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Claiming centrality as promotion in applied linguistics research article introductions

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ABSTRACT

This study explores how promotion is realized in applied linguistics (AL) research article introductions (RAIs). We focus on one promotional strategy, claiming centrality, and examine what appeals and linguistic devices applied linguists (ALs) employ and how they employ them in RAIs to achieve positive evaluation of the significance of the topic or the research area. Fifty-one RAIs from three top-tier journals in AL were selected for a corpus-based study. Qualitative analysis of the texts revealed four major types of appeals, that is, appeals to salience, magnitude, topicality, and problematization of the topic in either the research world or the real world, which ALs made in varied ways. Linguistic devices realizing these appeals were also analyzed with the tool of appraisal. Quantitative analysis further unveiled ALs' frequent use of appeals, their reliance on indirect over direct approaches to promotion, and their preferred patterns in appeal deployment. The pervasion of promotional elements is interpreted as indicative of academic marketization and as discipline-specific, and the indirect way of promotion is viewed as indicating a compromise between the need for promotion and the need to maintain objectivity.

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1. Introduction

Academic discourse has been unexceptionally infused with promotionism in a “market society” (Mautner, 2010) permeated by what Wernick (1991) defined as a “promotional culture”. Research articles (RAs), especially, have been written with much “boosterism” (Swales, 2004) as if they were products packaged for sale (e.g., Bhatia, 1993; Fairclough, 1995; Law & Williams, 1982). Given the extent of academic promotion, Berkenkotter and Huckin (1995) even remarked, “It is not so much the amount of news value that is remarkable in today's scientific journal arguments as it is the promoting of it” (p. 43).

Further knowledge on the realization of promotion in RAs can be derived from studies that have identified or analyzed some of the strategies/moves/steps and linguistic devices that serve or may serve this purpose (e.g., Afros & Schryer, 2009; Berkenkotter & Huckin, 1995; Cortes, 2013; Dahl, 2008, 2009; Haggan, 2004; Harwood, 2005; Hood, 2010; Hyland, 1999, 2000, 2001, 2005a, 2005b; Hyland & Tse, 2005; Law & Williams, 1982; Lim, 2012; Lindeberg, 2004; Martín & León Pérez, 2014; Shaw, 2003; Swales, 1981, 1990, 2004; Thompson & Ye, 1991; see also Hunston & Thompson, 2000). These studies

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differ in their coverage of disciplines and/or features that are or may be promotional, and the extent of their interest in promotion, but as a whole demonstrate that promotional elements may have pervaded academic discourse when it is examined carefully. Just as Hyland (1999) has summarized, successfully published researchers seldom stop at displaying factual information of their research, but skillfully manipulate “various rhetorical and interactive features” to promote their work (p. 341).

The primary concerns of a number of these studies, however, are not specific investigations of the realization of promotion, despite the frameworks, lenses, instruments, or observations they have provided or utilized, for example, the rhetoric structures proposed by Swales, Hyland’s metadiscourse theories, and the appraisal and evaluation systems (e.g., Martin & Rose, 2007; Martin & White, 2005; Thetela, 1997). Some of them are bound to certain aspects of linguistic features carrying promotional tenor (e.g., first-person pronouns, Harwood, 2005; reporting verbs, Thompson & Ye, 1991). Some are case studies observing how maximal attractiveness of papers was sought during composing processes (e.g., Berkenkotter & Huckin, 1995; Law & Williams, 1982). Others bear relevance for exploring the realization of move-based persuasion (e.g., Lim, 2012) or a step-based function (e.g., *making new knowledge claims*, Dahl, 2009). Only a limited few, to our knowledge, are corpus-based, cross-disciplinary studies focusing on how promotion is realized strategically and linguistically in RAs (i.e., Afros & Schryer, 2009; Lindeberg, 2004; Martín & León Pérez, 2014; Shaw, 2003). Martin and León Pérez recently define what they term “persuasive promotional rhetoric as being realized by means of those linguistic choices that seek to change or affect the opinions or behaviors of an audience in terms of positively assessing the research contribution” (p. 1). However, none of these latter studies have examined how linguistic choices can bring about the promotional change or effect by revealing the attitudes encoded in these choices based on the appraisal and evaluation framework.

An analysis of linguistically encoded attitudinal tones in promotion research may hopefully help address the question of how the seemingly pervasive practice of promotion is fitted into RAs, whose socially recognized purpose is reporting research objectively (e.g., Barrass, 2002; Hamp-Lyons & Heasley, 1987; Zobel, 2004). Overt promotion, which is expected and acknowledged in advertisements, may not be acceptable in the academic world. While RAs typically cannot be “dramatically self-justificatory” (Swales, 2004, p. 237), there may be a “hidden agenda”, as Bhatia put it (2004, p. 73), which handles promotional intentions. Studies on promotion, therefore, should not miss the opportunity to differentiate the subtle ways academic promotion is realized by scrutinizing the shades of attitudes expressed in RAs to elicit positive response.

2. Literature review

Research article introductions (RAIs) have been recognized as one of the vital sites where persuasive/promotional acts are likely to accumulate (Afros & Schryer, 2009; Berkenkotter & Huckin, 1995; Bhatia, 2004; Burgess, 2002; Law & Williams, 1982; Lindeberg, 2004; Myers, 1990; Swales, 1981, 1990, 2004). As to how promotion is realized in such a section, Swales (2004) suggested that his three-move (Move 1 *Establishing a territory*, Move 2 *Establishing a niche*, and Move 3 *Occupying the niche*) or Create a Research Space (CARS) model (Swales, 1990, 2004; see also Swales, 1981) represents a very promotional rhetorical structure in constructing RAIs, where “originality (especially in theory) tends to be highly prized, competition tends to be fierce, and academic promotionalism and boosterism are strong” (p. 226). Later studies on promotion in RAIs basically support such a claim (e.g., Afros & Schryer, 2009; Lindeberg, 2004). For example, Lindeberg (2004) showed that in Move 1, the research topic is promoted by strengthening its significance (*Claims of centrality*); in Move 2, the research gap is promoted by presenting previous research as deficient so as to open space for further research (*Statements of knowledge gaps*), and in Move 3, the current study is promoted for possible research contributions (*Boosts of writers’ own contributions*).

The scarcity of investigation on the realization of *claiming centrality* (Move 1 Step 1, Swales, 1990) as a promotional strategy is noticeable in the literature. In studies which aimed to account for the generic structures of RAIs across disciplines (e.g., Anthony, 1999; Chang & Schleppegrell, 2011; Dahl, 2008, 2009; Del Saz-Rubio, 2011; Fakhri, 2004; Kanoksilapatham, 2005; Lim, 2008, 2012; Loi, 2010; Ozturk, 2007; Samraj, 2002, 2005; Shehzad, 2008, 2010; Sheldon, 2011; Swales & Najjar, 1987), there is indeed occasional mentioning that certain moves or steps in RAIs carry promotional intentions. Of these mentions, however, quite a number concern Move 3 in Swales’s model, for instance, *announcing the research purpose* (Swales & Najjar, 1987, p. 188), *positive evaluation of the research* (Anthony, 1999), or *previewing research findings in introductions* (e.g., Dahl, 2008, 2009; Kanoksilapatham, 2005; Shehzad, 2010), whereas few are made about Move 1. Where there are longer discussions on move/step-specific promotion/persuasion or promotion/persuasion strategies, Move 2 and Move 3 have been elaborated exclusively (i.e., Lim, 2012; Martín & León Pérez, 2014; Shehzad, 2008, 2010), but Move 1 has been insufficiently, though insightfully, studied (e.g., Lindeberg, 2004; Shaw, 2003; Swales, 1990).

In fact, *claiming centrality* is the only step mentioned by Swales (1990) that carries an overt promotional flavor. Swales took centrality claims as “appeals” which intend to persuade readers that the research topic or research area is “lively, significant or well-established” (p. 144). To claim centrality, Swales suggested appeals possibly be made to “interest”, “importance” or “the central character” of a certain issue or topic (p. 144). Although he exemplified the realization of centrality claims, he did point out that the actual practices are related to a series of factors like “the disciplinary area itself”, “the particular journals” and “the nature of the research”, and that the “[p]ossible rationales for utilizing or avoiding a centrality claim remain an unexplored but interesting research area” (p. 144). Lindeberg (2004) took *claiming centrality* as a direct promotional strategy. Following Swales’s concept of appeals, she identified six types of appeals economists often made to

realize centrality claiming, namely, appeals to authority, economy, practitioner, research, scope, and topicality. More recently, Sheldon (2011) argued that “Move 1 in [Swales, 2004 model is too broad, and that further analysis of the data is needed to learn how writers persuade their readers to accept their claims” (p. 242). His suggestion echoed Swales (1990) call for in-depth studies on Move 1.

Given the insufficiency of specific studies on the realization of promotion in RAs, especially the lack of insights gained from the appraisal and evaluation perspective, and in light of the need for further inquiries into claiming centrality as a promotional strategy, we design a corpus-based study to find out how claiming centrality is realized in RAs in one discipline, applied linguistics. AL is selected because promotion in RAs may be highly discipline-specific (Dahl, 2008; Kanoksilapatham, 2005; Swales & Najjar, 1987) and research findings in other disciplines may not be readily transferable because of its “emerging” (Dahl, 2008), “interdisciplinary” (Grabe, 1995, p. vii) and “applied” (Shaw, 2003) nature, and because the discipline is relatively under-researched in terms of promotion (e.g., Hyland, 1999, 2000). Borrowing the term “appeal” (Swales, 1990, p. 144), we aim to answer the following three research questions:

- 1) What types of appeals do ALs usually make in RAs to promote topic significance?
- 2) How are these types of appeals realized linguistically in terms of the attitudes conveyed?
- 3) How frequently do ALs make appeals and what are their preferred patterns of appeal making?

3. Methodology

3.1. Compilation of the corpus

Three journals, *TESOL Quarterly* (TESOL), *Modern Language Journal* (MLJ), and *Applied Linguistics* (AL) were selected based on their impact factors and rankings (1.0, 1.181, and 1.833 respectively, ranking the 41st, 32nd, and 11th out of the 169 journals in linguistics, according to ISI Journal Citation Reports[®] Ranking: 2013), after we took from two expert informants advice on journal representativeness, prestige, and stability in style, and considering their coverage of general issues in language teaching and learning, which would exclude sub-disciplinary differences arising out of a narrow focus (e.g., Ozturk, 2007).

Fifty-eight RAs were first shortlisted from 12 issues of the three journals published between 2011 and 2012. They all presented empirical studies with the classical macrostructure of Introduction-Method-Results-Discussion (IMRD). Articles in special issues, theoretical articles, reviews, forum articles, or short reports were excluded. After further sifting, 51 articles were retained for final analyses because they contained separate introduction and literature review sections, given the recommendation that these two sections be preferably treated separately in social sciences for their different functions (e.g., Holmes, 1997; Ozturk, 2007). Among the 51 articles, 18 were from TESOL, 16 from AL, and 17 from MLJ (see Appendix 1 for a list of these articles and their serial numbers). Table 1 provides an overview of our corpus.

3.2. Data analysis

Both qualitative and quantitative analyses were undertaken. The qualitative analysis, based on genre analysis (Swales, 1990, 2004) and appraisal (Martin & Rose, 2007; Martin & White, 2005; Hood, 2010), aimed to identify and examine the types of appeals made and their corresponding linguistic realizations. For this purpose, text segments describing the research topic or area were first highlighted. In the process, we took Swales's CARS model as our starting point and paid particular attention to the initial part of each RA introduction. Our search also expanded to the whole introductory section, because seven RAs started with Move 3, and because there was frequent recycling of moves in some introductions, particularly the longer ones. It is worth noting that claiming centrality as a promotional strategy may run through Move 1, especially considering Swales (2004) reduction of Move 1 to just one step (i.e., *topic generalizations of increasing specificity*). It might also be incorporated within Move 2, when, for example, a problem in the general research area is pinpointed to foreground the significance of the chosen research topic.

The text segments were then read repeatedly to categorize appeals made in promoting topic significance. Drawing on Thetela (1997) concepts of *evaluated entities* and *ascribed values* in interpreting evaluation, decisions on the types of appeals were made by identifying in each text segment 1) the types of *values* or meaning potentials foregrounded, and 2) the types of entities to which values were ascribed (i.e., *entities in the research world* such as the research or the researcher; *entities in the real world* such as particular phenomena or particular populations affected by the phenomena). Similar values or meanings were grouped together. For example, values such as prevalence, duration, or depth assigned to previous research in different forms of linguistic expressions such as *numerous studies*, *investigated from a variety of aspects*, *have been widely documented*, *since the 1980s*, and *for several decades* were viewed as the same category of meanings, all making *appeals to magnitude in the research world*.

In identifying linguistic resources that contained appeals, we drew on the appraisal framework proposed by Martin and Rose (2007) and Martin and White (2005), in particular, its application in academic discourse by Hood (2010). Based on this framework, evaluation or the expression of values can be achieved from three broad semantic dimensions in texts, namely, *attitude* (i.e., the types of feelings we express about things or people), *graduation* (i.e., the degree of strength in expressing these attitudes), and *engagement* (i.e., the intersubjective position someone takes up in relation to the ideas of others). Hood (2010) has enriched our understanding of the phenomena of *attitude* and *graduation*. To her, RAs are, instead of being absolutely objective, replete with resources encoding *inscribed attitudes* or *invoked attitudes*. Inscribed attitudes refer to

Table 1
Corpus profile.

Journal	No. of articles	Words in RAIs	Mean lengths of RAIs
TESOL	18	10009	556.1
AL	16	6105	381.6
MLJ	17	8307	488.6
TOTAL	51	24421	478.8

(1) The goal of this study is to investigate the importance of target language morphological awareness in reading comprehension among English-as-a-foreign-language (EFL) learners. (2) **A number of recent first-language (L1; mostly English monolingual) studies** have **documented a strong link between morphological awareness and reading abilities**. (3) Skilled readers are more sensitive to the morphemic structure of a word than their less skilled counterparts (e.g., Fowler & Liberman, 1995; Stoltz & Feldman, 1995). (4) **Morphological awareness** has also been found to **make a significant contribution to passage-level reading comprehension over and beyond key reading-related variables** such as phonology and vocabulary (e.g., Carlisle, 1995, 2000; Deacon & Kirby, 2004; Katz, 2004; Mahony, 1994; Nagy, Berninger, & Abbott, 2006; Nagy, Berninger, Abbott, Vaughan, & Vermeulen, 2003; Singson, Mahony, & Mann, 2000). (5) Considering that **morphology plays an important role in L1 reading comprehension** and that it is **a readily teachable resource** that, **unfortunately**, is **not always** exploited by **novice readers** (Koda, 2005), it is **important** to examine the contribution that target language morphological awareness makes to second language (L2) reading comprehension. (6) Current research on L2 morphological awareness and its relationship with passage-level L2 reading comprehension is, however, limited. (7) In fact, Droop and Verhoeven (2003) and Wang, Cheng, and Chen (2006) may be the only published L2 studies that have assessed the importance of morphology-related variables to passage-level reading comprehension relative to other variables (e.g., vocabulary knowledge, phonological awareness). (8) **The more popular** research topic in L2 morphology has been the crosslinguistic transfer of morphological awareness on word-level reading (e.g., Bindman, 2004; Deacon, Wade-Woolley, & Kirby, 2007; Saiegh-Haddad & Geva, 2008). (9) Although word-level reading ability often highly correlates with passage-level reading comprehension, the two are clearly distinct constructs because the latter entails many more cognitive processes (e.g., syntactic parsing, inference, proposition formation). (10) If the ultimate goal of L2 reading instruction is to help students achieve efficient passage-level reading comprehension, it is necessary that relevant L2 research also include passage-level reading comprehension as its dependent variable. (11) The present study addresses this gap in research by assessing the unique contribution of morphological awareness to passage-level L2 reading comprehension. (12) Along with morphological awareness, the study includes four other key reading- and language-related variables (i.e., phonological decoding, listening comprehension, vocabulary knowledge, and metacognitive reading awareness) to determine whether morphological awareness still remains a significant predictor of reading comprehension when the variance due to other key variables for reading are controlled.

I-b; I-c
II-a
II-a
II-a
II-d
I-a
I-d
Total: 8

Coding sample source: MLJ3 Jeon (2011).

Codes: I: Reference to the research world; II: Reference to the real world; a: Appeal to salience; b: Appeal to magnitude; c: Appeal to topicality; d: Appeal to problematcity.

attitudes expressed directly or explicitly in linguistic resources that carry intrinsic positive or negative values (e.g., *concerned*), and can be turned up or down by degree (e.g., from *concerned* to *extremely concerned* or to *somewhat concerned*). Invoked attitudes are attitudes conveyed by grading non-attitudinal or experiential meanings in *force* or *focus*. For example, the force of an experiential meaning can be graded in amount (e.g., *a large number of* participants), in scope (e.g., *has a pervasive influence*), in proximity in time (e.g., *in recent literature*), or in frequency (e.g., *frequently found*). The focus of an experiential meaning can also be sharpened (e.g., *real research*) or softened (e.g., *tried to show*) around categorical meanings. Through graduation of experiential meanings, writers encode a subjective slant in the discourse. In line with appraisal, linguistic resources that can generate inscribed or invoked attitudes and direct readers to a positive evaluation of the significance of the research topic were taken as promotional elements realizing appeals.

When the types of appeals were identified in the qualitative analysis, a coding scheme was built up and all RAIs were coded accordingly for the quantitative analysis. While in a sentence each appearance of one type of appeal was counted as one promotional act, each type of appeal was counted only once when more than one linguistic device contributed to the same appeal. However, when a same appeal related to both entities in the research world and entities in the real world, it would be counted twice, differentially. To increase the reliability of coding, 12 RAIs were first randomly selected from the corpus and coded separately by the two authors. A crosscheck of the inter-coding showed an agreement in 83.3% of all cases, with all discrepancies resolved after further discussion. After this trial work, the first author went on to code all the data individually. One and a half months later, she coded all the data again, and a comparison of the two rounds of coding showed a high agreement in 92.5% of all cases.

The following is a sample, which shows how appeals and linguistic devices were identified and coded. In this sample and all other examples that follow, the linguistic devices expressing inscribed attitudes are marked in **bold type**; those generating invoked attitudes are both **bold and italicized**; the entities evaluated are underlined, and where applicable, additional devices that contribute to decision on the category of entities are marked with underline with italics.

The topic of this study is *the relationship of morphological awareness with passage-level L2 reading comprehension*, as is explicit in (1), (6), and (11). In (2), the topic is promoted indirectly first by indicating the existence or prevalence of the L1 research (coded as an appeal to magnitude in the research world, with *a number of ... documented grading studies* to generate an invoked attitude) and then by showing the novelty of this line of research (coded as an appeal to topicality in the research world, with *recent also grading studies* to produce an invoked attitude). It is then more directly promoted by emphasizing the importance of the focal construct of investigation (i.e., *morphological awareness*) in the real world (i.e., *reading abilities*) as a

salient finding in previous comparable research (coded as an appeal to salience, the use of *strong link* carrying an inscribed attitude towards topic significance). In (4), the importance of the construct is reiterated directly with an attitudinal expression carrying inscribed attitude again (*make a significant contribution ... over and beyond key reading-related variables*, where the adjective and the prepositional phrase grade up the value of importance for *passage-level reading comprehension*, coded as an appeal to salience in the real world). In (5), the importance of the generic construct (*morphology*) is emphasized directly, where adjectival expressions (*in plays an important role* and *is a readily teachable resource*) grade up the inscribed value of importance and usefulness (coded as an appeal to salience in the real world). This aspect of learning is more worthy of exploration for the indirect reason that its importance has been unattended (*unfortunately, is not always exploited by novice readers*, coded as an appeal to problemat�icity in the real world, realized by *unfortunately* indicating an inscribed negative attitude and *not always grading is exploited* to generate an invoked negative attitude). The importance of the research topic is then explicitly stated finally (*important*, carrying an inscribed attitude, coded as an appeal to salience in the research world).

(6), (7), (8), (9), and (10) complete Move 2 Step 1, the more specific step of *indicating a gap* in previous L2 research on the topic of this study (11) achieves Move 2 Step 2, *presenting positive justification*, while (12) corresponds to Move 3 *presenting the present work* (Swales, 2004). (8) was taken as also contributing to justification of the research area because it indicates potentially a problem in the broad research area of L2 morphology research, namely, the *more popular* concern over word-level comprehension (coded as an appeal to problemat�icity in the research world, realized indirectly by emphasizing the prevalence of other research through the invoked attitude conveyed by *more popular* which is in fact graduation in terms of amount).

4. Types of appeals and their linguistic realization

Our qualitative analysis identified four types of appeals based on a categorization of the values they express, namely, appeals to salience, magnitude, topicality and problemat�icity, which are further differentiated according to whether the entities these values are ascribed to belong to the research world or the real world. Appeals to salience, magnitude, and topicality rest on positive values, whereas appeals to problemat�icity make use of negative values. The appeal to salience is a more direct approach to promoting topic significance than the latter three types. These appeals are realized by linguistic devices that either inscribe or invoke attitudes. In the following, we will illustrate these appeals and their linguistic realizations in turn.

4.1. The appeal to salience

In an appeal to salience, the importance or significance of a research topic or the importance, usefulness, or advantages of a key construct involved in the topic in either the research world or the real world is directly stated. The appeal to salience is realized by capitalizing on linguistics devices that convey inscribed attitudes towards topic significance, the degree of which can be amplified through lexical graduation and/or syntactic means. The following is a case in point:

- [1] There has been general agreement in recent years that collocation is an **important** aspect of knowledge for language learners (4 citations). An increased knowledge of collocation **not only allows learners to improve** levels of accuracy, **but it also aids** fluency (1 citation) **and the development of pragmatic skills** (1 citation) (AL10).

Here, an appeal to salience (i.e., *an important aspect of knowledge*) is first made of an entity (i.e., *collocation*) that is associated with the real world (i.e., *language learners*). It is then intensified through another layer of appeal to salience sustaining such a positive evaluation with a couple of attitudinal expressions (i.e., *allows ... to improve*, and *aids the development of ... skills*) jointed by coordinating connectors (i.e., *not only ... , but ... also ... and ...*), whereby the writers unfold the importance of the issue of concern to learners (i.e., the advantages of *an increased knowledge of collocation*). The elaboration of topic significance in this way renders the importance of the topic even more prominent and impressive.

4.2. The appeal to magnitude

The appeal to magnitude relates to the prevalence or popularity of a research topic or a phenomenon by indicating, for example, the multiplicity of studies having been conducted on it or researchers' perpetual interest in it, hence its significance implied and the topic indirectly promoted. Appeals to magnitude are realized via creating invoked attitudes by grading experiential meanings. In the research world, the graduation usually centers on the research or the researcher.

- [2] In recent years, **a sizeable body of research** has been undertaken **into the nature of questions used by or addressed to second language learners**. **These studies** have dealt with **a variety of issues, including native language interference** (2 citations), **the emergence, processing, and comprehensibility of wh-questions among second language learners** (3 citations), and the degree to which second language learners' questions reflect aspects of interlanguage or native-like competence (2 citations) (AL2).

In this example, the research topic concerned is first promoted through graduation in terms of the amount of research already conducted on it (i.e., *a sizeable body of*). Its significance is then enhanced indirectly again with a demonstration of the miscellaneous issues the previous research has covered, which, together with the number of citations, centers on the meaning of prevalence and grades it.

Example 3 shows the graduation of experiential meanings around researchers.

[3] The past two decades have witnessed **burgeoning interest** in ... (TESOL1)

In this example, describing researchers' interest in a research topic as *burgeoning* invokes an attitude that recognizes its increasing popularity.

Differently, the appeal to magnitude in the real world emphasizes the prevalence of the topic-related phenomenon in the real world. The following is an example:

[4] Television, however, has not been widely researched as a source of input for EFL learners, despite its **indisputable worldwide popularity** (TESOL9).

In this example, promotion of *television* as a research topic by appealing to its magnitude is first achieved as the authors claim its *popularity*. The effect of such promotion is enhanced when the authors grade up the popularity of the entity in scope by using the premodifier *worldwide* and in degree by using another premodifier *indisputable*.

The prevalence of a phenomenon can also be indicated by referring to its frequency, as is shown in [5].

[5] Spanish is the **most frequently** spoken language on the continent, and ... (AL6)

Exact numbers, sizes, volumes, or years can add to the value of magnitude as well. The following is an example:

[6] ... in many Asian countries an important strategy in the promotion of English language learning is the hiring of native-English-speaking teachers (one citation). In Hong Kong, the Native English Teacher Scheme was established **in 1998** ... **By 2008 more than 900** NETs were deployed in Hong Kong schools ... (TESOL4)

In this example, the extent of prevalence of the promoted phenomenon as a research topic (i.e., *the hiring of native-English-speaking teachers*) can be felt as the author presents in the Hong Kong example the exact year (i.e., *in 1998*) when the Native English Teacher Scheme was initiated, which seems to convey a sense of history, and as he provides the number of NETs hired accumulatively over the 10-year span (i.e., *By 2008*), which quantifies the prevalence.

Another way to achieve the appeal to magnitude is through elaboration. In [7], for example, to illustrate the wide application of argumentative discourse in life, the author goes into details by depicting a series of vivid everyday scenes which entail argumentative discourse.

[7] One communicative activity that **permeates all aspects of life** is argumentative discourse, **from** an early morning quarrel with a teenage daughter about whether a miniskirt is appropriate attire for school, **over** a debate about the future direction of one's department at work, **to** a pub dispute about politics (MLJ1).

4.3. The appeal to topicality

The appeal to topicality relates to the newness or recency of a research topic or a phenomenon, hence the implication that the research is very likely to add new knowledge to this little-traversed/novel area. Like the appeal to magnitude or probability, this type of appeal is an indirect promotion strategy, which is realized by linguistically encoding invoked attitudes.

Example 8 shows how this appeal is realized by referring to entities in the research world.

[8] Although the first use of the term collocation can be dated back to Palmer (1933), experimental research with collocation as a primary focus is **still in its infancy** (AL10).

To describe research on *collocation* as *in its infancy*, the scarcity of research on the topic is invoked so that the writers' own study may be interpreted as highly desired and contributing to the little knowledge present. The adverb *still* grades up the force of this appeal, for it creates a compelling effect indicating an urgency to increase research on this specific topic.

Even if the topic is not new, topicality can still be flagged by describing the research area as a lively field which is still advancing with an influx of new ideas or theories.

[9] Based on Dörnyei's (2005) theory of the motivational self-system, a number of studies have **recently** been conducted which highlighted the important role of self-concept in motivation. **Parallel to this, recent** thinking about motivation **has started to** reinterpret motivation in the light of dynamic systems theory (2 citations) ... (AL6).

Motivation as a topic, which may not be a new one, is promoted by appealing to topicality in [9] for the parallel application of two new theoretical frameworks to either recent studies on it or its recent reinterpretation, as shown by the temporal pointers (*recently, parallel to this, recent, and has started to*, all since 2005). Due to these innovations, the authors create the impression that their research on this topic is not out of date but advances the new developments in the field.

The appeal to topicality can also be made in relation to entities in the real world, where phenomena such as participants are evaluated, as is shown below:

- [10] ... more and more translators **are now choosing** to retain a degree of 'foreignness' in their translations in an attempt to familiarize children with foreign cultures and as part of a broader foreign language education (AL11).

Here, promotion is achieved by appealing to the currency of a phenomenon that involves entities in the real world (i.e., *translators*), as is indicated by the present progressive used, which creates an invoked attitude towards topic significance.

4.4. The appeal to problemat�city

The appeal to problemat�city relates to the conflicts, problems, difficulties, or challenges a topic or a phenomenon involves that are introduced or presented in establishing the research territory. The research topic is promoted due to the expectation created for further endeavor and accordingly, the positive evaluation invoked of the author's choice of his/her research area. Although the appeal to problemat�city is an indirect means of claiming centrality, attitudes towards the problematic nature of a topic are largely spelt out, that is, inscribed.

- [11] A **major challenge** that has been facing researchers who apply syntactic complexity measures to large language samples is the lack of computational tools to automate syntactic complexity analysis and the labor-intensiveness of manual analysis (TESOL15).

In this example, presenting *syntactic complexity analysis* as posing a *challenge* for *researchers* to meet realizes an appeal to problemat�city linking to the research world. The pre-modifier *major* enhances the promotional effect.

The problematic nature of a topic can also be intensified by pointing out that the very issue involves conflicting views or research findings, as Example 12 shows:

- [12] Consequently, much research has identified TLD's (Teacher-Led Discourse) instructional **limitations** ... **Nonetheless**, others have argued that ... **important benefits** can be derived from his or her L2 expertise (4 citations) (MLJ7).

In this example, the paired appearance of *much research* and *others, limitations and benefits* points to the conflicting opinions surrounding TLD as a research world concern. The use of the conjunctive *nonetheless* sharpens the contrast. The appeal to problemat�city is thereby achieved due to debate concerning the pros and cons of the entity and the compelling need for further research created herein.

The appeal to problemat�city associated with entities in the real world can also be realized by presenting the topic as a challenge, problem, or difficulty facing real world populations.

- [13] [Integrated writing tasks] have only been incorporated as part of assessment batteries in the Internet-based Test of English as a Foreign Language (TOEFL iBT) in recent years. The inclusion of integrated tasks has **stirred controversy** among language testers and educators, with some **supporting** the use of such tasks and others voicing **concerns** about their validity (TESOL3)

In this example, the authors point out the controversial opinions held by real-world testers and educators on an issue they have just introduced (i.e., the inclusion of integrated tasks in TOEFL iBT). By relating the research topic to such controversies, the significance of the research is flagged because of its potential to solve practical problems.

5. ALs' diverse ways of making appeals in RAls

ALs are found to often employ the same type of appeals recurrently, or make flexible use of different types of appeals in combination [14] shows how appeals to magnitude are manipulated skillfully in succession:

- [14] **The last two decades** have been **years of growing complexity and sophistication** for second-language (L2) teacher preparation and development research. **Numerous books and papers** currently deal with **different aspects** of teacher education, and teacher growth is addressed from **professional, cognitive, social, as well as contextual perspectives** (7 citations) (MLJ9).

In [14], *the last two decades* relates to the extension of research on teacher preparation and development in time. *growing* and *numerous books and papers* connotes the wealth of research on this topic by referring to its amount. *different aspects* and *perspectives* add variety and dimensions to the amount of existing research. It is by grading a series of different experiential meanings in force that a multitude of appeals to magnitude are achieved and the research significance is conveyed.

Reference to both the research and the real world entities offers another source of diversity:

[15] When the instructional implications of vocabulary size hinge **so directly** on the percentage of coverage figure, it is **important** to better establish the relationship between vocabulary coverage and reading comprehension (MLJ8).

In [15], the authors derive the importance of *vocabulary size* in the research world from its significance in real world language instruction. The significance of the selected topic is therefore amplified because of its dual involvement of entities in both the research and the real world.

The combined use of several different types of appeals on one topic also lends weight to the significance of the topic:

[16] **Much** research into second language (L2) learning points to reading as an **important** source for linguistic development in the target language (3 citations) (TESOL13).

In [16], by appealing to both magnitude in the research world (i.e., *Much research*) and salience in the real world (i.e., *an important source for linguistic development in the target language*), the significance of the topic is fleshed out and orchestrated.

In longer stretches of RAIs, the recycling of appeals is even more prominent:

[17] (1) Because of their **extremely high frequency** in the English language and the **great difficulty** they present to language learners, phrasal verbs (PVs) have **long** been a subject of **interest** and **importance** in English as a foreign language (EFL) or English as a second language (ESL) teaching and research, as evidenced by the **many** publications on the topic (8 citations). (2) The **unique challenge** for teaching PVs is that, although PVs are **ubiquitous** in the English language, EFL or ESL speakers, especially those with a lower and intermediate level of proficiency, **consistently avoid** using them (4 citations). (3) The reasons for this **avoidance** are many, including cross-linguistic differences and the complexity of syntactic and semantic structures of PVs (3 citations). (4) The **enormous number** of PVs in English also contributes to the **problem**, because it makes learners feel **overwhelmed**, not knowing which ones to learn. (5) Thus identifying the most useful PVs is **paramount** for language learning purposes (TESOL8).

Three types of appeals are present in this segment, appeals to magnitude, to salience, and to problemat�icity. First, throughout the segment, a series of appeals to magnitude are made by grading the frequency of occurrence and number of PVs in English (i.e., *extremely high frequency* in (1), *ubiquitous* in (2), and *enormous number* in (4)), whereby the value of PVs as a crucial constituent of English and target of language learning is co-constructed. Then, at a different meaning level, appeals are made in (1) to magnitude via grading time, attention, and number (i.e., *long*, *interest*, and *many*) and to salience (i.e., *importance*) in both the research and real (teaching) worlds (i.e., *teaching and research*) surrounding PVs as a subject. These appeals, in different degrees of explicitness, promote PVs as a justifiable research concern. Advancing from the values ascribed to PVs, an appeal is finally made in (5) to salience oriented to the real (learning) world (*most useful* and *paramount*, relating to *language learning purposes*) proclaiming the significance of the very research topic (i.e., *identifying the most useful PVs*). All these above appeals draw on positive values. They contrast with and are enhanced by the recurrent appeals to problemat�icity made by employing negative attitudinal expressions centering around PVs learning as a problem (e.g., *great difficulty* in (1), *unique challenge* and *consistently avoid* in (2), *avoidance* in (3), and *problem* and *overwhelmed* in (4)), which warrant settlement and accordingly, further research. The blended appeals altogether convey a message that prevalent as PVs are in English and important as they are for both research and teaching/learning practices, they pose a great challenge for learners, all pointing to the significance of their identification as a worthy topic for exploration.

6. ALs' frequent use of appeals and preferred patterns in making appeals in RAIs

A total of 226 instances of appeals were coded from the 51 RAIs, averaging 4.3 instances per introduction. There are differences in the types and quantities of appeals used, though. While only three RAIs employ a single type of appeal, 20 RAIs use two, 14 RAIs use three, and eleven use four. In terms of quantity, two RAIs contain as many as 10 occurrences of appeals, but three RAIs do not contain any appeal. Table 2 presents the exact numbers and percentages of the occurrences of the four types of appeals in the 51 RAIs:

As can be seen, the most frequently used type of appeals in AL RAIs is the appeal to magnitude, which accounts for 33.2% of all instances. Next is the appeal to salience, which takes up 29.6%. The appeals to topicality and problemat�icity are less frequent, occupying 18.1% and 19.0% respectively. Taken together, the appeals to magnitude, topicality, and problemat�icity, all of which promote topics indirectly, constitute 70.4% of the total number of appeals, indicating ALs' preference to an indirect approach to promotion.

Table 3 presents figures on the division of the research or real world orientation.

Table 2

The distribution of instances of appeals by type.

	Saliency	Magnitude	Topicality	Problematicity	Total
Instances	67	75	41	43	226
Percentages	29.6%	33.2%	18.1%	19.0%	100%

As is shown, in total, 116 instances of appeals are made with reference to entities in the research world, in proximity to the 110 instances made to entities in the real world (51.3% versus 48.7%). But figures in each subcategory of appeals do bear differences. ALs are much more likely to claim the topicality of their topics with reference to new or recent developments in the research world rather than developments in the real world (85.4% versus 14.6%), whereas they often turn to entities in the real world rather than entities in the research world (77.6% versus 22.4%) in making appeals to saliency. They also seem to relate more to the magnitude of their research topics in the research world than in the real world (57.3% versus 42.7%). Finally, when appeals to problematicity are made, there are no major differences in frequencies referencing the real world and the research world (53.5% as opposed to 46.5%).

Table 4 shows the distribution of appeals when we broke RAIs down into thirds.

This table indicates that 1) instances of appeals can be observed in all three portions; 2) the first two thirds of RAIs are where the vast majority of appeals (91.6%) are made, and 3) appeals to problematicity differ from other types of appeals in location preference, for nearly half of the instances of appeals to problematicity appear in the middle 1/3 portion (48.8%), while appeals of the other three categories favor the first 1/3 portion instead (52.2%, 68.8%, and 66.7%, respectively).

7. Discussion

Based on Swales's (1990) conceptualization of *appeals* making as a promotional act and Lindeberg (2004) elaboration of appeals made by economists, our study has identified four types of appeals made by ALs in RAIs, namely, appeals to saliency, to magnitude, to topicality, and to problematicity, which are related to entities in either the research world or the real world. Compared with Swales's suggestion (appeals made to interest or importance of the research area, the classic, favorite or central character of the issue, and the active or widespread states of research in this area) and Lindeberg's categorization (appeals to authority, economy, practitioner, research, scope, and topicality, ours provides a possibly clearer differentiation that disentangles the aspects of values that are rested on from the entities that these values are attached to in appeal making. This disentanglement may help remove the arguably unwanted complexities in coding and barriers to finer interpretation of actual promotional acts arising from overlapping demarcations.

With the tool of appraisal, our study connects linguistic choices to the rhetorical functions of promotion, specifically, the appeals they serve. A system of promotion in academic discourse may therefore be fleshed out by grouping miscellaneous promotional elements by the types of appeals they correspond to.

Our qualitative analysis of embedded attitudes and distribution-by-type statistics disclose how centrality is claimed indirectly through strategic manipulation of experiential meanings in making appeals to magnitude, topicality, and problematicity, more often than is more directly realized by making appeals to saliency. This finding enriches previous understanding of claiming centrality as an explicit promotional strategy (e.g., Lindeberg, 2004). The overwhelming use of indirect forms of appeals helps to explain how the conflict between promotion and objectivity is resolved in RAIs, that is, by primarily manipulating invoked attitudes, rather than by expressing inscribed attitudes. This choice is understandable considering that ALs must strive for rigor while also considering the needs of their readership. The wide use of invoked attitudes in our corpus is in line with a succession of notions explicating promotion and objectivity in academic discourse, most notably, for example, Fairclough (1993) description of the changing public discourse under the influence of marketization as "hybrid partly promotional genres" (p. 141), Bhatia (2004) designation of "hidden agenda" (p. 73), and Hyland and Tse (2005) conceptualization of increasing promotional practices in academic articles as "undercurrent of informative texts" (p. 85). Though with different terms, all these scholars refer to the same phenomenon recurrent in academic discourse, that is, academic discourse usually does not contain only one layer of communicative purposes. What we are normally aware of is only the ideational meaning it expresses in its reporting of factual information. Unless we try to understand the interpersonal meaning somewhat concealed in academic discourse, we may not be able to appreciate its subtlety fully.

As regards how appeals are used in AL RAIs, our study provides both quantitative and qualitative evidence for their diverse aggregation (i.e., the number of RAIs having centrality claims, the average instances of appeals per RAI, the variety of appeals in tandem with entities in the research and the real worlds, the recurrent and combined use of appeals, and the appearance of appeals throughout RAIs but their accumulation in earlier sections). This tendency supports the very promotional nature of *claiming centrality* as pointed out by Swales (1990). Disciplinarily speaking, it shows that applied linguists attach great importance to and rely heavily on centrality claims for promoting topic significance. Beyond AL, it corroborates previous findings or observations that promotion permeates academic RAs (e.g., Berkenkotter & Huckin, 1995; Hyland, 2000; Law & Williams, 1982; Lindeberg, 2004). That appeals appear earlier in RAIs is natural since claiming centrality is usually made in Move 1, its varying lengths notwithstanding.

Table 3

Orientation to research/real world entities.

Types of appeals	Total instances	Research world		Real world	
		Instances (%)		Instances (%)	
Total	226	116 (51.3%)		110 (48.7%)	
Saliency	67	15 (22.4%)		52 (77.6%)	
Magnitude	75	43 (57.3%)		32 (42.7%)	
Topicality	41	35 (85.4%)		6 (14.6%)	
Problematicity	43	23 (53.5%)		20 (46.5%)	

The infusion of promotional elements in AL RAIs reflects the need for ALs to convince peers of the well-establishedness and well-chosenness of their research topics and therefore, of the worthiness of their studies. This need responds to the popularity of promotionalism in academic discourse, or what Fairclough (1993) termed the marketization of academic discourse, and is a likely result of the much-competed-for chance of publication, whereby “names are made, knowledge authenticated, rewards allocated and disciplinary authority exercised” (Hyland, 2005a,b, p. 90). The considerable presence of promotional elements may also be understood by reference to the nature of AL as social science. Bazerman (1981, reprinted in 1988), in his comparison of the characteristics of natural and social sciences, points out that the goal of social sciences, unlike that of natural sciences, is not to represent nature but to establish a perception of reality. Therefore, different from natural sciences where knowledge is built on the prior existence of phenomena in the real world and developed progressively and cumulatively along well-defined paths, social sciences have “less cohesive and established frameworks of knowledge” (Hyland, 2002, p. 124). Rather, because it deals with human subjects and data, research in social sciences is affected far more often by contextual factors, shows “less control of variables, more diversity of research outcomes, and generally fewer unequivocal bases for accepting claims” (Hyland, 2005a,b, p. 146), and is therefore more open to explicit interpretation and persuasion (Hyland, 2000; 2005a,b). To justify their work, writers in social sciences have to endeavor to construct a legitimized platform from which they can proceed to report on their own study, to align readers with their line of argument and to establish the significance of their work against alternative interpretations.

As one discipline of social sciences, AL shares the above-mentioned characteristics. To complicate the issue, as an interdisciplinary field, research in AL often borrows theories from diverse disciplines. All these lead to the fact that there may be no assumed general bases for research in AL. Research in this discipline may develop on “different competing theories” (Hood, 2010, p. 175), often making establishing a persuasive research territory an indispensable task. Just as Dahl (2008) once put it, in linguistics, “[r]esearch issues themselves are not always acknowledged as relevant entities by the research community. Rather, they have to be negotiated in the text” (p. 1197). ALs commonly make efforts to justify the research topic by turning to its real world or/and research world relevance, in negotiation with readers for its acknowledgment, who might not possess equivalent background knowledge. This overall tendency does not seem to be reduced much even though journals may have a filtering effect.

Our study also indicates that overall, applied linguists refer to both entities in the research world and entities in the real world equally, but their appeals to topicality, magnitude and problematicity are more often associated with entities in the research world while their appeals to saliency are more frequently related to entities in the real world. The roughly equal reference to both the research and real world entities indicates that in such an applied discipline as AL, both research and practitioner interests are taken into due account. This equilibrium follows analogous findings reported in studies conducted in such disciplines as Economics (Shaw, 2003; Lindeberg, 2004) and Environmental Sciences (Samraj, 2002, 2005). This is because AL is primarily concerned with solving “problems in language in social use” (Brumfit, 1987, p. 3), and derives many of its research topics directly from real world needs, such as problems in learning a language, newly emerging language phenomena in everyday life, difficulties and challenges in language teaching and learning, etc. This need to solve real world issues entails an emphasis on the utility of research to the real world. In addition, not to mention that most authors are themselves both practitioners and researchers, readers of journal articles in applied disciplines may be researchers, teachers, translators, educators, policymakers, and many other practitioners. Academic writers in AL seem to know this well and are correspondingly able to strategically promote their research by catering for the interests of such a wide readership.

Table 4

The distribution of appeals in different portions of RAIs.

Types of appeals	Occurrences (percentages)		
	First 1/3 of RAIs	Middle 1/3 of RAIs	Last 1/3 of RAIs
Total	131 (58.0%)	76 (33.6%)	19 (8.4%)
Saliency	35 (52.2%)	23 (34.3%)	9 (11.7%)
Magnitude	53 (68.8%)	20 (30%)	4 (5.2%)
Topicality	26 (66.7%)	12 (30.8%)	1 (2.7%)
Problematicity	17 (39.5%)	21 (48.8%)	5 (11.6%)

The propensity for appeals being made to topicality in the research world instead of topicality in the real world may indicate that in AL there may be few newly emerging practical issues (e.g., language learning or teaching) that are unexplored and AL community members are more ready to accept as topicality recent developments in research or newly formed theories in the research world. On the contrary, the appeal to salience seems to be more convincing if the significance of a topic is evaluated by relating to real world entities.

8. Conclusion

Our study identifies four types of appeals applied linguists make in claiming centrality, that is, appeals to salience, magnitude, topicality, and problematicity of the topic in either the research world or the real world. We also illustrate how ALs' hidden intention of promoting their research is achieved by manipulating experiential meanings to invoke readers' positive interpretations of topic significance. We then provide further statistical evidence as regards their intensive and dexterous making of centrality claims, their preference to an indirect approach to promotion, their reference to entities in the research and the real world, and the distributions of their appeals. Overall, our study demonstrates that claiming centrality is an important means to promote research in AL RAs, but ALs tend to display certain patterns of promotional use characteristic of AL as a particular discipline.

Our study can be both awareness-raising and pedagogically useful. With a better sense of how indirectly, flexibly, and resourcefully expert writers promote their work by claiming centrality in academic writing, readers could read RAs more critically and may better manipulate lexico-grammatical resources to realize promotional appeals. Following our approach to form-function connections, teachers can establish an expanding network weaving linguistic resources with specific appeals to guide students through AL RAs writing and promotion, in addition to presenting to them the prescriptive conventions of academic writing.

More studies that focus on other promotional strategies in RAs are clearly warranted. Promotion in other sections of a RA and across its different sections is also worthy of exploration.

Uncited reference

Lindeberg, 1998.

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Appendix 1. RAs in the corpus and their serial numbers.

Number	Source
TESOL1	Li, Q. (2012). Effects of instruction on adolescent beginners' acquisition of request modification. <i>TESOL Quarterly</i> , 46(1), 30–55.
TESOL2	Ko, M. H. (2012). Glossing and second language vocabulary learning. <i>TESOL Quarterly</i> , 46(1), 56–79.
TESOL3	Yang, H.-C., & Plakans, L. (2012). Second language writers' strategy use and performance on an integrated Reading-Listening-Writing task. <i>TESOL Quarterly</i> , 46(1), 80–103.
TESOL4	Trent, J. (2012). The discursive positioning of teachers: Native-speaking English teachers and educational discourse in Hong Kong. <i>TESOL Quarterly</i> , 46(1), 104–126.
TESOL5	Park, G. (2012). "I am never afraid of being recognized as an NNES": One teacher's journey in claiming and embracing her nonnative-speaker identity. <i>TESOL Quarterly</i> , 46(1), 127–151.
TESOL6	Razfar, A., & Simon, J. (2011). Course-taking patterns of Latino ESL students: Mobility and mainstreaming in urban community colleges in the United States. <i>TESOL Quarterly</i> , 45(4), 595–627.
TESOL7	Winke, P. (2011). Evaluating the validity of a high-stakes ESL test: Why teachers' perceptions matter. <i>TESOL Quarterly</i> , 45(4), 628–660.
TESOL8	Liu, D. (2011). The most frequently used English phrasal verbs in American and British English: A multicorpus examination. <i>TESOL Quarterly</i> , 45(4), 661–668.
TESOL9	Rodgers, M. P. H., & Webb, S. (2011). Narrow viewing: The vocabulary in related television programs. <i>TESOL Quarterly</i> , 45(4), 689–717.
TESOL10	Chan, A. Y. W. (2011). The perception of English speech sounds by Cantonese ESL learners in Hong Kong. <i>TESOL Quarterly</i> , 45(4), 718–748.
TESOL11	Ferris, D., Brown, J., Liu, H., & Stine, M. E. A. (2011). Responding to L2 students in college writing classes: Teacher perspectives. <i>TESOL Quarterly</i> , 45(2), 207–234.
TESOL12	Alptekin, C. E. M., & Erçetin, G. (2011). Effects of working memory capacity and content familiarity on literal and inferential comprehension in L2 reading. <i>TESOL Quarterly</i> , 45(2), 235–266.
TESOL13	Martinez, R. O. N., & Murphy, V. A. (2011). Effect of frequency and idiomaticity on second language reading comprehension. <i>TESOL Quarterly</i> , 45(2), 267–290.

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(continued)

Number	Source
TESOL14	Walker, C. P. (2011). A corpus-based study of the linguistic features and processes which influence the way collocations are formed: Some implications for the learning of collocations. <i>TESOL Quarterly</i> , 45(2), 291–312.
TESOL15	Lu, X. (2011). A corpus-based evaluation of syntactic complexity measures as indices of college-level ESL writers' language development. <i>TESOL Quarterly</i> , 45(1), 36–62.
TESOL16	Ruegg, R., Fritz, E., & Holland, J. (2011). Rater sensitivity to qualities of lexis in writing. <i>TESOL Quarterly</i> , 45(1), 63–80.
TESOL17	Sasaki, M. (2011). Effects of varying lengths of study-abroad experiences on Japanese EFL students' L2 writing ability and motivation: A longitudinal study. <i>TESOL Quarterly</i> , 45(1), 81–105.
TESOL18	Collins, L., & White, J. (2011). An intensive look at intensity and language learning. <i>TESOL Quarterly</i> , 45(1), 106–133.
AL1	Copland, F. (2012). Legitimate talk in feedback conferences. <i>Applied Linguistics</i> , 33(1), 1–20.
AL2	Belhiah, H. (2012). You know Arnold Schwarzenegger? On doing questioning in second language dyadic tutorials. <i>Applied Linguistics</i> , 33(1), 21–41.
AL3	Al-Gahtani, S., & Roever, C. (2012). Proficiency and sequential organization of L2 requests. <i>Applied Linguistics</i> , 33(1), 42–65.
AL4	Pichette, F., de Serres, L., & Lafontaine, M. (2012). Sentence reading and writing for second language vocabulary acquisition. <i>Applied Linguistics</i> , 33(1), 66–82.
AL5	Mulder, K., & Hulstijn, J. H. (2011). Linguistic skills of adult native speakers, as a function of age and level of education. <i>Applied Linguistics</i> , 32(5), 475–494.
AL6	Kormos, J., Kiddle, T., & Csizér, K. (2011). Systems of goals, attitudes, and self-related beliefs in second-language-learning motivation. <i>Applied Linguistics</i> , 32(5), 495–516.
AL7	Luzón, M. J. (2011). 'Interesting post, but I disagree': Social presence and antisocial behavior in academic weblogs. <i>Applied Linguistics</i> , 32(5), 517–540.
AL8	Forman, R. (2011). Humorous language play in a Thai EFL classroom. <i>Applied Linguistics</i> , 32(5), 541–565.
AL9	Littlemore, J., Chen, P. T., Koester, A., & Barnden, J. (2011). Difficulties in metaphor comprehension faced by international students whose first language is not English. <i>Applied Linguistics</i> , 32(4), 408–429.
AL10	Webb, S., & Kagimoto, E. (2011). Learning collocations: Do the number of collocates, position of the node word, and synonymy affect learning? <i>Applied Linguistics</i> , 32(3), 259–276.
AL11	Pounds, G. (2011). 'Foreignizing' or 'domesticating' the ideology of parental control in translating stories for children: Insights from contrastive discourse analysis. <i>Applied Linguistics</i> , 32(3), 277–298.
AL12	Asención-Delaney, Y., & Collentine, J. (2011). A multidimensional analysis of a written L2 Spanish corpus. <i>Applied Linguistics</i> , 32(3), 299–322.
AL13	Szczepaniak, R., & Lew, R. (2011). The role of imagery in dictionaries of idioms. <i>Applied Linguistics</i> , 32(3), 323–347.
AL14	Millar, N. (2011). The processing of malformed formulaic language. <i>Applied Linguistics</i> , 32(2), 129–148.
AL15	Macintyre, P. D., & Legatto, J. J. (2011). A dynamic system approach to willingness to communicate: Developing an idiodynamic method to capture rapidly changing affect. <i>Applied Linguistics</i> , 32(2), 149–171.
AL16	Tin, T. B. (2011). Language creativity and co-emergence of form and meaning in creative writing tasks. <i>Applied Linguistics</i> , 32(2), 215–235.
MLJ1	Dippold, D. (2011). Argumentative discourse in L2 German: A sociocognitive perspective on the development of facework strategies. <i>The Modern Language Journal</i> , 95(2), 171–187.
MLJ2	Gatbonton, E., Trofimovich, P., & Segalowitz, N. (2011). Ethnic group affiliation and patterns of development of a phonological variable. <i>The Modern Language Journal</i> , 95(2), 188–204.
MLJ3	Jeon, E. H. (2011). Contribution of morphological awareness to second-language reading comprehension. <i>The Modern Language Journal</i> , 95(2), 217–235.
MLJ4	Kanno, Y., & Stuart, C. (2011). Learning to become a second language teacher: Identities-in-practice. <i>The Modern Language Journal</i> , 95(2), 236–252.
MLJ5	Sparks, R. L., Humbach, N., Patton, J. O. N., & Ganschow, L. (2011). Subcomponents of second-language aptitude and second-language proficiency. <i>The Modern Language Journal</i> , 95(2), 253–273.
MLJ6	Martinsen, R. A., Baker, W., Bown, J., & Johnson, C. (2011). The benefits of living in foreign language housing: The effect of language use and second-language type on oral proficiency gains. <i>The Modern Language Journal</i> , 95(2), 274–290.
MLJ7	Toth, P. D. (2011). Social and cognitive factors in making teacher-led classroom discourse relevant for second language development. <i>The Modern Language Journal</i> , 95(1), 1–25.
MLJ8	Schmitt, N., Jiang, X., & Grabe, W. (2011). The percentage of words known in a text and reading comprehension. <i>The Modern Language Journal</i> , 95(1), 26–43.
MLJ9	Akbari, R., & Dadvand, B. (2011). Does formal teacher education make a difference? A comparison of pedagogical thought units of B.A. versus M.A. teachers. <i>The Modern Language Journal</i> , 95(1), 44–60.
MLJ10	Mills, N. (2011). Teaching assistants' self-efficacy in teaching literature: Sources, personal assessments, and consequences. <i>The Modern Language Journal</i> , 95(1), 61–80.
MLJ11	Macintyre, P. D., Burns, C., & Jessome, A. (2011). Ambivalence about communicating in a second language: A qualitative study of French immersion students' willingness to communicate. <i>The Modern Language Journal</i> , 95(1), 81–96.
MLJ12	Matsumoto, Y. (2011). Successful ELF communications and implications for ELT: Sequential analysis of ELF pronunciation negotiation strategies. <i>The Modern Language Journal</i> , 95(1), 97–114.
MLJ13	Yilmaz, Y. (2011). Task effects on focus on form in synchronous computer-mediated communication. <i>The Modern Language Journal</i> , 95(1), 115–132.
MLJ14	Masuda, K. (2011). Acquiring interactional competence in a study abroad context: Japanese language learners' use of the interactional particle ne. <i>The Modern Language Journal</i> , 95(4), 519–540.
MLJ15	Pytlyk, C. (2011). Shared orthography: Do shared written symbols influence the perception of L2 sounds? <i>The Modern Language Journal</i> , 95(4), 541–557.
MLJ16	Samimy, K., Kim, S., Lee, J. A., & Kasai, M. (2011). A participative inquiry in a TESOL program: Development of three NNES graduate students' legitimate peripheral participation to fuller participation. <i>The Modern Language Journal</i> , 95(4), 558–574.
MLJ17	Taguchi, N. (2011). Pragmatic development as a dynamic, complex process: General patterns and case histories. <i>The Modern Language Journal</i> , 95(4), 605–627.

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