results of prior research.

The fourth and final sub-move of the Introduction is Introducing Present Research sub-move.

SUB-MOVE 4: INTRODUCING PRESENT RESEARCH

This is the final sub-move of the Introduction and perhaps the crucial move, for it finally introduces the reader to the study itself. It is usually the last sub-move of the Introduction and is typically followed by the Methods move. This sub-move specifies the goal or aim of the study. An example of the sub-move is as follows:

> Based upon reading as an interactive and transactive process, the purpose of this proposed study was to investigate the mental connections that 12 advanced Taiwanese ESL students made while reading two English literary texts.

In this example, by stating the procedures of "reading two English literary texts" to find out the "mental connections" that ESL students make and by stating the concepts to be examined, the writer is giving the aim of the study. The word "purpose" is commonly used to introduce this sub-move.

An alternate way to do this move is to give a descriptive outline, telling of the various elements that compose the presentation and highlighting important factors of the study. An example of this type of Introducing Present Research sub-move is shown:

> The focus of the research was to examine (a) what impact Hispanic culture and prior life experience had upon one teacher's development as a new Language Arts teacher in a primarily Hispanic middle school, and (b) how a first-cohort graduate of a newly revised Teacher Education program experienced her first year of teaching in this setting.

An important characteristic of this sub-move is the use of numbers, letters, bullets, colons and semi-colons. In this example, letters are used to outline the "focus" of the research. There are two major sections of the outline: (a) "prior life experience" of a teacher and (b) influence of a teacher's program upon the subject. This sub-move helps to organize the information in a systematic way, and serves as an effective way to guide the reader through the vital points of a study while subsuming the information within the function of the focus of the study.

This concludes this section on examples of the sub-moves of the Introduction section used to analyze the abstracts of the 1996 TESOL convention. The next section will examine the sub-moves of the Methods section.

The Sub-moves of the Methods Section

As with the Introduction section, modeling the Methods section on the APA manual has its limitations. Unfortunately, there are no studies that have focused on the Methods section of the research paper, as there were on the introduction (Swales, 1981). Keeping the limitations in mind, I first attempted to apply the APA moves. The sub-moves of the Methods section, according to the APA manual, vary and are not sequential, including information about subjects or participants, apparatus or material and procedures. The following is an excerpt from an abstract which began with the Methods section.

> Throughout one academic year, 51 Japanese EFL students were asked to underline all of the words that they looked up in Japanese-English dictionaries to use in their in-class writing. These underlined words were then analyzed in terms of nine categories of error.

Note that the first sentence mentions subjects and materials, and describes part of the procedures. When I did my initial count, I could find no sustained pattern which would lead to categorizing these pieces of information into separate sub-moves. For example, the first sentence in the above example has mentioned subjects and materials and some procedures, while the second sentence mentioned other procedures. If this became a pattern and many Methods sections started with a "Subjects and Materials sub-move" followed by a "Procedure sub-move," then these could have been possible sub-moves of the Methods section. Instead, writers often only had one of these elements mentioned, in some cases none of them, and sometimes all three elements would be in one sentence. Generally, the three elements of subject, material and procedures were parts of sentences and did not seem to function as rhetorical moves. Because of the overlapping nature of these three elements, I could not clearly distinguish one sentence as functioning to promote one element or one sub-move from another sentence that might promote two or all three elements, so I decided to categorize the Methods move only as a major move without sub-moves.

The next section will offer examples of the sub-moves of the Results section.

The Sub-moves of the Results Section

The Results section tended to be the shortest section of the abstracts. Here are the APA guidelines for move three:

3. Results (includes some of the following)

Table and figures
Statistical presentation

These guidelines are written for research articles (p. 15) where tables, figures and statistical data are plentiful. However, in the results section of a conference abstract, no tables or statistical presentation are ever given. Indeed, statistical results are rarely even mentioned. These APA guidelines are not very representative of conference abstracts. The APA manual claims that the Results section is the most detailed and longest section of the research paper; however, the opposite was found to be true in my initial scanning through the TESOL conference abstracts. Therefore, the moves and sub-moves used for this study are based on observation and analysis of the actual moves and sub-moves found in the TESOL abstracts. To determine appropriate sub-moves, I read a number of abstracts to try to discern a pattern of sub-moves, and when I noticed a certain pattern, I wrote down what I believed to be the sub-moves. These were then confirmed by examining all the abstracts. Table 7 gives the minor sub-moves of the Results section of the TESOL convention abstracts that I found. For a research paper, the results are vital, but for a conference abstract, often research is still underway or data have not been analyzed fully when the abstract is written. The Results move is usually short,

Table 7

Researcher's Results Sub-moves for TESOL Convention Abstracts

The Results	Explicit and Detailed (OR) Vague or Promising

and vagueness in stating the results is very frequent; however, some abstracts did give rather explicit results. Thus, I categorized the Results move into two alternative sub-moves: Explicit and Detailed Results, or Vague or Promising Results. These sub-moves are mutually exclusive and not sequential.

Explicit and Detailed

When statistics or specific details were given, I coded the results as an Explicit and Detailed sub-move. Here is an example of an Explicit and Detailed Results sub-move:

> Preliminary results indicate that a non-linear relation exists between amount of repetition and proficiency level, with the highest usage coming at the intermediate levels. Qualitative analysis of the essays shows that repetition can be an effective strategy for developing a topic.

Though the results are preliminary, this is an example of an abstract with a great amount of specific written results for the readers.

Vague or Promising

In the initial reading of the conference abstracts, a Vague or Promising Results sub-move appeared to be rather common. These were usually short in length and often were combined with the Discussion move. Here is an example of vague descriptions or promising descriptions of the Results sub-move combined with the Discussion move:

> Results will be discussed and implications will be drawn.

Note the short length (four words) of the Results sub-move in the first example: "Results will be discussed."

> This paper will present the survey results and discuss their implications for ESL teaching and teacher-training.

The second example of a Results sub-move is not much longer (seven words):

This paper will present the survey results.

In both examples, this sub-move represents a promise to provide more information when the paper is presented while the Explicit and Detailed sub-move actually provides some amount of detail.

The next section provides examples of the Discussion sub-moves.

The Sub-moves of the Discussion Section

In the APA guidelines, there is nothing stating what a Discussion sub-move might be. It simply states that there should be a discussion section. Through recursive examinations of the TESOL abstracts, the researcher found what he believed to be sub-moves of the Discussion section. Table 8 lists these three sub-moves of the Discussion section.

Table 8

Sub-moves of the Discussion Section

The Discussion	Discussion with Audience Implications Handouts

Discussion with Audience

One sub-move of the Discussion section is the call for audience participation. This incorporates one of the positive reasons for attending a convention: the possibility of gaining immediate feedback on the study from the audience. Here is an example of the Discussion with Audience sub-move:

> The audience will be encouraged to contribute their experience and opinions on the issues.

Here, the writer expresses the fact that interaction with the audience about their ideas would be welcomed. This is usually located in one of the last sentences and serves as a means of ending an abstract which is common in empirical abstracts.

Implications

The Discussion section often has an Implications sub-move, either related to teaching or further research. Here is an example:

> The significance of the findings for evaluators of nonnative writing, both teachers and essay raters, will be discussed.

This sub-move concludes the abstract by showing that the study can be helpful to other professionals in the field though not being specific about how helpful. Such statements seem to be a common way of realizing this sub-move. The Implications sub-move progresses from the specific description of the study in the Methods move to a more general statement of the usefulness of the research to the field in general.

Handouts

Another sub-move of the Discussion section is the acknowledgment of handouts of tables, teaching points, or references being given to the audience. Here is an example:

> Handouts will be given.

Though this example is but four words, it is a typical length for this sub-move. It is simply a promise that handouts will be given.

This concludes the examples of the moves and sub-moves initially used to analyze the TESOL abstracts. The next section will tell of a discovery of a possible sub-genre in the 1996 TESOL conference abstracts, which required a different set of move categories.

Discovery of a Possible Separate Sub-genre

As indicated in the previous sections before a comprehensive moves analysis could be performed, samples from the research interest sections were examined to see if the standard moves of IMRD actually existed in the abstracts. The samples from the research interest section did seem generally to fit into the IMRD pattern. Then an initial examination of the rhetorical arrangements of the abstracts from the higher education interest section was made. In applying IMRD moves to some of these abstracts, it became apparent that the moves would not work for all abstracts.

Here is an example of trying to apply the IMRD moves to an abstract in the ESL in Higher Education interest section:

> Community Colleges ESL and Voc. Ed: Partners in Success
>
> **(INTRODUCTION)** ESL instructors in community colleges have always prepared students to matriculate into both technical/vocational and academic departments. More and more international and second language resident students are enrolling vocational/technical courses, creating both strains and challenges. In addition, administrators are increasingly measuring the success of ESL departments by course completion rates in non-ESL courses. This has tremendous implications for budgeting decisions in the current fiscal state of community college funding. The ESL Department at SBCC is working closely with specific vocational and technical programs on campus to encourage student success and progress.
>
> The presenters will explain the ESL/Voc Ed. partnership at their institute which addresses key issues and encourages collaborative efforts across departments.
>
> **(METHOD?)** The presenters will show a short videotape featuring interviews with former ESL students explaining their success and failures in vocational/technical programs. Similar interviews with instructors of those classes will be shown. The presenters will describe and discuss activities that SBCC has developed to encourage successful matriculation: Cross-curricular class observations, workshops for Voc.Ed/Tech instructors Career Fairs, campus tours of Voc.Ed/Tech programs and programs for new course offerings. **(RESULTS?)**

> **(DISCUSSION?)** Presenters will invite participants to discuss existing programs or the need for such at their institutions. Handouts will be provided. [Parenthetical comments were added.]

In this example, the Introduction move does seem to fit into the Introduction of the IMRD pattern without any problems. However, the problem comes when trying to find the Methods move because there is no true Methods section. This is because the writer has no need to mention such a section since no empirical study is being completed or is in progress. With no Methods section, there can be no Results move, and with no Results move, there can be no Discussion of the meaning and implications of those results.

In some of the abstracts, it appeared that only the Introduction and Discussion moves were present. Since the Methods move has been considered to be a key part of the research article (Melander et al., in press), having the Methods and Results moves missing seemed problematic. However, other studies have also noted problems in applying the IMRD moves to abstracts in non-empirical disciplines. The MacDonald (1994) study could not apply the IMRD moves to the literature article. Faber (1996), who examined the CCCC abstracts, also rejected the IMRD pattern and applied a different set of moves (Flower & Ackerman, 1994). There is a precedent in not being able to apply such moves. Thus, it was decided that the IMRD moves could not be applied to all of the conference abstracts and that another set of moves might better represent some of the abstracts.

Since the higher education interest section seemed to show greater variation than the research interest section, the researcher began by dividing the papers within the higher education group into two different possible sub-genres: those that fit into the "research conference abstract" form and those that had a different form. Upon reading the abstracts that were different, it became apparent that they had a different function; they seemed to

be instructive in nature rather than experimental. Therefore, I termed such abstracts "pedagogical" abstracts. I called the abstracts that followed the research IMRD pattern, "empirical" abstracts. The word "empirical" and not research was used instead of the word "research" to differentiate the name for these "IMRD" patterned abstracts from the abstracts of the research interest section as a whole.

The next section will describe the procedures and categories of the moves analysis of the pedagogical type conference abstracts.

The Pedagogical TESOL Convention Abstracts: Search for a Model

The empirical type abstracts had a given source for their rhetorical moves which was grounded in the wealth of previous genre studies on research papers, journal and conference abstracts. However, pedagogical abstracts did not seem to fit into the pattern of the IMRD often examined in these genre studies, so it was necessary to determine what types of moves were associated with pedagogical abstracts and what rhetorical models could be found to represent the moves of these abstracts.

To allow some of these organizational patterns to represent rhetorical moves of the pedagogical abstract, certain modifications had to be made, and some of the sub-moves of the empirical type abstracts based on Swales are retained. There were other studies that could have informed this study on how to analyze the moves of the pedagogical abstracts. I rejected the moves for the Connor & Mauranen (in press) study on grant proposals because though some of the moves were quite similar to the IMRD moves and other moves were similar to the Swalesian sub-moves, the names differed. I chose not to use the less common move taxonomy to retain continuity with previous

studies by keeping the Swalesian names. Moreover, I rejected the three-move pattern of the Berkenkotter & Huckin (1993) study because those moves were simply a modification of the IMRD pattern, which I felt was not applicable to pedagogical abstracts. I also rejected the Faber (1996) moves based on the Flower & Ackerman (1994) pattern because they were created for business discourse, and I felt not applicable to a pedagogical type discourse.

The process of developing an appropriate taxonomy was a slow trial and error process of simply reading abstracts and noting whether certain moves fitted into patterns. Table 9 gives a modified version of the moves of a pedagogical abstract, which is based on Swales' divisions to explain how an oral pedagogical discourse might work. To maintain continuity across the empirical and pedagogical abstracts, I attempted to retain Swales' terminology where it was appropriate.

Table 9

Pedagogical Abstract: Major Moves and Sub-moves

Major Moves	Sub-moves
(1) Introduction (Swales)	a) Establishing the Field b) Summarizing Previous Research c) Preparing for Present Lecture d) Introducing Present Lecture
(2) Lecture	a) None
(3) Finale	a) Commentaries of the Lectures b) Handouts c) Questions and Discussion d) Summation Outline

Since the audience is composed of teachers and researchers, and those who claim to be both, I also included Swales' "Summarizing Previous Research" as a possible sub-move in the Introduction. Note that I named Move 2, the Lecture move to represent how it functions as a lesson to the audience, and I named Move 3, the "Finale" to show how a lecture needs to end on a strong note to be effective, just as a performance does. The key move is the Lecture move because it acts as a persuasive performance where the presenter must use all necessary means available to persuade the audience of the value of the lesson.

This section gave details of how the pedagogical abstract was discovered. The next section will provide examples of how the three major moves were categorized in the pedagogical type abstracts.

Major Moves of the Pedagogical Abstracts

Here is an example applying the three major moves, Introduction, Lecture, and Finale, to a pedagogical abstract.

Community Colleges ESL and Voc. Ed: Partners in Success

> **(INTRODUCTION)** ESL instructors in community colleges have always prepared students to matriculate into both technical/vocational and academic departments. More and more international and second language resident students are enrolling in vocational/technical courses, creating both strains and challenges. In addition, administrators are increasingly measuring the success of ESL departments by course completion rates in non-ESL courses. This has tremendous implications for budgeting decisions in the current fiscal state of community college funding. The ESL Department at SBCC is working closely with specific vocational and technical programs on campus to encourage student success and progress.
>
> The presenters will explain the ESL/Voc Ed. partnership at their institute which addresses key issues and encourages collaborative efforts across departments.

> **(LECTURE)** The presenters will show a short videotape featuring interviews with former ESL students explaining their success and failures in vocational/technical programs. Similar interviews with instructors of those classes will be shown. The presenters will describe and discuss activities that SBCC has developed to encourage successful matriculation: Cross-curricular class observations, workshops for Voc. Ed/Tech instructors Career Fairs, campus tours of Voc. Ed/Tech programs and programs for new course offerings.
>
> **(FINALE)** Presenters will invite participants to discuss existing programs or the need for such at their institutions. Handouts will be provided. [Parenthetical comments added.]

As the example shows, the Introduction move of a pedagogical abstract has much in common with an empirical abstract. Just as in the empirical abstracts, the Introduction move functions to connect the subject matter of the presentation to the context of the discipline. The reader must be made to understand the importance of the presentation. In this example, the introduction situates ESL in a vocational context.

Next, the Lecture move functions to explain in detail to the audience how a lesson or a successful program has been designed or implemented, or how a vital issue will be examined. The example here provides a detailed description of the vocational program.

Finally, the Finale move functions to conclude the lecture, and it reinforces the idea that the lecture has importance to the audience and/or discipline. This example brings the audience into the presentation by allowing them to share their own experiences, and the promise of handouts tells the audience that the lecture will be shared with them.

Thus, examples of the major moves of the pedagogical abstract have been given in this section. The next section will describe the sub-moves of the pedagogical conference abstracts which will further explicate the major moves.

Sub-moves of the Pedagogical Conference Abstracts

1. THE INTRODUCTION MOVE

This section will provide examples of the sub-moves of the pedagogical conference abstracts that are part of the major moves of the Introduction: a) Establishing the Field, b) Previous Research, c) Preparing for Present Lecture and d) Introducing Present Lecture. These sub-moves tend to be sequential and are similar to Swales' (1981) Introduction moves which were used for the empirical abstracts in the preceding sections.

A) Establishing the Field

This is an important sub-move that usually opens up the abstract. Because it is similar to one of Swales' Introduction sub-moves, the name is kept. This sub-move establishes the field by stating the present difficulty that exists in a situation at some location in academia. This sub-move functions to point out a need for a solution which the paper presentation offers. Here is an example:

> ESL instructors in community colleges have always prepared students to matriculate into both technical/vocational and academic departments. More and more international and second language residents are enrolling in vocational/technical courses, creating both strains and challenges.

The participial phrase, "creating both strains and challenges," states explicitly the problem.

Another way to show that a problem exists is to ask a rhetorical question about the problem. Here is an example:

"What can I do in the language lab that I can't do more easily in the classroom?" Note that here the question is in quotations and retains its informal spoken essence even with the contraction of "can't" to emphasize perhaps that it is a spoken statement, one

perhaps typically asked by those in the field. Because this is a rhetorical question, the speaker/writer does not expect anyone in the audience to speak; instead, the rest of the abstract becomes the answer.

Besides the above two ways to do this move, another way is by showing that research and scholarly activities important to the topic are shown to be active in the discourse community. Here is an example:

> Cognitive psychology and ESL experts strongly endorse active learning and quick feedback in the classroom as important principles of ESL learning and teaching theory and practice.

This example of the sub-move functions to place the study within an important realm of the discourse community, thus, proclaiming it as valuable. The writer is showing how the topic of "quick feedback" is central and valuable to the academic community.

The next section will examine the second Introduction sub-move: Summarizing Previous Research.

B) Summarizing Previous Research

A frequent choice in empirical abstracts was the need to demonstrate knowledge of previous research. This sub-move tends to be rare in pedagogical abstracts, though it did occur a few times. It tends to follow the Establishing the Field sub-move. Here is an example.

> Recently, however, there has been increased discussion about the responsibility discipline specific faculty have in the socialization of graduate students in their fields (Belcher 1994, Jenkins, Jordan and Weiland 1993).

This sub-move functions just as it would in empirical abstracts, but in a pedagogical abstract, no study has been completed by the author to comment on or extend such research.

As a statement of purpose, this sub-move tells the reader what the paper is about, and it often starts with a reference to the paper itself. Here is an example of the purpose statement:

This paper will examine the use of letters as an alternative to journals.

This sub-move is often the final sub-move of the Introduction in an abstract and is followed by the Lecture move. An alternative to a statement of purpose is to outline the aims or goals by dividing the important "lessons" of a presentation usually by giving a list of what will be presented. This "outline" sub-move often has either alphabetical, numerical or is marked with bullets. Here is an example:

> Teachers can benefit from a cyclical five-step self-assessment plan by: 1) identifying aspects of their teaching which need improvement, 2) developing a systematic plan, 3) implementing the plan, 4) evaluating the outcomes, 5) revising their teaching appropriately.

In this example, the writer gives the five steps of the self-assessment plan as a way to tell the reader what to expect.

This ends the examples of the Introduction sub-moves of the pedagogical type abstracts. The next sections will examine the problem with not finding Lecture sub-moves.

2. THE LECTURE MOVE

The Lecture move, which is the second major move, does not have defined sub-moves. This parallels the Methods section of the empirical abstracts, except that the major difference is that the two moves differ in function. The Methods move functions to describe the particular methodology involved in a study. The Lecture move involves describing a particular lesson the presenter wants to give. When examining the data, I

noted only three different subject matters that writers tended to examine: program descriptions, lesson plans and pedagogical issues. The Program Description is about programs at schools that have met with some success, and the writer wants to share the program with the audience. Here is an example of a Program Description:

> The presenters will show a short videotape featuring interviews with former ESL students explaining their success and failures in vocational/technical programs. Similar interviews with instructors of those classes will be shown. The presenters will describe and discuss activities that SBCC has developed to encourage successful matriculation: Cross-curricular class observations, workshops for Voc.Ed/Tech instructors Career Fairs, campus tours of Voc.Ed/Tech programs and programs for new course offerings.

The presenters promise to give enough information to satisfy an audience that is interested in such a program, and they will even include a video tape of feedback from the students. Note the details of the programs that are a promised part of the presentation: cross-curricular class observations, workshops, campus tours, and new course offerings. This attention to detail might be persuasive enough to influence readers to accept this promise.

The Lecture move can also be about a vital lesson plan or technique that will help students. Here is an example of a lesson plan:

> The presenter will suggest ways of engaging ESL students in the college reading classroom through specific techniques, strategies, and class projects.

Thus, ways to teach college reading are offered by the presenter.

Alternatively, the Lecture move can also concern issues that the writer deems important for teachers to notice. In this example, the affective factor of respect becomes the focus of the Lecture.

> ESL writers are not respected if they are dumped into classes with curricula and teachers who are not sensitive to their special talents and needs, if their classes are oversubscribed and/or do not meet often enough to ensure the level of writing improvement sought.

Being sensitive to special needs of ESL writers is the central concern the lecture presents to the audience. The entire lecture is written with examples of the lack of respect for ESL writers in various situations.

These three subject matters should not be considered sub-moves because sub-moves are options that a writer has regardless of subject matter. Sub-moves constitute choices on how to arrange a topic. Within each of the three topics, I could find no sub-moves patterns. Thus, no sub-move analysis will be conducted on the Lecture move.

This ends an explication of an attempt to find Lecture sub-moves of the pedagogical type abstracts; next, examples of the Finale sub-moves are given.

3. THE FINALE MOVE

The sub-moves of the pedagogical abstracts for the Finale section, the final major move, were:

a) Commentaries on Lecture
b) Handouts
c) Questions and Discussion
d) Summation Outline.

These sub-moves are not sequential or mutually exclusive. The next sections will provide examples.

Commentaries on Lecture

The Commentaries on Lecture sub-move functions to critique or explain alternate and subtle aspects of the lecture to the audience. It is also an opportunity for the audience to hear some of the problems that might arise in trying to implement aspects of the lecture to real situations.

The Commentaries on Lecture sub-move functions to persuade the reader of the value of the lecture or lesson given, and it offers no empirical proof of the value of the lecture or lesson, but assures the reader that it has certain intrinsic benefits. Here is an example:

> We can significantly reduce our students' anxieties by helping them see that incorporating research is not limited to scholars, libraries, or a particular form.

The main emphasis of the abstract is to promote the idea that research papers are not as formidable as they have been perceived to be.

Another way to comment on lecture is by telling what techniques to teach, and it usually addresses pitfalls of using the technique. This sub-move is usually at the end of the abstract, and concludes by explaining how to apply teaching techniques to actual classes. Here is an example:

> Finally, the presenter will clarify the teacher's role in beginning and sustaining this activity and suggesting ways to handle potential difficulties.

This is a helpful sub-move and gives insider's tips on how to "handle potential difficulties."

Another manner of commenting on the lecture sub-move is to provide the readers with reactions from the participants of successful programs or lessons. Here is an example citing student reactions to a successful class:

> Feedback from both NS and NNS participants reflects great satisfaction with the opportunity for cross-cultural exchange which these classes provide.

This example of the sub-move emphasizing "satisfaction" helps to persuade readers that the program presented in the lecture is acceptable to participants and so might be worth trying.

This ends the samples of the Commentaries on Lecture sub-moves. The next section continues with examples of the other three Finale sub-moves.

Handouts

This Finale sub-move usually follows the "Lesson" move and is a frequent sub-move for the pedagogical abstracts. Since the audience usually expects handouts, and the call for TESOL papers mentions this sub-move as being important, many abstracts mention this sub-move. This is a promise of something of value that the audience members will be able to take home with them. Here is an example of the sub-move:

Handouts will be provided.

This sub-move tends to be one of the last sentences of the abstract.

Discussion with Audience

Another sub-move in the Finale section is the Discussion with Audience sub-move. This sub-move is similar in function to the Discussion with Audience sub-move of the empirical abstracts, thus, the reason for maintaining the term. In a pedagogical presentation, the presenter/instructor welcomes active participation of the audience throughout the presentation and the Discussion with Audience sub-move makes this clear. In a research presentation, though interruptions would be tolerated, discussion is usually more welcomed at the end of a presentation.

Here are two examples of the Discussion with Audience sub-move:

1. Audience questions and comments will be encouraged throughout the presentation.

2. Audience participation will be encouraged. [Numbers added.]

This sub-move also tends to be near the end of the abstract.

Summation Outline

This is a curious sub-move of the Finale sub-move because it resembles earlier moves, but it occurs at the end of the abstract. It functions to summarize the key points of which have been mentioned earlier in the abstract. The following example was the penultimate statement of the abstract:

> The presenters will: **(INTRODUCTION)** 1) explain theoretical underpinnings of each program, **(LECTURE)** 2) describe how they are applied in each setting, **(FINALE)** 3) reveal each program's advantages and challenges, and 4) make some recommendations for implementation of these types of programs in other settings. [Parenthetical comments added.]

Note that such a sub-move highlights the three major moves of the pedagogical abstract.

This concludes the examples of the moves and sub-moves of the pedagogical type abstracts. The next section will formulate the specific research questions the moves analysis will address.

Research Questions

The following questions concerning what constitutes the genre of the TESOL convention abstract will be examined through moves analysis in relationship to the empirical abstracts, the pedagogical abstracts and a comparison of the two types.

Questions Related to Empirical Abstracts

First, questions related to the empirical abstracts in each interest section will be asked. These questions will first focus on comparing the accepted abstracts to the rejected abstracts within each interest section.

Major Moves and Sub-moves in Empirical Abstracts

I. Do the needs and aims of the two interest sections as different discourse communities affect the frequency of the major moves and sub-moves?

II. Which major moves and which sub-moves are "optional" (sometimes present) and which seem "obligatory" (always present)?

III. Are any of the major move or sub-move patterns in either interest section sequential in order?

IV. When comparing the frequency of the major moves (IMRD) to the sub-moves, are major moves more frequent? Are sub-moves optional (less frequent) compared to the major moves?

Next, the accepted abstracts from both interest sections will be compared using the same questions.

The next section will examine research questions related to pedagogical abstracts.

Questions Related to Pedagogical Abstracts

The following questions will be applied to the accepted and rejected pedagogical abstracts of the two interest sections:

Major Moves and Sub-moves in Pedagogical Abstracts

I. Do the goals and aims of the two interest sections affect the frequency of moves and sub-moves found?

II. Which moves and which sub-moves are "optional" (sometimes required) and which are "obligatory" (always required) in the pedagogical abstracts?

III. Are any of the major move or sub-move patterns in either interest section sequential in order?

IV. When comparing the frequency of the major moves (ILF) to the sub-moves, are major moves more frequent? Are sub-moves optional (less frequent) compared to the major moves?

Then a comparison between the accepted abstracts of the two interest sections will be made using the same questions.

The next section will examine research questions comparing the two types of abstracts.

Questions Related to a Comparison of Empirical and Pedagogical Abstracts

The accepted abstracts from the empirical and pedagogical abstracts of the two interest sections are compared.

I. How do the results of the sub-move and major moves analysis for the pedagogical abstracts compare to the results of the empirical abstracts? What does this tell us about the discourse communities within the TESOL discipline?

II. Which moves and which sub-moves are "optional" (sometimes required) and which are "obligatory" (always required) when comparing the two abstract types?

III. Are there differences in the sequential order between the two types of abstracts?

This ends the section on the research questions concerning the moves analysis. The next section will examine the procedure of the citation analysis of this study.

2. Citation Analysis: Procedures

Citation analysis is an important way to help distinguish the structural features of the genre of the conference abstract from the journal abstract. Conference abstracts are

stand-alone abstracts (Swales, 1993), without a research article attached. Thus, the need for providing citations becomes vital for persuading an audience of readers about the quality of a study to be presented. Although the citing of sources has not been found to be a mandatory move, it does differentiate the conference abstracts from journal abstracts, which tend not to have any citations. This study uses citation analysis to determine to what degree citations help to define the genre of the conference abstract. Citation analysis was restricted to the empirical conference abstracts due to the nearly complete absence of citations in pedagogical abstracts.

The procedure for the citation analysis was as follows. First, the citations were marked and counted. Then within the research interest section and the higher education interest section, the total number of abstracts which either have at least one citation or no citations were noted. Finally, the citation categories were coded, and their frequency was noted within the four major moves: Introduction, Methods, Results, and Discussion. To be counted as a citation, the item had to have the name of the author and refer to a specific study. Here is an example:

> Recent studies of cohesion in L2 writing (Scollon, 1991, 1993; Francis, 1994; Tyler, 1994) suggest that there may be language-specific preferences for certain types of lexical and syntactic cohesive devices in academic genres of language use, e.g., repetition of nouns, sentence stems, and prepositional phrases.

Four studies were specifically mentioned in this example.

There were other ways of expressing important studies in the abstracts which did not include citations of specific studies. Here is an example taken from an accepted abstract in the research interest section:

> The effect of teacher corrective feedback on student language learning has been explored in numerous second language acquisition studies.

Such statements claiming that there have been important studies but not naming any specific studies were not counted as a citation.

A statement claiming that there have been researchers examining specific topics but not naming any of the researchers was also not counted as a citation. Here is an example taken from an abstract examining the influence language proficiency has in the passing rates of students:

> Some investigators suggest that such lower passing rates may be due to lack of technical language proficiency.

This writer is acknowledging that certain studies on the effects of language proficiency on passing rate have been conducted but does not mention the specific investigators. For this study, a frequency count was made only of those citations mentioning the names of the researchers. Usually such a citation was given with the year of publication. However, in certain cases, the name of a researcher was given without a year, e.g., Conceptual (a specific theory or idea) citation or Operational (a specifically developed procedure) citation. Such references were also counted as citations. Thus, citations were counted whether they included a year or not so long as the names were noted.

As explained in the review of literature, the categories employed by this study are: Conceptual, Operational, Evolutionary, Confirmative or Negational (Moravcsik & Murugesan, 1975; Swales, 1985). The next section will describe the first pair of citation categories used: conceptual or operational.

The Conceptual or Operational Citation Categories

The first pair of citation categories used in this study is conceptual or operational, and they are paired together because they function in similar manners. Both emphasize an author who developed something that others can use. This type of citation is not trying to comment on a study that was completed as other types of citation do. Instead, the name in the citation is presented in association with a product of the person: a theory or procedure. One of these two citation categories, the conceptual citation, entails that such a citation is used because it concerns a concept or a theory important to the presentation. Here is an example of a citation used to promote a concept:

> Olberg (1960) introduced the idea of culture shock which opened the way for a multitude of works regarding cross-cultural communication.

Another category, the operational citation, demonstrates that the citation occurs because it is linked to a technique or method. Here is an example:

> The language is analyzed using Multidimensional Analysis (Biber, 1988), a methodology which combines quantitative techniques and qualitative, functional interpretations.

In this example, Biber is mentioned because he created his Multidimensional Analysis as a way to interpret data, which is a respected approach used in discourse analysis. It is the method and not the results of any study that Biber might have conducted that is the reason for presenting his name. The next section describes the confirmative or negational citation categories.

The Confirmative or Negational Citation Categories

The confirmative or negational citation categories represent the second pair of citation categories. Both citations are reactions to studies previously conducted. The

confirmative citation defends the finding or results of a particular study. In the following example, the author is trying to build her presentation on the idea that academic texts must not be considered as a single form of discourse; thus, she adds a confirmative citation:

In fact, Crowley (1991) suggests that academic prose is a "mythic genre."

This confirmative citation defends and supports her introduction statement.

On the other hand, the negational citation category contends that a study had incorrect interpretations of the findings or a flaw in the methodology. In this case, the studies are cited and a negational comment follows. Here is an example:

> Since Kaplan's (1972) pioneering and widely-cited work, research has been conducted on the relationship between culture and discourse patterns, specifically in writing. Studies (e.g. Choi 1988, Connor 1987, Edelsky 1982, Friedlander 1990, Hinds 1985 etc.) claim that argumentative pattern is different cross-culturally and learners' L1 has an impact on their writing in L2. Other studies (e.g. Das 1985, Mohan & Lo 1985) suggest that not only the transfer from learners' native language and culture but also developmental factors (i.e. learners' school experience with writing) account for the differences in discourse patterns.

The writer then notes that the results of all such studies are inconsistent:

> The findings of these studies lead us to believe that the thinking process and reasoning pattern are very likely to be shaped by the cultural and educational backgrounds of the learners. However, the results are not consistent or conclusive **(NEGATIONAL).** [Parenthetical comment added.]

Here, the author cites studies, summarizes their results and then states that such findings "are not consistent or conclusive."

Other Citation Categories

Another citation category identified by Moravcsik & Murugesan and Swales is called the evolutionary citation. This category progresses from previous citations given by

the author in an abstract. However, for this study, the evolutionary category was used but the juxtapositional category was not.

The evolutionary citation presents the foundations on which the presentation is built. Here is an example of an evolutionary citation:

> Examinations of the social construction of knowledge (Bazerman, 1988), the relationship between disciplines' epistemologies and linguistic forms (MacDonald, 1994), and students' experiences in university classes (Anderson et al., 1990) show that it is misleading to view academic texts as a single form of discourse.

This is evolutionary because the abstract is founded on the idea that academic texts are not a single form of discourse. The writer is building a case for the importance of his or her own study that extends these studies. The evolutionary citation was used for this study on the TESOL conference abstracts.

Some research questions that citation analysis seeks to answer are:

I. Which citation categories are more frequent in empirical abstracts?

II. Is there a difference in the way accepted and rejected abstracts use citations?

III. Does the research interest section have a higher frequency of citations than the higher education interest section? Is this difference attributable to the differing goals and aims of the discourse communities?

The Results Chapter will attempt to answer these questions. This ends the procedures of the citation analysis. The next section provides the chapter conclusion.

Chapter Conclusion

The purpose of the study is to show that the needs and aims of a discourse community help to form how a genre functions and is structured. Two different interest sections were chosen from the 1996 TESOL convention to see whether differing goals

would affect how the same genre, the Paper abstract, is used. The abstracts were divided into two types : empirical abstracts, which described research studies, and pedagogical abstracts, which focused on didactic concerns. A moves analysis was completed to see to what degree the empirical and pedagogical type of the two interest sections agreed or deviated in their use of the moves and sub-moves which defined the genre. The purpose of the moves analysis was to examine whether the goals and the aims of the interest sections affected the occurrence of the structural differences in the frequency of moves and sub-moves or in the sequential order of the moves.

This chapter has provided a description of the two basic procedures of this study: moves analysis and citation analysis. Table 10 lists the moves and sub-moves that this study employed in the moves analysis of each of the two types of Paper abstracts.

Table 10

Moves Analysis: Major Moves and Sub-moves

Empirical Abstracts	**Pedagogical Abstracts**
1. Introduction	**1. Introduction**
Establishing the Field	Establishing the Field
Summarizing Previous Research	Summarizing Previous Research
Preparing for Present Research (Gap)	Preparing for Present Lecture (Gap)
Introducing Present Research (Purpose)	Introducing Present Lecture (Purpose)
2. Methods	**2. Lecture**
3. Results	
Explicit and Detailed	**3. Finale**
Vague or Promising (will)	Commentary on Lecture
	Handouts
4. Discussion	Discussion with Audience
Discussion with Audience	Summation Outline
Implications	
Handouts	

The categories which were used in the last procedure of this study, citation analysis, are shown in Table 11.

Table 11

Categories for Citation Analysis

Citation Categories
Conceptual
Operational
Evolutionary
Confirmative
Negational

The citation categories used by both interest sections were examined within the moves of the empirical type abstracts only. The purpose of this analysis was to note whether the goals and need of the community affect the structures of the genre. Differences in uses of these categories in the accepted abstracts of the research and the higher education interest sections were also noted.

The next chapter will analyze the results of this study and will be separated into two sections to complement the divisions of this chapter.

CHAPTER FIVE

V. RESULTS AND DISCUSSION

Introduction

The previous chapter gave the procedures of this study. In this chapter, the results of this study are given, followed by a discussion of their meanings. The major purpose of this study is to define what the genre of the TESOL convention abstract is. It is posited that the goals and aims of a discourse community may influence the discourse features that appear in a genre. Two interest sections were examined: research and ESL in higher education. These two interest sections to a certain degree represent two mini-discourse communities within the larger discourse community of TESOL. The aim is to determine what actual characteristics or features make up the genre of the convention abstract. Two types of analyses have been conducted to help determine what the TESOL conference abstract is: moves analysis and citation analysis. This chapter reports on the results of these two major analyses.

The first major section of the chapter is divided into two smaller divisions: (i) the results of the analysis of the major and minor rhetorical moves of the empirical type conference abstracts, and (ii) the results of the moves analysis of the pedagogical type abstracts. Throughout this chapter, the accepted abstracts are compared to the rejected

abstracts and the results are given first, followed by discussions of the results, and then an overall summation of the outcomes of the chapter.

In order to understand the data better, the next section will give a brief overview of the abstracts submitted to the 1996 TESOL convention.

Overview of Abstract Submissions

As we indicated in Chapter Three, the TESOL abstract could be identified by their submitters as one of four categories: Paper, Demonstration, Workshop, or Colloquium. The researcher chose to focus the study on the Paper abstracts of two interest sections out of the original eighteen: the research interest section and the higher education interest section. There were 90 Paper abstracts submitted to the research interest section, and 147 Paper abstracts to the higher education interest section.

Table 12 shows the number and percentage of accepted and rejected "Paper" abstracts in each interest section, and Figure 1 gives a visual representation of the percentages.

Table 12

Overall Acceptance vs Rejection Rate in Each Interest Section

	Research	Higher Education
Accepted	34 (37.77%)	70 (47.61%)
Rejected	56 (62.22%)	77 (52.38%)
Total	90	147

Table 13

Number and Percentage of Submitted Empirical and Pedagogical Type Abstracts in Each Interest Section

Interest Section	Empirical n (%)	Pedagogical n (%)
Research	75 (83.33)	15 (16.66)
Higher Education	72 (48.97)	75 (51.02)

The research interest section had a greater percentage of empirical abstracts submitted at 83.33% while the higher education interest section had only 48.97%. The higher education interest section had a much higher percentage of pedagogical abstracts submitted at 51.02% compared to the research interest section at 16.66%. A chi square was performed and showed a significant difference in the number of abstract types between the interest sections (χ^2=27.970, df=1, p<0.05). This suggests that there is a relationship between the abstract type and the interest section.

Table 14 shows the number and percentage of accepted and rejected abstracts of the empirical and pedagogical types in the research and the higher education interest sections. Figure 2 is a visual presentation of the same data. Table 14 shows some very striking information. The research interest section had a lower percentage of accepted empirical type abstracts at 45.33% compared to the higher education interest section which had a 61.11% rate for their empirical type abstracts. Both interest sections had a higher rejection percentage for pedagogical abstracts. The higher education interest section rejected 65.33% of the pedagogical abstracts while the research interest section rejected 100%.

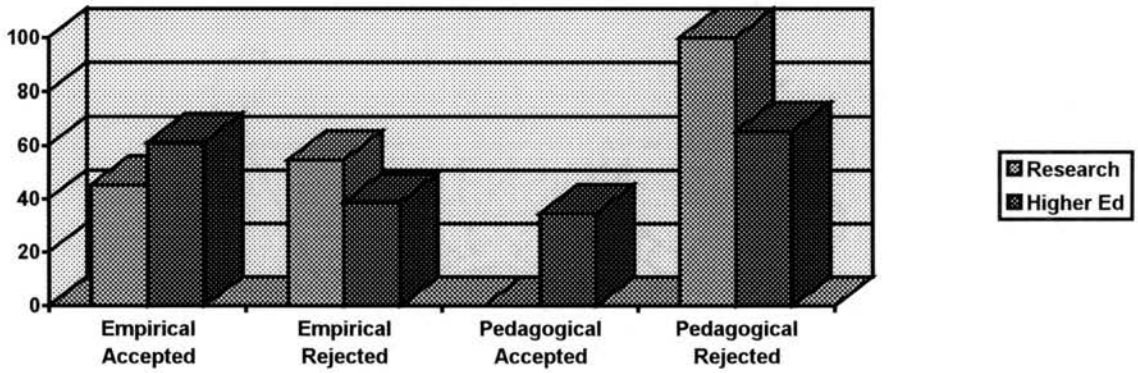
Table 14

Number and Percentage of Accepted vs Rejected Paper Abstracts of the Empirical and Pedagogical Types in the Two Interest Sections

Abstract Type		Research n (%)	Higher Education n (%)
Empirical			
	Accepted	34 (45.33)	44 (61.11)
	Rejected	41 (54.67)	28 (38.89)
Pedagogical			
	Accepted	0 (0.00)	26 (34.67)
	Rejected	15 (100.0)	49 (65.33)

Figure 2

Comparison of the Empirical to the Pedagogical Types of the Accepted and Rejected Abstracts for the Two Interest Sections



This rejection of 100% of the pedagogic type abstracts is an interesting phenomenon, which will be discussed in the results of the pedagogical section. For the empirical abstracts, a chi square showed no significant difference between the number of accepted and rejected abstracts for the research and higher education interest sections (χ^2=3.672, df=1, p>0.05). On the other hand, for the pedagogical abstracts, there was a significant difference between the accepted and rejected abstracts in the two interest

sections (Yates χ^2=5.722, df=1, p<0.05). This suggests that there is a relationship between the interest section and the rate at which it accepted pedagogical abstracts.

The next section will examine the results of the rhetorical moves analysis that was conducted for this study.

1. Results of the Rhetorical Moves

As explained in the Methods Chapter, the purpose of examining the rhetorical moves is to determine what structures constitute the TESOL abstract genre. A review of the literature of genre analyses showed that using rhetorical moves is an effective way to define how a genre is used. Furthermore, moves analysis provides the ground upon which the other type of analysis of this study, citation analysis, will be examined.

In the following sections, the results of the rhetorical moves of the two interest sections, research and higher education, are given. As in the previous analysis, the Paper abstracts for each interest section were divided into two divisions, empirical and pedagogical type abstracts. These divisions were made by the researcher and are not official divisions that the TESOL convention listed in the call for papers.

We will begin this part of the Results Chapter by describing the results of the analysis of the major moves and then the sub-moves of the empirical type abstracts, first for the research interest section and then for the higher education interest section. Then the results of the analysis of the major moves and sub-moves of the pedagogical type abstracts for the higher education interest section will be noted. Since the pedagogical abstracts were rejected in the research interest section, no moves analysis on those rejected abstracts will be presented.

The next section will examine the results of the frequency count of the major moves for the TESOL empirical type conference abstracts.

Major Moves of Empirical Type TESOL Conference Abstracts

One of the purposes of moves analysis is to examine the organizational patterns that define a genre. For the genre of the conference abstract, these patterns are vital arrangement choices that the writer makes to persuade readers of the potential value of the presentation. The purpose of examining the major moves is to determine the degree to which a discourse community uses certain patterns of arrangement to fulfill its most urgent needs and goals. Different patterns of arrangement signal different uses of a genre and perhaps even sub-genres that a discourse community uses to perform different functions. Two interest sections were chosen to determine whether there is variation in the use of a genre as measured by moves analysis.

The function of the empirical abstract genre, based on information from studies reviewed earlier, concerns giving effective, concise summaries of scientific type studies. The promotion of scientific analysis is important to a discourse community and will determine the degree to which genre structures are used, maintained, and/or altered. It follows that the research interest section probably places a higher value on research than teaching, while the ESL in higher education interest section, though perhaps not placing teaching above research in an exact opposite manner, probably does not have research in such a high regard as the research interest section. Will moves analysis support such claims? The major moves of the research and the ESL in higher education interest groups

will be counted to help provide the answer. Table 15 gives the frequency count of the major moves of the empirical type abstracts for both interest sections.

Table 15

Frequency Count and Percentage of Major Moves of Empirical Type for the Research and Higher Education Interest Section

Total Categories	Introduction n (%)	Methods n (%)	Results n (%)	Discussion n (%)
Research (75 abstracts)	74 (98.66%)	57 (76.00%)	55 (73.33%)	57 (76.00%)
Higher Education (72 abstracts)	68 (90.67%)	58 (80.56%)	47 (65.28%)	54 (75.00%)

For both interest sections, the Introduction move occurs with the greatest frequency: 98.66% for the research interest section abstracts and 90.67% for the higher education interest section abstracts. The Methods move is the second most frequent move for both interest sections, 76.00% (similar to the Discussion move) for the research interest section, and 80.56% for the higher education interest section. The Discussion move is the next most frequent move at 76.00% (similar to the Methods move) for the research interest section and 75.00% for the higher education interest section. The Results move is the least frequent for both interest sections: 73.38% for the research interest section and 65.28% for the higher education interest section. A chi square analysis showed no significant difference in the frequency of each of the four moves between the abstracts from the research interest section and the higher education interest section ($\chi^2 = 0.427$, df = 3, $p > 0.05$). This shows that there are similarities between the interest sections when we focus on the total number of abstracts per interest section;

however, differences may occur when comparing the accepted to the rejected abstracts of each interest section.

The next section will begin comparing the accepted to the rejected abstracts of the results of the major moves of the research interest section.

Research Interest Section Empirical Abstracts: The Major Moves

As explained in the review of literature, studies have tried to apply the prototypical moves of the research article – Introduction, Methods, Results and Discussion (IMRD) – to the genre of the conference abstract without complete success (Berkenkotter & Huckin, 1993, 1995). Another study, noting the impracticality of applying the IMRD pattern to the conference abstract, chose a different pattern based on Flower & Ackerman's moves for the unsolicited proposal genre (Faber, 1996). Perhaps part of the reason for the failure of the abstract genre (Berkenkotter & Huckin, 1993, 1995) to conform to the IMRD pattern is that the moves were applied to a discipline that does not rely on the IMRD moves to define its major genres. Such a problem may or may not exist for this study because the TESOL organization follows the APA model for writing which incorporated the scientific pattern of IMRD. However, differences in the aims and goals of interest sections might affect how the IMRD pattern is used. In this study, we did discover abstracts in both interest sections which did not conform to the IMRD pattern because they were not reporting empirical research. These abstracts are described in the section on pedagogical abstracts. In the analysis currently under discussion, we examined only the empirical abstracts of the research interest section and higher education interest section,

which should incorporate the IMRD pattern, to see if writers do indeed use such moves and to what extent such moves are used (see Methods Chapter).

In the research interest section, there were a total of 75 empirical abstracts (34 accepted and 41 rejected). The researcher posited that there would be no significant difference in the percentage of moves between accepted and rejected abstracts. Table 16 shows the results of the frequency count of the four moves, Introduction, Methods, Results, and Discussion, in the accepted and rejected abstracts of the research interest section.

Table 16

Frequency Count and Percentage of Major Moves of Empirical Type in the Accepted and Rejected Abstracts for the Research Interest Section

Total Categories	Introduction n (%)	Methods n (%)	Results n (%)	Discussion n (%)
Accepted (34 abstracts)	34 (100.00%)	29 (85.29%)	24 (70.58%)	27 (79.41%)
Rejected (41 abstracts)	40 (97.56%)	28 (68.29%)	31 (75.60%)	30 (73.17%)
Combined Total (75 abstracts)	74 (98.66 %)	57 (76.00%)	55 (73.33%)	57 (76.00%)

The percentage, calculated by dividing the number of abstracts having a particular move by the total number of abstracts in the appropriate categories, (either accepted, rejected or combined total) is also given in the table.

If we consider first the combined total of accepted and rejected abstracts, we find that the Introduction move is the most prevalent with 74 occurrences in 75 abstracts, thus appearing in 98.66% of all the abstracts in the research interest section. The other three

moves are less frequent, though still relatively frequent, showing percentages of 76.00%, 73.33% and 76.00% with frequencies of 57, 55, and 57 occurrences respectively for the Methods, Results and Discussion moves.

When we examine the accepted and rejected abstracts separately, we find similar percentages across three of the moves: the Introduction, Results and Discussion. The Introduction moves occur in 100% of the accepted abstracts and in 97.56% of the rejected abstracts. The Results moves have similar frequencies, 70.58% for the accepted abstracts and 75.60% for the rejected abstracts. The Discussion moves also have similar frequencies at 79.41% for the accepted abstracts and 73.17% for the rejected abstracts. Only the Methods move appears with different frequencies: 85.29% for the accepted abstracts, and 68.29% for the rejected abstracts.

Thus, in three out of four major moves, only a small variation in frequency appears between accepted and rejected abstracts: 2.44% for the Introduction move, 5.02% for the Results move, and 6.24% for the Discussion move. A greater variation of frequency appears in the Methods move, where the accepted abstracts show a 17% greater frequency compared to the rejected abstracts. As the percentages show, the Introduction, Methods, and Discussion moves all occur more frequently in the accepted abstracts than in their rejected counterparts. Only the Results move occurs at a higher percentage in the rejected abstracts at 75.60%, compared to the accepted abstracts at 70.58%.

One of the research questions is whether there are any major differences between the frequencies of the moves found in the accepted and rejected abstracts. A chi square analysis showed no significant difference in the frequency of each of the four moves

between the accepted and the rejected abstracts (χ^2= 0.629, df = 3, p>0.05). This suggests that the occurrence of the major moves is not a significant factor in the acceptance of an abstract in the research interest section

The next section will examine the major moves of the empirical abstracts of the higher education interest section.

Higher Education Interest Section Empirical Abstracts: the Major Moves

The higher education interest section is one of the largest interest sections out of the eighteen TESOL sections. Given the difference in the purposes of the two discourse communities chosen for the study, it was expected that the higher education section would contrast with the research interest section in terms of the frequency of the moves used in the abstracts. However, because this analysis focuses on the empirical type abstracts which use the IMRD moves, the researcher posits that there will not be any significant difference between research and higher education sections in the frequency of use of these major moves, but that there may be a difference in the use of the sub-moves.

This section will concentrate on the abstracts that are empirical in function. Empirical abstracts contain explanations of an empirical study that the researcher conducted which follow the IMRD pattern. As explained in the previous section, empirical type abstracts are different in function from pedagogical abstracts which are didactic in nature, but keep in mind that both types of abstracts were originally submitted as Paper abstracts.

This section will examine the major moves of the empirical type abstracts for the higher education interest section. Table 17 shows the frequency count of the major moves (IMRD) for the empirical abstracts in the higher education interest section.

Table 17

Frequency Count and Percentage of the Major Moves of Empirical Type Abstracts for the Higher Education Interest Section

Higher Education (n)	Introduction n (%)	Methods n (%)	Results n (%)	Discussion n (%)
Accepted (44 abstracts)	40 (90.90%)	36 (81.81%)	29 (65.90%)	31 (70.45%)
Rejected (28 abstracts)	28 (100.00%)	22 (78.57%)	18 (64.29%)	23 (82.14%)
Total (72 abstracts)	68 (90.67%)	58 (80.56%)	47 (65.28%)	54 (75.00%)

For the combined total of accepted and rejected abstracts, Table 17 indicates that the Introduction move occurs in 90.67% of all the abstracts, more frequently than in the other major moves. The Methods move is the second most frequent move at 80.56%. The Results and Discussion moves, at 65.28% and 75.00% respectively, are the least frequent of the four major moves, though these occurrences are still a rather frequent phenomenon.

When we examine the differences between rejected and accepted abstracts in the higher education interest section, we find that the frequencies are the closest for the Results move and the Methods move: in the Results move, it has a percentage of 81.81% for the accepted abstracts and 78.57% for the rejected abstracts; in the Methods move, it has a percentage of 65.90% for the accepted abstracts and 64.29% for the rejected

abstracts. The Introduction move has a larger difference of frequency at 90.90% and 100.00% for the accepted and rejected abstracts, respectively. Finally, the largest difference in frequency is within the Discussion move at 70.45% and 82.14% for the accepted and rejected abstracts, respectively.

The research question for this section is whether there any major differences between the frequencies of the moves found in the accepted and rejected abstracts in the higher education interest section. A chi square analysis indicates that this difference is not significant ($\chi^2 = 0.350$, df = 3, $p > 0.05$). Thus, for this interest section, like for the research interest section, the presence of the four major moves does not seem to be a critical factor in being accepted.

The next section will compare the research interest section to the higher education interest section.

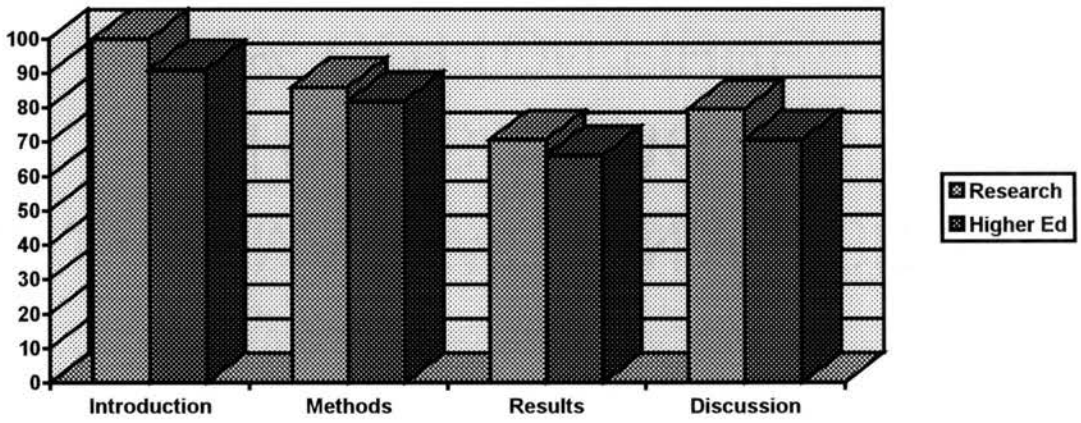
Comparison of the Major Moves between Both Interest Sections

This section will compare and contrast how the accepted abstracts of the two interest sections use the four major moves. An important research question is whether the needs and aims of a discourse community affect the frequency of the moves.

Figure 3 gives a visual representation of the percentages of occurrences of the major moves of the research and higher education interest sections for the accepted empirical abstracts. Figure 3 visually shows uniformity between interest sections, and this suggests that the two interest sections do not have differences in frequencies of the moves. Does this prove that the differing aims and goals do not affect the frequency of the moves?

Figure 3

Comparison of the Percentage of Major Moves of the Research and Higher Education Interest Sections in the Accepted Empirical Abstracts



At this point, all we can do is speculate what the answer may be. The first major move of the Introduction is the most frequent for both interest sections at 100.00% and 90.90% for the accepted abstracts of the research and higher education interest sections, respectively. From the data, it can be noted that the Introduction move seems to occur more often than the other moves in both interest sections. Indeed, the 100% occurrence for the research interest section stresses the point of its value for this interest section. The second most frequent move is the Methods move at 85.29% for the research interest section and 81.81% for the higher education interest section. The third most frequent move is the Discussion move at 79.41% for the research interest section and 70.45% for the higher education interest section. The least frequent move is the Results move at 70.58% for the research interest section and 65.90% for the higher education interest sections. Thus, the numerical comparison suggests that there is little difference in the way the moves are used in the accepted abstracts of the two interest sections.

Figure 4 provides the cline of frequencies of the major moves from lowest to highest which is common to the two interest sections:

Figure 4

Cline of Frequency of the Moves of the Accepted Abstracts for Both Interest Sections

Highest Frequency						**Lowest Frequency**
Introduction	⇒	**Methods**	⇒	**Discussion**	⇒	**Results**

The cline of frequency shows that the Introduction move is the most frequent followed by the Methods move, then the Discussion move and the Results move.

The overall results of the moves analysis for the higher education interest section are quite similar to the research interest section. The first two moves, the Introduction and the Methods, seem to be the most important moves for both sections. There is only about a 5% difference between the research and the higher education interest sections in the Methods moves, and in the Results moves. The Results move is the least frequent for the research and higher education interest sections. A chi square was performed to examine if a difference existed between the accepted abstracts of the research and those of the higher education interest sections. However, no significant difference was noted (χ^2= 0.052, df = 3, p>0.05).

However, the percentages in Figure 3 also suggest that the use of all four separate moves in sequence may be typical in the abstracts. However, the percentages alone do not give an accurate perception of what is happening. This is particularly true in the first and second major moves of the Introduction and Methods sections which are often combined. Due to the abbreviated format of this genre, writers in both interest sections often

subsume methods information in the Purpose or Introducing Present Research sub-move of the Introduction. The following excerpt, an example of the methods information in the Introduction move, is taken from an accepted abstract of the empirical type for the research interest section:

> In this study, 30 NS essays and 120 NNS essays [**materials**], written in English by speakers of Chinese, Korean, Japanese, and Indonesian [**subjects**], were analyzed to determine ways in which writers approach their audience. [Parenthetical comments added.]

This example is the seventh sentence in the abstract, and it is the first sentence that actually mentions the study. This sentence functions as the purpose sentence which introduces the study; thus, this sentence was coded as an Introduction move, but note the methods information found in the example above: materials, "30 NS essays and 120 NNS essays"; and subjects, "speakers of Chinese. . . ." Sometimes this is the only place where methods information is located as explained in the Methods Chapter.

Sequential order is another important discourse feature to note. Table 18 shows the number and the frequency of the major move sequences for the accepted and rejected empirical abstracts for both interest sections. When examining the three most typical move patterns, four moves, three moves, and two moves, there is a difference in what constitutes the move pattern of highest frequency. For the accepted abstracts of the research interest section, the four move pattern is the most frequent at 47.06%; however for the higher education interest section, the three move patterns are the most frequent, with a combined total of 33.92%. The second most frequent pattern for the research interest section is a tie between the three and two move patterns, both at 20.58%; for the

higher education interest section, the second and third most frequent patterns are the four move pattern at 27.27%, and the two move pattern at 13.64%, respectively.

Table 18

Number and Frequency of Empirical Abstracts Having Major Move Sequences for Both Interest Sections

Interest Section	4 moves	3 moves			2 moves		
	IMRD n (%)	IMR n (%)	IMD n (%)	IRD n (%)	IM n (%)	IR n (%)	ID n (%)
Research							
Accepted (34 total)	16 (47.06)	1 (2.94)	4 (11.76)	2 (5.88)	4 (11.76)	1 (2.94)	2 (5.88)
Rejected (41 total)	10 (24.39)	5 (12.19)	5 (12.19)	8 (19.51)	-	3 (7.32)	-
Higher Education							
Accepted (44 total)	12 (27.27)	6 (13.46)	7 (15.91)	2 (4.55)	2 (4.55)	1 (2.27)	3 (6.82)
Rejected (28 total)	12 (42.86)	3 (10.71)	4 (14.29)	3 (10.71)	2 (7.14)	-	2 (7.14)

Other patterns were noted, but such patterns tended to be unique and simply repeated one or two of the four established moves, e.g., IMIMRD. When comparing the accepted abstracts, the research interest section had two occurrences (11.76%) of the other patterns, while the higher education interest section had a much higher frequency at eleven occurrences (25%) of the other patterns. These differences in occurrences of the other patterns might have been due to differences in the needs of the discourse communities. The higher education interest section seemed to have a greater need to deviate from the sequential pattern than the research interest section. Perhaps the research interest section deviated less from the sequential pattern because of its needs to uphold and to sustain the conventions of APA standard more.

When examining the individual sequence patterns, the frequency differs across interest sections. For both the research and the higher education interest sections, the most frequent individual sequence move pattern is the four move IMRD pattern: for the research interest section, it is at 47.06% and 24.39% for the accepted and rejected abstracts, respectively; for the higher education interest section, it is at 27.27% and 42.86% and for the accepted and rejected abstracts, respectively. These results show that it was the higher education interest section which found a need to deviate more from the IMRD pattern. Indeed, for this interest section, the rejected abstracts produced a greater number of abstracts having the IMRD pattern while the accepted abstracts of the research interest section had a much higher frequency of abstracts with all four moves. Perhaps the reason for the higher frequency arose in its need to sustain APA standards; thus, the research interest section chose not to deviate from the established conventions while the higher education interest section found deviation a valid option of expression.

In the research interest section, the second most frequent isolated pattern is a tie between a three move pattern, IMR and a two move pattern, IM, both at 11.76%. In the higher education interest section, the second most frequent move pattern is the IMD pattern. Basically for both interest sections, regardless of which moves are left out, sequential order is maintained.

The next sections will focus on examining the sub-moves of all the major moves beginning with the introduction.

Sub-moves of the Empirical Abstracts

This section will provide the results of the sub-moves analyses of the IMRD patterned empirical abstracts. The purpose of sub-moves analysis is to gain a deeper understanding of what differences might occur within the major moves and between interest sections for the accepted and rejected TESOL conference abstracts.

Introduction Sub-moves of the Empirical Type Abstracts

One purpose for examining the sub-moves of the Introduction is to see to what degree the conference abstract functions like a previously studied related genre (See Chapter Two), the Introduction in a journal abstract (van Dijk, 1980). The genre of the journal abstract is a close relative which might have some similar features, so part of the function of this study is to find out which characteristics the conference abstract share with its cousin, the journal abstract. However, we also assume that the conference abstract will be different in some respects from the journal abstract because the functions of the genres differ.

In describing the conference abstract, Swales coined the term "stand-alone abstract" to distinguish it from the abstract attached to a journal article. This dissertation does not wholly support the contention that the conference abstract is entirely a stand-alone abstract (Swales, 1993) because though the conference abstract is not physically attached to anything, it is attached to a promissory presentation that will complete the abstract. Therefore, this study contends that conference abstracts are a synthesis of the features of the introduction of a research paper and a stand-alone abstract. Though the

conference abstract stands alone without an article attached, the abstract is a necessary introduction for the readers, for it represents the needs of the interest section.

The Methods Chapter gave examples of the sub-moves of the Introduction based primarily on Swales (1981). Table 19 reviews these Introduction sub-moves.

Table 19

Sub-moves of the Introduction Section (Swales, 1981)

Sub-move 1: Establishing the field
Sub-move 2: Summarizing previous research
Sub-move 3: Preparing for present research
Sub-move 4: Introducing present research

Since an abstract is supposed to mirror its counterpart, the research paper, this section of the study will see to what degree these four sub-moves are a necessary part of the conference abstract.

As explained in the review of literature, the Swales sub-moves are considered obligatory moves for the research paper introduction section because Swales found all four sub-moves present in just about every article he examined. As explained in Chapter Four, the Methods Chapter, in an abstract due to the limit of space, writers probably are not obliged to note all the details that the introduction of an article might have. What is obligatory for one genre (journal articles) probably becomes optional for another (conference abstract). This researcher hypothesized that not all four sub-moves would be obligatory in the conference abstract. The results in this section will indicate whether the sub-moves are obligatory and which sub-moves are more frequent than others.

The results of the frequency count of the sub-moves of the Introduction for all of the empirical type abstracts are presented in Table 20:

Table 20

Frequency Count and Percentage of Introduction Sub-Moves for Empirical Type Abstracts of Both Interest Sections

Interest Section total (n)	1. Establishing the Field n (%)	2. Summarizing Previous Research n (%)	3. Preparing for Present Research n (%)	4. Introducing Present Research n (%)
Research total (75)	55 (73.33%)	24 (32.00 %)	26 (34.66%)	65 (86.66%)
Higher Education total (72)	56 (77.78%)	13 (18.06%)	30 (41.67%)	54 (75.00%)

Two sub-moves, Establishing the Field and Introducing Present Research, have a much greater frequency than the other two sub-moves; Summarizing Previous Research and Preparing for Present Research, which have about half the frequency. One of the research questions is which sub-moves are optional (sometimes present) and which sub-moves are obligatory (always present). Based on these data, none of the sub-moves seems to be obligatory and all of the moves seem optional in nature. However, sub-moves one and four seemed "obligatory" to at least 73% of the researchers who submitted abstracts.

The table indicates that for both the research and the higher education interest sections, sub-move 1, Establishing the Field, is about equally frequent occurring in about ¾ of the abstracts at 73.33% and 77.78% respectively. Sub-move 4, Introducing Present Research, has a greater frequency of occurrence for the research interest section at 86.66% compared to 75.00% for the higher education interest section. The two other

sub-moves, Sub-move 2, Summarizing Previous Research, and Sub-move 3, Preparing for Present Research seem "optional" for both interest sections with the highest frequency being no higher than about 35.00%. It was hypothesized that there might be some significant difference in the frequency of the four moves between interest sections; however, the chi-square analysis showed that the difference was not significant (χ^2=3.697, df = 3, p>0.05).

A comparison of Table 15 and Table 20 suggests that there is an important difference in frequency of the major moves and sub-moves found in abstracts. Whereas all four of the major moves occur in at least 64% of the abstracts, sub-moves occur in as few as about 18%. This demonstrates that sub-moves tend to be more "optional," and major moves tend to be more "obligatory."

The next section will provide a better description of how the sub-moves are distributed between accepted and rejected abstracts in each interest section. It will begin by examining the Introduction sub-moves of the research interest section exclusively.

Research Interest Section: Sub-moves of the Introduction of the Empirical Types

The frequencies of the Introduction sub-moves for the research interest section for the accepted and rejected abstracts are given here. The research interest section received 90 Paper abstracts -- 75 empirical abstracts and 15 pedagogical abstracts. What sub-moves are more frequent and thus perhaps more obligatory when comparing the accepted to the rejected abstracts?

Table 21 gives the number and percentage of sub-moves of the Introduction that were found for the accepted and rejected abstracts of the empirical type for the research interest section:

Table 21

Frequency Count and Percentage of Introduction Sub-Moves for Empirical Type Abstracts in the Research Interest Section

Research (n total)	1. Establishing the Field n (%)	2. Summarizing Previous Research n (%)	3. Preparing for Present Research n (%)	4. Introducing Present Research n (%)
Accepted (34 total)	23 (67.64%)	16 (47.05%)	10 (29.41%)	34 (100.00%)
Rejected (41 total)	33 (80.48%)	8 (19.51%)	16 (39.02%)	31 (75.61%)

In the accepted category, sub-move 4 is the most frequent at 100% while in the rejected abstracts its frequency is about 75%. This 100% occurrence for the Introducing Present Research sub-move is important to note, indicating that the move may be obligatory for accepted abstracts. Sub-move 1 is the only other sub-move with a frequency above 50% for either accepted and rejected abstracts. Sub-move 2 and sub-move 3 are both below 50%. Again, we can see a difference in the frequency between major moves and sub-moves, since some of the sub-moves have much lower frequencies than the major moves did. However, two of these sub-moves do have frequencies at least as high as those reported for the major moves.

While for the research interest section the major moves occurred in 70 to 100% of the accepted abstracts (See Table 16), the sub-moves were much more variable with some

moves at above 70% and others as low as about 29% for the accepted abstracts. Table 21 shows that for both accepted and the rejected abstracts, the two most frequent sub-moves are sub-move 4, Introducing Present Research, and sub-move 1, Establishing the Field.

Sub-move 1, Establishing the Field, shows an interesting difference between the accepted and the rejected abstracts; the accepted abstracts have a 67.64% occurrence while the rejected abstracts have an 80.48% occurrence. This is a surprising difference, for one would expect that the accepted abstracts would have a higher percentage of Establishing the Field sub-moves because this sub-move prepares the reader by showing that the area of exploration of the study is an important part of the discipline.

Sub-move 2, Summarizing Previous Research, demonstrates the greatest difference between accepted and rejected abstracts at a 47.05% occurrence for the accepted abstracts and 19.51% for the rejected abstracts. This sub-move functions to tell the reader about the important studies that are related to the study. Sub-move 3, Preparing for Present Research, has a 29.41% occurrence for the accepted abstracts and 39.02% for the rejected abstracts. Like sub-move 1, a higher percentage of rejected abstracts than accepted abstracts have this sub-move. Again, this is unexpected since the Preparing for Present Research sub-move functions as a transition between the Summarizing Previous Research sub-move and Introducing Present Research sub-move. It usually does this by demonstrating a gap in the research field. A gap sub-move is usually popular in research articles, for it makes the value of one's study seem greater by showing that no one else has examined the subject matter in quite the same manner.

It was hypothesized that there would not be any overall difference between the frequency of sub-moves of the Introduction for the accepted and rejected abstracts in the

research interest section. A chi square analysis confirmed this lack of a significant difference (χ^2=5.834, df=3, p>0.05).

One of the research questions asked is whether there are any obligatory Introduction sub-moves for the research interest section. Sub-move 4, Introducing Present Research, is at 100% for the accepted abstracts, while in the rejected abstracts, it is at 75.61%. The fact that every accepted abstract had this move suggests that this is an important move. Here we have found our first obligatory sub-move for this interest section. Is such a sub-move representative of the needs and goals of the research community? Perhaps, it is, for this Introducing Present Research sub-move highlights and introduces the next move which is the Methods move, the key move in scientific and TESOL discourse.

A good way to further examine the use of Introduction sub-moves is to examine an abstract that contains all four moves to note what the numbers in the tables cannot show.

On evaluating second language writing

(**1. Establishing the Field**) As the population of international students grows on campuses all across the nation, the need to find valid, reliable, easy-to implement, and time-efficient assessment instruments becomes an imperative. This need has had a positive impact on the quality and variety of treatments of second language assessment. (**2. Summarizing Previous Research**) The academic community has been devoting considerable attention to the manifold issues involved in evaluating second language writers, thus, bringing into existence important literature (e.g. Hamp-Lyons, 1991). (**3. Preparing for Present Research**) Due to the multiplicity of aspects of writing assessment, this literature has been published in diverse journals, conference proceedings and books, which may lead to the false impression that the field is becoming fragmented.

(**4. Introducing Present Research**) The purpose of this paper is twofold: first, to facilitate the understanding of recent developments in writing by providing an overall picture of the issues that have gained the attention of scholars in the last seven years, and second, to underscore the steady growth of the field and the complementary nature of these studies. [Parenthetical comments added.]

The first thing to note about the sub-moves is that they are sequentially ordered in the same manner as found in the Swales' study (1981) on introductions of the research paper. Sub-move four was the most important sub-move for many of the writers (100% occurrence for the accepted abstracts). It is the statement that introduces the study or methodology involved in the study. The Methods move is the key move that helped to establish the IMRD pattern. Perhaps the Introducing Present Research sub-move is obligatory because it is the only sub-move which announces to the reader what the study is about. Thus, it acts as the most important Introduction sub-move, and as in the example above can be the only Introduction sub-move provided.

The next section examines the results for the Introduction sub-moves of the higher education interest section.

Higher Education Interest Section: Sub-moves of the Introduction of the Empirical Types

This section will describe the frequency of the Introduction sub-moves for the empirical abstracts of the higher education interest section in order to give more details of what a TESOL conference genre is and of what the higher education discourse community expects. The results of the frequency count and percentage of the Introduction sub-moves for the empirical abstracts in the higher education interest section are given in Table 22. The table shows an interesting phenomenon, the rejected abstracts possessed a higher percentage of each sub-move than the accepted abstracts. This is the opposite of what was predicted. Sub-moves 1 and 4 have similar frequency patterns, being the most

Table 22

Frequency Count and Percentage of Introduction Sub-Moves for Empirical Type Abstracts in the Higher Education Interest Section

Higher Education (n total)	1. Establishing the Field n (%)	2. Summarizing Previous Research n (%)	3. Preparing for Present Research n (%)	4. Introducing Present Research n (%)
Accepted (44 total)	32 (72.72%)	7 (15.90%)	17 (38.63%)	30 (68.18%)
Rejected (28 total)	24 (85.71%)	6 (21.43%)	13 (46.43%)	24 (85.71%)

frequent for both the accepted and rejected abstracts. Sub-move 1, Establishing the Field, has a 85.71% occurrence for the rejected abstracts while the accepted abstracts have only a 72.72% occurrence. Sub-move 4, Introducing Present Research, has the same 85.71% higher occurrence for the rejected abstracts compared to a lower 68.18% for the accepted abstracts. Sub-move 3, Preparing for Present Research, occurs at almost half the frequency of the first and fourth sub-moves at 46.43% for the rejected abstracts and 38.63% for the accepted abstracts. Sub-move 2, Summarizing Previous Research, has the lowest frequency of occurrence at 15.90% and 24% for the accepted and rejected abstracts, respectively. Surprisingly, a chi-square analysis of the Introduction sub-moves showed that there are no significant differences between the accepted and the rejected abstracts (χ^2=0.061, df=3, p>0.05).

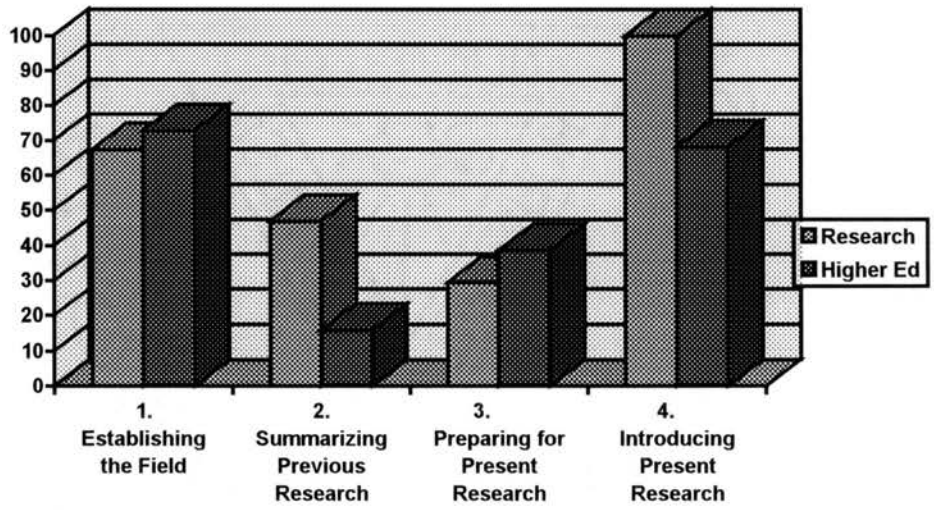
The next section will compare the results of Introduction sub-moves found in the research and higher education interest sections.

Comparison of the Empirical Introduction Sub-moves between the Research and the Higher Education Interest Section

An important research question asked about the rhetorical sub-moves was: Which moves are more vital to the Introduction section of an abstract? It was predicted that not all sub-moves would be mandatory as Swales (1981) claimed they were for the Introduction section of an article. Figure 5 gives a visual account of the how the Introduction sub-moves are distributed in the accepted abstracts of the research and higher education interest sections:

Figure 5

Comparison of the Introduction Sub-moves of the Accepted Abstracts of the Empirical Types in the Research and the Higher Education Interest Sections



In the abstracts of both the research interest group and the higher education group, sub-moves 1, Establishing the Field, and sub-move 4, Introducing Present Research, appear to be the most vital sub-moves. In the accepted abstracts, sub-move 1 for the research interest section has a 67.64% occurrence compared to 72.72% for the higher education

interest section. In the accepted abstracts, sub-move 4, Introducing Present Research for the research interest section has a 100% occurrence compared to the higher education interest section that has a 68.18% occurrence. There was a difference in the cline of frequencies across interest sections.

The cline of frequency for the accepted abstracts of the Introduction sub-moves for the empirical type abstracts of the research interest section is shown in Figure 6. This cline is similar to that in the Kaplan et al. (1994) study, although the last move, Preparing for Present Research, was restricted to only "gap" moves for that study.

Figure 6

Cline of Frequency for the Accepted Abstracts of the Introduction Sub-moves for the Empirical Types of the Research Interest Section

Most Frequent			**Least Frequent**
Introducing Present Research ⇒	**Establishing the Field** ⇒	**Summarizing Previous Research** ⇒	**Preparing for Present Research**

This study included alternative ways of defining the sub-move Preparing for Present Research that Swales found such as "extending a finding." Kaplan et al. found that the most frequent sub-move, Introducing Present Research, had a 97% occurrence. Thus, there seems to be similarities in frequencies in Introduction sub-moves between AAAL abstracts and TESOL abstracts.

Figure 7 gives a cline of frequency of the Introduction sub-moves for the higher education interest section. This cline differs from the other research interest section cline of frequency for the Introduction sub-moves and from that found in the AAAL convention abstracts, where the Introducing Present Research sub-moves were the most frequent, and

Figure 7

Cline of Frequency for the Introduction Sub-moves of Higher Education Interest Section

Most Frequent						**Least Frequent**
Establishing the Field	⇒	**Introducing Present Research**	⇒	**Preparing for Present Research**	⇒	**Summarizing Previous Research**

the Preparing for Present Research sub-moves were the least frequent. Instead, this cline shows that for the higher education interest section, the Establishing the Field sub-move is the most frequent and Summarizing Previous Research sub-move is the least frequent.

One of the research questions is whether the goals and aims of the two interest sections affect the frequency of the Introduction sub-moves. Overall, when comparing the major moves in the empirical abstracts there appears to be no effect; however, note what happens when comparing the sub-move 4, Introducing Present Research. For the Introduction sub-moves, there is a big difference between the accepted abstracts of both interest sections in sub-moves selected by writers. The research interest section has a 100% occurrence of sub-move 4, Introducing Present Research compared to a 68.18% for the higher education interest section. For the research interest section, sub-move 4 in the accepted abstracts is obligatory while it is optional in the higher education section. A key reason for this difference may be in the differences in the goals and needs of the discourse communities. By being obliged to use the move in each abstract, the research interest community perhaps demonstrates that the function of such a move is affected by the goals and aims of the community. The higher education community is not obliged perhaps because the need to promote research is not as strong as perhaps other needs, such as pedagogical concerns. Perhaps the reason that the research interest section has

such a sub-move as obligatory is that this discourse community promotes the conventions of doing proper research procedures more. With the critical move of the IMRD moves being the Methods move, the Introducing Present Research sub-move highlights the Methods move by being a transition sub-move linking the other Introduction sub-moves to the Methods move. The sub-move functions to tell the reader what the purpose of the research is. If this statement is not clear, then understanding the study as a whole is weakened.

Is there any significant difference between the accepted abstracts of the research and the higher education interest sections? A chi square was performed on these accepted abstracts and surprisingly, showed no significant difference (χ^2=2.935, df=3, p>0.05).

Sequential order is another important way to analyze moves. Table 23 gives the results to the sequential order found in both interest sections. For both interest sections, there was variation in move patterns; a four, three, two and even a one move pattern existed. In the accepted abstracts of the research interest section, the most frequent pattern was a two move pattern, 1-4, Establishing the Field and Introducing Present Research sub-moves, at 23.52%. Also in the higher education interest section, the most frequent pattern was the same 1-4 pattern at 29.55%. For both interest sections, a consistent pattern emerged of moves proving to be more optional than obligatory in nature.

The findings to a certain extent confirm the Swales study (1981) that sequential ordering is important. Indeed, even if some of the sub-moves were not used, sequential

Table 23

Number and Frequency of Abstracts Having Introduction Sub-move Sequences for Both Interest Sections

Interest Section	4 move	3 move			2 move				1 move
	*1-2-3-4 n %	1-2-4 n %	1-3-4 n %	2-3-4 n %	1-4 n %	1-3 n %	2-4 n %	3-4 n %	4 n %
Research									
Accepted (34 total)	5 (14.70)	6 (17.64)	4 (11.76)	1 (2.94)	8 (23.52)	- -	2 (5.88)	- -	6 (17.64)
Rejected (41 total)	1 (2.43)	3 (7.31)	10 (24.39)	1 (2.43)	14 (34.14)	3 (7.31)	- -	- -	2 (4.87)
Higher Education									
Accepted (44 total)	- -	5 (11.36)	7 (15.91)	1 (2.27)	13 (29.55)	7 (15.91)	1 (2.27)	2 (4.55)	1 (2.27)
Rejected (28 total)	2 (7.14)	4 (14.29)	10 (35.71)	- -	6 (21.43)	1 (3.57)	- -	- -	2 (7.14)

(*1=Establishing the Field, 2=Summarizing Previous Research, 3= Preparing for Present Research, 4=Introducing Present Research)

order was maintained. However, having all four sub-moves was not necessary, as it was in the Swales study. The reason was probably due to differences in genres. As the Swales study showed, since the introduction section of the research paper was a longer genre, more space was available which could easily include all four sub-moves. In the genre of the conference abstract, due to the limitation of space, not enough length was available to contain all four sub-moves. Whatever sub-moves the writer chose, so long as those moves were sequential, the logical order was maintained. To conclude, the Introduction sub-moves of the TESOL conference abstracts were sequentially ordered.

The accepted abstracts of the research interest section had a much higher combined frequency of abstracts with either a four move occurrence at 14.70% or three

move occurrence at 32.34% compared to the higher education interest section which had no four move occurrences and a three move occurrence at 29.54%. Perhaps the reason for the research interest section needing more moves is that it adheres more strictly to the APA prescriptions for empirical writing.

Furthermore, the research interest section had more abstracts rejected (7) with other differing patterns, i.e., a 1-2-1-2-3-4 pattern, compared to the accepted abstracts (2). In contrast, the higher education interest section had more abstracts accepted (7) which contained the different pattern compared to the rejected abstracts (3). Perhaps the reason that the research interest section found little need for the other patterns is that such patterns deviate from established standards of empirical discourse which it tries to sustain.

The next section examines the frequency count of the Results sub-moves.

Results Sub-moves of the Empirical Abstracts

The previous section gave the results of the sub-moves of the Introduction section. A logical progression would be to give the results of the Method section. However, as we indicated in the Methods Chapter, upon examination of possible sub-moves, it was noted that there did not seem to be any consistent pattern of sub-moves for the Methods section. Thus, no sub-moves were analyzed for the Methods move.

This section will be dedicated to the sub-moves of the Results sections. As explained in the Methods Chapter, upon initial reading of the abstracts, it was found that the Results move tended to be one of the most abbreviated of all the four major moves, so it might seem that an examination of the sub-moves of this section would be fruitless. However, it was felt that a frequency count of these sub-moves might produce some

interesting data. There is another reason to explore these sub-moves. Since research for a project is often not completed when the conference abstract is submitted, writers must compensate for not knowing the results. How would that fact affect these sub-moves? What strategies do writers employ when making these rhetorical moves? Perhaps the results to this section will answer such questions.

As explained in the Methods Chapter, these sub-moves were found through a thorough observation of the data. Though the APA manual was explored as a possible source, it was rejected because of its vagueness. Two Results sub-moves prevailed: Detailed Results or Vague Results. The Detailed Results sub-move tended to include specific empirical results, e.g., statistics. The Vague Results sub-move tended to hedge and not give any specific results, usually just promising to provide results in the presentation. These two moves are mutually exclusive.

The results of the frequency count sub-moves for the research and higher education interest sections of the empirical type are provided in Table 24.

Table 24

Frequency Count and Percentage of Results Sub-moves for Empirical Abstracts

Interest Section (total n)	**Detailed** n (%)	**Vague** n (%)	**No Move** n (%)
Research (total 75)	18 (24.00)	36 (48.00)	21 (28.00)
Higher Education (total 72)	4 (5.55)	37 (51.38)	31 (43.05)

The table also includes the number and percentage of abstracts that had no Results moves at all. The table indicates an overall similarity in the use of the sub-moves between interest

sections: the Vague Results sub-move seems most common. However, the research interest section did have more Detailed Results sub-moves at 24.00%, compared to the higher education interest section at only 5.55%.

There is a significant difference in the frequency of the Results sub-moves between the empirical abstracts of the research and higher education interest sections as the chi square analysis shows (χ^2= 7.280, df=1, p<0.05). This is an important finding, for it suggests that there might be a difference in how important each interest section deems the detailed results to be.

The next section examines in greater detail the distribution of the Results sub-moves by comparing the accepted abstracts to the rejected abstracts, beginning with the research interest section.

Research Interest Section: the Results Sub-moves of the Empirical Types

Since there was a significant difference between interest sections, comparing the accepted and rejected abstracts of each interest section might enable us to better understand where the differences arise. The frequency count and percentage of the Results sub-moves of the accepted and rejected empirical abstracts of the research interest section are shown in Table 25. The percentage is based on total abstracts per accepted or rejected categories. The results show a different distribution of the two sub-moves from those in the previous section. Table 25 shows that the accepted abstracts have a higher frequency of Detailed Results sub-moves at 38.23%, compared to only 12.19% for the rejected abstracts. An interesting difference arises in the accepted abstracts whereby the

Table 25

Frequency Count and Percentage of Results Sub-moves for Empirical Abstracts in the Research Interest Section

Research (n total)	Detailed n (%)	Vague n (%)	No Move n (%)
Accepted (34 total)	13 (38.23)	8 (23.52)	13 (38.23)
Rejected (41 total)	5 (12.19)	28 (68.29)	8 (19.51)

Vague Results sub-moves occurred in only 23.52%, while in the rejected abstracts they were in 68.29%. More noticeable is that 38.23% of the accepted abstracts did not even have a Results sub-move. The chi-square analysis showed that there is a significant difference in the frequency of the Result sub-moves for accepted and rejected abstracts for the research interest section ($\chi^2 = 12.623$, $df = 1$, $p < 0.05$). Here we have our first significant difference for a sub-move in a particular interest section. Since this sub-move is an optional move, it is difficult to make claims about its importance. We cannot really claim that the Detailed Result sub-move is a vital move because in an equal percentage of accepted abstracts, 38%, did not have a Results move at all. Perhaps all we can state is that abstracts with vague results tend not to be accepted while those with either detailed results or no results are frequently accepted.

Numbers from the table do not tell enough. Perhaps we can examine what actually happens in this move by looking at a sample. Here is an example of a Detailed Results sub-move from a 1996 TESOL abstract submitted to the research interest section:

> The mean number of images was 8.32, SD = 2.23, indicating a high level of imagery. However, the correlation between imagery and reading comprehension was only .23.

Note the specific numbers given: 8.32, 2.23 and .23. This example is located in the middle of the abstract and is followed by the Discussion move. To a certain degree, specificity is valued by the research interest community where both empiricism and positivism are valued. This is quite different from a Vague Results sub-move:

> Results will be discussed and the implications will be drawn.

This is the last sentence of the abstract. No numbers are given with the scant information about the findings of the study. Note that the economical nature of this sub-move where the results are given in the first half of the compound sentence and the discussion follows in the second half.

For a third alternative, many writers chose not to mention any results, and such abstracts were just as often accepted. Usually such abstracts ended with the Methods move. Here is an example of the last section of an accepted abstract:

> The testing instrument used, which was based on Mohan's Knowledge Framework (1986), will be highlighted. This frame work outlines categories of language use and thinking skills, separating practical from theoretical discourse.

This is the ending, and this abstract only had two major moves: Introduction and Methods. The acceptance of abstracts of the last type suggests that the readers of abstracts may be accommodating the fact that in many cases the studies described in abstracts are not completed. In such cases, it is possible that giving a more detailed methods section and omitting a Results move is preferable to including a Vague Results move.

The next section will examine the frequency of the sub-moves of the Results section for the accepted and rejected abstracts of the higher education interest section.

Higher Education Interest Section: the Results Sub-Moves of the Empirical Types

This section will explore the Results sub-moves of the accepted and rejected empirical abstracts submitted to the higher education interest section. The same procedures that were used for the research interest section were applied to the higher education interest section. Table 26 gives the frequencies and percentages of the Results sub-moves of the higher education interest section.

Table 26

Frequency Count and Percentage of Results Sub-moves for Empirical Abstracts of the Higher Education Interest Section

Higher Education (n total)	Detailed n (%)	Vague n (%)	No Move n (%)
Accepted (44 total)	2 (4.54)	20 (45.45)	22 (50.00)
Rejected (28 total)	2 (7.14)	17 (60.71)	9 (32.14)

For the higher education interest section, the results of Table 26 show that the Detailed Results sub-moves are more frequent in rejected abstracts at 7.14% while the accepted abstracts show only a 4.54% use of the sub-move. The Vague Results sub-moves are less frequent in the accepted abstracts at 45.45% than in the rejected abstracts at 60.71%. Interestingly, the accepted abstracts had a higher percentage at 50% with "No Results" at all compared to 32.14% for the rejected abstracts. Within the accepted abstracts, either a Vague sub-move or no move are about equally frequent, and a Detailed sub-move is quite rare. A chi square analysis was performed and showed no significant

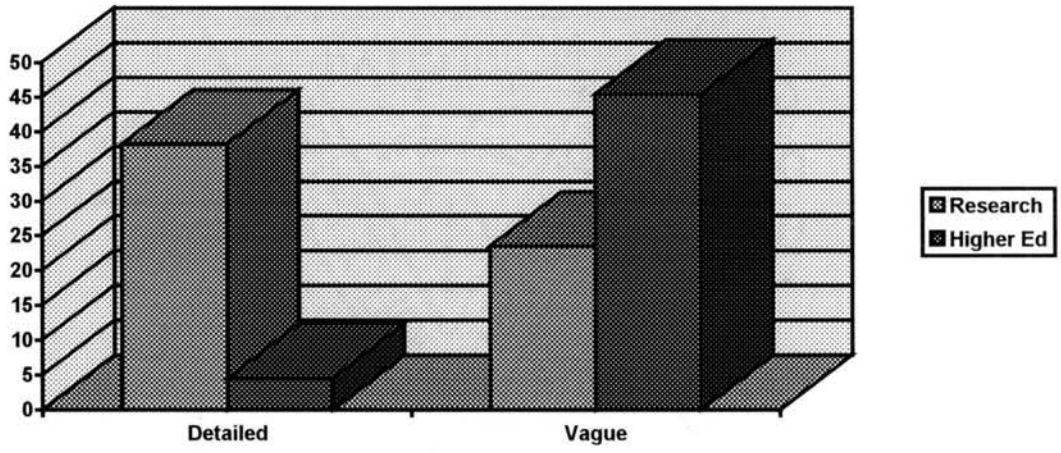
difference in the frequency of the Results sub-moves between the accepted and rejected abstracts (χ^2= 0.00, df=1, p>0.05). The next section compares the research interest section to the higher education interest section.

Comparison of the Results Sub-moves of the Two Interest Sections of the Empirical Abstracts

The two previous sections gave the outcomes of the frequency counts of the Results sub-moves for the accepted and rejected empirical abstracts of the two interest sections. This section will now mainly focus on comparing the accepted abstracts of the two interest sections. Figure 8 presents a comparison of frequencies of the Results sub-moves for the accepted abstracts of the research and higher education interest sections.

Figure 8

Comparison of the Results Sub-moves of the Accepted Abstracts of the Empirical Types of the Research and Higher Education Interest Sections



Between the two interest sections, there seems to be a clear difference in the Results sub-moves for accepted abstracts. The Detailed Results sub-move in the research interest section occurs in 38.23% of these abstracts compared to 4.54 % for the higher education interest section. Furthermore, the Vague Results sub-move is at a 23.52% occurrence for

the research interest group but at a 45.45% occurrence for the higher education group. This difference in the use of the two Results sub-moves between the accepted abstracts of the research and the higher education interest sections is significant (χ^2= 13.193, df =1, p<0.05).

Thus, in the research interest group, having more detailed results appears to be better than having vague results. Having specific details of the results in one's abstract may be an important factor that might persuade readers to accept the abstract though other factors such as possessing a better quality research project or having better writing skills will also contribute to acceptance. In the higher education interest group, the results tended to be vague most of the time, suggesting greater acceptance of vagueness in this group. However, there is another important occurrence happening here. In the research interest section, there were just as many abstracts with no Results moves at all. Thus, writers had a choice of either giving detailed results or not mentioning the results at all and spending more space on the abstract developing the other moves.

The next section will provide an examination of the results of the moves analysis for the Discussion sub-moves of the empirical abstracts.

Discussion Sub-Moves of the Empirical Abstracts

The Discussion move is the fourth major move of the IMRD sequence. As explained in the Methods Chapter, the four sub-moves of the Discussion section of the empirical abstracts are "Audience," "Implications," "Handouts," and "Outline." These sub-moves within the major move of the Discussion section are not sequential or mutually exclusive in nature.

Table 27 gives the results of the frequency count of the Discussion sub-moves found in the empirical type abstracts of both interest sections.

Table 27

Frequency Count and Percentage of Discussion Sub-moves in the Empirical Abstracts of Both Interest Sections

Interest Section (n total)	Audience n (%)	Implications n (%)	Handouts n (%)	Outline n (%)
Research (75 total)	10 (13.33)	39 (52.00)	8 (10.66)	10 (13.33)
Higher Education (72 total)	10 (13.89)	34 (47.22)	13 (18.06)	13 (18.06)

The most frequent sub-move is the Implications sub-move at 52% for the research interest section and 47.22% for the higher education interest section. This sub-move is also the only sub-move in which the frequency is slightly higher in the research interest section compared to the higher education interest section. The higher education interest section has a slightly higher frequency for the other three sub-moves--13.89% for the Audience sub-move, 18.06% for both the Handouts sub-move and the Outline sub-move--compared to the research interest section, at 13.33%, 10.66%, and 13.33%, respectively. However, a chi square was performed on the frequency of the sub-moves between the two interest sections and showed no significant difference (χ^2=2.098, df =3, p>0.05).

The following section will examine the Discussion sub-moves from the research interest section in more detail.

Research Interest Section: Discussion Sub-Moves of the Empirical Types

This section will provide a deeper insight into understanding the Discussion sub-moves of the research interest section by comparing the accepted and rejected abstracts. Table 28 shows the frequency count of the Discussion sub-moves for the accepted and rejected abstracts:

Table 28

Frequency Count and Percentage of Discussion Sub-moves for Empirical Types of the Accepted and Rejected Abstracts in the Research Interest Section

Research (n total)	Audience n (%)	Implications n (%)	Handouts n (%)	Outline n (%)
Accepted (34 total)	3 (8.82)	17 (50.00)	4 (11.76)	3 (8.82)
Rejected (41 total)	7 (17.07)	22 (53.65)	4 (9.75)	7 (17.07)

The Implication sub-move at 50.00% for the accepted and 53.65% for the rejected abstracts is overwhelmingly more frequent than the other three sub-moves added together. Interestingly, three out of the four sub-moves, Audience, Implications and Outline, have a greater frequency of occurrence in the rejected abstracts than the accepted abstracts. Only the Handouts sub-move at 11.76% for the accepted and 9.76% for the rejected abstracts has a higher frequency for the accepted abstracts. The first sub-move that has a higher frequency in the rejected abstract category is the Audience sub-move at 17.07% compared to 8.82% for the accepted abstracts. Similarly, the Outline sub-move in the rejected abstracts had a 17.07% occurrence compared to a 8.82% occurrence for the accepted

abstracts. The most frequent sub-move is the Implications sub-move at 53.65% for the rejected abstracts and at 50% for the accepted abstracts.

A chi square was performed on the number of Discussion sub-moves and showed no significant difference between the accepted and rejected abstracts (χ^2= 1.370, df=3, p>0.05). This suggests that there is no relationship between the frequency of Discussion sub-moves in the accepted and rejected abstracts.

However, the overwhelming greater frequency of the Implications sub-move compared to the other sub-moves in both accepted and rejected abstracts is still worthy of note. Although the numbers in the table indicate that the Implications sub-move is overwhelmingly more frequent then the others, they do not give any insight into why this might be so. From an accepted abstract, here is a sample of the Implications sub-move to help us further learn what occurs:

> The findings, presented in the context of current SLA theory and related research, will therefore be of interest to lexicographers, material writers, teachers, and students.

This is a common example of what occurs in the Implications sub-move. Perhaps the reason that such a sub-move is so vital to many writers is that such a move lists potential audience members that may want to come to listen to the presentation because an international convention, such as the TESOL convention, brings people from diverse backgrounds together. The writer of the example above has chosen to list the following groups as possibly being interested in the presentation: lexicographers, material writers, teachers, and students. Another reason that such a move may be vital is that the writer is telling how the findings of study may be important to others, thus, increasing the overall value of the study. None of the other sub-moves appear to serve this function.

The next section will give the results of the Discussion sub-moves of the higher education interest section.

Higher Education Interest Section: Discussion Sub-Moves of the Empirical Types

This section will examine the accepted and rejected abstracts of the Discussion sub-moves of the other interest section, the higher education interest section. Table 29 gives the frequency count and percentages:

Table 29

Frequency Count and Percentage of Discussion Sub-moves for Empirical Abstracts, Higher Education Interest Section

Higher Education (n total)	Audience n (%)	Implications n (%)	Handouts n (%)	Outline n (%)
Accepted (44 total)	6 (13.63)	18 (40.90)	8 (18.18)	9 (20.45)
Rejected (28 total)	4 (14.29)	16 (57.14)	5 (17.86)	4 (14.29)

The Implications sub-move has the highest frequency of the four sub-moves at 40.90% for the accepted abstracts and 57.14% for the rejected abstracts. The Audience sub-move is much lower in frequency at 14.29% for the rejected abstracts and 13.63% for the accepted abstracts. The Handouts sub-move has a similar low frequency at18.18% for the accepted abstracts compared to 17.86% for the rejected abstracts. The Outline sub-move has a slightly higher frequency at 20.45% for accepted abstracts compared to 14.29% for the rejected abstracts.

Two sub-moves, Handouts and Outline, have a higher frequency in the accepted abstracts, and two sub-moves, Audience and Implications, have a higher frequency in the rejected abstracts. A chi-square analysis was performed on the moves between the accepted and the rejected abstracts and showed no significant difference (χ^2=0.621, df = 3, p>0.05).

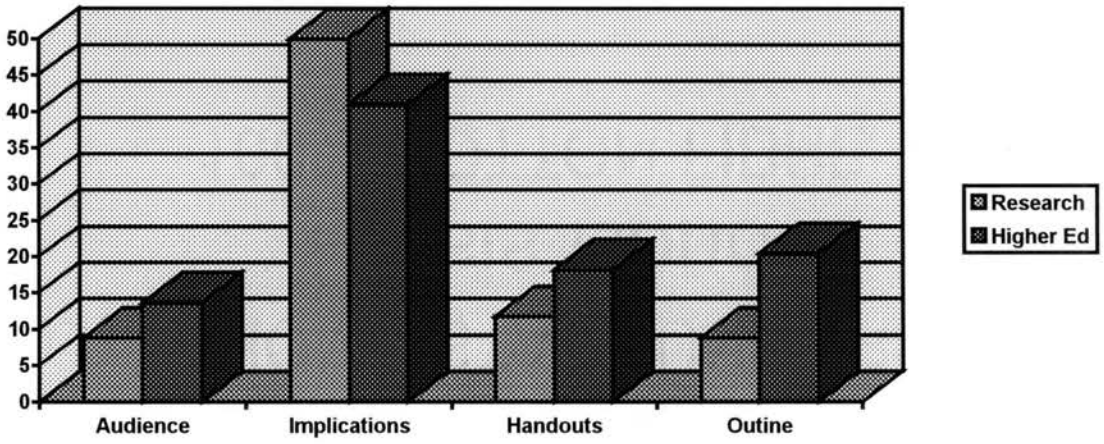
The next section will give a comparison of the Discussion sub-moves between the interest sections.

Comparison Between the Research and Higher Education Interest Sections of the Discussion Sub-moves in the Empirical Types

To further understand how the goals and aims of an interest section might influence discourse features, a comparison of how the Discussion sub-moves are distributed in the accepted abstracts of the research and higher education interest sections will be made. Figure 9 gives a visual representation of the distribution of the Discussion sub-moves of the accepted abstracts of the two interest sections. Note that the most frequent sub-move was the Implications sub-move for both interest sections with the accepted categories at 50.00% for the research section and 40.90% for the higher education interest section. This is a standard sub-move for empirical abstracts that probably exists in other conference abstracts of other organizations. The other three sub-moves occur in both interest sections with dramatically lower percentages than the Implications sub-move and generally occur in a greater percentage of the higher education abstracts than the research abstracts. The Audience sub-move occurs in 11.76% of the research interest section abstracts and 18.18% of the higher education interest section

Figure 9

Comparison of the Discussion Sub-moves of the Accepted Abstracts of the Research and Higher Education Interest Sections in the Empirical Types



abstracts. For the research interest section, the Handouts sub-move occurs in 11.76% while for the higher education interest section, it occurs in 18.18% of the abstracts.

The Handouts sub-moves might be a TESOL convention artifact, namely because the call for papers advises the need for handouts. Thus, the writers are simply replying to the call. The Outline sub-move at 20.45% is rather frequent for the higher education interest section while not so frequent at 8.82% for the research interest section.

A chi square was performed between the accepted Discussion sub-moves of the research and those of the higher education interest section and showed, however, no significant difference ($\chi^2 = 2.589$, df = 3, $p > 0.05$).

The next section will discuss the findings of the sub-moves of the empirical abstracts.

Discussion of the Sub-moves of the Empirical Abstracts

This researcher posited that there would probably be no difference between the research interest section and the higher education interest section when comparing the major moves. This was shown to be true. Then the researcher posited that a significant difference would more likely occur in the sub-moves. Since the introduction section is the longest section of a TESOL abstract, the researcher felt that the Introduction sub-moves were the most likely places that significant differences between interest sections would occur. Surprisingly in the Introduction sub-moves, and also in the Discussion sub-moves, no significant differences occurred when comparing the accepted abstracts of the research and higher education interest section. However, there was a significant difference found in the Results sub-moves. Here we finally come to a structural discourse area that perhaps functions differently according to the interest section. The research interest section, as a particular discourse community, seems to value detailed results more than the higher education interest section. This is an important distinction and so far one of the most important findings of this study. Perhaps the reason for this originates in the differing goals and needs that the two interest sections have. The research interest section functions to promote empirical studies, so it makes sense that this discourse community would promote results that are more detailed (though about 38% of the accepted abstracts did not even have a Results sub-move) while the higher education interest section would not emphasize the need for such detailed results, especially a discourse community whose purpose is to also promote a didactic concern.

The next section will examine the major moves of the pedagogical type abstracts.

Major Moves of the TESOL Pedagogical Type Conference Abstracts

As explained in the Methods Chapter, the pedagogical type of the conference abstract emerged from the data. The procedures for finding the major moves for the pedagogical type abstracts included adopting categories from both standard moves analysis studies (Swales, 1981) and from analyzing the patterns of arrangement found in the data.

The three major moves for the pedagogical type abstracts are the Introduction, Lecture, and Finale. Table 30 provides the results of the frequency of the major moves for all the pedagogical abstracts in each interest section. The difference between the research interest section and the higher education interest section is minimal when comparing moves one and two. Move one, the Introduction move, has a 100% occurrence for the research section and 98.66% for the higher education interest section.

Table 30

Frequency Count and Percentage of the Major Moves Used in the Pedagogical Type Abstracts

Interest Section	1. Introduction n (%)	2. Lecture n (%)	3. Finale n (%)	Total n
Research	15 (100.00%)	12 (80.00%)	6 (40.00%)	15
Higher Education	74 (98.66%)	56 (74.66%)	63 (84.00%)	75

Move two, the Lecture move, has a 80.00% occurrence for the research section and 74.66% in the higher education interest section. Only in the Finale move is there a larger difference in use of a move between interest sections. The research interest section uses the Finale move with much less frequency at only a 40% occurrence in the abstracts, while

the abstracts of the higher education interest section have a 84% occurrence of the move. However, a chi square showed that there is no significant difference between the research and higher education interest section (χ^2=2.798, df =2, $p > 0.05$).

A separate moves analysis for the pedagogical abstracts of the research interest section will not be conducted because all such abstracts were rejected. The next section examines the results of the major moves in the accepted and rejected abstracts of the pedagogical types for the higher education interest section.

Higher Education Interest Section, Major Moves of the Pedagogical Abstracts

While the research interest group could be expected to maintain the IMRD pattern, other interest sections would probably not be so bound to a pattern, and deviations from the IMRD pattern may be expected to occur. The finding of a different genre, a pedagogical abstract, confirms this. This section focuses on the accepted vs. rejected abstracts and shows to what degree the major moves occur in the pedagogical abstracts in the higher education interest section. Table 31 gives the results for the accepted and rejected pedagogical type abstracts for the higher education interest section.

Table 31

Frequency Count and Percentage of the Major Moves of the Pedagogical Type Abstracts in the Higher Education Interest Section

Higher Education	1. Introduction n (%)	2. Lecture n (%)	3. Finale n (%)	Total n
Accepted	26 (100.00%)	24 (92.30%)	23 (88.46%)	26
Rejected	48 (97.95%)	32 (65.30%)	40 (81.63%)	49

The table shows that the Introduction move is the most frequent at 100% for the accepted abstracts and 97.95% for the rejected abstracts. The accepted abstracts show greater frequency of use in all three major moves at 100%, 92.30% and 88.46% compared to the rejected abstracts at 97.95%, 65.30% and 81.63% for the Introduction, Lecture and Finale moves respectively.

The Lecture move had the most noticeable difference with a 92.30% occurrence for the accepted abstracts and a 65.30% occurrence for the rejected abstracts. However, a chi square analysis showed that there was no significant difference between the accepted and the rejected abstracts (χ^2=0.877, df=2, $p > 0.05$).

Another important discourse feature to analyze is the sequential order of the moves. Table 32 gives the results of the sequential order of the major moves found in the pedagogical abstracts of the higher education interest section:

Table 32

Sequential Order Found in the Major Moves of the Pedagogical Abstracts of the Higher Education Interest Section

Higher Education	**3 move**	**2 move**		**1 move**
	ILF n (%)	IL n (%)	IF n (%)	I n (%)
Accepted (26 total)	21(80.76)	3 (11.53)	2 (7.69)	- -
Rejected (49 total)	26 (53.06)	14 (28.57)	6 (12.24)	2 (4.08)

For both the accepted and rejected abstracts, the three move pattern, ILF, was the most frequent pattern at 80.76% and 53.06%, respectively. This suggests that the three move

sequential pattern is a highly recommended pattern for pedagogical abstracts writers. The second most frequent pattern was the IL pattern at 11.53% for the accepted abstracts and 28.57% for the rejected abstracts. Sequential order of the major moves for the pedagogical abstracts is an important discourse feature of the TESOL conference abstracts. Regardless of which move is left out, sequential order is usually maintained.

One of the research questions is which moves are obligatory and which moves are optional for pedagogical abstracts. Note that the Introduction move, present in 100% of the accepted abstract, is an obligatory move. In pedagogical abstracts for this discourse community, this obligatory move functions to promote didactic concerns by introducing the lesson of the presentation so as to prepare the listener for a possible teachable moment: the lesson itself. A lesson without an introduction becomes an empty experience for the audience that might not understand the point of the lesson. The Introduction move functions to open up the lesson by establishing a meaningful context in which the lesson is to be grounded. This move shows the audience the purpose of the lesson and how it can be of value to the audience. Thus, this move functions to promote one of the needs of the community: to teach effectively. If the audience is convinced by the opening Introduction moves of the value of the lesson, then the lesson itself can become more effective.

The next section gives the results of the sub-move analysis of the pedagogical abstracts.

Sub-moves of the Pedagogical Abstracts

The previous section examined the major moves of the pedagogical abstracts. The following sections will examine the sub-moves to help further define the genre of the

pedagogical abstract. See the Methods Chapter for an explanation of the procedures for determining what the sub-moves of the pedagogical abstracts were.

The next section provides the results of the Introduction sub-moves analysis of the pedagogical abstracts.

Introduction Sub-moves of the Pedagogical Abstracts

The Introduction sub-move analysis is based on a modified version of Swales' (1981) four sub-moves of the introduction—Establishing the Field, Summarizing Previous Research, Preparing for Lecture, and Introducing Present Lecture. This section of the chapter will provide results of the sub-moves analysis on the research and higher education interest sections of the pedagogical abstracts. However, it should be kept in mind that all of the pedagogical abstracts submitted to the research interest section were rejected. Table 33 gives the results for both interest sections:

Table 33

Frequency Count and Percentage of the Introduction Sub-moves of the Research and Higher Education Interest Sections of the Pedagogical Abstracts

Interest Section (n total)	1. Establishing the Field n (%)	2. Summarizing Previous Research n (%)	3. Preparing for Lecture n (%)	4. Introducing Lecture n (%)
Research (15 total)	13 (86.67%)	3 (20.00%)	2 (13.33%)	12 (80.00%)
Higher Education (75 total)	63 (84.00%)	12 (16.00%)	7 (9.37%)	63 (84.00%)

Two sub-moves have a much higher frequency than the other sub-moves. One high frequency sub-move, Establishing the Field, has a 86.67% occurrence for the research

section and 84% for the higher education interest section. The other high frequency sub-move, Introducing Lecture, is at 80.00% for the research section and 84% for the higher education interest section. The other two sub-moves are at a much lesser frequency. The Summarizing Previous Research sub-move is at 20% for the research section and 16% for the higher education interest section. The Preparing for Lecture sub-move is at 13.33% for the research section and 9.37% for the higher education interest section. The lower frequencies for these two sub-moves makes sense, for no studies are being conducted; therefore, there is no need to compare or place the study in relationship to other research. A chi square was performed on the Introduction sub-moves between the research and the higher education interest sections and showed no significance (χ^2=0.319, df=3, $p > 0.05$).

While this section examined the overall frequencies of the Introduction sub-moves of two interest sections, the next section will focus on comparing the results of the accepted and rejected abstracts from the Introduction sub-moves of the higher education interest section.

Higher Education Pedagogical Abstracts, Introduction Sub-moves

Previously in this study, the sub-moves of the research interest section have been examined in detail first; however, since the pedagogical abstracts for the research interest section were rejected, such a detailed analysis will not be given in this section. Thus, this section will focus only on the higher education interest section, giving an analysis of the frequencies of the Introduction sub-moves of the accepted and rejected abstracts. Table 34 gives the results of the Introduction sub-moves found in the higher education interest section for the pedagogical type abstracts.

Table 34

Frequency Count and Percentage of the Introduction Sub-moves for the Accepted and Rejected Pedagogical Abstracts in the Higher Education Interest Section

Higher Education (n total)	1. Establishing the Field n (%)	2. Summarizing Previous Research n (%)	3. Preparing for Lecture n (%)	4. Introducing Lecture n (%)
Accepted (26 total)	23 (88.46%)	5 (19.23%)	2 (7.69%)	26 (100%)
Rejected (49 total)	40 (81.63%)	7 (14.28%)	5 (10.20%)	37 (75.51%)

The table shows that the Establishing the Field and Introducing Lecture sub-moves are the most frequent of the four sub-moves for both accepted and rejected abstracts. The two sub-moves have at least a 75% or more occurrence for both the accepted and rejected abstracts; the Establishing the Field sub-move has a 88.46% occurrence for the accepted abstracts and 81.63% for the rejected abstracts and Introducing Lecture sub-move has a 100% occurrence for the accepted abstracts and 75.51% for the rejected abstracts. These percentages suggest that these two sub-moves may be more valued than the other two sub-moves. Indeed, the fact that the Introducing Lecture sub-move has a 100% occurrence for the accepted abstracts may indicate that it is of great importance to this interest section and that this sub-move is an obligatory sub-move. Furthermore, the need for this sub-move may explain why the major Introduction move is also obligatory.

The other two sub-moves occur at a less than 20% frequency: Summarizing Previous Research (19.23% for the accepted abstracts and 14.28% for the rejected abstracts) and Preparing for Lecture (7.68% for the accepted abstracts and 10.28% for the rejected abstracts).

A chi square was performed between the accepted and rejected abstracts of the higher education interest section of the Introduction sub-moves and showed no significant difference (χ^2=0.650, df=3, p>0.05).

Sequential order was also analyzed. Table 35 gives the sequential order of the Introduction sub-moves for both the accepted and rejected pedagogical abstracts of the higher education interest section. For both the accepted and rejected abstracts, the 1-4

Table 35

Sequential Order of Introduction Sub-moves for Both the Accepted and Rejected Pedagogical Abstracts of the Higher Education Interest Section.

	4 move	3 move			2 move		1 move		
	1-2-3-4 n (%)	1-2-4 n (%)	1-3-4 n (%)	2-3-4 n (%)	1-4 n (%)	2-4 n (%)	1 n (%)	2 n (%)	4 n (%)
Accepted (26 total)	1 (3.57)	--	--	1 (3.57)	15 (53.57)	2 (7.14)	7 (25.0)	1 (3.57)	7 (25.0)
Rejected (49 total)	2 (4.08)	3 (6.12)	3 (6.12)	--	26 (53.06)	1 (2.04)	6 (12.24)	1 (2.04)	2 (4.08)

move pattern was the most frequent at 53.57% and 53.06%, respectively. The second most frequent pattern was a tie between one move patterns of the 1 pattern and the 4 pattern, both at 25%. The table shows that sequential order is important, and to a certain extent confirms Swales' findings concerning order. According to the table, sub-moves 2 and 3 were avoided as much as possible in the accepted abstracts and were only found in the a few patterns: 1-2-3-4 pattern, for 1 count; 2-3-4 pattern, for 1 count; 2-4 pattern, for 2 counts; and 2 pattern, for 1 count. Though not all four sub-moves were present in each abstract as in the Swales study, no matter what sub-move was left out, sequential order was maintained.

As explained in the Methods Chapter, no pattern of sub-moves could be noted in the Lecture segment or move of the pedagogical types of the TESOL convention abstracts, so the next section will focus on the sub-moves of the Finale section of the abstract.

Finale Sub-moves of the Pedagogical Abstracts

The sub-moves for the Finale section of the pedagogy type abstracts are: Commentary on Lecture, Handouts, Question and Discussion, and Summation Outlines. Examples of all such sub-moves were given in the Methods Chapter. Table 36 gives the results of the sub-moves of the Finale for the pedagogical abstracts for the research and higher education interest sections:

Table 36

Frequency and Percentage of the Sub-moves of the Finale Section of the Research Interest Section and the Higher Education Section of the Pedagogical Type Abstracts

Interest Section (n total)	1. Commentary on Lecture n (%)	2. Handouts n (%)	3. Question and Answer n (%)	4. Summation Outline n (%)
Research (15 total)	4 (26.66)	3 (20.00)	3 (20.00)	- --
Higher Education (75 total)	38 (50.66)	24 (32.00)	17 (22.66)	9 (12.00)

The most frequent sub-move for the pedagogical abstracts is the Commentary on Lecture sub-move at 26.66% for the research section and 50.66% for the higher education interest section. The least frequent is the Summation Outline sub-move at 0% for the research section and 12.00% for the higher education interest section.

The other two sub-moves, Handouts and Question and Answer sub-moves, are each at 20% for the research section while the same sub-moves are at 32% and 22.66% for the higher education interest sections, respectively. A chi square was performed on the Finale sub-moves between the research and the higher education interest sections and showed no significance (χ^2=1.570, df=3, $p > 0.05$). This might imply that both interest sections use the sub-moves in pedagogical abstracts in similar manners.

This section has compared the overall frequencies of the Final sub-moves for both interest sections of the pedagogical type. The next section will examine the results of the higher education interest section, focusing on the accepted and rejected categories.

Higher Education Interest Section: the Finale Sub-moves of the Pedagogical Abstracts

This section will focus on the Finale sub-moves of the higher education interest section, and Table 37 gives the results of the accepted and rejected abstracts of this sub-moves of the pedagogical type. The percentage shows in the table a cline for both the accepted and rejected abstracts with the Commentary of Lecture sub-move (50.00% for accepted and 51.01% for rejected) being the most frequent and the Handouts sub-move (26.92% for accepted and 34.69% for rejected) being the next highest. Question and Answer sub-move (15.38% for accepted and 26.53% rejected) is the third highest and Summation Outline sub-move (11.53% for accepted and 12.24% for rejected) is the least frequent. A cline of frequency of the Finale sub-moves is shown for the accepted and rejected abstracts in the pedagogical type in Figure 10.

Table 37

Frequency and Percentage of Finale Sub-moves of the Accepted and Rejected Abstracts of the Higher Education Interest Section of the Pedagogical Types

Higher Education (n total)	1. Commentary on Lecture n (%)	2. Handouts n (%)	3. Question and Answer n (%)	4. Summation Outline n (%)
Accepted (26 total)	13 (50.00%)	7 (26.92%)	4 (15.38%)	3 (11.53%)
Rejected (49 total)	25 (51.02%)	17 (34.69%)	13 (26.53%)	6 (12.24%)

For each sub-move, the rejected abstracts have a higher frequency than the accepted abstracts. However, a chi square was performed between the accepted and rejected abstracts and showed no significance (χ^2=0.687, df=3, p> 0.05).

Figure 10

Cline of Frequency for the Finale Sub-moves for Accepted and Rejected Abstracts in the Pedagogical Types in the Higher Education Interest Section

Highest Frequency	⇒		⇒		⇒	Lowest Frequency
Commentary of Lecture	⇒	Handouts	⇒	Question and Answer	⇒	Summation Outline

Discussion of the Moves Analysis of the Pedagogical Abstracts

What did moves analysis show us about pedagogical abstracts? First, there was significant difference in the way one interest section viewed pedagogical abstracts from the way another section views them. The research interest section rejected this type of

abstract completely while the higher education interest section accepted the pedagogical abstract.

The major moves, Introduction, Lecture, and Finale, are more frequent than the sub-moves with 80% of the abstracts having all three moves. The results showed that most sub-moves vary to such degrees in frequency that they are "optional" in nature, though some sub-moves are more important than other sub-moves. The Introducing Lecture sub-move which was found in 100% of the accepted pedagogical abstracts in the higher education interest section seems to be the only "mandatory" sub-move. That sub-move also made the major move of the Introduction obligatory.

There was no significant difference in the frequency moves or sub-moves between accepted and rejected pedagogical abstracts of the higher education interest section.

Summation of the Meanings of Moves Analysis for Empirical and Pedagogical Types

One of the important purposes of moves analysis is to provide researchers with effective means of measuring the differences that the goals and aims of different discourse communities might have on similar genres. A common feature between the two interest sections is that for both the empirical and the pedagogical type abstracts, the Introduction move is the most frequent. It is a vital move, perhaps the most vital move.

In the accepted abstracts of the pedagogical types, since the research interest section rejected the pedagogical abstracts, only the higher education interest section was analyzed. In these abstracts, the Introduction move and the Introducing Present Lecture sub-move were obligatory. This is an important finding. In a pedagogical abstract, such a

sub-move introduces the lesson to be presented. Such a sub-move is urgent because it awakens and prepares the audience for the lesson.

For both the empirical and pedagogical abstracts, sequential order was important. An IMRD sequential order for the empirical abstracts was important. The pedagogical abstracts had an 80% occurrence of the ILF pattern where sequence proved to be an important discourse feature of the abstracts. For both empirical and pedagogical abstracts, the sequential order was maintained even when a move was not used.

For the accepted abstracts of the empirical types in the research interest section, the Introducing Present Research sub-move and the Introduction move were obligatory. In the empirical abstracts, this Introducing Present Research sub-move introduces the study to be presented usually by providing the reader with a clear statement of the purpose of the study. Thus, the reader is then prepared for the key move of the empirical types, the Methods move which follows next. The research interest section adhered more to a four move pattern than the higher education interest section. This is probably because the needs of the discourse communities differ. Perhaps, the research interest section upholds the conventions of empiricism better by sustaining adherence to the four move pattern.

A key difference between the empirical and pedagogical abstracts is in the focus of the proposed presentations. The empirical abstracts represent an experimental study completed or being completed while the pedagogical abstracts concern didactic needs. These two functions require different kinds of moves to establish the proposer as a member of the discourse community and to establish the presentation as a worthy contribution to the convention. The sub-moves of the Introduction demonstrate this best, for they involve situating a presentation in the context of other work in the field. The cline

of frequency shows how of the Introduction sub-moves for the empirical abstracts have the Introducing Present Research and Establishing the Field as the most frequent moves. The other less frequent Introduction sub-moves, Summarizing Previous Research and Preparing for Present Research (gap move), were at a greater occurrence compared to the similar sub-moves in the pedagogical abstracts that rarely had citations. Since the pedagogical abstracts have a different need, such "research" orientated sub-moves do not answer the call for action to promote didactic concerns.

The most important finding shows that differing needs of different discourse communities affect which types of moves or abstracts are accepted by noting the reaction the research interest section had against the pedagogical type abstracts. Because the pedagogical abstract functions as a teaching abstract, and because such a concern is not part of the main goals and aims of the mini-discourse community of the research interest section, such a sub-genre was rejected perhaps as not fulfilling the needs of the research interest section. Thus, the research interest section did not allow any pedagogical type abstracts to be accepted by its readers in 1996 though this might have been due to other factors than simple rejection of a possible "sub-genre," i.e., better writing skills or better conceived projects.

In the empirical abstracts, another way that differing needs of different discourse communities affect which types of moves are prevalent is found in the variation of move patterns. For the accepted abstracts, the IMRD sequence patterns and the Introduction sub-move sequence patterns of the higher education interest section had greater variations of patterns than the research interest section. Perhaps, this shows that the research

interest section had a greater need to sustain the sequence patterns in order to maintain the conventions of empiricism more closely than the higher education interest section.

Another important finding from the moves analysis was in the Results sub-moves. The research interest section had a higher number of Detailed Results sub-moves than Vague Results sub-moves in the accepted abstracts than the higher education interest section, though the research interest section also had an equally high occurrence of abstracts with no Results moves. A significant difference occurred when comparing the frequencies of the Results sub-moves in the accepted abstracts between the research and higher education interest sections. The reason that the research interest section would prefer to accept abstracts with detailed results may be that they may want more positivistic outcomes to be given. Vague results may imply that a study has not been completed in an empirical manner. The reason that no results may be equally accepted may have been due to other factors, such as the fact that research studies may not be completed at the time of the abstract's submission. By having no results, more space may be allocated in the abstract to explicating the other moves. Thus, this interest section wanted either explicit detailed results or no results.

This concludes the first major section of the Results Chapter on moves analysis. The next section gives the results of the citation analysis of the TESOL conference abstract.

2. Citation Analysis

As explained in the Methods Chapter, the purpose of citation analysis is twofold: 1) to help to define the genre of the conference abstract by giving added information about

how citations are used and 2) to provide more details on how Introduction sub-moves, like Summarizing Current Research or Preparing for Present Research (gap) sub-moves, use citations. As the review of literature has shown, little has been written to define the conference abstract. One important difference between journal abstracts and conference abstracts is the use of citations to summarize previous studies. A researcher must convince an audience that the study meets a certain standard of quality and that it has been adequately researched. Since conference abstracts are stand-alone (Swales, 1993) abstracts without a study attached, the need for stating citations becomes one vital means for persuading an audience of readers of the overall credibility of a study.

The categories used in this section are a sub-set of those developed by Moravcsik & Murugesan (1975) and by Swales (1985), but this study does not use the categories as normal citations studies have used it. In general, one of the purposes of traditional citation analysis is to determine the effect a citation has had on a discipline by tracking its use over a certain amount of time. This study did not conduct such an exploration; instead, the functional definitions of the citation categories are used to examine how citations are used within rhetorical moves. This section of the chapter will provide the findings of the citation analysis. The findings will be given only for the empirical abstracts of the two interest sections: research and ESL in higher education.

Table 38 gives the number of empirical abstracts that contained at least one citation and the number without any citations. This number was then divided by the total number of abstracts to get a percentage of the total abstracts with or without citations within each interest section. What is surprising is that the majority of abstracts submitted to both the research interest section (56.00%) and to the higher education interest section

(69.24%) did not have any citations. However, Table 38 also shows that the research interest section has a higher percentage of abstracts with citations at 44.00% compared to the higher education interest section at 30.76%. This difference between the interest sections is significant (χ^2=4.193, df=1, p<0.05).

Table 38

Number and Percentage of Abstracts With Citations Compared to Those Without Citations By Interest Sections

Abstracts	Research (n = 75)		Higher Education (n = 72)	
	n	%	n	%
With Citations*	33	44.00%	20	30.76%
Without Citations	42	56.00%	52	69.24%

(*With at least one citation.)

A comparison of the accepted and rejected abstracts of these two interest sections will further our understanding of how the citations are distributed. In Table 39, the accepted and rejected abstracts are compared by giving the results of the number and percentage of citations found in the empirical types of the research and the higher education interest sections. Figure 11 gives a visual representation of the frequency of the citations in the accepted abstracts for both interest sections as found in Table 39. The table reveals new information that was not available in the previous table when examining the accepted abstracts of the research interest section alone: more abstracts had citations (55.88%) than were without citations (44.12%).

The research interest section also has the higher percentage of accepted abstracts with citations at 55.88% compared to 34.14% for the rejected abstracts. However, when

Table 39

Number and Percentage of Rejected and Accepted Abstracts with One or More Citations by Interest Section

Abstracts	Research		Total	Higher Education		Total
	n	%	n	n	%	n
Accepted						
With Citations *	19	55.88%	34	13	29.52%	44
Without Citations	15	44.12%		31	70.48%	
Rejected						
With Citations *	14	34.14%	41	7	25.00%	28
Without Citations	27	65.86%		21	75.00%	

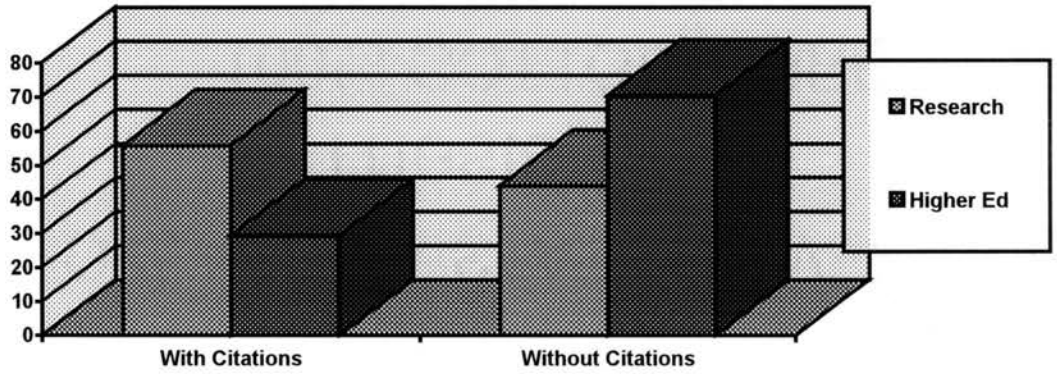
(*With at least one citation.)

a chi square analysis was conducted on the number of abstracts with and without citations for the accepted and rejected abstracts in the research interest section, no significant difference was found (χ^2=3.564, df=1, p>0.05). The higher education interest section also had a higher percentage of accepted abstracts with citations at 29.52% compared to 25.00% for the rejected abstracts, but there were much higher percentages of both accepted and rejected abstracts without citations. A chi square analysis was performed on the citation occurrence between the accepted and rejected abstracts of the higher education interest section and showed no significant difference (χ^2=0.176, df=1, p>0.05).

If we compare the accepted abstracts across the two interest sections, we find that for the research interest section the majority of abstracts have citations, 55.88%, while the opposite is true for the higher education interest section, in which a majority do not have

Figure 11

Comparison of the Percentage of Accepted Abstracts With and Without Citations



citations, 70.48%. This difference between the accepted abstracts with citations and those without citations in the research and higher education interest sections was significant (χ^2=5.499, df=1, p<0.05). These findings suggest that the research interest section finds citations a more important discourse feature than the higher education interest section. This is probably due to differences in the goals and aims of the two interest sections. Since the research interest section promotes empirical studies, it makes sense that they would want more citations mentioned in abstracts than the higher education interest section.

The next section will examine the citation categories found in the major moves of the empirical type abstracts.

Citation Analysis in the Empirical Type Abstracts: Within the Major Moves

Citation analysis provides a rich way to extend our knowledge of what the genre of the TESOL conference abstract is. Five categories were used for this analysis:

Conceptual, Confirmative, Evolutionary, Operative and Negational. Each category was counted within the major IMRD moves.

In order to have a better understanding of how many citations occur in each abstract with a citation, averages are given for each interest section in Table 40.

Table 40

Average Number of Citations Found in Abstracts with Citations in Each Interest Section

Interest Section	Abstracts with Citations	Total Number of Citations	Average Number Per Abstract
Research			
Accepted	19	34	1.78
Rejected	14	27	1.98
Total	33	61	1.84
Higher Education			
Accepted	13	28	2.15
Rejected	7	13	1.85
Total	20	41	2.05

In the research interest section, the average number of citations per abstract in the accepted category was 1.78 while the average was 1.98 for the rejected abstracts. Thus, the rejected abstracts had more citations per abstract, but the accepted abstracts actually had more abstracts that contained at least one citation. In the higher education interest section, the average number of citations per accepted category was 2.15 and the average number for the rejected abstracts was 1.85, less than the accepted abstracts. When comparing the two interest sections, the higher education interest section had a higher average on citations at 2.15 compared to 1.78 for the research interest section, but the research interest section had a larger number of abstracts with citations. A chi was

performed comparing the number of accepted and rejected abstracts with citations for both interest sections and showed no significant difference (χ^2=0.287, df=1, p>0.05).

The next section will present the results of the citation analysis within moves, first for the research interest group and then for the higher education interest group.

Citation Analysis in the Empirical Abstracts of the Research Interest Section

The citations were counted within the major moves. Table 41 gives the results of that citation count in the research interest section. The table shows the number of citations found in the 33 abstracts with citations, 19 accepted abstracts and 14 rejected abstracts, representing 44% of the total number of abstracts in the research interest section. First the overall total of citations within the moves will be noted, and then the citation categories will be noted. The accepted abstracts had a higher occurrence of citations at 34 compared to 27 for the rejected abstracts. Table 41 shows that the greatest frequency of citations occurs in the Introduction move with a total of 51 occurrences in the accepted and rejected abstracts. Within this move, the accepted abstracts have a slightly greater frequency of 27 citations compared to 24 in the rejected abstracts.

Within the Introduction move in the accepted abstracts, the most frequent citation type was the evolutionary citation, which functions as the foundation on which a study is based; the second most frequent citation was the negational citation, which is a citation against which the author's study reacts. The third most frequent citation type in the accepted abstracts was the conceptual citation, which has to do with theories that might be important to a study.

Table 41

Frequency of Citation Categories in Abstracts with Citations in the Research Interest Section of Empirical Types

Citation Categories	Introduction		Methods		Results		Discussion		Total	
	A	R	A	R	A	R	A	R	A	R
Conceptual	5	6	3	1	0	0	0	0	8	7
Confirmative	1	6	0	0	0	0	0	0	1	6
Evolutionary	12	7	0	0	0	0	0	0	12	7
Operative	3	1	4	2	0	0	0	0	7	3
Negational	6	4	0	0	0	0	0	0	6	4
Total	27	24	7	3	0	0	0	0	34	27

Key: A = 19 Accepted Abstracts with Citations, R = 14 Rejected Abstracts with Citations

In the Methods move, there is the second most frequent occurrence of citations, 7 for the accepted abstracts and 3 for rejected abstracts. Within this move in the accepted abstracts, the operative citation, which has to do with a technique or procedure made famous by some author/s, was the most frequent type. The second most frequent type was the conceptual citation, which has to do with theories important to the study. No citations were found in the Results or Discussion moves.

This table suggests there is both a difference in the frequency of occurrence of citations and a difference in the category of citations which occur within the moves of the empirical abstracts. The Introduction has the greatest number of citations, and it has citations of all types. The Methods section has many fewer total citations, and these are of only two types: Conceptual and Operative. No citations occur either in the Results or Discussion moves. There appears to be little difference between the use of citations in accepted and rejected abstracts.

This concludes the citation analysis for the research interest section. The next section provides the results of the citation analysis within the major moves for the higher education interest section.

Citation Analysis in the Empirical Abstracts of the Higher Education Interest Section

This section will focus on the citation analysis of the higher education interest section. Specifically, it reports the number of citations found within each of the moves and the frequency of citations in each category found. Table 42 provides the frequency of the citation categories of the accepted and rejected empirical type abstracts for the higher education interest section. The table shows the number of citations taken from 20 abstracts with citations, 13 accepted abstracts and 7 rejected abstracts, representing 30.7% of the total number of abstracts from the higher education interest section. Table 42

Table 42

Frequency of Citation Categories In Abstracts with Citations in the Higher Education Interest Section of Empirical Types

Citation Categories	Introduction		Methods		Results		Discussion		Total	
	A	R	A	R	A	R	A	R	A	R
Conceptual	5	1	2	0	3	0	0	0	10	1
Confirmative	0	0	0	0	0	0	0	0	0	0
Evolutionary	13	9	0	1	0	0	0	0	13	10
Operative	2	0	1	0	0	0	0	0	3	0
Negational	2	2	0	0	0	0	0	0	2	2
Total	22	12	3	1	3	0	0	0	28	13

Key: A = 13 Accepted Abstracts with Citations, R = 7 Rejected Abstracts with Citations

shows that the highest overall frequency count of the citation categories happens in the Introduction move at 22 citations for the accepted abstracts and 12 citations for rejected abstracts. In the accepted abstracts, the evolutionary citations were the most frequent in the Introduction move at 13 occurrences. The second most frequent citation type, at 5 occurrences, was the conceptual citation. The other citations, operative, negational and confirmative, occur at much lesser occurrences of 2, 2, and 0, respectively.

The second highest overall frequency of citations occurred within the Methods move with 4 occurrences (3 for accepted and 1 for rejected abstracts). In the accepted abstracts, the conceptual citations were the most frequent at 2 citations. The only other citation in the Methods move was the operative citation with 1 occurrence. Interestingly, in the accepted abstracts of the Results move, there were 3 conceptual citations.

Overall, the accepted abstracts had a higher frequency of citations mentioned with 28 citations compared to the 13 citations in the rejected abstracts. Interestingly, three citations, all of which were conceptual, were noted in the Results move, and no citations were mentioned in the Discussion move.

To sum up, this table suggests that in the higher education interest section both the frequency of citation occurrences and the citation categories are different across the major moves of the empirical abstracts. The Introduction move contains the greatest number of citations, possessing citations of all types. The Methods section has many fewer total citations, which are of only three types: Conceptual, Operative, and Evolutionary. The Results move also has relatively few citations, being of only one type: Conceptual. No citations exist in the Discussion moves. There is a difference between the

use of citations in accepted and rejected abstracts with the accepted abstracts having a little more than twice as many citations.

The next section gives a comparison between the two interest sections: research and higher education interest sections.

Comparison of the Research and Higher Education Interest Sections: Citation Analysis

In both interest sections, a higher proportion of the citations is found in the first two major moves, with most of the citations for both interest sections occurring in the Introduction move. The most dominant citation category within the Introduction move is the evolutionary citation for both research and higher education interest sections. However, it should be noted that all types of citations occurred in the Introduction sections of the research interest section and all types, except the Confirmative, occurred in the higher education interest section.

For both interest sections, the number of citations in the accepted abstracts of the Methods move was rather minimal, at 7 for the research interest section and 3 for the higher education interest section. The major reasons for the citations in the Methods move were the citing of a technique or methodology (Operative Citation) and the citing of a theory (Conceptual Citation) that the procedures were based on.

Between the research interest section and higher education interest section, a significant difference was found in the percentage of accepted abstracts without citations. Another factor that is important in this comparison is the number of accepted abstracts without citations. Though a majority of accepted abstracts did have citations in the

research interest section and only a minority of accepted abstracts in the higher education interest section did have citations, quite a few abstracts without citations were accepted in both sections. Since the research interest section promotes doing empirical studies, citing references in an TESOL conference abstracts is one way to demonstrate insider's knowledge about correct procedures. However, a considerable percentage (44.12%) of accepted abstracts in the research interest section did not cite any references. Thus, other factors were just as important in the acceptance of these abstracts. I examined the citations within the abstracts and could not find adequate proof of what such factors might be, but it appears that using citations is an option. As an option, it seems more important to use citations to the research interest section while perhaps being less important to the higher education interest section.

This concludes the citation analysis of the TESOL conference abstracts, and the next section will give a discussion of the chapter outcomes.

Chapter Outcomes

This chapter provided the overall findings of this study on moves analysis. Though no significant difference was found comparing the moves of the accepted abstracts in both interest sections, the moves analysis did show how the major moves, IMRD for the empirical and ILF in the pedagogical types, are more frequent in the TESOL conference abstracts than the sub-moves, which tend to be more optional in nature.

The Introduction move seems to be the most important move for both interest sections and both types of abstracts in that it had a higher frequency than the other moves. Indeed, in the accepted abstracts of the research interest section of the empirical types, the

Introducing Present Research sub-move and the Introduction move were obligatory moves. In the accepted abstracts of the higher education interest section of the pedagogical types, the Introducing Present Lecture sub-move, and the Introduction move were also found to be obligatory.

Do the goals and aims of the discourse community affect the rhetorical structure of a genre? Perhaps the best proof that the discourse community affects rhetorical features is that the higher education section, while accepting the empirical abstracts with a IMRD moves structure, also accepted a sub-genre called the pedagogical abstracts. In contrast, the research interest section also accepted the empirical abstracts, but rejected the pedagogical sub-genre with its ILF moves structure. Thus, the ILF structure did not fulfill the empirical needs of the research discourse community as the IMRD moves structure did. However, it did fulfill some didactic needs of the higher education interest section.

Another important finding of the moves analysis came when analyzing the Results sub-moves: the Detailed and Vague Results sub-moves. Indeed, for all the moves analyses performed, only in the Results sub-moves was there any significant difference noted. The accepted abstracts of the research interest section had either a larger number of Detailed Results sub-moves or no Results at all, compared to the rejected abstracts, which had a large number of Vague Results sub-moves. Thus, the research interest section preferred either explicit results or none at all. For a discourse community that promotes proper research procedure, naming or predicting results seems reasonable. It was surprising that having no results mentioned was as acceptable.

Perhaps an answer to this surprise can be found in the unique circumstances of the conference abstract genre. Unlike a research paper which must obligatorily describe in

detail its results, a conference abstract may not be able to do so, either because of space limitations or because the study has not been completed yet. Perhaps as a result of these constraints, the readers of this interest section were forgiving if the results were left out, but were less forgiving if vague results were presented.

The research interest section's emphasis on detailed results contrasts with that of the higher education interest section. The accepted abstracts of the higher education interest section had a much higher frequency of the Vague Results sub-moves and a very low frequency of detailed results. The higher education interest section may accept vague or promising results more because they might be looking at the overall effects the study could have on teaching; thus, the technical aspect of the study might not be as critical for this group.

Significant differences were found both when comparing Results sub-moves in the accepted to rejected abstracts of the empirical types of the research interest section and when comparing the Results sub-moves of the accepted abstracts of the research interest section to those accepted abstracts in the higher education interest section.

The findings of the citation analysis brought some interesting results. The citation analysis was limited to empirical abstracts due to the lack of citations in pedagogical abstracts. An important finding occurred when a significant difference was found when comparing the frequency of abstracts having citations to those without citations between interest sections. A greater number of the accepted abstracts in the research interest section had citations than those accepted in the higher education interest section. This difference is probably related to the differing needs and goals of the interest sections. The greater emphasis of the research interest section on promoting research was probably a

factor in the increased frequency of citations. The analysis for this study also showed that citations had the highest frequency of occurrence in the Introduction move, and also occurred, though less often, in the Methods move.

The frequencies of the citation categories were noted. In the accepted abstracts, in the Introduction move all types were found to occur, and the evolutionary citations were found to be the most frequent citations overall for both interest sections. The function of such a citation is to provide a foundation on which to build a study. This function seems paramount in both interest sections. In the Methods move, fewer citations and only a few types occurred. In the accepted abstracts of this move, the Conceptual citations, which function to promote theories, and Operative citations, which promote techniques or procedures, were the most frequent citation types because such citations are vital means of promoting the need for replicability and respectability. Using established theories or techniques gives the study a sense of continuity, authority, and reliability that may come into question in studies using new theories or new technical procedures. There was a general lack of citations in the other two moves, Results and Discussion moves.

This ends a brief examination of the chapter outcomes of the major results of this study. The next chapter will explore the conclusions and implications of these findings.

CHAPTER SIX

VI. CONCLUSIONS AND IMPLICATIONS

Introduction

The purpose of this chapter is to make some connections between this genre study and the world, to make a bridge to other researchers and teachers in TESOL and related disciplines. The first part of this chapter will provide an overview of the conclusions of the results of this study, and the second part will focus on some of the pedagogical and research implications of this study. Then the third part will examine suggestions for writing a TESOL conference abstract, and the fourth and final part will delve into some of the limitations of this study and suggest some future studies that might be completed.

Purpose of the Study

Understanding the discourse features of a particular genre can greatly help writers be more effective. This study examined the 1996 TESOL convention abstracts. Out of nearly 2000 abstracts submitted, the study focused on 237 Paper abstracts from two specific interest sections: research and ESL in higher education. These two sections represent two mini-discourse communities, each with differing goals.

The researcher divided the Paper abstracts according to function into two types: empirical and pedagogical. The empirical abstracts function to promote research or experimental studies, while the pedagogical abstracts function to promote didactic concerns. Two types of analysis were conducted on these abstracts--moves analysis and citation analysis. These analyses compared the two interest sections and the accepted to the rejected abstracts to note if any differences in discourse structure occurred due to the differing goals of the interest sections.

1. Conclusions

Moves Analysis

For this study, the purpose of the moves analysis was to enhance our knowledge of what constitutes the rhetorical structure of the TESOL convention abstract. This researcher posited that the goals and aims of a discourse community influence the rhetorical structure of a genre, specifically the rhetorical moves. Each type of abstract has its own moves or organizational patterns. These patterns, schemas, or moves help to define what the discourse features of a genre are and help to promote the needs and goals of the discourse community. In one sense, genres can be partially defined by the frequency of the major moves (generally defined, e.g., Introduction) and the frequency of the sub-moves (narrowly defined, e.g., Introducing Present Research) that occur within the major moves. Both moves and sub-moves can be further defined as either being optional (low to high frequency) or obligatory (100% frequency) in nature. The occurrence or non-occurrence of certain optional or obligatory moves and sub-moves differs from genre to genre.

The moves analysis for this study consisted of noting the move frequency and percentages (the number and percentage of abstracts per category in which each move was found) of the major moves and sub-moves found in the research and higher education interest sections. The pattern of optional and obligatory moves and sub-moves found in accepted and rejected abstracts was also noted for the two interest sections.

The move structure was found to be different for each of the two types of TESOL conference abstracts. The empirical type abstracts were composed of the four move structure found in the APA style manual and other scientific manuals: Introduction, Methods, Results, and Discussion (IMRD). The pedagogical type abstracts were composed of three moves: Introduction, Lecture, and Finale (ILF).

The sub-moves analysis for the Introduction section for both the empirical and the pedagogical abstracts is based on Swales' Introduction moves (1981). For the empirical abstracts, these were: Establishing the Field, Summarizing Present Research, Preparing for Present Research, and Introducing Present Research. For the pedagogical abstracts, there were four sub-moves: Establishing the Field, Summarizing Present Research, Preparing for Present Lecture, and Introducing Present Lecture. The other sub-moves were based on observing the rhetorical patterns in the abstracts themselves. For the empirical types, the Results move has two sub-moves: Explicit and Detailed, and Vague or Promising. The Discussion move has three sub-moves: Discussion with Audience, Implications, and Handouts. For the pedagogical abstracts, the Finale move has four sub-moves: Commentary on Lecture, Handout, Discussion with Audience and Summation Outline. Within certain major moves, no consistent pattern of sub-moves was found, e.g.,

in the Methods move in the empirical abstracts and in the Lecture move in the pedagogical abstracts.

This concludes a brief explanation of the purposes and the procedures of the moves analysis as conducted for this study. The next section will discuss the findings of the moves analysis of the empirical type abstracts.

Findings of the Moves Analysis of the Empirical Type Abstracts

The moves analysis provided some insights into how the goals and aims of a discourse community may have affected the rhetorical structure of the empirical types of the conference abstract. When examining the results of the moves analysis of the 1996 TESOL empirical type abstracts, the cline of frequency for the major moves shown in Figure 12 became apparent.

Figure 12

Cline of Frequency of the Moves in the Accepted Empirical Abstracts for Both Interest Sections

Highest Frequency						**Lowest Frequency**
Introduction	⇒	**Methods**	⇒	**Discussion**	⇒	**Results**

The cline shows that for the accepted abstracts in both interest sections the move with the highest frequency was the Introduction move followed by the Methods move, then the Discussion move and the Results move. Note that the Results move was the least frequent, although it should be noted that it still occurred in al least 65% of the accepted abstracts in each group. Perhaps because often studies were not completed at the time a conference abstract was submitted, the lack of Results move was considered acceptable

by the readers in up to 35% of the abstracts. Thus, using the Results move was more often an option for writers than the other major moves.

No significant difference in the frequency of use of the four moves was found when comparing the accepted empirical abstracts of the two interest sections, nor was there a difference in the accepted versus rejected empirical abstracts in either interest section.

Obligatory moves can tell us something about how a discourse community uses a genre. Only one move, the Introduction move, in the accepted abstracts of the research interest section was found to be obligatory. In contrast, this move was optional in nature in the higher education interest section. The Introduction move is where one establishes the study within the field and compares it to other important studies in the discourse community. In a sense, one demonstrates one's knowledge of what is important in a discourse community with the Introduction move. This seems to be an important discourse function in the research interest section.

Sub-moves analysis can also provide some valuable information about how a discourse community uses a genre. There were some differences noted between interest sections in the sub-moves analysis. The sub-move analysis of the Introduction section showed the cline of frequency for the accepted abstracts of the research interest section shown in Figure 13. One sub-move, Introducing Present Research, was found to be obligatory. Another important finding of the sub-moves analysis occurred when examining the Results sub-moves. There was a significant difference in the use of the Detailed sub-move and the Vague sub-move in the research and higher education interest sections. The research interest section as a discourse community appeared to favor

Figure 13

Cline of Frequency for the Accepted Abstracts of the Introduction Sub-moves for the Empirical Types of the Research Interest Section

Most Frequent						**Least Frequent**
Introducing Previous Research	⇒	**Establishing the Field**	⇒	**Summarizing Present Research**	⇒	**Preparing for Present Research**

abstracts that either had explicit details or no results moves at all. It did not favor vague details in the Results sub-moves. The reason might be that writers who chose not to give any results at all spent more time developing the Introduction or Methods moves. In contrast, the higher education interest section accepted a high percentage of abstracts with vague results. In the research interest section, the need to promote research may have been a factor in affecting the frequency of this structural move in the genre.

This concludes the discussion of the findings of the moves and sub-moves of the empirical types. The next section will give a discussion of the findings for the moves and sub-moves analysis of the pedagogical types.

Findings for Moves Analysis of Pedagogical Type Abstracts

One immediate outcome of the current moves analysis was the finding of a "sub-genre" within the TESOL conference paper abstract: the pedagogical type genre. This genre is distinct from what I termed the empirical type genre because the function of the empirical type genre is to promote studies that are scientific analyses of data or research. However, the function of the pedagogical abstract is to promote teaching.

In the pedagogical abstracts, the most noteworthy finding that supports the notion that differing goals affect the acceptance of different genre structures is that the research

interest section rejected all of the pedagogical type abstracts. Since the pedagogical types have a didactic purpose, their rejection by the research interest section might show that presentations focused on teaching may not be consistent with its goals as a discourse community; on the other hand, teaching is an important part of the aims of the ESL in higher education interest section, as evidenced by their acceptance of pedagogical abstracts.

No moves analysis of the pedagogical abstracts submitted to the research interest section was conducted because these abstracts were all rejected. The moves analysis findings for the pedagogical abstracts consider only the higher education interest section. In the higher education pedagogical abstracts, the Introduction move was found to be obligatory. Within the Introduction move, the Introducing Present Lecture sub-move was also found to be obligatory. The Introducing Present Lecture sub-move acts to situate the lesson by making the audience aware of its value. This prepares the audience to listen attentively to the power of the lesson, the next major move.

A cline of frequency of the Introduction sub-moves for the accepted pedagogical abstracts of the higher education interest section is shown in Figure 14.

Figure 14

Cline of Frequency of the Introduction Sub-moves in the Accepted Pedagogical Abstracts for Higher Education Interest Section

Highest Frequency						**Lowest Frequency**
			⇒			
Introducing Lecture	⇒	**Establishing the Field**	⇒	**Summarizing Previous Research**	⇒	**Preparing for Lecture**

Introducing Lecture sub-move is the most frequent sub-move followed by the Establishing the Field sub-move, then the Summarizing Previous Research sub-move, and finally the Preparing for Lecture sub-move.

Sub-moves were also found in the Finale section. In Figure 15, a cline of frequency shows the distribution of the Finale sub-moves.

Figure 15

Cline of Frequency for the Finale Sub-moves for Accepted Abstracts in the Pedagogical Types in the Higher Education Interest Section

Highest Frequency						**Lowest Frequency**
Commentary of Lecture	⇒	**Handouts**	⇒	**Question and Answer**	⇒	**Summation Outline**

The Commentary on Lecture sub-move was the most frequent, followed by the Handouts sub-move, the Question and Answer sub-move, and then the Summation Outline sub-move.

The comparison of the moves structures of the abstracts accepted by the research and higher education interest sections shows a clear effect of the goals of these distinct discourse communities. In the empirical abstracts in a discourse community called the research interest section where the aims and goals are to promote scientific research, the need to emphasize exactitude and positivistic outcomes surfaced in its acceptance of the IMRD structured empirical abstracts and in its non-acceptance of a sub-genre called the pedagogical type, which consisted of ILF structured abstracts that functioned to promote didactic concerns.

Another place where discourse community interests might have influenced structural features was in the Results sub-moves. The research interest section had a higher tendency to accept abstracts that provided either detailed results or none at all than the higher education interest section which tended to accept many abstracts with vague results. The research interest section emphasized research concerns and perhaps wanted abstracts to have explicit results mentioned or would rather have its writers leave the results out and concentrate on developing the other moves more instead of giving vague results.

Finally, I would like to consider the question of how moves analysis may be used to define distinct genres. Given the findings of this study, we believe that the pedagogical type abstracts are more than a sub-genre, they are a distinct genre differing from the empirical type abstracts in their call for action. A genre is not only defined by the frequency of its moves and sub-moves, and their obligatory and optional natures, it is also defined by the purpose it serves its discourse community. Different genres have different moves and different purposes. Variations in move or sub-move frequency is not enough to define one genre as being different from another genre. Though the accepted abstracts of the empirical types in the research interest section differ significantly in the frequency of the Results sub-moves compared to the higher education interest section, I would not call the empirical type abstracts of the research interest section a different genre from the empirical type abstracts in the higher education interest section because overall the empirical type of abstract functions similarly for both interest sections. However, when examining the function of the pedagogical abstracts and the empirical abstracts, we find that both the form (moves structure) and more importantly the function differ. The key

difference between the ILF form of the pedagogical abstract and the IMRD form of the empirical abstract is in the presence or absence of the Methods move. The Methods move represents the procedures of an empirical study, and the IMRD move functions clearly to present the fullest representation of a research study. Since no study is conducted in a pedagogical abstract, the Methods move is not necessary. Stated in a simpler manner, the distinct function of the pedagogical abstract, to promote instruction, is reflected in its ILF moves. Thus, the pedagogical abstract is a distinct genre from the empirical abstract.

This brings to an end this section on the general findings of the moves analysis. The next section will examine the conclusion of the citation analysis of the TESOL conference abstracts.

Citation Analysis

One of the discourse features that separates the conference abstracts from the other abstract genres is the occurrence of citations. Citation analysis as conducted by this study brought us to an understanding of how citations were used within the abstracts of both interest sections. More importantly, it allowed us to come to a better understanding of how to define the genre of the TESOL convention abstract. Citation analysis was confined to the empirical abstracts because of the general lack of such citations in the pedagogical abstracts. The fact that the pedagogical abstracts basically lacked citations is further support for establishing it as a different genre from the empirical abstracts.

The citations were categorized according to five functions: Conceptual, Confirmative, Evolutionary, Operative and Negational. The five frequencies of each of

the categories were counted within the four major moves (IMRD) of the empirical types. The next section provides the findings of the citation analysis.

Findings of the Citation Analysis

In comparing frequencies for citation occurrences in the accepted empirical abstracts of the two interest sections, a significant difference was found. The majority of abstracts submitted to the research interest section had some type of citation, while the majority of abstracts in the higher education interest section were without any citations. Furthermore, for both interest sections the overwhelming majority of citations were found in the Introduction move. A much smaller number of citations occurred in the Methods move and almost none in the Results and Discussion moves.

The most common type of citation for both interest sections within the Introduction move was the evolutionary citation. This is a citation on which the presentation is built. All of the remaining four categories of citations occurred in the Introduction also, but with much lower frequencies. In the Methods move, only two citation categories were present: the conceptual citation (related to a theory) and the operational citation (related to a technique or methodology). Each of these citation types is linked to the procedures of the study.

The use of citations in these two sub-moves seem to function as a way to reinforce the needs of the research interest section as a discourse community since they promote the proper procedures of doing research. However, since a relatively high frequency of accepted abstracts in the research interest section were without such sub-moves or citations, a member of this discourse community has the option to use such sub-

moves or citations in the conference abstract or not. This distinguishes the conference abstract from research paper, since the Results move is obligatory in that genre.

Thus, we have seen that the occurrence of more citations in the research interest section abstracts compared to the higher education interest section is a critical difference between the discourse communities, perhaps due to the differing aims and goals of each interest section. The research interest section's call for action is to promote sound empirical studies which are strengthened with some citations, while the higher education's call is to promote other goals which do not require such high occurrences of citations.

This ends the conclusion to the citations analysis. The next section will explore implications of this study on the TESOL conference abstracts.

2. Implications

In the previous sections, the conclusions based on the results of this study were examined. This, the second major section of this chapter, is the implications section. This section of the chapter will examine two important implications: pedagogical and research implications of this genre analysis of the TESOL conference abstract.

Pedagogical Implications

TESOL is a rather young discipline, when compared to other disciplines such as science or psychology. Its combination of trying to develop new pedagogical practices while basing its findings on sound scientific research has brought it incredible success. TESOL studies have done much to shape the way teachers teach and have focused on such things as what goes on in the classroom between the teacher and the student. As each year passes, TESOL continues to expand its areas of interest. One place to note this

expansion is in noticing the growth of TESOL interest sections. One of the more recent interest sections is English for Specific Purposes (ESP), and many of the studies mentioned in the review of literature are related to that specific field. Many ESP articles focus on academic, scientific and professional discourse practices. One of the contributions of this study is in initiating TESOL as an important discipline to be studied.

English as an international language is a necessary language to study, and it is currently the language of science (Swales, 1990). Students from around the world are traveling to countries where English is the native language and are studying to try to gain some proficiency as a way to gain status and recognition in their respective fields. Such students must be taught to write and become functionally literate within their respective systems of genres. Besides coming to major in business or sciences, there are many students coming to major in TESL. In TESL programs, there is often a research class that is an initiation into the discourse practices of TESL. Since TESOL is the most influential organization in the discipline, it is hoped that genre studies such as this one will make their way into such classes, and that one of the lessons given might be on how to write a TESOL convention abstract for an annual TESOL convention.

Some Suggestions for Writing a TESOL Convention Abstract

This section will provide some advice on how to write a quality TESOL abstract. One important factor in improving one's chances for acceptance is simply to proofread an abstract. This may seem too basic, but many errors were easily noticeable. An abstract is but some 250 words, so a writer should proofread it a couple of times to be sure there are no flagrant mistakes. Misspelled words and subject-verb agreement problems are just a

few of the errors this researcher noticed. Such mistakes should not be a reason to be rejected.

As this study has shown, another factor to consider when writing an abstract is that not every interest group is the same. The TESOL audience is not homogeneous. It is composed of many disciplines and many discourse communities. While one interest group deems an abstract acceptable, another interest group might find it unacceptable. An important suggestion for abstract writing is to note which genre (empirical or pedagogical) is appropriate for which specific audience. This appropriateness has been shown by noting how the research interest section treats the pedagogical type abstract. While some groups such as the higher education interest section welcome such pedagogical type abstracts, the research interest section did not accept abstracts that were of that type. Even the most experienced writers of TESOL must take into account how the needs and the goals of a community influence what is important to write about.

Another important suggestion for all participants submitting to TESOL is to place the moves in sequential order. For empirical abstracts, the sequential order for the major moves is IMRD. For the Introduction sub-moves of the empirical abstracts, the sequential order is: 1. Establishing the Field, 2. Summarizing Previous Research, 3. Preparing for Present Research, and 4. Introducing Present Research. For the pedagogical abstracts, the sequential order of the major moves is: 1. Introduction, 2. Lecture, and 3. Finale. For a pedagogical abstract, the sequential order of the Introduction sub-moves is: 1. Establishing the Field, 2. Summarizing Previous Research, 3. Preparing for Present Lecture, and 4. Introducing Present Lecture.

Another important suggestion for abstract writers involves choosing which moves to use and which to not use. Not all major moves are obligatory; indeed, most moves are optional in nature. Certain moves seem more relevant than other moves. For example in the sub-moves of the Finale of the pedagogical abstracts, the Commentary sub-move is a useful move to provide added information about the importance of the presentation to be given. Furthermore, similar Introduction moves were found to be obligatory for both the empirical and the pedagogical abstracts. In the empirical abstracts of the research interest section, certain sub-moves and moves were found to be obligatory: Introducing Present Research sub-move and the Introduction move. In the pedagogical abstracts of the higher education interest section, the Introducing Present Lecture sub-move and the Introduction move were found to be obligatory. On the other hand, certain moves can be omitted. For example in the Introduction sub-moves of the pedagogical abstracts, the Summarizing Present Research or Preparing for Present Research sub-moves (gap move) can be omitted. In the sub-moves of the Finale, the Summation Outline sub-move proved to be optional since the abstract itself acts like an outline to a presentation any ways. It is important to note that if one decides not use a move, then the next sequential move should be used.

This concludes this section on suggestions for writing the TESOL conference abstracts. The next section will provide the research implications for this study.

Research Implications

It is hoped that this study has contributed to a better understanding of what actually constitutes the features of TESOL convention abstracts. Perhaps the most

important contribution that this study might have is that it will contribute to future researchers by giving them a reference point and data with which to compare their own data, thus enriching the field of study in related disciplines. This section will explore how this study can be helpful to future research.

Writing for the TESOL convention involves knowing what the discourse community expects. This study focused on the goals and aims of the discourse community as being factors that influence the genre of the TESOL conference abstract. Other factors not considered by this study probably also had an influence on the genre of the conference abstract. This section will examine the limitations of this study and make suggests for future studies.

One limitation of this study was that access was not available to the actual responses of the readers or at least the copies of the marked and judged abstracts. A future study of the TESOL convention abstracts might include the actual responses of the readers of an interest section to have a better idea of the process involved in reading abstracts.

This study focused on understanding the TESOL convention abstracts from only one specific year. Comparing the findings in this study to other TESOL conventions of other years would be an effective way to see if the findings here are merely idiosyncratic to the 1996 abstracts or can be applied to TESOL abstracts in other years.

A variable that this study did not consider was the writers' levels of language proficiency. In a truly international organization, language proficiency is not equal. Differing abilities in English might be an important factor to study in the future.

Comparing native to non-native speaker's conference abstracts might produce fruitful research projects for future consideration.

Another limitation is that this study focused in detail on only two out of the eighteen TESOL interest sections. It would be valuable to compare the research and ESL higher education interest sections to other interest sections of the TESOL convention. Such studies will bring our understanding of the TESOL convention abstract to an even higher realm.

Another interesting relationship that this study did not address is the correspondence between the actual presentation and the conference abstract itself. Comparing TESOL abstracts to actual presentations would be another valuable study. This would make an important study in the future because one of the purposes of abstracts is to bring in quality presentations to the listeners. Thus, a study examining the difference between the abstract and the presentation would be of value. Since some of the presentations at the TESOL convention are recorded, the ability to do this now exists.

A final important variable that this study did not examine is the topic or the novelty of the topic of the presentation as a factor of its success. Novelty is a definite factor that influences an abstract being accepted. For example, though the Internet has exciting possibilities and may have had a novel effect once upon a time, it has lost some of its original mystique and surely some of the abstracts sent on the topic to TESOL were rejected because there were just too many entries on the same topic. If one knew that Internet presentations have been the focus of many conventions, then one would know that a presentation on that topic has to be prepared to a higher degree than before. A future study might examine this factor of novelty in more detail.

This brings a brief exploration of some of the limitations of this study and possible future studies to an end. The next and last section announces a call for more research.

A Final Call for Research

The deadline is nearing. Another important regional, national, or international conference or journal wants participants to submit an entry. Hurry, e-mail a colleague, follow a hunch, enhance a study that was just published. Sleep less. Eat less. Apply for a sabbatical to complete some research. More research is needed, and more participation is needed. Now is the time, so quickly type up the abstract. Federal express it, fax it, and/or e-mail it now. The deadline is here.

This is the final call for research, the final call for action. Are you ready?

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