A Comparative Genre Analysis of Introduction Between National and International Journals.
Case of Applied Linguistics Research Articles

تحليل نوع مقارن للمقدمات في المجلات العلمية المحلية والدولية

المقالات العلمية للسانيات التطبيقية أنموذجا

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Abstract

Undoubtedly, writing research articles' (RAs) introductions poses a significant challenge for researchers who find themselves at the heart of dilemma between establishing their research and setting their communicative goals. The present article offers a description and analysis of applied linguistics RAs introductions published in Algerian and International journals of scientific research in order to identify their prominent linguistic features as well as their rhetorical moves. The articles are analyzed following Swales Create A Research Space (CARS) model for RA introductions. Corpus-analysis shows the main differences between introductions published in Algerian and international journals. Moreover, the study confirms the effectiveness of Swales CARS model to construct applied linguistics RA introduction.
Key words: Research Articles' Introductions, Applied linguistics, Algerian and International journals of scientific research, linguistic features, rhetorical moves

ملخص

لا ريب في أن كتابة مقدمة المقالات العلمية يشكل تحديا بالغ الأهمية بالنسبة للباحثين الذين يجدون أنفسهم في قلب المعضلة يتأرجحون بين ضبط دراستهم من جهة ووضع أهداف تواصلية من جهة أخرى❖

إن هذا المقال يقدم وصفا وتحليلا لمقدمات المقالات العلمية للسانيات التطبيقية المنشورة في مجلات البحث العلمي الجزائرية والدولية سعيا لتحديد السمات اللسانية البارزة والنقلات الخطابية. وقد تم تحليل المقالات وفقا لأنموذج سويلز لكتابة مقدمات المقالات العلمية، وكشف تحليل المدونة عن فروق كبيرة بين مقدمات المقالات العلمية المنشورة في المجلات العلمية الجزائرية ونظيرتها الدولية، ناهيك عن ذلك، تثبت الدراسة نجاعة أنموذج سويلز في كتابة مقدمات المقالات العلمية الخاصة باللسانيات التطبيقية

الكلمات الدالة : مقدمة المقالات العلمية ، السانيات التطبيقية ، مجلات البحث العلمي الجزائرية والدولية ، السمات اللسانية ، النقلات الخطابية

Introduction

The increasing interest in publishing research articles (RAs) has heightened the need for creating an international framework that guides scientific writing the worldwide. RAs introductions are still a *source of wide controversy among researchers. Previous research had looked at RAs introductions as problem-solution texts and it focused on the surface study of texts basing on their goals, current capacity, problem, solution and criteria of evaluation* (Zappen, 1983). However, this method had been considered to be flawed because researchers are required to state the significance of incomplete research and its contribution in the discipline. The purpose of this research is to investigate the applicability of genre analysis of the introductions of applied linguistics research articles published in Algerian and International Journals of scientific research. Using Swales CARS schema, the study attempts to recognize rhetorical differences among applied linguistics RAs introductions and their specific linguistic conventions. The results of the study reveal important differences between Algerian and International RAs introductions.

1. Literature Review

1.1. *International Scientific Community*

The concept of scientific community was first introduced by Michael Polanyi in 1834 due to the greatest progress of scientific system and the wide spread of scientific knowledge (Polanyi, 2009)[1]. *According to Erman and Todorovski (2011), scientific community can be defined in terms of scientific publishing which is the glue of sciences. Erman and Todorovski (2011)*[2] *stated, "a totally of working and interacting scientists through common and standardized*

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[1] Polanyi, M. (2009). *The tacit dimension.* University of Chicago Press.

[2] *Erman,* N., § Todorovski, L. (2011). *Collaborative Network Analysis of two eGovernment. Conferences:* Are *we* Building *a Community? Electronic Journal of e-Government,* 9 (2), 141 – 151.

procedures of scientific communication, is usually quantified through the analysis of scientific publications" (p. 226). Valle (1996) determined the role of scientific community in three main decisions[3]:

- *what are the legitimate concerns of science and what kind of questions can meaningfully and legitimately be asked;*
- *sets the criteria by which the validity of findings is to be evaluated;*
- *defines the body of concepts; entities and propositions which are accepted as "scientific knowledge".*

According to Choi (1995)[4], *world economic* growth was the main reason for the growth of international scientific community. More important, Luukkonen et al., (1992)[5] emphasized the effectiveness of governmental initiatives to increase international scientific collaboration and enhance science contact through travel money and intergovernmental science programs.

For Henry (2008)[6], the emergence of scientific communities was the outcome of scientific revolution of the 17th century which provided a real process of fundamental change. *In the Eighteenth century, the number of scientists was very limited; therefore, scientific communities were not specialized and they contain scholars from different scientific backgrounds (Gunnarsson, 2011)[7]. This period is referred to as pre-establishment of science where scientists were*

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[3] Valle, E. (1996). A scientific community and its texts: A historical discourse study. In B. Gunnarsso, P. Linell & B. Nordberg (Eds.), *The construction of professional discourse* (pp. 76-98). London: Longman.

[4] Choi, H. (1995). *An International Scientific Community: Asian Scholars in the United States.* Westport, CT: Praeger.

[5] Luukkonen, T., Persson, O., § Sivertsen, G. (1992) Understanding patterns of international scientific cooperation. *Science, Technology and Human Values*, 17(1), 101–126.

[6] Henry, J. (2008). *The scientific revolution & the origins of modern science* (3rd Ed) Palgrave, New York.

[7] Gunnarsson, B, L. (2011). Introduction: Languages of science in the eighteenth century. In B.L. Gunnarsson (Ed.)*, Languages of science in the eighteenth century* (pp. 3–21). London/ Berlin: De Gruyter Mouton.

working in isolation because their job was not under the aegis of university that was concerned only with teaching[8].

In the nineteenth and twentieth century, the world has noticed the emergence of new languages *which guide* the pursuit of *scientific knowledge.* It was during this time that scientific writing comes into existence. The emergence of USA as the world's new economic and political power led to the evolution of scientific English to become the lingua franca of scientific community. In the twentieth century, English dominates scientific research publications and pressure to publish in this language increases over time. Researchers are forced to adopt English as an additional language in order to cope with world's scientific publishing especially that 80% of world's documents were written in English. Today, English becomes "the only generally accepted common language of the scientific community and the language in which research is discussed" (Durmuller, 2001, p. 398)[9].

1.2. Speech Communities and Discourse Communities

In sociolinguistics, language communities are divided into two groups: speech communities and discourse communities. Speech communities refer to groups of people who use the same speech code. Hymes (1974)[10] offered a thorough definition of speech communities by drawing upon two types of knowledge: community shared knowledge and the patterns of using this knowledge.

Bloomfield (1994)[11] defined speech community as "a group of people who interact by means of speech" (p. 42). According to Bloomfield, speech differences are the outcome of *destiny of*

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[8] Ibid

[9] Dürmüller, U. (2001). The presence of English at Swiss universities. In U. Ammon (Ed.), *The effectts of the dominance of English as a language of science on the non- English language communities* (pp. 389-404). Berlin, Germany and New York, NY: Mouton de Gruyter.

[10] Hymes, D. H. (1974). *Foundations of sociolinguistics*. Philadelphia: University of Pennsylvania Press.

[11] *Bloomfield,* L. *(1994). Language*. New Delhi, India: Motilal Banarsidass.

communication. This means that speakers' speech is affected by the social context and what they hear from other people[12].

There is a general conviction that people are born with the ability to learn the language that is developed and improved through social interaction. Morgan (2014)[13] argued that, "speech communities are groups that share values and attitudes about language use, varieties and practices" (p. 1). In fact, social and cultural unity are key concepts to define speech communities that speech is highly affected by social and cultural norms and it is customarily used by people.

Discourse communities have a communality of interest. Members of the discourse community share the same goals, language and discourse. Borg (2003)[14] argued that, "members of a discourse community actively share goals and communicate with other members to pursue those goals" (p. 398).

Swales (1990)[15] put forward six defining characteristics of a discourse communities which are summed up in the following points:

- A discourse community has a broadly agreed set of common public goals.
- A discourse community has mechanisms of intercommunication among its members.
- A discourse community uses its participatory mechanisms primarily to provide information and feedback.
- A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.
- In addition to owning genres, a discourse community has acquired some specific lexis.
- A discourse community has a threshold level of members with a suitable degree of relevant content and discoursal expertise.

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[12] Ibid

[13] Morgan, M. H. (2014). *Speech communities*. Cambridge: Cambridge University Press.

[14] Borg, E. (2003). Key concepts in ELT: Discourse community. *ELT Journal*, 57 (4), 398-400.

[15] Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

Therefore, discourse community is restricted by a set of writing and speaking conventions that force its members to adhere to the same ethics and goals.

Swales[16] mentioned three main reasons for separating the concepts of speech communities and discourse communities. The first reason is the difference between spoken and written medium. Unlike speech communities, a discourse community, "takes away locality and parochiality" and "members are more likely to communicate with other members in distant places"[17].

Second, speech communities and discourse communities are distinguished in terms of sociolinguistic grouping and sociorhetorical grouping. The determinants of linguistic behavior in sociolinguistic speech community are social while in a sociorhetorical discourse community the determinants of the linguistic behavior are functional[18].

The third reason turns back to the fabric of society. Speech communities are believed to be centripetal therefore, "they tend to absorb people into that general fabric" whereas, discourse communities are centrifugal in that "they tend to separate people into occupational or specialty- interest groups"[19].

The three reasons for separating speech communities and discourse communities reveal that speech communities are grown up due to the multiple contacts across social classes which determine differences in linguistic codes among communities; meanwhile discourse communities share the same linguistic codes that facilitate knowledge exchange.

1.3. Algerian Scientific Community

Indeed, scientific research in Algeria was affected by its history and political changes. According to El Kenz and Waast (1997)[20], the

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[16] Ibid

[17] Ibid., (p. 24)

[18] Ibid

[19] Ibid., (p.24)

[20] El Kenz, A. & Waast, R. (1997). Sisyphus or the scientific communities in Algeria. In J. Gaillard, V. V. Krishna & R. Waast (Ed.), *Scientific communities in the developing world* (pp. 53-80). New Delhi: Sage.

history of science in Algeria went through three important transitional phases that are: indifference, development and disintegration.

The first period of indifference (1962-1974) was characterized by colonial science which, "refers to the status of scientific and technological activity under colonialism in the colonies, and its subjugation to the imperial political and economic interests in the metropolis" (El Kenz and Waast, 1997, p. 238)[21]. The colonial science allows few Algerians to be qualified workers who are properly trained to work according to their job's demands. In the post-independence period, it was not feasible to talk about a *national* scientific community since the country was passing through a phase of fundamental reconstruction what makes this period the hardest period for the Algerian scientific community.

The second period between 1974 and 1983 had noticed the initial first attempts to organize scientific research in Algeria (Khelfaoui, 2004)[22]. The establishment of the Ministry of Higher Education and Scientific Research (MESRS), then the Provisional Council for Scientific Research (CPRS) in 1971, and the National Office for Scientific Research (ONRS) in 1973 marked a turning point in the history of Algerian scientific research[23]. El Kenz and Waast (1997)[24] considered this period to be a critical juncture that formed the style of Algerian research by setting universities, faculties and new teaching programs; hence research is turned into a sector in its own right. The Algerian scientific community was institutionalized and it started its work in organized frameworks.

The period of disintegration (1983 to the present day) has noticed important changes that followed the death of president Boumedienne and the coming of Chadli Benjedid whose reforms brought " a total shake-up of the country's economic, social and political life" (El Kenz

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[21] Ibid

[22] Khelfaoui, H. (2004). Scientific Research in Algeria: Institutiona lisation vs Professionalisation. *Science,Technology & Society*, 9(1), 76-101. Sage Publications: New Delhi/Thousand Oaks/London.

[23] Ibid

[24] Ibid

and Waast, 1997)[25]. Dissolving ONRS in 1983 was a fatal decision for the Algerian scientific community which begun to sink into darkness. Accordingly, researchers quit the process of institutionalization and adopt professionalization autonomy as a new process to integrate themselves in national and international scientific community (Khelfaoui, 2004)[26]. During this time, the main task of researchers was exchanging opinions and measuring their strengths; moreover, approaches become new, less bureaucratic and close to areas of research (EL Kenz and Waast, 1997)[27].

Civil War is too strong and the country suffered accordingly. During this period, little attention has been given to scientific research and the main concern of the government was achieving peace and security (Aissaoui, 2015)[28]. The coming of President Abdelaziz Bouteflika in 1999 opened new horizons for researchers and scientific research and many improvements have been made as a result. *Despite the noticeable progress* achieved during this time; scientific publishing, the main criterion in the international rank of universities, remains poor and regrettable.

1.4. Genre Analysis of Research Articles Introductions

Scientific research articles are the main written genre to disseminate scientific research. They are published reports to describe and share research outcomes. Although the publishing process seems convoluted, it remains the only process which adds great value to the research. Aissaoui (2015)[29] considers publication a personal skill that people need to acquire and develop to solve life's problems.

Genre theory is a concept which has been of great interest in research communities across the world. The Australian School of Systematic Functional Linguistics (1978) launched a new beginning to

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[25]Ibid

[26]Ibid

[27]Ibid

[28] Aissaoui, T. (2017). Essential steps for Algerian researcher to target ISI journals. *International Journal of Scintific Research*, 6 (1), 305-313.

[29] Ibid

the study of systems and functions of language. Halliday's concept of *Register* plays an essential role to explain the relationship between language and context. It is the configuration of a particular meaning in a particular situation (Halliday, 1975)[30]. The North American New Rhetoric School contributes to a wider understanding of genre. The Swalesian genre model is considered suitable to capture the essence of genres taking into consideration their communicative purposes as well as shared characteristics of form (Askehave § Nielsen, 2005)[31]. Swales (1990) suggested three levels of genre analysis:

- communicative purposes, realized by
- move structure, realized by
- rhetorical strategies.

In Hong Kong, Bhatia (1993)[32] offered important insights into genre analysis in ESP studies in order to investigate the real communication within a specific community. Bhatia (1993)[33] emphasized the idea that language description should be a combination of socio-cultural, psycholinguistic and linguistic aspects.

The introductory section of research articles gained wide interest among researchers. It is the most challenging part of the articles which offers a body of knowledge about research theories, objectives, hypotheses and findings. Arguably, the main reason that makes introduction troublesome is how writers will respond to the empty monitor screens or blank sheets, moreover, writers are required to develop a short and simple structure and refer to the discussion sections of the research article and, more importantly introduction should attract as large a readership as possible (Swales, 2011)[34].

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[30] Halliday, M. A. K. (1975). *Learning how to mean: explorations in the development of language*. London: Edward Arnold.

[31] Askehave, I. § Nielsen, A. E. (2005). What are the characteristics of digital genres? Genre theory from a multimodal perspective. Proceeding of the 38th Hawaii International conference on system sciences, IEEE.

[32] Bhatia, V. K. (1993). *Analysing genre: Language use in professional settings*. London, Longman.

[33] Ibid

[34] Swales, J. (2011). *Aspects of article introductions*. Ann Arbor: University of Michigan Press.

Genre analysis of RAs introductions occupied a *prominent* position in genre studies. Swales has established a tradition of analyzing research articles in terms a set of moves or functional sections which might be obligatory or optional. Swales (2004) defined move as, "a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (p. 228)[35].

RAs introductions differ in terms of the discipline, discourse community and communicative purposes. These factors contribute a great deal to explaining differences among RAs. Swales' move structure model offers a thorough explanation of the organizational patterns of articles' introductions. The model is called Create a Research Space (CARS) which attempts to address the needs of non-native English speakers and professionals to write introductions. CARS consists of three sequenced moves, each with its own steps (See figure 1).

In fact, CARS model attempts to capture three main characteristics of RAs introductions starting with the significance of the research field, the significance of actual research besides research niche and how it will be captured and defended. Kanoksilapatham (2007)[36] considered move structure model for research article introductions useful to recognize how different disciplines manipulate this genre to meet their communicative needs. According to her, research on RAs introductions has evolved from "a one size fits all" to a more subtle, discipline-specific understanding of rhetorical purposes of the scientific article (Kanoksilapatham, 2007)[37].

The rhetorical organization of RA introductions contributes a great deal to demystifying academic writing to pave the way for researchers to cope with a particular discourse community. More important, rhetorical move offers less experience authors a safe way to write in a manner that meets the conventions and expectations of the discourse community.

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[35] Ibid

[36] Kanoksilapatham, B. (2007). Rhetorical moves in biochemistry research articles. In D. Biber, U. Connor, & T. A. Upton (Eds.), *Discourse on the Move: Using corpus analysis to describe discourse structure. Studies in corpus linguistics,* (pp. 73–119). Amsterdam: John Benjamins.
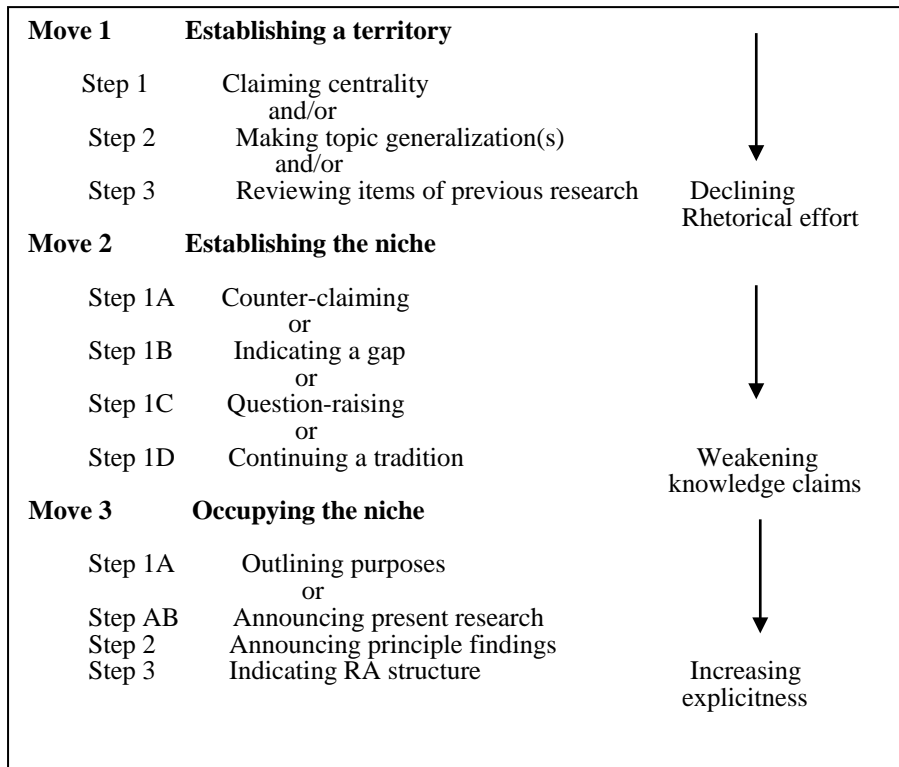[37] Ibid

Move 1	**Establishing a territory**	
Step 1	Claiming centrality	
	and/or	
Step 2	Making topic generalization(s)	
	and/or	
Step 3	Reviewing items of previous research	Declining Rhetorical effort
Move 2	**Establishing the niche**	
Step 1A	Counter-claiming	
	or	
Step 1B	Indicating a gap	
	or	
Step 1C	Question-raising	
	or	
Step 1D	Continuing a tradition	Weakening knowledge claims
Move 3	**Occupying the niche**	
Step 1A	Outlining purposes	
	or	
Step AB	Announcing present research	
Step 2	Announcing principle findings	
Step 3	Indicating RA structure	Increasing explicitness

Figure 1. A CARS model for article Introductions (Adopted from Swales, 1990, p. 141)

2. Methodology

2.1. The Corpus

The present study is interested in move-based analysis of RA introductions. The primary aim of the study is the comparison of the rhetorical moves of English RAs introductions in the field of applied linguistics. The articles are published in three leading Algerian journals of scientific research: Revue Science Humaines (University of Constantine 2), Journal of the Faculty of Arts and Languages (University of Biskra) and Al Athar (University of Ouargla), and three top International Journals: International Journal of Applied Linguistics, ITL- International Journal of Applied Linguistics and Journal of Applied Linguistics and Language Research. The journals are chosen based on three considerations: the academic discipline, scientific community (Algeria and international community) and feasibility of carrying out the analysis. Each of the two corpora comprised of 15 introductions are published between 2016 and 2017.

2.2. Discourse Community

The discourse community of this study involves two groups of academic researchers in applied linguistics. The first group includes Algerian researchers who are teaching English as a foreign language in three Algerian Universities. The position of the researchers is determined by their highest academic training required for PhD degree. The second group involves researchers of different nationalities. They are a homogeneous representation of International scientific community.

Procedure

In an attempt to provide the frequency of rhetorical move occurrence of the two suggested corpora, a corpus-based approach is adopted in this study in order to analyze the collected RAs introductions using Swales' CARS model which outlines the rhetorical structure of introductions, their main linguistic features and communicative units. The analysis procedure consists of three steps: 1) Reading the articles, 2) Devolving a coding scheme, 3) Analyzing and comparing the corpora.

Coding scheme contributes a great deal to the analysis of introductions and determining the similarities and the differences

between them. The coding procedure is applied by using the following move-step abbreviations:

Moves	Steps	Abbreviations
Move1: Establishing a Territory	1. Claiming centrality and/or	1-1
	2. Making topic generalization(s) and/or	1-2
	3. Reviewing items of previous research	1-3
Move 2: Establishing a Niche	A Counter-claiming or	2-1A
	B Indicating a gap or	2-1B
	C Question-raising or	2-1C
	D Continuing a tradition	2-1D
Move 3: Occupying the Niche	1. A Outlining purposes or	3-1A
	B Announcing present research (no reference to aim or purpose)	3-1B
	2. Announcing principle findings	3-2
	3. Indicating RA structure	3-3

2.4. Data Analysis and Discussion

Table 1

Frequency of Moves occurrence in *introduction section in two corpora*

Moves	Frequency of Occurance			
	Algerian Corpus		International Corpus	
	Occurrence	%	Occurrence	%
M 1	22	59.27	25	62.68
M 2	14	55.4	15	33.93
M3	11	26.36	16	33.12

As far as moves frequency of occurrence is concerned, results show that the frequent occurrence of M1 is 59.27 in Algerian corpus comparing with 62.68 in the international corpus. This reveals that the majority of Algerian researchers have chosen to announce their research by explaining the reason that pursues the proposed study (Ding,

2007)[38]. Respectively, M2 is used in 55.4% in the Algerian corpus and 33.93% in the international corpus. Surprisingly, M3 has been less used in both corpora (26.36 in the Algerian corpus and 33.12 in the international corpus). Interestingly, the findings reported in table 1 show that almost all introductions in the Algerian corpus have rhetorical moves corresponding to the CARS schema.

Table 2

Frequency of steps in M1 in two corpora

M 1	Algerian Corpus		International Corpus	
Steps	Occurrence	%	Occurrence	%
1.1	04	26.26	04	26.66
1.2	12	80	10	66.66
1.3	06	40	11	73.33

Results on the frequent occurrence of steps in M1 show that step 1.1 has a modest use in both Algerian and International corpora (26.26%) comparing with Step 1.2 which occupies a strong position with a frequency of 80% in the Algerian corpus and 66.66% in the international corpus. Meanwhile step 1.3 gained more relevance in international corpus than in the Algerian one.

Step 1.1 is introduced in different ways by Algerian researchers who claim topic centrality by declaring its degree of professional interest and prominence in the field of research (Statement a).

a. The use of electronic email **has won a wide currency among university students and staff members**. (Article 1)

This comes as opposed to introductions in the international corpus where attention is placed on presenting a topic as a question of interest (Statement b). Yet, all introductions begin with indicating topic prominence. In fact, claiming topic centrality is related to the nature of

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[38] Ding, H. 2007. Genre analysis of personal statements: Analysis of moves in application essays to medical and dental schools. *English for Specific Purposes,* 26
  (3), 368-392.

the topic and its novelty. Traditional topics are the more frequent topics discussed in the literature rather than modern topics.

b. The growing critical look at the pervasive 'native speaker' model **has arisen from the shared understanding** that the majority of English speakers in the world are those who use and teach English as a foreign or second language… (Article 3)

Step 1.2 has strongly held position in the Algerian corpus (80%) through those statements which describe a particular phenomenon and build up a demand for research contribution like:

c. Writing **appears to be a challenging activity** whether at schools or as a, everyday job. (Article 6)

In return, results show that this step is less used in international corpus (66.66%) where some researchers use it for the same purpose of clarifying phenomena. The statement of topic generalization plays a vital role to frame the research according to its goals and variables. This statement paves the way for researchers to recognize the general framework of the topic under investigation.

Surprisingly, results concerning step 1.3 reveal that Algerian researchers do not aim to give a complete account of the previous research and few of them (40%) who offer a background knowledge about the topic. Reviewing previous research occupies the foreground of genre studies. It is the backbone of RAs that adds an in-depth understanding of research. The fact that the majority of Algerian researchers fail to provide an overview on the existing knowledge about the topic decreases the quality of their research.

Table 3

Use of citations in the two corpora

Citations	Algerian Corpus		International Corpus	
Steps	Occurrence	%	Occurrence	%
Integral	2	33.32	1	9.09
Non-Integral	3	50	6	54.54
Both	1	16.66	4	36.36

In the Algerian corpus, step 1.3 is characterized by the wide use of non-integral citations (50%) (Statement d) rather than integral citations (33.33%); meanwhile the use of both types of citations is very rare (16.16%).

  d. Given the fact that the production of speech acts and speech act sets vary across languages and cultures, successful communication in gate-keeping encounters for second and foreign language learners is a challenging task (Celce-Murcia, 2007). (Article 6)

Noticeably, Algerian researchers have chosen simple present tense and reporting verbs to report findings from literature and sometimes they use past tense to refer to information that was once true.

Unlike Algerian corpus, step 1.3 is the most dominant step in applied linguistics introductions (73.33%) in international corpus and sometimes it becomes the dominant part of some articles which replaces the introduction (Articles 1 § 10).

International corpus is characterized by the use of non-integral citations (54.54%) (Statement e); meanwhile, integral citations has been randomly used alone (9.09%) (Statement f). Instead, a modest number of introductions (36.36%) has noticed the use of both types of citations. In fact, the use of non-integral citations is accompanied by the use of non-reporting verbs with different tenses particularly present perfect tense that communicates *recency* and simple present which indicates that research findings are still true and relevant.

  e. A considerable number of studies **have used** the Ball language learning inventory (Horwitz, 1988). (Article 5)

  f. Some researchers in the field of Second Language Acquisition (SLA) (e.g. Bensam, 2000; Murphy, 2008; Richards, 2015) **argue** that language learners can benefit from autonomous learning. (Article 8)

The use of citations to review previous research is among the main tools used by researchers to enhance their research. Citations are a good indicator of researchers' awareness of literature and its contribution to their research.

Table 4
Frequency of Steps in M2 in two corpora

Steps	Algerian Corpus		International Corpus	
	Occurrence	%	Occurrence	%
2.1A	4	26.26	6	40
2.1B	8	53.33	5	33.33
2.1C	2	13.33	4	26.26
2.1D	0	0	0	0

M2 has had an important presence in Applied Linguistics introductions. Thus, in what can be referred to as a gap indicating statement, the analysis of both Algerian and international corpora reveals on the existence of three rhetorical options:

❖ The analysis reports the inclusion of step 2.1.A in 26.26% of M2 rhetorical options in the Algerian corpus, but relatively different findings in the international corpus (40%).

Apparently, Algerian researchers resort to step 2.1A in their introduction to move from general to specific issues or from traditional to modern language teaching and learning approaches (Articles 4-12-13 and 14).

❖ As far as step 2.1B is concerned, results show that gap indicating statement has had an important presence in Algerian corpus (53, 33%); however, slightly lesser frequency (33, 33%) was reported for international corpus.

In fact, it seems that step 2.1B is almost included by Algerian researchers to show the significance of understanding a problem and stating where does the difficulty lie? (Statementg)

g. For this reason, the written form has always remained last because people start language by speaking not by writing. The

difficulty of writing lies in the fact that writers do not find it easy to progress in the writing process. (Article 6)

❖ Step 2.1C is the rhetorical option which researchers choose not to use. Results on this step reported a rare use of questions in both Algerian (13.13%) and international (26.26%) corpora. Meanwhile, Step 2.1D does not mark any occurrence in both corpora.

Various linguistic forms have been used to indicate a research gap. Statements (h) and (i) are typical rhetorical expressions used by Algerian researchers to single gap-indicating statement by using lexical negation and negation in the verb phrase which shows a contrastive focus on the subject.

h. ***It turns out to be a sensitive task*** for the teachers to be able to maintain a balance between the requirements and the objectives of critical pedagogy in teaching literature (Article 13)

i. In fact, the goal of English foreign language learning and instruction ***is no longer limited*** to general linguistic areas such as phonology, syntax and lexicon. (Article 4)

In general, M2 can be considered very useful to bridge the gap between current research and previous research. Researchers may use this step to show the existing relationship between their research and research literature and the main problems that have not been investigated before. Generally, M2 is used to test new hypotheses or extend previous research.

Table 5
Frequency of Steps in M3 in two corpora

Steps	Algerian Corpus		International Corpus	
	Occurrence	%	Occurrence	%
3-1A	7	77.77	6	60
3-1B	2	22.22	4	40
3-2	1	6.66	2	13.13
3-3	1	6.66	4	26.66

Results on M3 reveal on the following rhetorical decisions:

❖ Corpus analysis shows that outlining purposes is the widely used promissory statement in both Algerian corpus (77.77%) and international corpus (60%) comparing with announcing present research. Step 3-1A is used by Algerian researchers to relate research aims with the research gap investigated earlier in M2 (Statement j).

j. ***This paper aims*** to introduce and to discuss some aspects that are relevant to the writing skill in English (Article 6)

❖ Noticeably, in both corpora, the first step of M3 is most likely to be realized by means of deictic references which occur early in sentences to sustain certainty in the reader. Deictic references take the form of collapsed structure in both corpora more than standard descriptive form which has relatively few occurrence. (Statements K § L)

k. ***This article explores and discusses*** some trends about creativity and innovation in the domain of education in general. (Article 8, Algerian Corpus)

l. ***The present paper particularly focuses on*** the degree to which supervisors acknowledge and make reference to their students' reflective abilities when they evaluate and grade the quality of their theses. (Article 2, International Corpus)

As far as type of references is concerned, results show that almost all Algerian researchers have chosen to occupy a research niche by using genre deictic references (Statement m) which are restricted to present tense in order to express topic contemporary relevance.

m. ***This article*** is introduced to investigate the efficiency of cooperative learning…(Article15)

However, the deictic in the international corpus refers to the type of inquiry which is expressed by past tense that reports previous research (Statement n).

n. ***The present study*** is part of a larger project that scrutinizes the impact of English study experience in English- speaking ASEAN nations on Japanese and other non-native students. (Article 3)

❖ The analysis shows that the promissory statement is the most dominant rhetorical option in Algerian corpus. M3 has noticed a single use of Step 3-2 (6.66%) and 3-3 (6.66%). This comes as opposed to international corpus which reports more use of step 3-2 (13.13%) and step 3-3 (26.66%).

In general, the ultimate aim of M3 is to demystify research and make it more understandable and accessible to researchers. Corpus analysis of M3 shows that there is a general consensus among researchers on the importance of research purposes. Despite the fact that M3 has three steps, research purposes *remain the most commonly used step among Algerian researchers. However, this does not deny the contribution of the other two steps of mapping research.*

Conclusion

This article casts light on RAs introductions in order to determine the main gaps that prevent researchers to introduce and cover their topics perfectly. A closer look at
Swales CARS model reveals important facts about writing introductions of Applied Linguistics RAs. The fact that applied linguistics belongs to soft sciences makes it more complex and antagonistic field of research which requires a great deal of explanation and interpretation. For this reason, introduction plays a vital role to bridge the gap between articles sections by giving a thorough exposition of article's content.

The systematic description of introductions of Applied Linguistics RAs published in Algerian and International journals shows that almost

all introductions fit within the general principles of CARS model with slight rhetorical variations. It was evident that most Algerian researchers adhere to the three rhetorical moves that often occur in the correct order. However, there are some reservations concerning the use of optional and obligatory steps, the latter which has been marginalized by most Algerian researchers. Moreover, corpus analysis shows that Algerian researchers paid little attention to lexeme interest and linguistic features. This comes as opposed to international corpus where linguistic features are carefully selected to realize the rhetorical functions of moves. Despite the fact that Algerian researchers succeed to cover a wide range of Applied Linguistics introductions, there still exist some constraints which, inevitably, prevent them to have *their articles* internationally *published.*

Recommendations of the Study

   Based on research findings, the following recommendations are offered to improve introductions of Applied Linguistics research articles published in Algerian Journals of Scientific research:
✓ The length of introductions is not compatible with the length and complexity of articles. Long introductions are more likely to explore topics in depth.
✓ A more focused review of the literature to delineate the scope of the research. Paying little attention to literature review reduces the quality of research.
✓ Citations remain the most effective way to judge the scientificness of a research article introduction. Lack of citations in Algerian corpus decreases the importance of research. The number of citations is taken to represent the relative scientific significance or "quality" of papers in each field (Cole & Cole 1971)[39].
✓ Selective use of lexeme interest and linguistic features reveal a great deal about researchers' publishing skills and language competence.

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[39] Cole, J. and Cole, S. (1971). Measuring quality of sociological research – problems in use of science citation index. *American Sociologist*, 6, 23-9.

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Appendices
Algerian Corpus

Corpus	Article	Title	Journal	Number	Year	PP	Vol
Algerian Corpus	1	Requests Politeness Strategies in Algerian Learners of English Academic Emails	Revue Sciences Humaines University of Constantine 1	45	June 2016	5-29	B
	2	Enhancing Problem-Solving Skills and Motivation through Cooperative Learning		46	December 2016	7-26	B
	3	Un-English Accentual Patterns of the Interlanguage Prosody of Students Reading for a Master's Degree in Applied Language Studies, University of Constantine: Underlying Causes and Remedial Didactic Practices		47	June 2017	39-58	/
	4	The Role of Pragmatics in Foreign Language Learning and Teaching		48	December 2017	33-42	A
	5	Teaching English as a Foreign Language Using Multiple Intelligences, Cooperative Learning and Taking into Account the Pupils' Perceptual Learning Styles. Case of First Year Pupils (Following "Scientific and Literary Streams") at Ati Abd Elhafid Secondary School in Oud Athmania		48	December 2017	61-78	A
	6	The Nature of Writing in English as a Foreign Language	Letters and Language	17	June 2015	3-14	/
	7	How Can Students'		18	January	57-	/

	Learning Styles Influence English language Learning and Teaching?			2016	78	
8	Redefining Innovation in The Algerian Higher Education		19	June 2016	3-13	/
9	Investigating Pragmatic Transfer in Interlanguage Apologies Performed by Algerian EFL Learners		20	January 2017	17-41	/
10	Instructive Guidelines for Developing Online EFL Courses		21	June 2017	3-19	/
11	From Communicative Competence to Intercultural Competence	AL AThar University of Ouargla	26	September 2016	17-22	/
12	Rethinking the English Language as a Common in the Maghreb		27	December 2016	9-15	/
13	Teaching Literature as Discourse A Critical Pedagogy Approach		28	June 2017	5-12	/
14	Cooperative Learning and its Efficiency in the University Classroom		29	December 2017	53-60	/
15	The Role of Discourse-Based Approaches in English Language Teaching in Algeria		29	December 2017	61-66	/

International Corpus

Corpus	Article	Title	Journal	Issue	Year	PP	Vol
International Corpus	1	Early language input and later reading development in Chinese as heritage language (CHL) learners	International Journal of Applied Linguistics	3	1 June 2016	437–448	26
	2	Reflexivity and academic writing: How supervisors deal with self-discovery in student teachers' bachelor's theses		3	7 March 2017	651–664	27
	3	ASEAN English teachers as a model for international English learners: Modified teaching principles		3	5 March 2017	682–696	27
	4	Cross-linguistic semantic transfer in bilingual Chinese-English speakers		3	5 March 2017	697–711	27
	5	Relationship between students' opinions, background factors and learning outcomes: Finnish 9th graders learning English		3	15 January 2017	665–681	27
	6	Investigating models for second language spelling	ITL - International Journal of Applied Linguistics	1	2016	16–45	167
	7	TBLT through the lens of applied linguistics Engaging with the real world of the classroom		1	2016	3–15	167
	8	Advanced and intermediate EFL learners' perceptions and practices of autonomous learning		1	2017	70–90	168
	9	The updated Vocabulary Levels Test Developing and validating two new forms of the VLT		1	2017	33–69	168
	10	The development of statistical literacy in applied linguistics graduate students		1	2017	4–32	168
	11	Teaching English Correspondence for	stic s an	7	2016	1-19	3

		International Trade: Content-Based Instruction, Genre Moves and Business Simulation				
	12	Spelling Errors of Omani EFL Students: Causes and Remedies	7	2016	20-46	3
	13	The Effect of Connected Speech Teaching on Listening Comprehension of Iranian EFL Learners	8	2017	280-291	4
	14	Iranian EFL Learners' Perceived Writing Anxiety and the Complexity, Accuracy, and Fluency of their Task-based Writing: Are they Correlated?	8	2017	68-78	4
	15	Dialogue among Civilizations: A New Domain for Language Challenges	8	2017	18-31	4