

A Genre-based Analysis of Theme-bound Units in the Review Article Genre in Applied Linguistics

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Abstract

ESP approaches to the study of the review article genre, particularly in applied linguistics, has received little attention (Noguchi, 2006; Swales, 2004). The current research investigates the rhetorical structure of thematic units in 32 randomly-selected review articles taken from a prestigious journal in applied linguistics. Its main attempt is to analyze and describe the rhetorical structure for the theme-bound units in the Body section of review articles. Using Swalesian moves analysis, the results indicate that although review articles have some features in common with other academic review genres such as literature reviews (Kwan, 2006; Swales, 2004) there are unique features, such as praising/ criticizing the works and giving suggestions to the issues in a research, that distinguish the review article genre from other academic discourses such as research articles. This study not only suggests the classification of review article text types, but also describes the textual organization of theme-bound units in the Body section of these review articles. It also focuses on authorial argumentation and recommendation in the review article genre. After analyzing the corpus, the genre-specific features for argumentative and evaluative thematic units of review articles are described and provided. Besides, a model is also suggested for the different types of review articles in applied linguistics. The genre-specific features and the suggested model for the review article genre can help both postgraduates and junior researchers to review the developments critically and write their academic reviews in a style more acceptable to the academic community.

Key Words: academic review genres, the review article genre, rhetorical move structures, argumentative theme-bound units, semi-orbital structure

1. Introduction

Academic review genres have been extensively studied over the last decades, in particular the book review (Groom, 2009; Hyland & Diani, 2009; Moreno & Suarez, 2008; Motta-Roth, 1995), literature review sections in PhD theses (Kwan, 2006; Ridley, 2008; Thompson,

2009), and review articles (Myer, 1991; Noguchi, 2006; Sorayyaei Azar & Hashim, 2014, 2017; Swales, 2004). However, they still require much more analysis especially the review article genre. Among the various types of academic review genres, review article genre has attracted the most attention due to its important functions, classification, and characteristic features. It also plays an important rhetorical role in creating a research gap, highlighting a research problem, and evaluating research work and establishing ‘praise and criticism interactions’ of authors (Hyland, 2000).

A review article can be technically defined as a sub-genre which belongs to the research genre (Swales, 2004), and often is a solicited paper which may have one or more than one author. In fact, the research genre cannot be a single genre, but it might well constitute three sub-genres: experimental papers, theoretical papers, and the review articles or state-of-the-art articles (Swales, 2004, p.207). For a research like this which aims to focus on the review article genre, it seems pertinent to start with definitions and functions of a review article as a fruitful point of departure.

In general, this type of article tries to sum up the current state of the research in an interest field. The writer or writers of a review article attempt to search for everything which is related to the topic in that field. Relevant points and topics are sorted out in a systematic and coherent idea. These points and subjects are assembled in a coherent way published in a unique chapter or an article. Some scholars name this kind of article as follows: the “state-of-the-art article”, “review essay”, “report article” and “general article” (Swales 2004, p.208).

As a matter of fact, a review article is not similar to a research article. Due to its rich references and bibliography, it can be considered a suitable source for EFL postgraduate students and junior researchers. Besides, the review article is full of basic ideas about a topic. The EFL postgraduate students and junior researchers can refer to a good review article for their own topic in order to find out what key researches have already been done and what has not been done. A good review article offers a chance to reflect on the past and bring into focus some earlier researches (Swales, 2004). These researches and works may have been neglected so junior researchers and EFL postgraduate students who go through these review articles can consider them relevant to their research field. At the same time, we can state that the review article genre is not merely a report text type on the given references. Instead, it is a synthesized-form article of the results and ideas from various scholars’ works. As we discussed somewhere else (Sorayyaei Azar & Hashim, 2014, 2017), the review article genre can be classified into different text types ranging from “the bibliographic to critical evaluative review article genre” based on the writers’ communicative purposes and intentions (Sorayyaei Azar & Hashim, 2014, p. 81). The classification of the review article genre in Applied Linguistics (i.e., the review article continuum) can indicate the functionality variation among review articles whether they function as critical evaluative review or descriptive, informative and indicative review or both. The review article genre tries to raise a controversial issue and put an argument about the issue in a field. After evaluation of the developments, the author offers possible solution(s) to the issue and gives the instructive suggestions. In other words, the authors in review articles mostly often validate the methods and findings of other scholars’ works, foreground niches and issues, argue the ideas, give recommendations and they lead the immediate audiences to new directions or trends (Sorayyaei Azar & Hashim, 2017).

As given the simple and unique definitions, there are differences between the review article and the research article. Myer (1991) has made distinctions between the review article and the research article. What we have understood from Myer's comparison is that the review article can draw the audience into the writer's own judgment and evaluation what has been written, and it might put the previously-done works into a coherent order, and often shows a gap, raises a question or presents a problem. Finally the review article can suggest and give solutions, while the research article is referring to immediate problems. The next difference is that the review article can shape the literature of a field and may put the literature in a type of a story in order to gain the support from the intended readers. This specific feature and style of review articles mostly often persuade the readers to continue the story. In fact, a new discovery is the result of the reading and understanding of that story in a given field. In other words, this shows the value of the review article. To be short, what reports this new discovery is the research article and what makes the history of this new discovery is the review article. Therefore, the review article is similar to a story including all of its elements except its ending. There is no ending for the review article but an evolutionary question. This evolutionary question brings up 'so what?' and 'then how?' questions.

In fact, the review article genre raises these evolutionary questions in order to engage the discourse community members and established researchers with argumentation. It seems that the review article genre wants to attract their attention to the missing pieces of a research puzzle. By providing a room for an academic debate, the authors of review articles may include their own critical ideas. They may also certify the new findings in the primary literature. Due to these reasons, the review article genre can play an important role in making new routes in the fields and in creating knowledge. This type of academic review genre often carries out distinctive functions. Although this type of genre has been defined and described in some writing literature review textbooks, it is somehow a neglected genre and its contribution has not received more attention in the literature (Hyland, 2000; Hyland & Diani, 2009; Motta-Roth, 1995; Swales, 2004). For all junior researchers and EFL postgraduate students, whatever their native language, proficiency in academic review genres is an acquired skill.

With this interest in mind, in the current paper the researchers try to provide a brief relatively unexplored analysis of the review article genre in the field of applied linguistics. As Hyland (2002a) points out, research into texts can be descriptive, analytical, or critical. Therefore, the texts of review articles can also be examined descriptively (i.e. identifying and describing their macro & micro-textual organizations) and analytically (i.e. investigating linguistic features of the review article genre) and critically (i.e. why these types of moves and move markers have appeared in the analytical sections of the review article genre and how the writers have implemented their ideas and arguments). As it has been discussed and shown somewhere else (Sorayyaei Azar and Hashim, 2014, 2017), processing this knowledge presupposes awareness of the communicative purposes, content, types, macro-organizational structure, micro-organizational structure and form of the review article genre.

2. The Study

The aim of the current research was to draw on Swalesian two-layer moves analysis in order to describe and characterize the Body section of review articles in applied linguistics as an academic review genre. More specifically, the purpose of this paper was to identify and describe prototypical rhetorical structure of theme-bound units used in review articles in applied linguistics. To this end, the data were drawn from a randomly selected corpus of thirty-two review articles, published between 2000-2007, from a discipline-related key journal in the field of applied linguistics (Annual Review of Applied Linguistics, ARAL, published by Cambridge University Press). The prestige and reputation of this journal in publishing review articles were taken into account. Apart from the prestige of this journal, another criterion involved in sampling procedure of our corpus is to consult the specialist informants in that field, this is known as ‘informant nomination’ the established tradition in sampling and targeting the corpus-based studies (Hyland, 2000, 2007; Kuhl & Behnam, 2010; Kuhl, Yavari & Sorayyaei Azar, 2012; Sorayyaei Azar & Hashim, 2017). Our expert informants recommended us to hit review articles in applied linguistics in ARAL journal as sampling procedure in our genre-based study. They put much more emphasis on targeting ARAL in this study because we may arrive at a clear understanding of review articles in the field of applied linguistics. Hence, the corpus was selected from these reviews published in ARAL (see Appendix A). The two pieces of their feedback that were obtained were as follows:

1) ...The purpose is to further discussion about a topic or about a scholar’s contribution in order to determine the current state of the art. Contributions to ARAL are typically reviews of my first kind and a good way of arriving at an understanding of what a review article is would be to read a number of such articles. (Informant ‘2’)

2) ...Such articles (review articles) don’t report new research, but provide an overview of the ‘state-of-the-art’ about research on a particular issue. The ARAL (Annual Review of Applied Linguistics) is the publication that I am most familiar with and you will find examples of this type of genre in this periodical... (Informant ‘10’)

All in all, there were two phases followed in our research design. The first step was a two-layer analysis of moves and steps (i.e. move markers or strategies). After investigation of move types, we turned to identify and analyze the textual/ or linguistic devices including reporting verbs, clauses, phrases, the content itself, and structures referring to the communicative purposes of authors (e.g. *Therefore what I wanted to do was...*, *The main aim of this chapter is...*) in the Abstract, the Introductory part and the Body sections of the corpus. By concentrating on the textual devices of these sections, we investigated and identified the categorization system (i.e. the review article continuum), purposes, and characteristic features of review articles in applied linguistics. Such an analysis of the textual/ or linguistic devices is a necessary prerequisite to the investigation of communicative purposes in this type of academic review genre. In our study, three sets of clues were used to investigate the

rhetorical move structure, the classification variables and communicative purposes of this review genre: move/ steps or strategies analysis, the inter-rater reliability and the expert informants' feedback and comments. Therefore, in order to assess the reliability of move boundary identification in this study, an inter-rater was invited to independently analyze 8 randomly selected review articles from the 32 studied. The percentage agreement between the two raters was calculated and used firstly to check the appropriateness of the first rater's assessments and secondly to illustrate the level of inter-rater reliability. The rate was above 90%. Despite of some differences in move identification, this suggests high overall inter-rater reliability in this study.

In the second step, we referred to the specialist informants through e-mailing interview and personal communication. The main concern of the current research is the discourse community in the field of applied linguistics; therefore it is essential to look inside the academic discourse community in order to learn about the discourse structure, categorization system, and communicative purposes of the review articles. For this reason a questionnaire was designed. This questionnaire includes a few semi-structured questions, the macro-organizational structure, and the rhetorical move structures related to the specialist informants' published review articles, and they were asked through personal communication and emailing. These questions were in terms of their main aim of writing and publishing this type of academic review genre in ARAL journal and also clarifying the categorization system, functions and purposes, rhetorical structure, characteristic features of the review articles and their intended audiences. Their feedback and replies can be considered a useful guide to our research and serve to validate the findings of this research. All in all, the research design of the current study is following an integrated approach, that is to say qualitative and quantitative methods. It has been attempted to analyze and look at the data from different points of view: the analysis has been done not only from the researchers' angle, but it has also been conducted from the second rater's and the expert informants' point of view.

After analyzing the corpus and tallying the findings with our respected informants, we realized that there was a challenge regarding moves analysis of thematic units in the Body section (see section 3 for further discussion). It should be emphasized that the main attempt for analyzing thematic units was to investigate and identify which commonly employed move pattern was used in review article genres. According to Hart (1986, p.280), "genre analysis is pattern seeking rather than pattern imposing". In other words, analysis of theme-bound units in the Body section of the review article genre need not always be prescriptive and it should not necessarily be based on Swales' (1990) CARS model. Therefore, we tried to examine the function of each theme-bound text according to its local purpose, then according to its communicative purpose and the author's intention. The genre-specific features for argumentative and evaluative thematic units of review articles in applied linguistics were described and provided, the analysis of other sections of review articles was excluded and was presented in another research paper (Sorayyaei Azar & Hashim, 2017). Therefore, in the following section, our discussion starts with a preliminary analysis of the rhetorical structure for review articles in applied linguistics. Particularly, the main focus of the analysis is on the theme-bound units in the Body section of the critical evaluative and mixed-mode review articles. Eventually, a semi-orbital structure for review articles in applied linguistics is suggested based on the findings of our analysis in the current research.

3. Analysis of the Theme-bound Units of the Review Article Genre

As in many review articles, the Body for all types of review articles consists of several “theme-bound units” (Kwan 2006). Each theme-bound unit provides an appropriate content based on the theme of the topic of the review article. We can state that the author’s aim is to develop a case based on the case he/ she is developing; it entirely depends on the themes that emerge when the author does the preparatory work.

At the beginning phase of analyzing the corpus in this research, two moves accompanying several steps for the Body section of review articles namely ‘describing the theme/ idea’ and ‘presenting evaluation’ were identified. The move-pattern demonstrating a linear procedure for a thematic unit has been shaped (see Table1). According to this move-pattern, an idea or a theme in each theme-bound unit can firstly be described by claiming centrality, defining and referring to other scholars’ works and citations. Second, evaluation of the idea or developments can be presented by different and main steps namely presenting the issue, showing a lack/ or need for study, discussing the problems which are encountered, contrasting other scholars’ views, offering strong view points and offering possible solutions and a model/ method.

Table1. A Preliminary Move Pattern for the Theme-bound Units

Move	Step
M1: Describing the Idea	S1A: Claiming Centrality S2: Defining the Idea/ Theme S3: Restating the Idea/ Theme S4: Referring to Scholars’ Views/ Works i: Quoting Their Ideas And/ Or ii: Citing Their Works
M2: Presenting Evaluation	S1: Presenting the Issue S2: Showing a Need/ Lack of Study S3: Discussing Problems Encountered S4: Contrasting Scholars’ Views i: Giving Praise ii: Giving Criticism S5A: Restating the Idea/ Issue And/ Or S5B: Offering Strong Viewpoints i: Writer’s Credentials Included Indirectly S6: Highlighting Significance of the Idea/ Theme S7: Referring to Scholars’ Views S8A: Offering Possible Solutions/ Suggestions And/ Or S8B: Offering a New Theory/ Model/ Program

Although, the preliminary move pattern suggested in the above table (Table1) has got its own unique features, it also contains several shortcomings. One of the shortcomings refers to its fixed moves starting from describing the idea and leading to presenting evaluation. Most of the theme-bound units in review articles are highly complex and recursive, thus we cannot trace this pattern in most of the texts in our corpus, particularly in those reviews that are highly critical. Another shortcoming goes to the defined steps. The sub-moves or defined steps are not totally obligatory and in a fixed sequence. The observed sub-moves are not appearing in a fixed sequence and most of the time they are considered as optional sub-moves. It is better to consider these sub-moves in theme-bound units as the textual strategies of authors to reveal their respected moves. These strategies do not occur in a fixed sequential order and they carry their own cyclical and recursive characteristics.

After receiving feedbacks from our informants of this research it seems to us that the linear procedure does not appear to be a comprehensive one because in several occasions the moves in the theme-bound units can act as cyclic and recursive elements. Moreover, the authors based on their own styles, ideologies and the scope of the topic critique and evaluate ideas in their field of study and research in an evolutionary procedure and they do not follow the moves or sub-moves in linear fashion at all.

Hence, two of the challenges we faced with during our research journey were including the length of each review article and the presence of various theme-bound units in the Body section of review articles in applied linguistics. We tried to divide the Body section of each review article into thematic units. The thematic units were usually identified and marked by section headings, numbering systems, fonts and size of fonts, section breaks, and content section headings. The move identification was then carried out on the theme-bound units. A CARS model was, firstly, conducted on them to see if there was any resemblance. It was noticed that many theme-bound units particularly in critical evaluative review texts and mixed-mode review texts have some elements that do not often resemble the moves and move elements posited in the CARS model. They mostly often resemble argumentative and evaluative text type patterns, so it was decided to focus on argumentation across the thematic units and how argumentative patterns were formulated and shaped in these thematic units of the Body section in review articles.

Doing research is a gradual academic procedure and its foundation can be established step by step, at the same time one puts the findings beside each other just like the pieces of a puzzle to find an answer to his/ her research question. The right pieces of a puzzle in a research journey can be found and joined together by analyzing, modifying, reordering the pieces, and seeking for the discourse community members' different perspectives and views. Before proceeding further, in this kind of research one must refer to the discourse communities' views and insiders' ideas (using ethnographical method). It is important to note that the feedback received from the specialist informants might be referred to as qualitative data. This type of qualitative data is considered a source of confirmation of the findings of this study. Therefore, we referred to our specialist informants and asked for their views and ideas several times. Some feedback are as follows:

- 1) Your outline seems reasonable, but it is always going to be a generalization and is inevitably also rather simple compared with what (some) authors actually do. There may be some people who have been trained to write in this way and then I guess you might find some conformity (such as you do

in the writing up of an experiment, which has clear stages and sections). But if I do use this structure, I am not doing so all that consciously and I certainly would not allow it to drive the narrative beyond where it happens to reflect an underpinning logic... The other thing I should reiterate is that you need not to assume that the product is a direct reflection of the process. One often does not write in a linear fashion and at the later stages of composition often the entire original structure is unpicked and reconstructed. (Informant '8')

The informant's insightful and important view about the procedure of placing and bringing moves and strategies in the thematic units of review articles in applied linguistics played a significant role in shaping this preliminary rhetorical structure of the review articles. Although the preliminary move-pattern above (Table1) displays some common moves which appeared frequently in a few thematic units in review articles, it cannot solely demonstrate this point because the moves have been ordered in a fixed and linear way. This point might be true in some review article genres, but we need a more comprehensive and detailed pattern. According to the informant's view above as one of the authors of review articles in applied linguistics (in ARAL), most of the authors do not follow their themes and cases in a linear procedure all the time. Consequently, the pattern following linear procedure needs to be modified and revised.

Yet another informant's view suggests that the main focus of a review article is to look at the research critically and that the review article intends to show the main trends to the experienced researchers and novice writers.

- 2) A review article is a critical overview of what has been published on a specific topic over a certain period of time. The purpose is to allow novice and experienced readers to see what the main trends are, who has published what, what the focal points are, and what methodology the authors used in their studies. This can be helpful to direct attention to studies of interest without having to read all of them. As researchers often lack time to browse journals and books, this type of publication saves time. (Informant '1', 2012, e-mail interview)

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Based on the findings of our analysis, there are special types of review article texts that are especially engaged with critical analysis, validation and evaluation of the works and argumentation. The body section of these review articles contains thematic units which are involved in debate and argumentative interaction or dialogue. We can trace authorial footprints of argumentation in this kind of thematic units. In each argumentative thematic unit, we can identify four moves. The authors have created these discursual moves to follow communicative purposes/ or their academic intentions. First, the authors may describe an idea/or an issue in the field that they are writing their review article about. Describing the idea/ or the issue can be done by setting background and introducing the context for the contentious issue/ or the idea. There are different strategies to show this function in this move such as: they claim centrality of the idea/or the issue, they show significance of this idea/or this issue and also they define and elaborate it more. Second, the authors likely try to take a position in this move of the body by arguing claims and announcing their own strong points of view/ or counter-claims. Announcing scholars' views on the idea, issue and claim can be done by quoting their ideas or even citing their works. The authors might include their own views or claims directly/ or indirectly here in order to take a position. Then, in the third move of the main body, the authors may present evaluation. Evaluation is a significant factor in argumentation. The idea or issue is being evaluated and the evidence can be provided to support authors' position. Evaluating the issue/ developments in the related research can be

done by several strategies like: presenting the issue/ idea, elaborating it, showing a need, discussing problems encountered, analyzing reasons, synthesizing literature, comparing and contrasting views in the field, and praising and criticizing the views. Finally, in the fourth move of the thematic unit the authors might try to make justified claims. They often perform this function by restating the idea/ issue, offering strong viewpoints, highlighting the significance of it, and recommending possible solutions like offering a new model/ approach. These moves and strategies are displayed in the following figure (see Fig. 1).

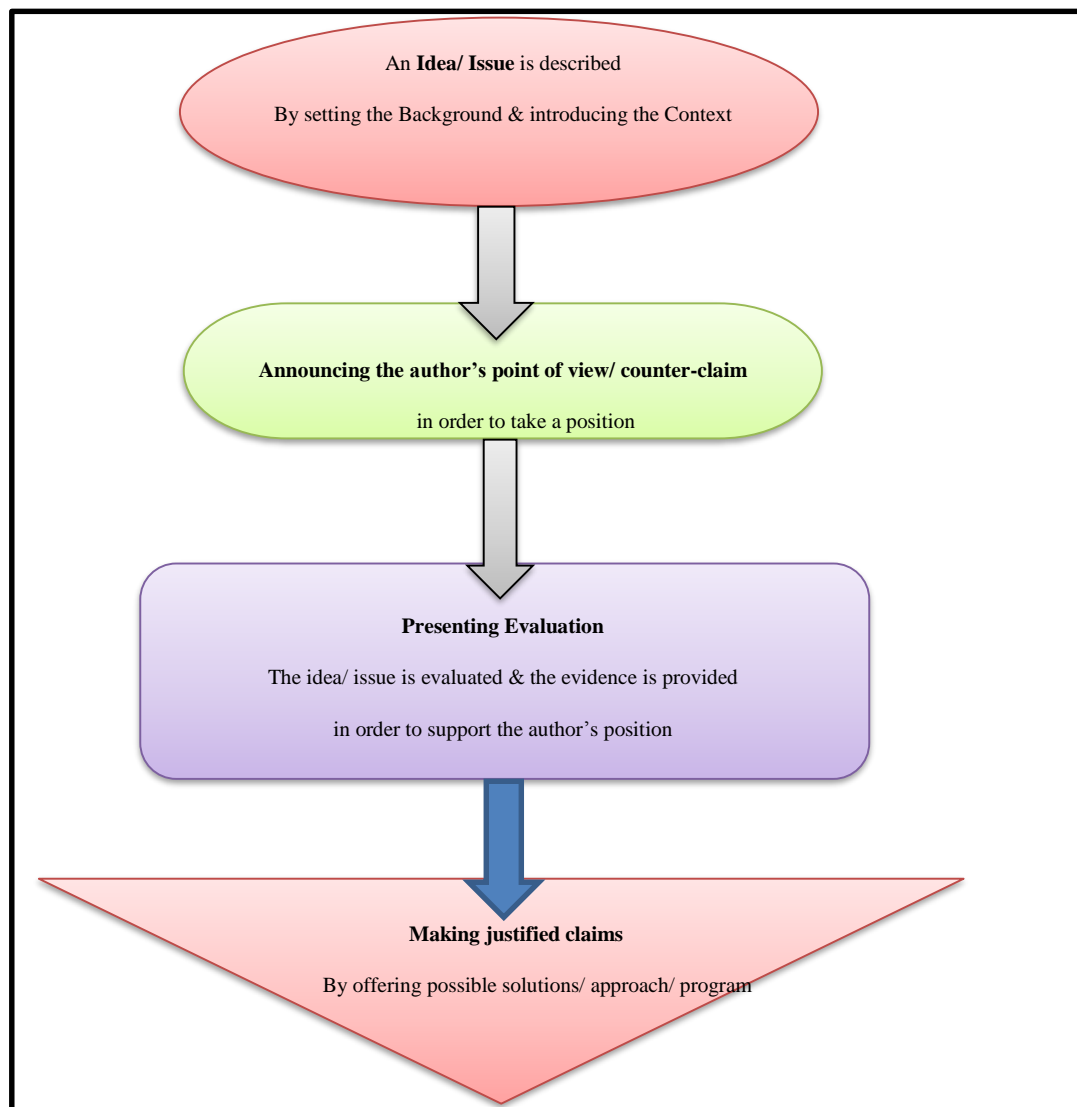


Figure1. Occurrence of Four Moves in the Argumentative Theme- bound Units

As explained above, there can be an evolutionary procedure of academic review genre in its theme- bound units. And in this evolutionary procedure, there are cyclical and recursive strategies applied by the authors of the review articles. They are highly hierarchical

and complex. The authors put these strategies in thematic units to represent sub-arguments in order to develop his/ her argument in the field. These strategies can be ranged from describing to commenting, or from commenting to describing and from evaluating to offering a model. There might be an attempt in the procedure of a review article to indicate an idea to emerge, an issue to identify and its credibility to represent. In other words, there is a degree of subjectivity ranging from describing the developments in the related field to evaluating the issues and eventually to putting forward evolutionary questions. Moreover, the authors' claim can also be justified by offering possible solutions to the issue or a new model, an approach, or new directions for further research might be offered. In the following figure this procedure can also be illustrated (Figure 2).

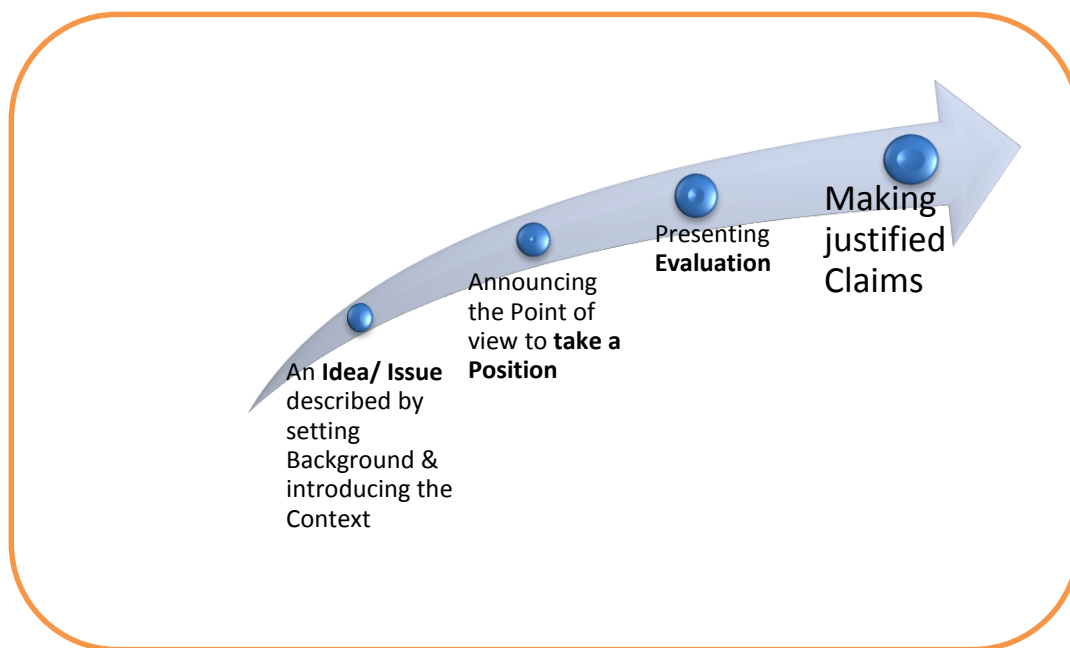


Figure2. A Procedure in the Argumentative Theme-bound Units of Review Articles

It also seems that the accurate frequency count of moves and steps for the Body section of review articles cannot be possible due to the length, recursivity and complexity of this section. Because the Body section of review articles is strongly recursive, cyclical and complex and it also is full of theme-bound units carrying arguments and sub-arguments, the two-layer analysis of moves and steps seems inadequate to apply for. The thematic unit which is involved in evaluation and argumentation has a highly hierarchical and cyclical structure. The basic moves and strategies, based on the findings of our research, constitute one part of the author's argumentative and evaluative texts in the critical evaluative and mixed-mode review articles. It appears that these moves and strategies, constituting argumentative texts, are similar to Hatim and Mason's (1990, 2001) argumentative text pattern.

Table2. Hatim and Mason’s framework (1990)

<i>Through-argumentation</i>	<i>Counter-argumentation</i>
<i>i. Thesis to be supported</i>	<i>i. Thesis cited to be opposed</i>
<i>ii. Substantiation</i>	<i>ii. Opposition/ Counter-claim/</i>
<i>iii. Conclusion</i>	<i>iii. Substantiation of counter-claim</i>
	<i>iv. Conclusion</i>

Therefore, we have then shifted the trend of our analysis and tried to highlight not only the genre-specific features that govern the different analytical sections of review articles that is to say the Abstract, Introduction and Conclusion sections (Sorayyaei Azar & Hashim, 2017), but also writers’ commonly-used argumentative patterns and strategies employed in thematic sections. Table 3 demonstrates the overall organization of one of the critical evaluative review article in the corpus of this research. The subsequent example chosen from the Body section of the review article is showing how lengthy and recursive the review text is. And their thematic units also constitute theme by theme patterns. The constituents lead us to an issue by issue pattern. First, an overall textual structure of the review article is presented in the following table.

Table3. An overall textual structure for the Review Article 1

Functional sections	Section headings in the review text	Sub-headings in the review text
Abstract	-----	-----
Introduction	Introduction	
The Body of the review	Linguistics and Language Teaching	
	Corpus Linguistics, Authentic Language, and Task-based Instruction	
	Linguistics, Language Teaching, and Applied Linguistics	
Conclusion	No conventional section heading	But it was embedded with the last theme-bound unit of the Body

The following is an example displaying how thematic units in the Body section are lengthy, highly complex, evaluative-loaded and argumentative in this review article (Review

Article 1 taken from the corpus). The number of paragraphs (shown with [P.]) and sentences (shown with S.) were identified.

(Review Article 1)

Theme-bound unit 1 LINGUISTICS AND LANGUAGE TEACHING

[Paragraph 1] (S1) *In traditional ways of thinking, applicability does not appear to be a problem. (S2) Since language is both what L2 teachers teach and linguists describe, it would seem self-evident that the findings of linguistics should be relevant to how the content of language courses is to be defined. (S3) Linguistics has always in fact been deferred to as the accepted authority on these matters, the assumption being that the language subject is derived from the linguistic discipline and that the units of description constitute the units for learning. (S4) On the face of it, this seems reasonable enough: If teachers cannot draw on linguistic descriptions in the design of their instruction, where else, after all, can they turn? (S5) But they need to know what such descriptions have to offer, and this is something that applied linguists can inform them about. (S6) In this view, the content of the language subject is necessarily dependent on linguistic description.*

[Paragraph 2] (S7) *The assumption of necessary dependency goes back a long way. (S8) The following can be taken as a representative statement:*

He (the language teacher) is not teaching linguistics. But he is teaching something which is the object of study of linguistics, and is described by linguistic methods. It is obviously desirable that the underlying description should be as good as possible, and this means that it should be based on sound linguistic principles. (Halliday, et al. 1964:66).

[Paragraph 3] (S9) *The something that the teacher is teaching, the language subject, is here equated with the linguist's object of study, the object language. (S10) But this object is, as I have indicated, describable, and definable, in different ways. (S11) The methods and principles employed by taxonomic structuralists, for example, are very different from those of generativists of the Chomsky stamp, which are, again, very different from those of functional grammarians, variationists, pragmaticists, and so on, all of whom would claim that their descriptions are good and sound. (S12) So which object of study is to be depended upon to provide the basis for the language subject? (S13) In practice, it has been the one in current vogue. (S14) Thus, when structuralist linguistics was in the ascendancy, the content of language courses was specified in terms of sentence patterns. (S15) With the shift to the pragmatic functioning of language, the units of courses were specified in terms of communicative functions.*

[Paragraph 4] (S16) *It seems to me that this assumption of dependency is mistaken. (S17) I want to argue that what the language teacher teaches is not the same as the object of study of linguistics, and that what is a 'good' description in reference to 'sound linguistic principles' cannot be assumed to be good for language pedagogy, which has its own principles to refer to. (S18) I want to argue, furthermore, that it is precisely because there is a necessary disparity between the principles of language pedagogy and*

those of the linguistic discipline that applied linguistics has a role to play. (S19) In this view, the purpose of applied linguistics is not to assume relevance but to question it, not to engage in application, but to inquire into applicability.

[Paragraph 5] (S20) *A convenient way of talking about the object of study of linguistics is in reference to Hymes' well-known formulation of the components of communicative competence: the formally possible in respect to the resources of the code available, the feasible in respect to mental processibility, the appropriate in respect to the context, and the done or attested in respect to actual occurrence (Hymes 1972). (S21) The first two can be seen as features of I-language, the second two as features of E-language. (S22) Different approaches to linguistic description can be seen as giving prominence to one feature rather than another, and, as I have suggested, pedagogy has generally followed suit. (S23) Thus, with the extension of linguistic description to account for E-language, we shift from a 'structuralist' pedagogy of the possible to a 'communicative' pedagogy of the appropriate. (S24) What has been generally disregarded is that in Hymes' scheme the possible is also an intrinsic aspect of communication. (S25) This is, in part at least, because Hymes presents these different features as separate components and does not inquire into their relationship. (S26) I have discussed this elsewhere (Widdowson 1989), and this is not the place to deal with it again in detail, but we need to note that this matter of relationships is a crucial one, for in a normal experience of language, all of the features Hymes mentions come into play and interact in complex ways. (S27) If the object of description is fixated on one feature, then it cannot correspond with user reality, and this, in turn, raises questions about the relevance of any linguistic theory as a model for pedagogy.*

Theme-bound unit 2: CORPUS LINGUISTICS, AUTHENTIC LANGUAGE, AND TASK-BASED INSTRUCTION

[Paragraph 1] (S1) *The concern over linguistic objects of description is not limited to formal generative linguistics. (S2) Rather, this concern also extends to what is in many ways the most important and influential development in E-language description over recent years, that of corpus linguistics. (S3) The 'goodness' of a linguistic description is now increasingly being measured against corpus analyses. (S4) The computer provides us with the capability of accumulating and analyzing vast amounts of language that users have actually produced. (S5) We no longer have to depend on our own intuitions about the language that people use, or on eliciting from them what they think they use. (S6) We can now establish patterns of usage as a matter of observed fact. (S7) This trend is, par excellence, the description of the attested in the Hymes scheme. (S8) It is obviously a highly significant development which has already had momentous effects on linguistic description. (S9) Nobody these days would contemplate writing a grammar or dictionary which did not take account of corpus findings. (S10) But we need to note that for all the facts they reveal, and in spite of what is often claimed, these findings are confined to one feature of language, namely the attested. (S11) They do not capture an absolute reality but a partial one. (S12) So, although they provide additional information of immense interest, it would be a mistake to suppose... [To be continued]*

(Review Article 1 taken from:

Widdowson, H. G., (2000). Object Language and The Language Subject: On the Mediating Role of Applied Linguistics, *Annual Review of Applied Linguistics* **20**, 21–33.)

As shown above, the first theme-bound unit consists of five paragraphs with a total of twenty-seven sentences. Based on our proposed model for the thematic units, four moves were identified and this thematic unit clearly conforms to counter-claim argumentation. Move 1 describes the issue and introduces the context to refer to the claim/ or the controversial issue and involves in defining the components being discussed. This move includes the first four sentences (S1- S4) and sentences 6, 7, 8 and 9 (S6- S9). The author has cited and brought up the claim by using a heavy use of hedges (for instance ‘...does not appear to be a problem’, ‘...the *assumption* being that...’, ‘...this *seems* reasonable enough’, and ‘...*if* teachers cannot draw on’). Move 2 reflects the value system (of the author/ or the discourse community) to take a position and stance. In this move, the writer shows a contrastive shift between the claim made in the first move and ‘counter-move’ by using an explicit adversative conjunction such as ‘but’ (S5 and S10). Other linguistic features which present Move 2 are ‘necessity modal’ and ‘self-mention marker’ such as ‘...*need to* know’ and ‘...as *I* have indicated’. Then, the claim cited to be opposed was elaborated (S6) and previous research was reviewed by stating that ‘the assumption of dependency goes back a long way’ (S7). Several scholars’ works were considered as a ‘representative statement’ (S7). In Move 3, first the issue is being elaborated and later evaluated by the appropriate evidence. This evidence is provided by analyzing reasons and presenting a judgment of ‘good’ and ‘bad’ (i.e., it may look like a dialogue) to support the author’s position or stance (for example, ‘...which object of study?’, ‘It seems to me that this assumption...is mistaken’, ‘I want to argue that...’). This move takes a big space in this theme-bound unit, including almost nine sentences (S11- S19). The author criticizes applicability and the assumption of the language subject is derived from the linguistic discipline. Move 4 represents the credibility of the author’s view and stance. The author tries to justify his claim by offering solution (S20- S22), giving results (S23), then by highlighting the issue in S24 he has referred back to Move 3 (‘what has been generally disregarded’). After that, the author brings the reason and cites his own work (S25 and S26) and finally raising question. He has tried to emphasize the issue, so he has restated the issue (i.e. the matter of relationship and applicability). The first thematic unit ends with raising questions about the relevancy of the linguistic theory as a model for pedagogy and the writer’s strong point of view (S27).

In the second theme-bound unit the author, Henry Widdowson, has extended his concern from linguistic objects of description to corpus linguistics and task-based teaching. He has provided and extended explorations of this topic. After drawing on Hymes’ (1972) theory of ‘communicative competence’, he has made a persuasive argument. In his argument, Widdowson claims that applied linguists mediate issues of language knowledge and use in terms of their applications in daily-life situations. Regarding this, he further asserts that this is the role of applied linguists mediating the issues in language teaching and teacher training. Widdowson consequently argues that we need to realize the applicability of linguistic descriptions is a potential. As shown, in the first review article of the corpus (RevA.1), Henry Widdowson argued about three contentious issues, and these issues were categorized into three lengthy and recursive theme-bound units. And each issue was further expanded and argued in each theme-bound unit in the Body section. Hence, his review article is very lengthy, complicated and hierarchically constructed. Its structure is also cyclical and the moves and strategies which the writer of this review article (RevA.1) has brought and applied indicate a great recursion. The move pattern was shown in the previous table (see Table 1) cannot represent the rhetorical move pattern of this review article. The moves and strategies

which the writer of this review article (RevA.1) has brought and applied is presented in the following non-linear pattern/ or schema which demonstrates an evolutionary procedure in this review article (Figure 3).

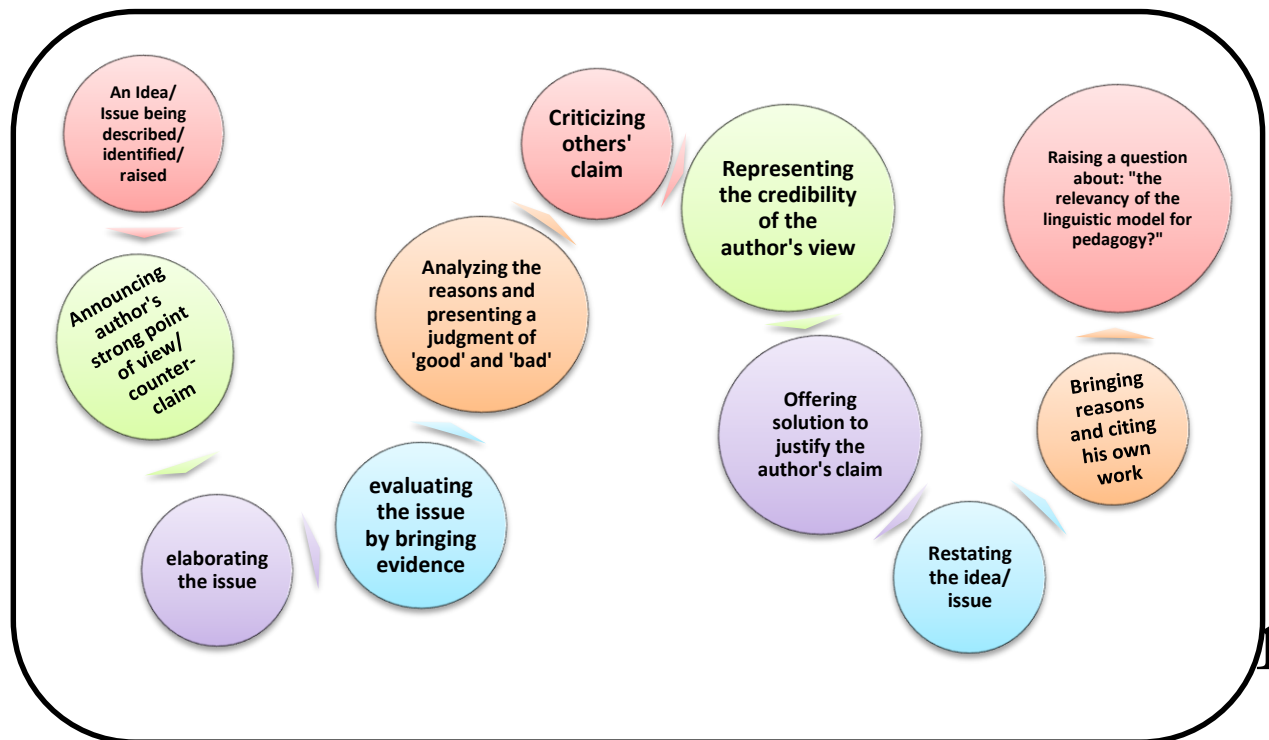


Figure 3. Evolutionary (non-linear) schema in the theme-bound unit of the review article 1

Once again as shown in the above schema (Figure 3), the linear procedure in review article genres is infrequent particularly in critical evaluative and mixed-mode review texts. Moreover, it cannot be a comprehensive one because in several occasions the moves and move elements (i.e. strategies) in the theme-bound units act as cyclic and recursive elements. Moreover, the authors, based on their own styles, ideologies, communicative purposes and the scope of the topic, critique and evaluate ideas in their field of study and research in an evolutionary procedure. As a result, as it has been shown in the schema of the first review article of the corpus of this study the authors of the review texts do not follow the moves or strategies in a linear fashion at all. The findings of our research showed that move markers or strategies are often combined and complicated to realize a certain move in the review article genre. The moves and strategies in the theme-bound units often appear in more complex and cyclical structures than linear ones. Thus, we noticed that thematic units of the Body section are very complex and recursive and they are full of cyclical structures. Due to these reasons, the accurate frequency of strategies in the thematic units was not counted. It should also be added that the two-layer analysis of moves and steps or strategies appears to

be inadequate because of complex and cyclical structures in theme-bound units of the Body section. Table 4 demonstrates the rhetorical move structure of theme-bound units in the review article genre in applied linguistics (Sorayyaei Azar & Hashim, 2017, pp. 25-26). This rhetorical structure emphasizes that moves and strategies do not appear in fixed order in theme-bound units of the review article genre.

Table 4. Rhetorical Move Structure for Theme-bound Units in the Review Article Genre

Move	Functions	Strategies**
M1: Establishing Background	Describing the idea/ theme or introducing the context for the controversial issue and defining the components being discussed	A: Claiming centrality B: Elaborating and introducing the context/ or showing significance C: Announcing the other writer's claim D: Reviewing previous works
M2: Announcing the Writer's Point of View *	Reflecting the value system (of the writer/ or the discourse community) in order to take a position and stance	A: Announcing the review writer's counter claim B: Announcing another writer's view by i) Quoting his/ her ideas and/ or ii) Citing his/ her works C: Suggesting potential issues/or indicating a gap or a need
M3: Presenting Evaluation	The idea/ or issue is being evaluated and the evidence is provided by analyzing reasons and presenting a judgment of 'good' and 'bad' (i.e., it may look like a dialogue) to support the author's position/ or view/ or stance	A: Discussing problems/ or issues encountered by analyzing reasons B: Referring to others' works/ or views to synthesize literature C: Contrasting and comparing other authors' views: i) Giving praise and/ or ii) Giving criticism
M4: Presenting the Author's Implication	Representing the credibility of the author's view/ position/ or stance and justifying his/ her claims	A: Drawing a logical conclusion based on the significance of the writer's claim or idea B: Restating the issue/ the gap or the challenge C: Offering possible solutions/ a new theory, an approach, or a model D: Suggesting further research

*= This move is not occurring in through-argumentative text type patterns.

**= These strategies do not appear in fixed order in theme-bound units.

(source: Sorayyaei Azar & Hashim, 2017, pp. 25-26)

After discussing and presenting a preliminary analysis of the review article genre particularly the thematic sections, we will suggest a semi-orbital structure for the three proposed types of review articles (i.e. the critical evaluative, mixed-mode and bibliographic review articles) in applied linguistics in the following section.

4. A Semi-Orbital Structure for the Review Article Genre in Applied Linguistics

Most of these moves and strategies, as explained above, are cycling elements and mostly often they are merely optional, and these moves might be reordered in the review article genre. The following figure (Fig. 4) is shaped for the most of the corpus in this research after taking several stages. The stages include reading the review article texts carefully for several times, analyzing and identifying their genre-specific features, finding a consensus with the specialist informants and collecting their comments and suggestions, and finally applying their feedback to our research. This figure looks like a semi-orbital structure. This structure can be used to illustrate the relationship of the cycling moves and strategies to a central idea. This suggested semi-orbital structure of the review article genre in applied linguistics emphasizes information in the center circle and it tries to indicate how the pieces of information in the outer ring of circles contribute to the central idea. The first level line of text corresponds to the central circle (i.e., setting background to identify an idea, or raising an issue) and its second level line of texts correspond to the second outer ring of circles (providing a history, giving a summary of the latest works and providing an overview of the current developments, presenting evaluation, arguing ideas and announcing the writer's value system and claim/ or counter-claim). The second level line of texts refers to the degree of subjectivity and criticality across review articles in applied linguistics. As discussed before, the degree of criticality and evaluation differs between the three types of review article texts in applied linguistics (i.e. critical evaluative, mixed-mode and bibliographic review articles). Its third level line of texts corresponds to the last outer ring of structure and the authors may close their review articles by a few textual strategies (namely summing up the review, offering possible solutions and new trends, presenting the writer's concern, and recommending for further research).

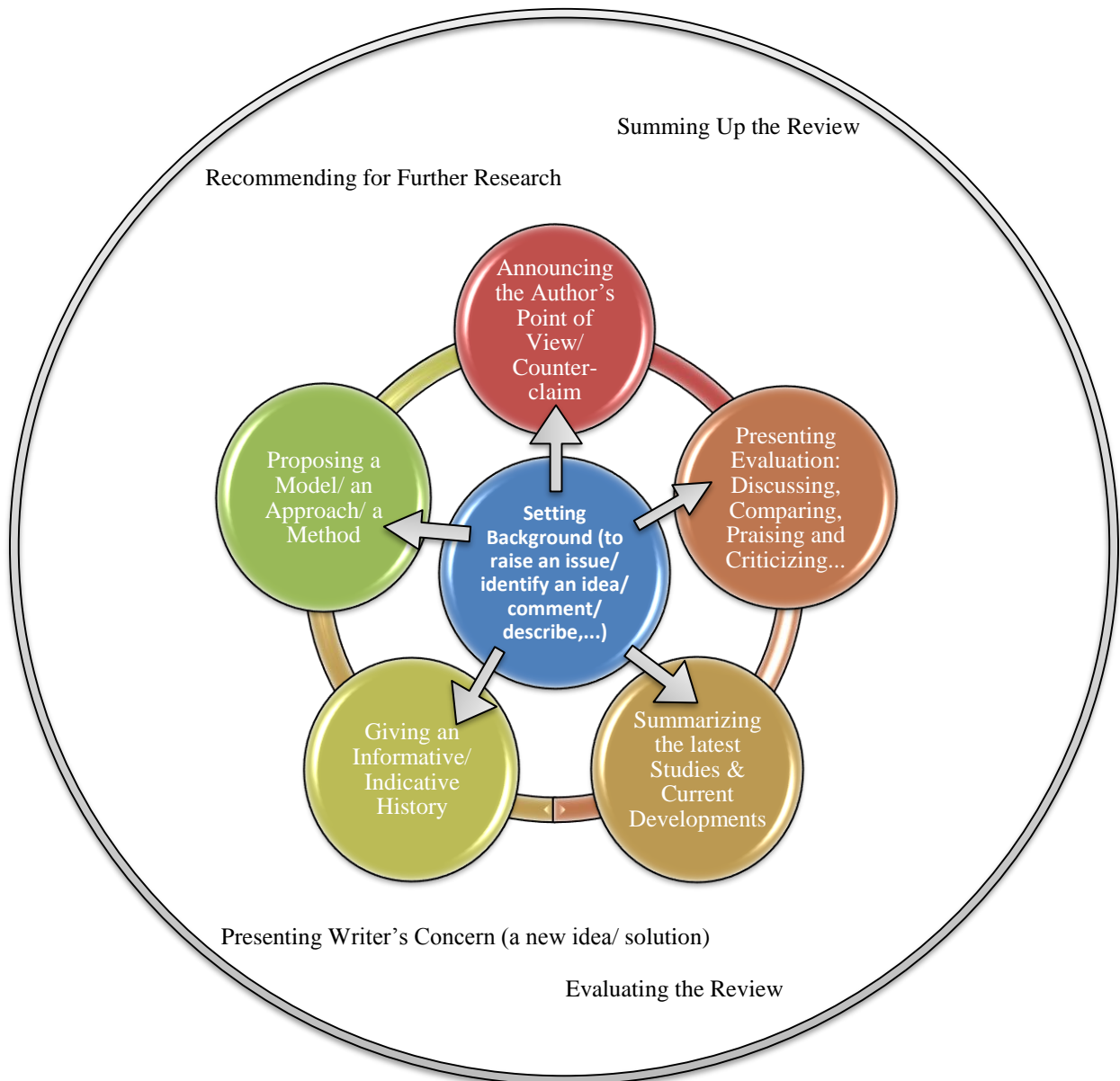


Figure4. A Semi- Orbital Structure of the Review Article Genre in Applied Linguistics

It must also be noted that, while the type of review article genre and its generic structure analyzed in our research represents only one of the choices available for constructing the review article genre in Applied Linguistics. From other part, to identify and be familiar with the rhetorical structure of other academic review genres one needs to investigate and explore those genres in different disciplines.

Working on the review article genre suggests genres that are best characterized as having a semi-orbital/ or nucleus structure like print media news story (Iedema 1997; White 1997). This structure looks like an orbital structure with an obligatory core stage and optional elaborating stages which they are not strictly sequenced in second outer and third outer circles, but unlike media news story generic structure the sub-components in review article genre (in outer circles two and three) are linked to each other and it should be added here that the review article genre offers establishing background and context setting. In critical evaluative review article, for instance, the emphasis is on critical evaluation of published works, arguing ideas and it encompasses the subject-oriented approach, whereas in bibliographic review article the emphasis is on a comprehensive descriptive record of annual works in that field and it encompasses the literature-oriented approach. Mixed-mode review article encompasses both approaches which have been discussed to varying degrees.

As we discussed somewhere else (Sorayyaei Azar and Hashim, 2014), the critical evaluative review article can serve the following purposes namely, they intend to become subject-oriented, survey the selected works and to raise an issue in the related field, announce the strong point of view in order to reject the opponent's position and analyze and argue the opinions in the related field, and suggest a new direction or trend. The intended audiences of this type of review articles are the researchers, experts, and parent members of the discourse community in that field. On the other hand, the bibliographic review article is dealt with a limited subject area. All work published in a certain period of time should be included. The analysis of the review articles revealed that there are varieties of the text types. In the bibliographic review article, the text type is narrative and it may consist of a summary of findings or it can be indicative (i.e. merely in narrative form) or informative (i.e. providing an overview from a variety of publications in that subject with little criticism). As Virgo (1971) states this type of review has "brief notes of findings or opinions, with little criticism and usually without analysis" (p. 277). The intended audiences of this type of review are researchers and graduate EFL students. The bibliographic review article can serve the purposes including, they intend to become literature-oriented, raise awareness of researchers and graduate students in their own present activity and related field, inform the missing work in that field, and give an overview of the subject. The mixed-mode review article is intended to play twin roles and written by an outstanding expert in the field. It encompasses both literature-oriented and subject-oriented approaches. The author tries to provide an overview of the related field, or sub-field and then evaluates the developments. In this kind of review article, we have found a degree of intensity between narrative text type and critical evaluative text type. Sometimes the author intends to present an overview of recent developments and then he/she discusses the recent issues in that field, or the author first prefers to argue and raise an issue in that field and then he/she describes a brief overview and surveys the developments and finally the author recommends his/her suggestion.

In fact, the review article genre can be not only evaluative but it can also be informative giving us a history and informing the missing work in that field and transform much more data about the current work or theory, just like literature review. It presents the author's stance. The review article text, as discussed above, can be classified into various kinds of review article based on the functions they represent and carry out. As a result, the findings of the current study revealed that different sub-genres could be identified within the applied linguistic review article genre. According to Noguchi's (2001, 2006) study and

Swales' (2004) suggestion, this type of genre can be categorized into four types namely historical or bibliographic review article, issue review article, current work review article and theory review article. The findings of our research were focused on the review articles in applied linguistics with three main classes, while Noguchi's study and suggestion has been emphasized the science review article with four types. Or according to Woodward's (1974) classification, reviews in humanities and scientific fields might be critical, evaluative, interpretive, state-of-the art, historical and tutorial. Thus, it seems that even if review article authors and journal editorial members in different disciplines share expectations that this academic review genre will be in different categorization and characteristic features, there is a general variation in the field and its community members with respect to the function and its categorization of review articles. It can be suggested that the disciplinary variable, the value system of scientific community members, the editorial policy and exact scope of journals, the author's ideology and communicative purposes influence the degree of categorization and characteristic features of review articles and thus the primary function the review articles fulfill.

Due to the reasons mentioned above, we have suggested the semi-orbital structure for the review article genre in applied linguistics. It can be considered based on its nature, type, the editorial policy, the value system of discourse community, communicative purposes and author's ideology. It appears that the author's aim is to develop a case based on the case he/she is developing - in fact it cannot be in linear fashion- it entirely depends on the themes that emerge when the author does the preparatory work. This review genre, as stated above, is a complicated and recursive genre but we can find an organizing mind at work because different material and themes have been assembled coherently. One can understand the coherency of its plot as one reads a review article; the turning points and developments of the research being assembled in the field in a coherent way. In the following feedback, our fifth informant has emphasized the characteristic features and functions of a review article in applied linguistics. She has also referred to the intended audiences of her review article published in ARAL journal:

- 3) Review articles, we can state that, give researchers a brief survey of related literature, provide analysis and evaluation, and aid researchers to identify areas that require further research. Its function is to provide a critical overview of what reviewer finds important in the light of what has been published. In the content of the review, the author might include what the main issues are, how they've been researched, what needs further research. The intended audiences of the review articles are both novice and established researchers on the related field (i.e. applied linguistics and its subfields). (Informant '5')

The plot of the review article genre contains a complex table of headings and sub-headings and it often takes an evolutionary step. The evolutionary procedure of review plots ranges from identifying an idea/ or raising an issue to evolutionary questions. These questions try to encourage other established researchers and writers to think about gaps in the interest research and look at the developments with critical eyes and then the author of review article lead the immediate audiences to new trends and directions. In fact, the authors create an appropriate room for debate and dialogic argumentation. It seems that the established authors provide argumentative strategies to publicize their academic ideas and intrude their stance and position in the developments of the related field. When we read their

review articles, it has explicitly been noticed that they want to show and suggest a new direction and a need for further research in the related field. The review article genre therefore provides its author an opportunity to publicize his/ her own contribution to his/ her field.

This section has tried to suggest a semi-orbital structure for the review articles in applied linguistics. The semi-orbital structure indicates that there is significant variation from the IMRD model in applied linguistics review articles compared to other academic discourses such as research articles. It is interesting to note that Introduction, Body and Conclusion sections frequently appear; however, Method and Result sections do not usually appear. This preliminary analysis was reported based on the findings of our study. In the following section, the concluding remarks are presented.

5. Conclusion

In this article, the rhetorical structure for review articles in the field of applied linguistics is described and analyzed. The findings, whilst limited to only 32 review articles published during 2000-2007, indicate that there may be four cyclical moves in a theme-bound unit of the body section, particularly in critical evaluative and mixed-mode review articles. The main focus on these review articles is on arguing and evaluation. The four cyclical moves and textual strategies (i.e. 'establishing background', 'announcing the writer's point of view', 'presenting evaluation', and 'presenting the author's implication') mainly emphasize argumentation and the authors of the review articles explicitly and sometimes implicitly are signaling arguing ideas and evaluation in certain thematic units. They have involved in intruding their claim/ or counter-claim in particular parts of their own review articles. And they have also tried to engage their immediate audiences in their argument. Thus, a rhetorical move structure for thematic units of the review article genre in applied linguistics was suggested. That thematic unit was particularly engaged with argumentation, so the main focus of the suggested move-pattern was on this type of unit. As the findings of this study suggested, review article authors are following an evolutionary procedure in presenting their evaluation and announcing their strong views and comments. After getting feedback from specialist informants from the discourse community in applied linguistics, a semi-orbital structure is proposed.

As mentioned above, the review article genre discusses the works that have been published before. In addition, the works have been selected from different research papers in order to give comments. The comments have been derived based on the authors' own evaluation. In the author's evaluation and argumentation, one can find an index of subjectivity ranging from descriptive texts to critical evaluative texts and the authors may include these evaluative texts into various sub-arguments. It appears that the authors of review articles engage immediate audiences to intentionally trace variety and this variety can show a mixing plot of genres. Genre-mixing can also be tracked in this type of academic review genre as an academic discourse like in academic introductory chapters and pages (Bhatia, 1997; Sorayyaei Azar, 2012). Therefore, raising an issue, showing a gap in the interest research and giving comments in the review articles based on the authors' evaluation and argumentation display its originality (O'Connor and Woodford, 1975, as cited in Myers

1991). Although, there are several differences between review articles and research articles, as we discussed somewhere else (Sorayyaei Azar & Hashim, 2017), this feature for the review article genre can be considered as showing or creating a research space (CARS) like the same feature as in research articles. In other words, it indicates the originality of this sub-genre (review article sub-genre) of research genre as Swales (2004) has categorized review article as a sub-genre of research genre.

It is hoped that a closer understanding of the characteristic features and textual strategies used by the authors to signal the classes of review articles and the functions of thematic units in the Body section may help uncover elements of the value system for EFL graduate students and junior researchers. These elements of the value system not only emphasize disciplinary discourse but also provide EFL graduate students and novice writers with the ability to make use of scholarly review articles and primary literature during their research writing. Academic writing instructors are also advised to teach the textual strategies, particularly those related to presenting evaluation, applied in the review article genre in their English for Academic Purposes (EAP) classes. This will raise the awareness of our graduate students and novice writers of the characteristic features of the review article genre so that they can be familiar how to monitor this type of genre and how to write academic reviews critically in their researches. The generic features and the suggested semi-orbital model for the review article genre in applied linguistics can help both EFL postgraduates and junior researchers to review the developments with their critical and evaluative eyes and write their academic reviews in a more permissible style.

The review articles in this corpus are all from applied linguistics and are not from non-applied areas, so the findings of this research need to be tested on review articles from other disciplines particularly hard sciences so that EAP or ESP instructors can take advantage of the findings in their Seminar and Research Writing classes for hard science graduate students.

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Appendix A

The list of review articles used in the corpus

RevA.1: Widdowson, H.G. (2000). Object language and the language subject: on the mediating role of applied linguistics. *Annual Review of Applied Linguistics*, 20: 21-33.

RevA.2: Crandall, J. (2000). Language teacher education. *Annual Review of Applied Linguistics*, 20: 34-55.

- RevA.3:** Swales, J., M. (2000). Language for Specific Purposes. *Annual Review of Applied Linguistics*, 20: 59-76.
- RevA.4:** Daoud, M. (2000). LSP in North Africa: Status, Problems and Challenges. *Annual Review of Applied Linguistics*, 20: 77-96.
- RevA.5:** Segalowitz, N. (2001). On the Evolving Connections Between Psychology and Linguistics. *Annual Review of Applied Linguistics*, 21: 3-22.
- RevA.6:** Schumann, J. H. (2001). Appraisal Psychology, Neurobiology, and Language. *Annual Review of Applied Linguistics*, 21: 23-42.
- RevA.7:** Dornyei, Z. (2001). New Themes and Approaches in Second Language Motivation Research. *Annual Review of Applied Linguistics*, 21: 43-59.
- RevA.8:** Hansen, L. (2001). Language Attrition: The Fate of the Start. *Annual Review of Applied Linguistics*, 21: 60-73.
- RevA.9:** Schegloff, E. A., et al. (2002). Conversation Analysis and Applied Linguistics. *Annual Review of Applied Linguistics*, 22: 3-31.
- RevA.10:** Lazaratan, A. (2002). Quantitative and Qualitative Approaches to Discourse Analysis. *Annual Review of Applied Linguistics*, 22: 32-51.
- RevA.11:** Martin, J. R. (2002). Meaning Beyond the Clause: SFL Perspectives. *Annual Review of Applied Linguistics*, 22: 52-74.
- RevA.12:** Conrad, S. (2002). Corpus Linguistic Approaches for Discourse Analysis. *Annual Review of Applied Linguistics*, 22: 75-95.
- RevA.13:** Kymlicka, W., and Patten, A. (2003). Language Rights and Political Theory. *Annual Review of Applied Linguistics*, 23: 3-21.
- RevA.14:** Garcia, M. (2003). Recent Research on Language Maintenance. *Annual Review of Applied Linguistics*, 23: 22-43.
- RevA.15:** Hinton, L. (2003). Language Revitalization. *Annual Review of Applied Linguistics*, 23: 44-57.
- RevA.16:** Valdes, G., and Angelelli, C. (2003). Interpreters, Interpreting, and the Study of Bilingualism. *Annual Review of Applied Linguistics*, 23: 58-78.
- RevA.17:** Vandergrift, L. (2004). Listening to Learn or Learning to Listen. *Annual Review of Applied Linguistics*, 24: 3-25.
- RevA.18:** McCarthy, M., and O'keeffe, A. (2004). Research in the Teaching of Speaking. *Annual Review of Applied Linguistics*, 24: 26-43.
- RevA.19:** Grabe, W. (2004). Research on Teaching Reading. *Annual Review of Applied Linguistics*, 24: 44-69.

- RevA.20:** Silva, T., and Brice, C. (2004). Research in Teaching Writing. *Annual Review of Applied Linguistics*, 24: 70-106.
- RevA.21:** Odlin, T. (2005). Cross-linguistic Influence and Conceptual Transfer: what are the Concepts? *Annual Review of Applied Linguistics*, 25: 3-25.
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