Chapter 2

REVIEW OF LITERATURE

The researcher has undertaken literature survey connected with the research and abstracted the online research articles, books, published and unpublished theses and conference proceedings collected from India as well as from various countries. The collected reviews are categorised according to the discipline e.g. English for Legal Purposes, where only the legal discipline’s linguistic specifications are abstracted for the better comprehension.

2.1. English for Nursing and Other Medical Purposes

Parks (2001) investigated the written communication of nurses in two specific settings and focused on one important type of text (genre) that the nurses produced, the nursing care plan. One finding, this study brought to light was that the nurses (especially student nurses) were expected to use nursing rather than medical terms. For example, one of the participants in Parks’ study reported having used the nursing term ‘burning when voiding’ rather than the medical term ‘urinary tract infection’. Although the impetus for Parks’ study was not ESP course development, findings and descriptions of discourse in the study could be of interest to teachers and course developers designing an ESP course for nurses or nursing students. The following findings have been discussed in the work.

The aim of the thesis by Barthel Ford is to describe the linguistic structure of nursing handoffs, to identify, using genre and corpus analysis, the language features used by nurses during hand-offs, to compare that language to general spoken English and to identify the implications of nurses' language on patient safety. Hand-offs were recorded
on each of the eight study units, at the end of all shifts. 43 patient hand-offs were collected. Three separate analyses were carried out: a qualitative moves analysis to identify the organizational structure of the hand-offs; a quantitative comparison of the face-to-face hand-offs to the audio-taped hand-offs; and a corpus analysis to identify the lexicogrammatical features and text patterns used in hand-offs. The chapter 1 presents the research background and research design. Chapter 2 provides a review of the literature in hand-offs, language, genre theory and corpus analysis. Chapter 3 explains the methods used to conduct the study. Chapter 4 presents the structure of nurses’ end-of shift hand-offs as revealed by a move analysis. There were four moves ‘Introducing the Patient’, ‘Relating the Shift’s Events’, ‘Looking Ahead’ and ‘Wrapping Up’ identified and discussed. The other less linguistic features like ellipsis, metonymy and reference were also discussed in the chapter. Results of comparison of the method of hand-off (audio-taped vs. face-to-face) were presented in Chapter 5. The vocabulary and grammar of hand-offs were described in Chapter 6. The most frequent lexical verbs that occurred with her and him and the verb give. Finally, Chapter 7 presents conclusions from the analyses, including a discussion of how strategies to enhance patient safety could be demonstrated in the language that nurses use in this sample of handoffs. Chapter 7 included implications for nursing practice and recommendations for future research in this area. Yvonne Barthel Ford’s dissertation, *Talking about Patients: Nurses’ Language Use during Hand-offs* submitted for the degree of Doctor of Philosophy in The University of Michigan, 2009.

obtained from a local regional medical center. The author had chosen and analysed the frequency and function of passive voice use in clinical environment because the passive voice is an object of mostly contested debate in the fields of English composition and technical and scientific communication. The result showed that 48.96% sentences had been in the form of passive. Of the passive verbs, 85.98% referred to actions performed by the nurses, only 2.74% of passive verbs, by the hospital personnel. The passive voice was predominantly used to record their own actions. The use of passive varied from nurse to nurse even within the same unit. The survey found that only 1 of the 16 participants consciously knows the difference between the active and passive voice. Finally, the study concluded the passive voice use seems to be a convention in the medical discourse community.

Jane M. Carrington’s *The Usefulness of Nursing Languages to Communicate a Clinical Event* is to explore the standardised language for nurses to communicate effectively in clinical environment. This research studies the documents of 37 nurses, who are later interviewed using semi-structured interview format. Qualitative content analysis is used to analyse the interviewed data. The implications of the findings are that the standardised nursing language helps nurse-to-nurse communication in order to carry out the clinical activities safely. If the communication device (nursing language) is not understood by the sender and recipient, then communication is ineffective. Based on this study, albeit with a limited sample, the author has some indication that while standardised nursing language can facilitate planning care by the sender, they also interfere with communication because of inaccuracies of patient information and lack of semantic understanding. The data suggest that nurses perceived the inaccuracies in the patient

The research paper, *Hospitality Language as a Professional Skill*, is written by George M. Blue and Minah Harun and published in English for Specific Purposes, Vol. 22 (2003), pp 73–91. This paper argues that particular patterns of language are associated with host-guest interaction in hotels. The first two parts of the article investigate hospitality practices and define the notion of hospitality language, outlining its evolution in the context of the United Kingdom. To investigate this language in more depth, a case study of reception encounters at four hotels in Southampton was carried out. In one month, a large number of conversations were recorded. In addition, 4 receptionists and 2 hotel managers are interviewed. The language of hotel encounters comprises mostly functional aspects of hospitality language. The language used to serve guest is often quite formal. It is a rehearsed and staged language with its own rules and norms. Similar key words and related actions are repeated with different individuals. The structure of hospitality language is very straightforward. The communication is quite brief and balanced in terms of turn-taking. The author also gives some pedagogical implications to enrich the awareness of language use in hotels. Hospitality language should be included in all professional programmes, so as to raise the awareness of the importance of cross-cultural communication.

*Collocational Framework in Medical Research Papers: A Genre-Based Study* by Maria Jose Luzon Marco revealed the linguistic patterns in selected medical research papers. She has published her research paper in the journal English for Specific Purposes, Vol. 19 (2000), pp 63-86. The data for the research was made up of 100 medical papers,
among them, 50 from the New England Journal of Medicine and 50 from the British Medical journal. The most common linguistic patterns in the data were: ‘the........of’, ‘be.......to’, ‘a......of’, ‘we......that’ and ‘the.......that’. Owing to space constraints in this paper, the author examined only the three most frequent patterns: ‘the....of’, ‘be....to’ and ‘a.......of’. The frame ‘the.......of’ occurred with 1150 different collocations, ‘be.....to’, with 81 and the frame ‘a......of’, with 98 in the corpus. The frame ‘the. . .of’ was a preferred pattern in the construction of nominalizations (e.g., the cloning of; the efficacy of) and expressed the medical procedures and the steps of treatments. The ‘a.......of” functioned neither as highly technical nor general phrase, which was used to mention quantity such as dose, group, measure, number, period and percentage. The items which filled the slot within the framework ‘be......to’ were adjectives or past participles. The ‘be...to’ pattern expressed probability, cause, result, cognitive process and similarity.

Firstly, the study identified a key genre in the nursing care plan and offers insights into the role of specific genre. Secondly, it provides information on features of the nursing care plan and offers insights into why these features are present. The functions and features of the genre may vary somewhat according to different nursing settings. Nevertheless ESP teachers and course developers would find his study a useful reference. They may consider, for example, if the nursing care plan is a key written genre in the target settings of the nurses or prospective nurses in their ESP class and if expectations for the forms and features of the nursing care plan described in Parks’ study are similar to those in these settings. The study can provide the ESP teacher and course designer with food for thought in terms of language content for an ESP course. The article is titled *Moving from*

Acquiring Discipline Specific Literacy in a Second Language: A Case Study of an ESL Nursing Students by Susan Bosher investigated the acquisition of discipline-specific literacy in nursing programme and discussed the results particularly how a nursing student successfully learn to complete Clinical Thinking Worksheet, a type of nursing care plan, over a period of two semesters. This case study analysed Zoe, a student of nursing who speaks English as a second language. The nursing care plans, written by Zoe, were collected and analysed. She gained the knowledge of disciplinary literacy by her clinical instructor’s feedback and continual practice in the clinic. The results of this study indicated the importance of clear and consistent guidelines, explicit criteria for evaluation and repeated practice with different patients. The article is published in Taiwan International ESP Journal in the vol. 2:2, 17-48, in 2010.

William Donnelly analysed case histories of patients in his article. The author concerned the written records rather than oral case presentations. The medical reports introduced the sick person solely as a biological specimen and owned lots of biomedical terminologies such as ‘angina pectoris’ for chest pain. It was found that rhetorical devices like repetition of some verbs say, report, state, claim, show and reveal for the laboratory data. Another rhetorical device, which frequently used in the histories, was agentless passive ‘the spleen was palpable’. The study also found out some linguistic features that lead to misunderstandings. The remedies have suggested for reforming the medical education, patient care and clinical research. The article is found in the journal ‘Annals of internal medicine’ vol. 127, No. 11, 1045-1048, Dec 1997.
Ching-Ying Lee carried out a study titled, *English for Nursing Purposes: A Needs Assessment for Professional-Oriented Curriculum Design* which published in Academic journal of Kang-Ning Vol.1.1, No. 1, 55-72. The research explored for what purposes the students use English in nursing. Lee selected two groups of students: one group consisted of full-time students studying nursing and have no vocational working experience in nursing. The other group was in-service students studying nursing in evening classes and have daytime jobs in nursing. The questionnaire was prepared listing out the purposes of English used in clinical setting like reading doctors order, conversation with patients etc. Both full-time students and in-service students stated that reading doctor’s order, chief complaints and symptoms, interpreting diagnosis reports, conversation with outpatient department, informing direction and location facilities and patient education were the very necessary purpose of using English in their daily tasks. It showed that they need English for communicative purposes rather than grammatical competence. The study finally emphasised the importance of the professional-oriented curriculum with different discourse patterns of nursing students’ need.

Melodie Hull presented a paper titled, *Changing the Paradigm for Medical English Language Teaching* at the 2004 International Symposium of English for Medical Purposes, Xi’an, China. Hull developed a new methodology: a paradigm shift. Medical English should be taught the perspective of medicine and health care first and foremost while reinforcing vocabulary acquisition, grammar and structure secondly. The author discussed the core works done by Harmer, Dr.Patricia Benner, Dr.Arsenau and Pratt for English for medical purposes in details at first. Then he shifted to assess the way the students learn discipline specific register during their programme. To clarify more about
the learning process, he argued the merits and demerits of different models of language acquisition namely cognitive approach, behavioural approach, structural approach and grammatical approach in connection with medical domain.

In conclusion, the method of curriculum design and delivery for medical English needs to shift from the traditional audio-lingual method to being contextually-based and experimental one. They need to be delivered at the level of advanced English training where focus can be dedicated to the language of the career rather than the structural foundations and rules of learning English. Immersion activities were also recommended to improve the discipline specific knowledge of students. http://www.usingenglish.com/articles/changing-paradigm-for-medical-english-language-teaching.html.

Diana Elena Popa’s Medical Discourse and ESP Courses for Romanian Nursing Undergraduates published in Procedia - Social and Behavioural Sciences 83 (2013), pp 17–24, examines the issue of teaching English for medical purposes in Romania. In today’s era of globalisation, acquiring foreign language skills for professional purposes is becoming important for healthcare professionals. The growing need to acquire this perspective is affecting curricula in medicine. The present paper brings forth the need to acknowledge the fact that in today’s context, teaching English for nurses should be oriented towards mastering skills for clinical and professional communication which will enhance learners to become acceptable members of any clinical (target) environment in Romanian scenario.

2.2. English for Tourism Purposes

The purpose of the article, Grammatical Cohesion in Abstracts is to address the issue of grammatical cohesion in the English-written abstracts of British origin. The paper
examines the grammatical organic means of cohesion, i.e. discourse connectives, more specifically, only discourse adverbials, which connect sentences in order to establish logical sequence of the whole discourse. Firstly, cohesion and discourse connectives will be defined. Secondly, on the basis of discourse analysis of a sample of abstracts from the field of tourism, the discourse connectives are analyzed. The most frequent semantic conjuncts or discourse connectives, which enable to structure the content of abstracts logically and clearly are as follows: listing (38%), contrastive (16%), resultative (22%) and appositional (24%). Therefore, they should be of an interest to teachers who are involved in the teaching of academic discourse and textbook writers since they might enhance not only students’ writing skills but also develop their thinking skills. Finally, the results are summarized and didactic recommendations are provided. Procedia - Social and Behavioral Sciences 116 (2014) 664 – 668, Blanka Frydrychova Klimova & Sarka Hubackova

2.3. English for Legal Purposes

The article, *Legal English and Plain Language: An Introduction* by Christopher Williams, generally described some of the exclusive features of written legal English such as lexical terms and sentences structures. The study discussed the plain language movement which had been started to make the domain-specific language more comprehensible to the layperson. Investigating legal items, it is found that a). the usage of archaic or rarely used words, b). the extensive use of foreign words and expression especially from Latin and c). the frequent repetition of particular words. Sentence structures in written legal texts have the following syntactic features: a). very complex and long with complex patterns of coordination and subordination, b). the frequent use of passive constructions, c). a highly impersonal style of writing and d). the tendency towards nominalization.
The researcher discussed some of the proposals for reforming legal English making more comprehensible. He finally suggested that the language scientists should attempt to use expressions and phraseology that could bring legal texts close to ordinary citizens. The article is published in ESP Across Culture in the vol.1, 111-124, in 2004.

Maja Stanojevic Gocic studied cohesive devices in written legal documents in the research paper, *Cohesive Devices in Legal Discourse* which was published in Facta Universitatis, Series Linguistics and Literature, the vol.10 (2), pp 89-98, in 2011. It examined how cohesion and coherence are formed in written legal discourse and how cohesive devices in legal texts contribute to coherence. Cohesive devices were first theoretically explicated and afterward they were analysed linguistically. Substitutions and ellipsis are virtually non-existent in the written legal documents. Though precision is one of the principal objectives of legal English writing, there are no substitutional and elliptic forms in the texts. The endeavour is to leave no room for ambiguity and to ensure accuracy of legal expression. The referent item (for personal names) is constantly eschewed in legal English. It is regarded as the safest means for avoiding ambiguity, because when it comes to anaphoric reference, it is always not clear which word in the legal text a pronoun or determiner refers to. In the legal documents, the conjunctions ‘and’ and ‘or’ function as conjunctive and disjunctive. So the conjunctions may cause ambiguity in the texture. The conclusion and be drawn that cohesive devices should be carefully selected by the legal writers and drafters to prevent ambiguity in the legal texts.

*The Syntactic Features of Binominal Expressions in Legal English* by Marita Gustafsson who examines the use of binominals in four kinds of text. The syntactic behaviour of binominals does not differ significantly in four genres. A binominal is
typically a pair of nouns which act as adverbial in the rhematic part of the sentence.

In legal English, binominals are 4 to 5 times more common than in other prose texts and they are definitely a style marker in law language. Binominal expressions have a long tradition in legal English. Sometimes they are needed for technical accuracy and for the sake of precision and unambiguity. But there are cases where doubling-up serves no specific meaning. The piece of writing is found in the journal ‘Text and Talk’ vol. 4, Issue 1-3, 124-141, Jan 1984.

2.4. English for Media Purposes

*Linguistic Analysis of Language in Print Media (with special reference to newspaper editorials)* by Indira who analysed the language structures of print media mainly the newspapers of The Times of India, The New Indian Express and The Hindu. The study found out ‘style markers’ i.e. syntactic and lexical patterns used in the three newspapers. In the course of analysis, the important stylistic devices such as passivisation, nominalisation, negation and modality had been taken into account. The researcher concluded that the ‘style markers’ are purposely selected by the writers to present their stories and to express their views more attractive. As a result, the writers could have social and psycholinguistic impacts on their readers by the use of ‘style markers’. The author submitted her dissertation in Central Institute of English and other Foreign Languages, Hydrabad, India on March, 2003.

*Rhetorical Structure and Persuasive Language in the Subgenre of Online Advertisements* by Labrador. B et al. reveal that the advertisements have two main rhetorical styles: one is identification of the products and the other, description of the products. The beauty of language use in online advertisements lies on using informal styles in advertisements. This study, corpus-based analysis, investigates 100 texts in English and
100 texts in Spanish by means of rhetorical and lexicogrammar analysis. The rhetorical analysis finds rhetorical moves and the lexicogrammar analyses the informal styles like the use of imperatives, the second person pronoun, the clipping of common words, contradictions, ellipsis and idiomatic expressions. The findings of this study provide non-native speakers of English with rhetorical guidelines and an inventory of lexicogrammatical resources that may help them in successfully writing persuasive texts in English, in particular advertisements for electronic products. The article is circulated by English for Specific Purposes, Vol. 34 (2014), pp 38–47.

*Language of Advertisements in Tamil Mass Media* by Sandhya Nayak submitted in University of Mysore in 2000, studies the language of advertisements in magazines, radio and television at three levels, which include grammar, prosody and discourse. The grammatical analysis includes different units of language placed in order of decreasing extent namely sentence, clause, phrase, word and morpheme and the structures, classes, or systems involved in each unit. The study of prosody includes alliteration, assonance, rhyme, rhythm and jingle and figures of speech includes simile, metaphor, personification, pun, etc. Form of address and style of discourse were considered for discourse analysis. The comparative study among the three media is made at all the three levels of analysis. The copula ‘aakum’ ‘be’ which is occasionally used in the body copy of magazine advertisements and is never used in radio and television advertisements. This is related to the fact that both radio and television involve the oral mode of expression, where the use of copula is mostly avoided. The three media differ among themselves with regard to the frequency of occurrence some grammatical forms. The use of nominal sentences is more frequent in radio than in magazine and television. The use of direct form of address is more
frequent in magazine than in radio and television. The use of colloquial style is more predominant in television and radio than magazine. The word choice in the three media also throws light on the exact differences of language choice among the three media.

The research paper is accessed from the online journal Language and Society, Vol.2, No.2, July 2012, entitled *A Genre Analysis of Death Announcements in Ghanaian Newspapers* by Joseph Afful who studies the death announcement genre in terms of its schematic structure and linguistic features. The major data source considered for this research is a collection of published in the two national dailies, Daily Graphic and Ghanaian Times and a national weekly, Mirror. Adopting Swales’ rhetorical approach and lexicogrammar, the study has examined a data of 636 death announcements. In response to the research question asked whether death announcement genre has a specified linguistic features, the study reveals that the caption of the genre is nominal in structure. The announcement of death varied linguistically according to the age, gender and status of the deceased. The other structures used in the genre are ellipted active and passive voice. The invitation is always expressed in the ellipted passive voice.

Fernandez has identified devices in his research, *The Language of Death: Euphemism and Conceptual Metaphorisation in Victorian Obituaries* that constitutes the figurative language used in obituaries. They include metaphors, hyperbole, positively and negatively loaded words, and mitigating apology expressions on one hand and rhetorical questions and second person invocations on the other. He established that, from the 257 Victorian obituaries collected, metaphors are the most dominant of the literary devices. He added that metaphors portray death as a journey, loss, joyful life, rest, reward and as the end there is to life. The use of these literary devices, he concluded, was to make
Hind Tahseen Hameed analysed an English text ‘Ruins with a View’ from the magazine Newsweek International Edition, September 4, 2001 for the purpose of identifying cohesive elements in the text. The principles of reference, substitution, ellipsis, conjunction and lexical cohesions were taken to demonstrate the relevance of the cohesive elements that were present in the text. In the text, there were 18 incidences of personal references, 24 incidences of demonstrative references and 5, conjunctive references. The article had only one substitution and 3 ellipted references.

The substitution and ellipted references were mostly found in spoken discourse. The author found nine notions of conjunctions. The retrieval of conjunctive information did not require the reader to go back too far in the passage to identify the presupposed reference. Though conjunction functioned extremely well to create cohesion in the article, it was not used very often. Lexical cohesions were also classified in the form of reiteration and collocation. Over 21 general categories of lexis were identified. From the lexical cohesion analysis, a very tight pattern of cohesion was identified. Though all the cohesive elements were used by the writer, reference was one of the most cited cohesive devices in the editorial. The study proved that cohesion was an important aspect for creating meaning within text. The research paper of Hind Tahseen Hameed, *Cohesion in Texts: A Discourse Analysis of a News Article in a Magazine* was published in the journal AL-Faith Journal, No. 37, December 2008, pp 81-114.

M. Prabhu’s thesis entitled *A Study on the Language Use and the Rhetoric of English Newspapers in India* explored the language use and the rhetorical devices,
techniques and strategies of English newspapers published in India. The two national dailies, The Hindu and The Indian Express, for the month of June 1998, of Coimbatore edition were selected as the primary data for the study. The model formulated by Danuta Reah, had been employed to look into the syntactical patterns of the newspapers. The author analysed the language form holistically to find out the different syntactical pattern of the two dailies. The transformational forms like simple, compound and complex sentences, interrogatives, imperatives and embedded constructions were analysed linguistically. He closely looked onto the embedded structures to encode the ideological slant of the news writers. Further, the study discussed the various uses of lexical use and rhetorical devices used in the dailies. In the form of lexical analysis, extension, acronyms, abbreviated forms, foreign loans, Indian terms and coinages were taken. Rhetorical devices were identified in comparing the stories of journalism and science and technology. M. Prabhu submitted his thesis to the Dept. of Linguistics, Bharathiar University, Coimbatore in August 2002.

The study, The Structure of Newspaper Editorials confirmed that there are linguistic variations in language structure and use in editorials. Analysing 23 editorials collected from The Guardian during the first three months of 1981, Adriana Bolivar stated that the predominant tense in the data was present whose overall occurrence is 74.5%. The transmission of tense between present to past or past to present forms was analysed for the frequency of tense occurrence. The transmission of past to present was not visually present in the corpus but present to other forms of present and present to past forms were identified. He also indicated that the editorials would be written in model verbs or in the present tense. Lexical selection, realisation and anticipation had been found in the study to affirm the unique style of editorials. The article was published with other collected papers in Advances in Written Text Analysis edited by Malcolm Coulthard in 1994.
America's National Dish: the Style of Restaurant Menus by Ann Zwick et al. who published in 'American Speech' Vol.55, No. 2, (summer, 1980) pp 83-92, investigated the sample of 200 menus collected from restaurants in a variety of price ranges, offering many different sorts of food, in diverse regions of the United States and Canada. The researchers employed functional analysis to list out the linguistic forms and interpreted the specific functions in the menus. Menus supplied their information in the following forms: noun phrases, past participles and taste adjectives. Noun phrases were used to list out the food categories and the names of dishes with their prices. Most menus added some description to inform about the food and to tempt their patrons. Past particle modifiers showed the completed preparations were being described in menus like gently simmered, topped, dipped and poached. Adjectives that did not refer specifically to methods of preparation were common but often informative. The most common items were fresh and hot. The most important and obvious function of a menu was to inform, impress and tempt.

Kunto (2009) analyzed cohesion on editorial of Deutschland’s magazine. He found the existence of grammatical cohesion and lexical cohesion in the magazine. Grammatical cohesion was classified into four kinds; they were reference, substitution, ellipsis, and conjunction. The reference consisted of 82 sentences (68.33%), substitution consisted of 4 sentences (3.33%), ellipsis consisted of 2 sentences (1.66%) and conjunction consisted of 32 sentences (26.66%). Lexical cohesion was classified into four kinds; they were repetition, synonymy, hyponymy and antonymy. Repetition consisted of 21 sentences (17.5%), synonymy consisted of 2 sentences (1.66%), hyponymy consisted of 3 sentences (2.5%) and antonymy consisted of 3 sentences (2.5%). The thesis was found in www.docstoc.com.
Oka Wibawa analysed the language used in brochures published in Gianyar Regency with the purpose of selling products. The study concerned on what kind of reiteration the brochures consist of and makes the cohesion in the brochures. By simple random sampling technique, 3 brochures: 2 published by Bali Safari and Marine Park and 1, by the Blanco Renaissance Museum, are selected from 15 chosen brochures. The texts were qualitatively and descriptively analysed based on the theory of cohesion proposed by Halliday and Hasan. The author revealed that the publishers of the brochures may not be conscious of using these kinds of cohesive devices but it is clearly seen that the usage of reiteration is aimed to emphasise the important part of the text with the purpose of giving the reader an easy understandable text. Reiteration in Tourist Object Brochures Published by Gianyar Regency by Oka Wibawa in the online journal ‘Humanis’ Vol. IV, No. 1, Feb 2013.

2.5. English for Student’s Different Writing Purposes

Besma Azzouz has submitted a dissertation titled A Discourse Analysis of Grammatical Cohesion in Student’s Writing, in Dept. of foreign languages and English, Mentouri University, Constantine in 2009. The researcher aims at finding the usage of cohesive devices in second year students of English. The 40 students are asked to write an essay in an hour and a half. In the analysis, two steps are followed to analyse the data linguistically. The analysis considers the use of grammatical cohesive markers like ellipsis, substitution, conjunction and reference and the frequency of occurrence of each grammatical cohesive marker in the student’s writing. The conclusion gives an idea that the students use quite enough English grammatical cohesive devices in their writing. The percentage of less use in substitution is of 1.48%. This is explained in terms of avoidance in that, students tend not to use such type because they do not know how, when and where can be
used and the percentage of more use in conjunctions is of 54.05%, which is explained in terms of awareness; i.e., students are probably familiar with the use of most conjunction devices, however some of them are used inappropriate. From a structural view, it is a number of cohesive devices governing the organization of the text in terms of the devices used from the sentence level to the discourse level. Grammatical cohesion is used to produce a comprehensive discourse concerning both the writer and the reader.

Betty Samraj, *A Discourse Analysis of Master’s Theses Across Disciplines with a Focus on Introductions* analysed the disciplinary structural variation in the introduction of master theses from the fields of biology, philosophy and linguistics employing the discourse analysis and semi-structured interview method. The analysis generally revealed that discourse features were distinguishable according to academic discipline. The use of reference and cohesion particularly first person pronoun in its various forms (as subject, possessive and reflexive) was examined in the three sets of texts. The first person pronoun in the introductions that the philosophy students created a much stronger authorial presence but establish weaker inter-textual links than the biology students did in these texts. The students of linguistics occupied a more central position. In addition to the discourse analysis, semi-structured interviews were conducted with the professors from the three disciplines. The macro-structure of the biology theses generally followed the Introduction-Method-Result-Discussion (IMRD) structure, the philosophy theses did not have such clearly demarcated macro-structure and the two theses of linguistics clearly had an IMRD structure and the remaining two were loosely structured. The article was published in *Journal of English for Academic Purposes* in the vol. 7, 55-67, in 2008.
Susheela Neelakantan pointed out in her thesis, *Errors at the Discourse Level: a Study of Errors in English* that the advanced learner of L2 faces more grammatical and logical errors at discourse level than the simple sentence formation. The study analysed the inter-sentential errors in three types of texts: narrative, descriptive and argumentative and ignored so-called sentence-based errors committed by the students who studies BA English in Hyderabad and Secunderabad.

The students were requested to write a free composition within an hour. Cohesive links and coherence in passages and collocation selection were taken for analysis. Errors on cohesive devices were accounted for the largest percentage of errors in the compositions. The major errors in the usage of cohesion had fallen under the categories of reference and lexical cohesion.

The students made a limited use of ellipsis and substitution and consequently the number of errors in the two categories was low. Most students connected sentences by using coordination and subordination of the simple type. The result proved that errors at the level of discourse had been ignored far too long in Indian education. The students lacked the sufficient knowledge of writing in advanced level. The study suggested that communicative language teaching method should be implemented and so-called grammar translation method should be avoided. The thesis was submitted to Central Institute of English and other Foreign Languages, Hyderabad, India on June, 1978.

Schneider & Andre (2005) also underscored the importance of disciplinary differences in their study of Canadian university student interns in three disciplines. Asked to give their views on their educational preparation for workplace writing, the students’ perceptions differed markedly according to disciplinary background.
The management students responded very positively about their educational preparation, as did the political science students, but the communications studies students had very negative perceptions of their preparation for the workplace. The study also shows how these responses reflected differing student expectations, in particular about the relationship between theory and practice in their respective disciplinary frames and also in their acquisition of disciplinary and workplace genres. Schneider, B. & J. Andre (2005). University Preparation for Workplace Writing: An Exploratory Study of the Perceptions of Students in Three Disciplines. Journal of Business Communication 42.2, 195–218.

The purpose of the study was to determine whether constellations of cohesive items occur in three types of applied and academic written discourse: letters, reports and textbooks. Twenty complete letters and randomly selected pages from annual reports and ten business and economics textbooks were coded for cohesive elements using the Halliday and Hasan scheme. Results showed that Lexical Cohesion was the most common category in all three discourse types (letters 46%, reports 79%, and textbooks 79%) but that the occurrence of lexical subcategories (e.g., synonym, same item) varied among discourse types. Reference was the second most common category (letters 42%, reports 14%, and textbooks 11%); again, differences appeared in the subcategories. Conjunction represented less than 10% of the items in any discourse type; in letters and reports a large number of conjunction subtype categories (e.g., additives, adversatives, causals) appeared; whereas in letters, the additive and predominates. It was concluded that although generalizations could not be made about cohesive features in the broad classes of applied and academic English for business and economics discourse, constellations of cohesive elements could be identified in each letter type as well as in reports and textbooks. Suggestions were
made for curriculum preparation and further study. The article *Cohesion in Written Business Discourse: Some Contrasts*, by Ann M. Johns, was published in the journal The ESP Journal, Volume 1, Issue 1, Autumn 1980, Pages 35–43.

The research article of Llach and Catalan *Lexical Reiteration in EFL Young Learner’s Essay* counted the most frequent lexical reiteration ties, used by the students, and associates the acquisition of vocabulary with the discourse competence. Participants were asked to imaginarily write letters in English to an English family that they would spend a month in Oxford with the English family. Each composition had been keyed in computer software, ‘Wordsmith tool’. The tool was used to count the frequency of lexical cohesive ties. Word repetition was the most occurring lexical device in the compositions followed by superordinates, meronyms and synonyms. The least frequently used devices were antonyms and general noun. As to the relation between vocabulary and competence, no significant correlation was found in the study. The piece of writing could be accessed in the journal ‘International Journal of English Studies’ vol. 7, Issue 2, 85-103, 2007.

*The Role of Repetition in Perceptions of Discourse Analysis* compared discourse produced by a native speaker of English with an English text produced by a native speaker of Chinese. Andrea Tyler used an integrated discourse framework of Ellis, Roberts, Gumperz and Tyler who designed the framework filling the lacks of Halliday and Hasan’s general model for lexical cohesion. The study highlighted the effect of particular patterns of lexical repetition in text making text cohesive. Further, it argued lexical repetition which served to provide context-situated definitions of words and phrases and discourse-specific synonym set. The absence of the particular patterns of lexical repetition contributing a perception of incoherence in the non-native discourse
was also examined in the study which was published in the journal ‘Journal of Pragmatics’, Vol. 21, Issue 6, pp 671-688, 1994.

Jin Kai’s paper, *Lexical Cohesion Patterns in NS and NNS Dissertation Abstracts in Applied Linguistics: A Comparative Study* compared lexical cohesive patterns in dissertation abstracts written by native vs. non-native speakers of English. Using Halliday and Hasan’s theory and Hoey’s lexical cohesive patterns, she analysed 15 abstracts, written by native speakers of English, and 15 abstracts, written by native speakers of Chinese to examine the similarities and differences in lexical patterns. The data contained totally 30 abstracts from China Doctor/Master’s Dissertation Database (CDMD) and the linguistlist. Her findings showed that native English speakers were inclined towards varieties and tended to use more complex repetitions whereas non-native English speakers used a higher number of simple repetitions due to their lack vocabulary. The similarities lay in the fact that the simple lexical patterns enjoyed a higher frequency in both texts. The author concluded her paper by discussing the pedagogical implications in academic writing. The Linguistic Journal, Vol. 3, Issue 3, pp 132-144, Dec 2008.

*Reiterations in ESL Learners’ Academic Papers: Do they Contribute to Lexical Cohesiveness?* by Leonisa A. Mojica investigated written texts using Halliday and Hasan’s theory on repetition as a subtype of reiteration in establishing lexical cohesive ties, and Liu’s categorization of this type of cohesion, namely: repetition, synonyms, antonyms, superordinate and hyponyms, related words and text-structuring words, the study investigated the most preferred types of lexical cohesion used by 30 ESL learners from the Graduate School of De La Salle University-Manila—15 from among those enrolled in different programs other than English and 15 from the group of those enrolled
in an English program. The sampled part was the Conclusion section of their academic papers. It likewise examined how a lexical item coheres with the preceding occurrence of the same item. Results showed that repetition was the most frequently used type of lexical cohesion by both groups sampled. The students also frequently employed related words like situational synonyms, situational antonyms, lexical items with superordinate/hyponym relationship and text-structuring words. A total of 60% of repeated lexical items had an identical type of occurrence. Results were considered useful in improving the contents of the Advanced Academic Reading and Writing course of the University. The Asia-Pacific Education Research, December 2006, 15(1), 105-125.

North's study was based on the analysis of essays written within an Open University course in the history of science, using a systemic functional approach to examine whether the students’ use of theme may vary according to their disciplinary background. The data for this research were drawn from an Open University course in the history of science (The Rise of Scientific Europe 1500–1800), during the academic year 2002–2003. Seventy-one students from a variety of locations within the United Kingdom volunteered to participate in the research and sixty-one essays were obtained for analysis, 33 from ‘arts’ students and 28 from ‘science’ students, amounting to a total of 65,234 words. ‘Arts’ students included more of all three types, with average figures of 31.50 textual, 15.19 interpersonal and 21.67 experiential elements per 100 t-units, compared to 24.28 textual, 9.75 interpersonal and 19.39 experiential for the ‘science’ group. These figures represented a statistically significant difference between the student groups for textual themes and interpersonal themes, but the use of experiential orienting themes did not differ significantly between the ‘arts’ and ‘science’ students and was also not related
to the mark. Students from an ‘arts’ background was found to achieve significantly higher grades than those from a ‘science’ background. This could be related to a greater tendency to present knowledge as constructed, using themes which framed the discussion as a matter of interpretation rather than fact. The results support the hypothesis that students’ writing is shaped by their disciplinary background. North, Sarah (2005). *Disciplinary Variation in the Use of Theme in Undergraduate Essays.* Applied Linguistics, 26(3) pp. 431–452.

The article reports on a study that examined samples of academic writing from a linguistic perspective. Using a model derived from theories of cohesion and information structure, the study analysed cohesion and information strategies in samples of published writing in three disciplines (counselling psychology, biology and history), discussed the findings of the analysis, and made suggestions on how the findings could be applied in future research and teaching. Chi-square comparisons of data revealed significant differences in cohesive density and in comparisons of the use of lexical ties: types, number of words entering into lexical ties and the distribution of lexical ties in themes and rhemes. Differences were also found in the numbers of marked and unmarked clauses and in the types of marking used in the sample passages. Fewer significant differences in distributions of ties were found in themes than in rhemes, suggesting significant differences in the ways in which given and new information are managed in diverse disciplines. The study represented an attempt to present textual evidence for researchers investigating how different epistemological assumptions were reflected in academic writing. *Cohesion and Information Strategies in Academic Writing: Analysis of Passages*
Belmonte et al., in their paper, attempted at proving that the notion of theme and rheme is highly useful in the comprehension and production of texts and, therefore, it can be very helpful as a tool of instruction for the teacher to evaluate L2 writing at the level of the discourse. To test this hypothesis, they analysed a sample of 25 student compositions written by Spanish native speakers learning English as a second language in terms of their thematic selection and progression. The first part of the analysis consisted of carrying out a study of theme selection and Theme progression in 40 professional texts. The results confirmed that the theme and rheme construct could be a valuable instrument for teachers when it came time to marking student writing. It allowed them to focus on the level of text and to thereby explain to students where they are losing effectiveness in their arguments due to problems with either thematic progression or thematic selection or both. Teachers of writing needed to look beyond the traditional grammar of the clause when evaluating student writing and to make room for looking at patterns at the level of discourse. They felt that this could be done using concepts from functional grammar, specifically in these case patterns of theme and Rheme. Belmonte, I. A., & McCabe, A. (1998). *Theme-Rheme Patterns in L2 Writing*. Didactica, 10, 13-31.

Sandra Stotsky offered a recognised framework for analysing lexical cohesion in academic discourse based on Halliday and Hasan’s model. For establishing the framework, the author used the expository essay passages from the fourth edition of Modern Rhetoric by Cleanth Brooks and Robert Penn Warren. The paper, *Types of Lexical Cohesion in Expository Writing: Implications for Developing the Vocabulary of*
Academic Discourse outlined a proposed taxonomy of the lexical relationships used by the writers expository essays to create cohesion. Most of the ways to create these left-framing relationships were through repetition, synonym, contrasts or inclusion in a set which need not be taught, but writers need to develop huge repertory of words for expressing their ideas more effectively in a variety of academic context. College Composition and Communication, Vol. 34, No. 4, December 1983.

Lexical Cohesion Patterns in Research Articles: Hard Science vs. Soft Science Disciplines by Mohsen Shahrokhi et al. aimed at exploring the way lexical cohesion patterns are distributed in Introduction section of hard and soft science research articles. In so doing, a corpus containing 90 research articles from three disciplines from hard science articles (namely, Chemistry, Physics and Engineering) and three disciplines from soft science articles (namely, Psychology, Sociology and Linguistics) were analyzed. For the purpose of our analysis, the frequency and distribution of lexical cohesion patterns were summed; and the Chi-square statistical procedure revealed that there is a significant difference in distribution of lexical cohesion patterns in hard and soft disciplines. According to the results obtained, the frequency use of lexical cohesion patterns between hard science and soft science disciplines was significantly different; however, as hard science disciplines were not observationally different significantly from one another in terms of lexical cohesion patterns, the soft science disciplines did not seem to be different from one another significantly. According to the results simple repetition was the most frequent lexical cohesion pattern used by both corpora and ellipsis was the least frequently used pattern. Although similar patterns of use were found in the six disciplines concerning lexical patterns, there were also differences. The percentage of instances of lexical
cohesion patterns was different between the two corpora. The differences can be attributed to the different nature of these disciplines. Hard and soft sciences possessed distinctive characteristics which influenced the choices the writers made to apply lexis.


*Discourse Proficiency of Higher Secondary Students in English: A Linguistic Study* by Kalaiselvi (Dec, 1999, M.Phil thesis) from Dept. of Linguistics, Bharathiar University, Coimbatore, India studied the discoursal comprehension and production of higher secondary students. The research aimed at investigating the performance of students’ writing using discoursal markers in their writing. A questionnaire was prepared incorporating cohesive markers of reference, substitution, ellipsis and conjunction. Data were collected from 80 students, 40 of them studying in Tamil medium and the other 40 in English medium of Salem district of Tamilnadu. Both qualitative and quantitative methods were employed to validate the primary objectives of the research. The result showed that their performance was very poor in constructing coherent sentences and employing cohesive markers. 75% of the students did not maintain the coherent stretches of sentences in their writing paragraph and essay on their own. They were good at memorising paragraph and essay for examination purpose and the teachers of English schools in Salem follow grammar translation methods and encourage students for rote learning skill. The researcher suggested that there should be a changing paradigm in the school curriculum. The paradigm should focus on discourse patterns which would help students to use English language for successful communication.

*An Analysis of Discourse Markers in Academic Report Writing: Pedagogical Implications* by Sharndama and Yakubu, who analysed the use of discourse markers in
laboratory reports, field trip reports and final year project reports to enhance academic writing of students of Language and Communication Arts, Modibbo Adama Federal University of Technology, Yola. The study applied both qualitative and quantitative methods. Five reports were randomly selected to identify and discuss the discourse markers used in the data. There were 68 discourse markers noted in text-1, 52 in text-2, 59 in text-3, 45 in text-4, and 62 in text-5. The total number of discourse markers noted in the reports is 286. The survey of the texts had revealed that there were instances of overuse of particular discourse markers such as also, because, however, therefore. The result of the analysis of the five texts was diverse in nature. Students had no knowledge about the various functions of the discourse markers. The teachers may prepare a module with discourse markers for specific writing, the author suggested.


Zhang Meisuo’s *Cohesive Features in the Expository Writing of Undergraduates in two Chinese Universities* investigated the use of cohesive features in the expository compositions of Chinese undergraduates, using both quantitative and qualitative methods. One hundred and seven essays were collected from two Chinese universities and assessed by three raters. Halliday and Hasan's (1976) taxonomy of cohesive devices and their framework for analysis were used. Students employed in their writing a variety of cohesive devices with some categories of ties used more frequently than others. Lexical devices were the most frequently used, followed by conjunctions and reference devices. In terms of tie distances, the majority of the cohesive ties were either immediate or remote. There was no statistically significant relationship between the number of cohesive ties used and the quality of writing. Certain cohesive features were identified in
the expository writing of Chinese undergraduates which included ambiguity in reference, overuse and misuse of conjunctions, and restricted use of lexical cohesion. RELC Journal June 2000 vol. 31 no. 1 61-95.

The paper reported an analysis of research article abstracts from linguistics journals from two related angles: rhetorical organisation and thematic structure. The present study had been carried out on a corpus of 36 abstracts taken from four prestigious publications in the field of linguistics: Journal of Linguistics, Applied Linguistics, Linguistics and Journal of Pragmatics. Nine abstracts were selected from recent issues of each journal. Based on a small scale study it reveals two major types of rhetorical organisation, here called the IMRD type and the CARS type. When thematic analysis, in terms of thematic progression and method of thematic development, was applied to the two types of structure, distinct patterns of thematic distribution and choice were revealed, showing that the study of thematisation shed light on the complex profile of the research article abstract and contributed towards the understanding and explicit description of these texts. Moreover, the approach taken in this study showed potential ways for further research and pedagogic applications. The fact that two types of textual dynamics had been found in the corpus of texts belonging to the same genre and to the same discipline demonstrates that abstracts had a complex generic profile which deserved further investigation in which comparison with other disciplines or even with other types of abstract (e.g. conference abstract) could cast a light on a common core of defining features for research abstract genre. *On RA Abstracts: from Rhetorical Structure to Thematic Organisation*, Rosa Lores, English for Specific Purposes, 23 (2004) 280-302.
2.6. English for Literature Purposes

The research paper, *Tense Variation in Narratives* by Deborah Schiffrin, was a qualitative analysis and examines the tense variation in narratives. The historical-present tense: the use of present tense to refer to the past events, alternated with the past tense in narratives. For analysis, 73 narratives had been taken to address the issues: a). the condition of historical-present and past tense variation, 2). the function of the historical-present in narratives and 3). the reasons for the significance of the historical-present tense. The author concluded that the historical-present tense may seem to be a simple replacement of the past tense in stories - a mere stylistic device. It could be seen as one of the grammatical resources which speakers used to represent their experience in narratives.

The article was referred from the journal, *Language* Vol. 57, No. 1 March 1981, pp 45-62.

Bruria Margolin’s *Cohesive Devices and their Contextual Conditions in Modern Hebrew Prose* identified the linguistic, grammatical and syntactic cohesive devices used in 30 modern Hebrew prose stories which were collected from thirty short stories published in the anthology Thirty Years, Thirty Stories - An Anthology of Hebrew Stories from the 60s to the 90s, edited by Z. Stavi (1993). Two tools were employed in this study to analyse the cohesive devices found in the texts. The first tool was the taxonomy of cohesive relationship proposed by Halliday and Hasan and the second tool, a syntactic tool developed specifically for the study of analysing topicalisation. As a result, the grammatical cohesive devices found in Modern Hebrew prose are reference, substitution and ellipsis, the linguistic cohesive devices refer to the repletion of identical lexical items using synonyms and subordinates or hyponyms and the syntactic devices in sentences are simple and double topicalisation. The author finally concluded that when a
paragraph is long or cumbersome, the writer tends to use many syntactic devices, while for short and clear paragraphs; the writer made the use of linguistic and grammatical cohesive devices. The article was found in the online journal Language and Society, Vol.2, No.2, pp 99-116, July 2013.

Arfanti (2002) analysed cohesion in Melayu Serdang folklore. She analysed three types of Melayu Serdang folklore; they were Panglima Bukit Cermin (legend), Puteri Burung Kuau (myth), and Anak Orang Miskin (tale). The result showed that grammatical cohesion devices were more dominant than the lexical cohesive devices in the three types of the folklore. Endophoric pronoun reference was the most dominant grammatical cohesive device in the three folklores.

2.7. English for Business Purposes

Mansour Arvani investigated the language structure and function of business letters written by native English-speakers and non-native Iranian speakers. 50 business letters, exchanged between 4 Iranian companies in Tabriz, Iran and their business counterparts in England, were taken as sample, 25 letters written by Iranians and the other 25 by native English speakers. The study computed the number of lexical and grammatical words such as nouns, verbs, prepositions, pronouns, articles, conjunctions and finite verbs, in order to understand the lexical density in the genre. The structural patterns, especially politeness forms, were taken for analysis. The study into the surface features of letters showed that both groups enjoyed nearly the same lexical density. The Iranian business letter-writers mostly focused on surface linguistic aspects of English language while native speakers did on pragmatic aspects of language, such as using politeness strategies, which were ignored in Iranian letter writing. At the same time, the
author discussed the impact of business writing in work-place environment and suggested that there should be a bridge between the linguistic skills of learners and their professional knowledge goals and co-operative and learner-centered style would be effective method in advance level. The article was found in The Asian ESP journal, Vol.2, article 2, June 2006.

Lorrita Yeung, in the article, *In Search of Commonalities: Some Linguistic and Rhetorical Features of Business Reports as a Genre*, analysed 22 authentic business reports in an attempt to identify textual features that were typical of business reports as a genre. Twenty-two authentic business reports were collected mainly from medium to large enterprises straddling different industrial sectors including banking, transportation, retail, hotel, utilities and computer technologies in Hong Kong, Singapore, Malaysia and the United Kingdom. The text of business reports was analyzed to identify regularities in structure, rhetorical moves, and lexico-grammatical choices. An examination of the data of business reports clearly showed that business reports had distinguishing characteristics which set them apart from another closely related genres like scientific reports and medical reports. The texts of business reports were marked by features of modals, nominalization, objectivity and rational argument which could be found in other expository writing. The features that the business reports had were common with other academic and professional writing. The article was reviewed from the journal English for Specific Purposes 26 (2007) 156–179.

2.8. English for Economics Purposes

Mead and Henderson examined the functions of conditional forms in economics writing to realise economic predictions. The authors explained through their analysis that economic predictions were expressed by various conditional and non-conditional forms, which generated a range of functions or meanings. They examined the conditional form
(if + noun phrase + verb phrase [verb present/modal + verb] + …) in introductory economics textbooks and distinguished the various meanings that were carried out by the forms. Of the forms like the predicative, the illustrative, the defining and the directives conditionals, the directives were one which related most closely to visual information. These functional forms instructed the readers on how to interact with economic content. It was concluded that the relationships between economic concepts and their verbal expressions cannot be precisely correlated. Hence, both teachers of English for Economics and teachers of economics needed to recognise the lack of correlation as a source of difficulty for their students. The article, *Conditional Form and Meaning in Economics Text* was found in the online journal The ESP Journal, Vol.2, No.2, 1983, Pages 139-160.

*The Language of Economics: the Analysis of Economics Discourse* edited by Dudley-Evans and Henderson (1990), was a collection of essays of the result of collaborative teaching and research by a number of economists and English-language experts whose common interest was the promotion of a more effective teaching of elementary economics through analysing its specific register. The introductory essay 'Introduction: the analysis of economics discourse' by Henderson and Dudley-Evans described how economists and language specialists developing a detailed application of linguistics and discourse analysis. The first three essays examined how the style of language and exposition of economic models in introductory textbooks result in abstract and other types of discourse texts for beginning students by Mary Mason, Ann Hewings and Henderson and Ann Hewings. The remaining papers covered a variety of topics. For example, Thomas Bloor and Makaya Pindi analysed the structure of presentation followed by bank reports and economic intelligence reports. The major strength of the
volume was its pedagogic concern in raising issues of accessibility that any teacher of economics must take seriously, but their endeavour was to make existing economics materials more accessible to students according to their disciplinary linguistic variations. As the volume convincingly made a case for the need for discourse analysis in economics, it was hoped that the discourse analysis in economics would take up the wider epistemological implications of discourse analysis for the teaching and learning of economics.

2.9. English for Science Purposes

_Some Measureable Characteristics of Modern Scientific Prose_ by C.L. Barber examined the characteristics of modern scientific English in the textbooks selected from engineering, biochemistry and astronomy. In the small-scale study, he employed the frequency analysis and statistical tools to provide exact occurrences of sentence patterns, verb forms and vocabulary. According to number, he listed the types of sentences hierarchically. He did not analysed the functions of scientific forms but examined sentence-length, clause-types, verb-tenses and the use of non-finite verbs in the selected texts. Present simple active scored 64%, present simple passive is 25%, and the remaining percentage was future simple active, present perfect passive, present perfect active and past simple active. It is noticed that the progressive forms were very small in number. In the verb patterns, 58% were passive and 42%, non-passive. The non-finite verb, ‘...ing’ form scored higher than the other non-finite forms. The study did not mean that the less frequent tenses could be completely neglected in scientific English but the figures did give some ideas about what should be the priorities in the texts. The article was published with other collected papers in Episodes in ESP edited by John Swales in 1985.
Elaine Tarone et al. compared the frequency of the passive and active voice forms within a single scientific field, astrophysics. The authors chose the two papers of Alan Lightman and William Stoeger for the investigation were both published in The Astrophysical Journal and focus on research into the nature of black hole accretion disks. All passive verbs which appeared in ‘the subject+be+verb+en’ form were collected but ‘bare-en’ participles such as ‘the figures given’ were not included. In both papers, active verb forms greatly outnumbered passive forms. More importantly, the active first person plural ‘we’ verb form seemed to be regularly used. The authors also pointed out the four functions performed by the active and passive verbs in the papers. They were that a). ‘we’ indicated the author’s unique procedural choice, b). ‘we’ was used to describe the author’s own work and the passive to describe the work of others, c). The passive was used to describe the author’s proposed study and d). The use of active or the passive was determined by due to the length of an element and the need for emphasis. The article *On the Use of the Passive in two Astrophysics Journal Papers* was published with other collected papers in Episodes in ESP edited by John Swales in 1985.

The study reported on a comparison of the research article of university textbook and science news article as well as captured the ideological differences between these three genres of scientific writing. The linguistic dimension to the comparison relied on Systemic Functional Linguistics, specifically the representation of human participants, use of passivisation and nominalisation, evaluation and hedging. Ideological differences deriving from the analysis were summarised in terms of what constituted a fact in each genre, how objectivity was established and what power relations prevailed. Research articles were shown to deal with propositions still to be endorsed by the all-powerful
scientific community. The authors were consequently less powerful than their readers, unlike textbook writers, who dealt with propositions already endorsed by the scientific community and who, as a result, were more powerful than their readers were. Authors of both genres achieved objectivity largely through removing reference to people in their texts. Science news articles were noticeably distinct. The authors established objectivity through attributing ideas to authoritative human participants and, because they reported on findings not yet endorsed as fact, they represented scientific findings as provisional, even controversial. Science news articles thereby represented science as an essentially social activity. The article ended with some suggestions regarding pedagogical applications.


Natalia Borza, *Register Analysis of English Biology Texts: A Corpus-Based Exploratory Study of Grammar* described the discourse features of academic writing in the field of biology. The present quantitative investigation aimed to fill this niche by means of developing an analytical instrument capable of providing data that described the dominant grammatical features of English language biology texts used in the instruction of Hungarian students in Budapest. The findings had been compared with the general English textbooks in order to find the variation. The literature was studied in order to see what kind of frameworks for linguistic features like participle clauses, relative clauses, subordination and so on, that had been investigated in ESP discourse analysis. The numbers of high frequency occurrence of linguistic features were conditional structures, nominal relative clauses and simple infinitives. Based on the finding the author proposed
pedagogical implications could be drawn as to ESP materials design, more precisely to
the possible grammar foci as well as the sequencing of these in teaching of biology ESP.
The article is found in WoPaLP, Vol. 7, 2013 Pages 29-47.

The paper, *Aspects of Theme in the Method and Discussion Sections of Biology Journal Articles in English* analysed the thematic structure of the Method and Discussion section of biology research articles. A corpus of 30 journal articles was analysed using
the categories of Systemic Functional Linguistics and a semantic categorisation for
unmarked themes realised by subject. The study revealed differences in the thematic
construction of the sections. The Method section was dominated by simple themes,
realised by subjects that predominantly represented objects of research. The few textual
themes found were mainly temporal external themes. The simple themes of the
Discussion were mainly realised by subjects that represented abstractions, particularly
epistemic concepts. In this section, there were an important proportion of textual and
interpersonal themes. The differences found in the text, may be attributed to the different
rhetorical purposes of the sections, which materialised in descriptive texts in the Method
section and in argumentative texts in the Discussion section. The information provided by
this research may contribute a tool for teachers to help learners construct sentences that
were appropriate for the genre. The author, Iliana A Martínez, suggested that writing with
awareness of the relation between the theme and the purpose of these sections may enable
the non-native English speaking writers to construct thematically appropriate texts and
eventually led to the ultimate goal of successful communication. *Journal of English for
The article titled, *Some Characteristics and Functions of Grammatical Subjects in Scientific Discourse* described an investigation in which William J. Vande Kopple explored an impression that the author had developed in earlier work that the grammatical subjects i.e. known as theme in scientific discourse were markedly long. An examination of a sample of scientific discourse produced evidence that made a fairly strong case that on the average the grammatical subjects in the sample were markedly long. A stronger case could be made that many of the specific subjects in the sample were very long indeed, probably long enough to draw some attention to themselves in most of any discourse. The paper identified three pressures that operated on scientists to produce very long grammatical subjects: The pressure to be precise, the pressure to be concise and the pressure to be efficient and progressive in constructing a set of claims that would remain true within a framework of knowledge that had been built up over time. I concluded by exploring some possible connections between both the grammatical subjects in and the overall style of the sample of discourse and what Jerome Bruner called the paradigmatic mode of thought. Written Communication, October 1994, vol. 11, no. 4, 534-564.

The study focused on the discipline of physics in order to investigate linguistic feature, that of conditionals and aimed to bring out the importance of teaching disciplinary specific elements in higher education. Louwerse et al. compared the general use of conditionals with the conditionals used in different registers. The data for the study derived from a total of 11 college students who were asked to write an essay by solving five physics problems after tutoring about 3 hours. Then the experienced tutors evaluated the data manually. The study found out that a total of 106 markers could function as conditionals. *Suppose, if, assuming that* and *imagine* were some of the conditional
markers used in the data. Teaching the specific marker would encourage students to solve problems in physics explicitly. The problem solving was one of the most required skills of science students. Further, by learning the language of physics, students can learn physics. The article’s title was *What if? Conditionals in Educational Registers* and it was published in the journal, Linguistics and Education Vol. 19, 2008, 56-69.

2.10. English for Engineering Purposes

Schleppegrell (2002) compared the lab reports of ESL Chemical Engineering writers to a well - written first language (L1) students’ lab report. The author found that the ESL students’ difficulties were not merely ESL errors. Even if all errors were corrected, their lab reports would have a more restricted lexico-grammatical range than the L1 students’. For example to express assumptions, L1 writers used a range of grammar including ‘assume’ as a verb, (passive, active, finite, and non-finite), as an adjective, and as a noun as well as synonyms of ‘assume’. L2 writers by contrast depended on the imperative or merely listed assumptions, because they lacked resources for expressing assumptions.


The research *How Engineers Write: An Empirical Study of Engineering Report Writing* by Bernard McKenna, provided valuable practical information about the effective engineering report writing and valuable theoretical information about the role of language in technical analysis. There were two valuable practical insights yielded by this research Firstly, greater awareness by engineer-writers of the concepts of marked and unmarked themes should enhance their writing ability That is, if engineer-writers
consciously oriented the subject-themes of each sentence to the hyper-theme of the paragraph and to the macro-theme of the report, greater semantic coherence would be inevitable. Secondly, greater, strategic use of the adjunct in the marked theme construction seemed possible. Adjuncts as marked themes 'signpost' emphasized (especially mood, polarity and comment) or established semantic coherence (conjunctive, continuity). Strategic placement of these adjuncts would enhance cohesion. Many sentences beginning with demonstratives such as this, these, that enhanced textual cohesion by anaphorically referring to information in the previous sentence. The article was accessed from the journal, Applied Linguistics (1997) 18 (2): 189-211.

2.11. English for Sociology Purposes

The study used a genre-based analysis of 20 research articles from the discipline of sociology to present a provisional, pedagogically usable description of the communicative categories found in ‘the results sections’. These categories were described in terms of function, lexis and grammatical form and a model of the typical, cyclical patterns formed by combinations of the categories were given. The categories found extend and refine previous models of this section, revealed certain similarities with ‘the discussion sections’ of hard science research articles and provided evidence of disciplinary variation. A Genre Analysis of the Results Section of Sociology Articles by Paul Brett was published in the journal English for Specific Purposes Volume 13, Issue 1, 1994, Pages 47–59.

2.12. English for Sports Purposes

Football365.com. In the paper, Nick endeavoured to examine the report looking at cohesive properties of the text in regard to referential cohesion, substitution and ellipsis and lexical cohesion with giving examples from the data and concluded giving brief implications of discourse analysis in the ELT classroom. The results showed that the demonstratives the used in ‘the striker, the defender and the midfielder’ were referred back to the particular players. The the same was substituted for look suspect defensively in ‘Although Slovakia continued to look suspect defensively…the same could be said of England…’. Many of the ellipsis in the text contained the omission of nominal terms such as ball and goal (as ‘but he sliced [the ball] into the crowd’ and ‘he scored five [goals]’). The inclusion of such terms would make the text more cumbersome leading to a reduced readability. Lexical Cohesive ties like synonymy: parry is synonymous with block and slide a ball was synonymous with pass and collocation: ‘the warning was not heeded’ were also analysed in the article. Finally the author concluded that the analysis of texts such as the one used in the article, would be very essential to the teaching of texts in the English language classroom. For the text to be coherent for the student of English, the teacher must pre-teach any exophoric knowledge (for example geographic references) to enable the reader to successfully decode any links found. The knowledge of the lexis would not be sufficient to fully understand the wider implications of its usage. The online article was published in Karen's Linguistics Issues, August 2005 and can be downloaded from the link http://www3.telus.net/linguisticsissues.

Mohsen Ghadessy (1995) *Thematic Development and its Relationship to Registers and Genres* analysed the grammatical and lexico-semantic properties of clause themes in a number of written sports commentaries and compared the results with the
findings on other registers and genres like narrative, obituary and expository. The result showed that the data contained 60% of animate themes and 25% of inanimate themes. There was some similarity between distribution of simple and multiple themes in the data. The use of multiple theme containing both interpersonal and lexical themes were frequent in use. But there is a difference in use of marked ideational (textual) themes in sports commentaries. There was a major difference between the use of multiple themes in sports commentaries (47%) and the other genres and some similarity in the use of ellipted themes between sports commentaries (8%), narrative (5%) and obituary (15%).

2.13. English for Aviation Purposes

*The Use of Discourse Analysis to Enhance ESP Teacher Knowledge: An Example Using Aviation English* of Patricia Sullivan and Handan Girginer who conducted a study for an ESP programme in a Civil Aviation School in Turkey where students were in training to become pilots and air traffic controllers. The ultimate purpose of the study was to use discourse analysis as a way to enhance the knowledge of the ESP instructors to the development of materials. The transcribed data of the taped records, interviewed data and the data from questionnaire were taken as primary data for the study. The study listed out some specific linguistic features typically phrases used by the pilots for precise communication such as ‘chop’ for ‘turbulence’, ‘with you’ for ‘on your frequency’ and ‘line up and wait’ for ‘taxi into position and hold’. The authors also found some variations in pronouncing the flight numbers and leaving greetings when taking off. The findings of their study were beneficial not only to the instructor and to the new pilots in training but to the professional pilots and air traffic controllers who had participated in the study. English for Specific Purposes 21 (2002) 397–404.
2.14. Textual Organisation and Move Analysis

The aim of the paper, *The Linguistic and the Contextual in Applied Genre Analysis: The Case of the Company Audit Report*, was to explore how communicative purposes were achieved through the move structuring of audit reports and language realisations using current and authentic written auditors’ reports. The corpus used for the present research consisted of 25 authentic auditors’ reports. Focussing on current and authentic written auditors’ reports produced in the Hong Kong branch of a large international accounting firm, the paper explored how communicative purposes are achieved. An interesting finding from the interviews with the auditors was that they felt immense pressure to not only improve their written English skills for report writing, but to also improve their English and Mandarin spoken skills. The auditors used very formulaic and standardised templates for the audit reports. All of the reports in the corpus had a heading or title in bold large font size (larger than the rest of the text) which stated the company’s name (the company under audit) and which helped the reader identify what the text was about, i.e. an auditor’s report. These reports did not have an opening salutation. The moves were heading, summary of credible actions taken, address responsibilities, opinion, basis for qualified opinion, qualified opinion, basis for disclaimer, disclaimer and end. *The Linguistic and the Contextual in Applied Genre Analysis: The Case of the Company Audit Report* by John Flowerdew and Alina Wan in *English for Specific Purposes* 29 (2010) 78–93.

Kwan in the study, *The Schematic Structure of Literature Reviews in Doctoral Theses of Applied Linguistics* sought to identify the rhetorical structure of the Literature Review chapter and compared it with the revised CARS model. The corpus examined was
drawn from 20 doctoral theses produced by native English speaking students of applied linguistics, a group of native English speakers from various universities in the UK, Australia, Hong Kong and Singapore. The findings revealed that many of the LR chapters displayed an Introduction-Body-Conclusion structure. The introductory texts found in the LRs serve two possible purposes: to provide of an advance thematic organizer and to justify the themes that were pursued in the chapter. Of three moves identified, Move 3, the conclusions, appeared least frequently. The findings suggested that Literature Reviews and Introductions may not be structurally entirely the same. English for Specific Purposes 25 (2006) 30–55.

The author, Huiling Ding, conducted a multi-level discourse analysis on a corpus of 30 medical/dental school application letters, using both a hand-tagged move analysis and a computerized analysis of lexical features of texts. This text-based, exploratory study served mainly to examine the genre features of personal statements written by applicants to medical and dental schools in the US through the construction and analysis of two small personal statement corpora. Thirty online personal statements for medical/dental schools were collected from public websites, among which 20 were posted as successful and edited samples and 10 were posted as unedited samples. Five recurrent moves were identified, namely, explaining the reason to pursue the proposed study, establishing credentials related to medicine and dentistry, discussing relevant life experiences, stating career goals and describing personality. The order of appearance of the moves varied in different personal statements, but most of them were commonly presented in the two corpora. Among the five moves identified above, Moves 1, 2, 3, and 4 were the quasi-obligatory moves whereas Move 5 seemed a more elective one.
The research article was titled, *Genre Analysis of Personal Statements: Analysis of Moves in Application Essays to Medical and Dental Schools*. English for Specific Purposes 26 (2007) 368–392.

In the paper, *Generic Structure and Rhetorical Moves in English-language Empirical Law Research Articles: Sites of Interdisciplinary and Interdiscursive Cross-Over*, Girolamo Tessuto interrogated the overall generic structure of empirical law research articles written in English together with the set of communicative and functional move categories represented across sections of the article’s structure. The data, 90 law research articles, for the study gathered and which were published Journal of Empirical Legal Studies, Law & Social Inquiry and Law & Society Review from 2010 to 2012. Using Genre Analysis as a framework and the prototypical IMRD model for the identification of discourse structure across a representative sample of texts from the genre, the study revealed structural-level features of IMRD standardisation and variability within the overall rhetorical purpose of the genre, where distinct rhetorical move types contribute to determining the internal organisation of discourse by providing generic research writing with its own identity. The discourse structure and content of the public genre provided an opportunity to distinguish between theoretical and empirical tasks of writing in the legal research article genre and to bring out the nature and function of interdisciplinarity and interdiscursivity in empirical legal research reporting. The paper concluded with some pedagogic implications for ESP teaching and research. A total sum of twenty-five rhetorical move types was identified across the articles’ texts – namely, six in the Abstract section, three in the Introduction section, three in the Background Review section, three in the Method section, three in the Results section, four in the Discussion
David Bunton considered the generic structure of Conclusion chapters in his PhD thesis *The Structure of PhD Conclusion Chapters*. From a corpus of 45 PhD theses covering a range of disciplines, chapters playing a concluding role were identified and analysed for their functional moves and steps. 45 theses were selected from departments and faculties across the University of Hong Kong. The faculties were Arts, Education, Social Sciences, Architecture, Engineering, Science, Medicine, Dental and Business. One of the interests in the study was to see if there were disciplinary differences in the way Conclusion chapters were written. Most Conclusions were found to restate purpose, consolidate research space with a varied array of steps, recommend future research and cover practical applications, implications or recommendations. However a minority were found to focus more on the field than on the thesis itself. These field-oriented Conclusions tended to adopt a problem–solution text structure, or in one case, an argument structure. Variations in focus and structure between disciplines were also found. Concluding chapters showed some disciplinary variation between science and technology disciplines and those in the humanities and social sciences. A few of the concluding chapters did not fit this pattern. They focused more on the field as a whole than on the thesis itself, mostly adopting a Problem–Solution text structure, although one had an argument structure. Journal of English for Academic Purposes, 4 (2005) 207–224.

Hsuan Hung et al. investigated rhetorical structure and linguistic features in case reports. The purpose of the study, *Rhetorical Structure and Linguistic Features of Case Presentations in Case Reports in Taiwanese and International Medical Journals*, was to
identify the rhetorical structure of case presentations and to find the differences in the linguistic features of case presentations between international and Taiwanese medical journals. They conducted a hand-tagged move analysis of a corpus of 40 case presentations. Taiwanese medical students, residents and junior physicians were requested to write case reports in English. The findings revealed that the rhetorical structure of case presentations is similar. However, differences emerged in the analysis of the linguistic features showing chronological order and the record of admission and these were perceived as the two major drawbacks in Taiwanese presentations. For medical and English teachers, these findings could easily be transformed into teaching materials. The study contributed to a model of interdisciplinary collaboration among professionals in English for Medical Purposes (EMP) and Medicine on college teaching and training of medical English writing. Journal of English for Academic Purposes 11 (2012) 220–228.

*Academic Writing in the Business School: The Genre of the Business Case Report* by Philip Nathan reported a genre-based study of a corpus of 53 marketing and marketing management case reports written by native and non-native speakers of postgraduate students at a UK university. The study identified several common and specific features to all case reports including the presence of explicit structure, impersonal style and business specialization-dependent lexis. Three obligatory broad rhetorical moves were identified (orientation, analysis and advisory moves) and five optional moves (methodology, options and alternatives, summary and consolidation, supplementary supporting information and reflection). More specifically the business case reports in the study had been shown to share common linguistic features but also to demonstrate significant linguistic variation. Common features identified include Orientation, Analytical and
Advisory moves, high levels of explicit structure, impersonal style, significant use of abbreviations and use of bulleted points and numbered lists. Variability had been demonstrated in deployment of optional moves, rhetorical realisation of moves, task and specialism dependent lexis, levels of citation and use of metaphorical language. Journal of English for Academic Purposes 12 (2013) 57–68.

Ken Hyland's ‘Discipline Discourses: social interactions in academic writing’ explores the social interactions between writers and readers among and within academic disciplinary communities. Specifically, his work investigated the ways in which texts socially constructed disciplinary knowledge and thus reflected epistemological and social assumptions of disciplinary cultures. Chapter 1 outlined a theoretical framework for his research, drawing on theories of social construction and discourse community. From chapter 2 to 6, he analysed the academic genres of molecular biology, magnetic physics, mechanical engineering, philosophy, sociology and etc using various discourse analysis including research articles, book reviews, abstracts, scientific letter and textbooks. The author's research methodology and design were explicated in chapter 7, along with pedagogical implications for learners of disciplinary writing. The book concluded with a discussion of ideology and academic discourse, including possibilities for generic change. Disciplinary Discourse: Social Interactions In Academic Writing by Ken Hyland, 2000.

The thesis, Discourse Variation in Medical Texts: Schema, Theme and Cohesion on Professional and Journalistic Accounts by Nwogu, was undertaken to examine differences in the organisation of discourse in three parallel genres of written medical texts-the abstracts from three popular magazines. Working with the framework of the branch of discourse analysis known as genre analysis, the study analysed the differences
at three levels of organisation - the levels of schematic structure, thematic progression and cohesion. The corpus of the study consisted of 45 texts: 15 sets of parallel texts representing an equal number of texts from each of the three genres on which the study was based. A number of differences were observed across the three genres. First, the genres were found to differ distinctively in the way information was organised into hierarchical schematic units. Less distinctive pragmatic differences were observed in the realisation and distribution of formal syntactic elements which constituted theme. Similarly, very subtle pragmatic differences were observed in the realisation of reference, conjunction and lexical cohesion items in texts across the three genres. The results indicated that there was a great similarity in discourse organisation between the professional genres and that both genres differed distinctively from the popularised genre. To the end, the thesis was a contribution to the newly developing field of genre analysis. But, more importantly, it was a contribution to research in the field of science popularisation. The thesis was submitted at Department of English Studies, University of Nottingham in 1989.

2.15. Books on Register Variations and Discourse Analysis

*Register Variation in Indian English* by Chandrika Balasubramanian used methods of corpus linguistics to analyse spoken and written data to illustrate how the structure of Indian English varies on syntactic, morphological and lexical levels depending on the register of interaction. The book consisted of seven chapters. Chapter 1 provided a concise review of the history of English in India. In Chapter 2, Balasubramanian provided a useful review of existing corpora on international English varieties and introduced the Corpus of Contemporary Indian English, which she had
complied for the study. In Chapter 3, she described her database as including written sources and spoken data. She also discussed commonly acceptable forms and functions in Indian English: future will (or ’ll) for the simple present; and relative-clause heads in Indian English. In Chapter 4, Balasubramanian presented counts of Indian English ‘innovations’ used in different field and opposed them to the non-Indian English occurrences of the same features. The use of Indian English features were provided in Chapters 5 and 6. In Chapters 4–6 the major findings were reported. It was reported that the use of ‘keep’ for ‘put’ was equally frequent in writing and speech. A summary and conclusion were provided in Chapter 7. The findings led Balasubramanian to believe that in Indian English the feature had spread from spoken to written genres. The book enriched the field of Indian English studies by contributing invaluable data and new approaches to data analysis and setting the stage for more important work that needed to be done.

English for Specific Purposes: Discourse and Course Design was aimed to present readers with an overview of ESP and practices. In her first chapter, the author traced the evolution of the essential principles of ESP from the very beginning of the movement in the early 1960s until the present day and critically analysed the strengths and weaknesses of the different stages of ESP research starting from quantitative analysis of ESP characteristics to rhetorical, discourse and genre analysis. The highlight of the second chapter was the design of the practical proposal for the English for science and technology courses where the author discussed about the courses’ objectives and recommended the appropriate pedagogical approaches. Further, she gave a comprehensive survey of the main linguistic features of scientific prose i.e. the use of the
passive voice, grammatical and lexical metaphor, nominalisations, the role of vocabulary, verb, tense and visual aids. Chapter 3 focused on future avenues for research in ESP studies, contrastive and comparative rhetoric studies, cross-cultural and cross-disciplinary research and some future challenges of ESP. Dr. Gaarcia Mayo’s book was much needed contribution to the field of ESP. It would be useful for anyone interested in constructing a coherent foundation for ESP teaching and research and especially for those ESP teachers from the countries where the teaching ESP is quite recent. ‘English for specific purposes: discourse and course design’ Maria del Pilar Garcia Mayo, 2000, Universidad del Pais Vasco.

As Michael McCarthy stated in the preface, the book was not the first introduction to discourse analysis. It was, however, the "first to attempt to mediate selectively a wide range of research specifically for the practical needs of language teachers. The book was well-organized into six chapters which cover a brief historical overview and a definition of discourse analysis, the dimension discourse analysis played in the teaching of grammar, vocabulary and phonology and how the discourse function was manifested in spoken and written language. McCarthy, in chapter 1, pointed out problems of general and particular linguistic backgrounds accordance with language teaching and threw some light upon the areas with the basic concepts of discourse analysis. The writer discussed how a discourse approach to grammar suggests a need for educators to reconsider what was taught about reference, ellipsis, conjunction, theme, rheme, tense and aspect in the second chapter. The chapter 3 talked about what are the implications and resulting difficulties for teaching vocabulary in second language environment and further illustrated the function, cohesion, organisation and significance of vocabulary in text.
In the chapter on phonology, McCarthy concentrated on intonation, where the most important suprasegmental features, like intonation, rhythm, tones, pitch, etc, were explained with ample examples driven from native speaker's natural speech. The last two chapters titled spoken language and written language respectively. In the two chapters, the author articulated about the linguistic features of spoken and written language. At the same time, he gave a very detailed explanation of each element. In conclusion, Michael McCarthy states that the more we as educators understand how language really works, the more authentic materials we can create and the more natural speech and writing our students, hopefully, can produce through discourse analysis. *Discourse Analysis for Language Teachers*, Michael McCarthy. Cambridge University Press, 1991.

### 2.16. Conclusion

This chapter reviewed the research articles, theses, dissertations and books. It discussed the current knowledge including substantive findings, as well as theoretical and methodological contributions to discourse analysis and registers practised in science, medicine, sociology, engineering, tourism, aviation, law, media, business, literature and economics. It gave the overview of the field of inquiry, what has already been researched on discourse analysis and registers, who the key writers are, what the prevailing theories and hypotheses are relevant to this study, what questions are being asked and what methodologies and methods are appropriate and useful for this research.