Metadiscourse in Applied Linguistics Research Articles:
A Cross-Sectional Survey

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Abstract: *The literature on the generic features of academic discourse has revealed that the communicative purposes of different sections of research reports (e.g. research articles) affect the degree of tentativeness, flexibility, and authorial engagement realized by various linguistic resources. Following this assumption, a corpus of 32 research articles in the field of applied linguistics were analyzed in order to find out both the cross-sectional (i.e. Introduction-Methodology-Results-Discussion/Conclusion) variations in the use of metadiscourse – as a key tool for establishing interpersonal relationships in academic writing. Hyland's (2005) taxonomy of metadiscourse was applied to analyze the data set. The findings of the study revealed that the authors utilized interpersonal features differently in the four rhetorical atmospheres of their texts. Writers tended to employ high frequency of interactive metadiscourse resources in the introduction section of their articles, while in the discussion/conclusion section writers utilized more interactional resources. The findings clearly indicate that the differences in the discoursal functions of different sections of a research report play a significant role in writers' fashioning of interactive and interactional features. The results of this study can be drawn on in academic writing courses for research students and novice writers in order to facilitate their achievement in academic writing.*

Key words: Metadiscourse; Introduction; Method; Results; Discussion/Conclusion

1. Introduction

The awareness that success of academic communication is partly accomplished through strategic manipulation of interpersonal and rhetorical elements has stimulated a fresh wave of studies exploring the interactive, interpersonal, evaluative, persuasive, and rhetorical dimensions of academic discourse. Many of these studies can be clustered under the uniting umbrella of metadiscourse− an intuitively attractive concept as it seems to offer a principled way of collecting under one heading the diverse range of linguistic devices writers use to explicitly organize texts, engage readers, signal their own presence, and signal their attitudes to their material and their audience. The concept of metadiscourse brings to the fore qualities of academic written communication, such as nontopical linguistic material that may be irrelevant to topic development but key to understanding discourse as a whole (Lautamatti, 1987); linguistic material that does not add propositional information but signals the presence of an author (VandeKopple, 1985); author's intrusion into the discourse to direct rather than inform (Crismore, 1983); and nonreferential aspects of discourse that help to organize prose as a coherent text and convey a writer's personality, his or her awareness of readers, and his or her stance toward the message (Hyland, 1998).

Studies that have developed a cross-cultural perspective (e.g., Adel, 2006; Breivega, Dahl, & Flottum, 2002; Dahl, 2004; Mauranen, 1993; McEnry & Kifle, 2002; ThueVold, 2006) have revealed that metadiscourse is not uniform across languages; studies that have looked at metadiscourse form cross-disciplinary point of view (e.g., Charles, 2006; Harwood, 2005; Hewings & Hewings, 2001; Swales et al., 1998) have shown how metadiscourse use is sensitive to the ways texts are written, used and responded by individuals acting as members of academic discourse communities; and

studies that have adopted communicative purpose (Swales, 1990) as the major focus—genre-based studies of metadiscourse—have also contributed to awareness of how different communicative purposes and different audiences can influence the use of metadiscourse.

Different academic genres have been investigated both individually and in comparison with other genres. While due to its significance in the life of academy, the research article (RA) has been studied more extensively (e.g., Hyland, 1996a, 1996b, 2002c, 2007), other academic genres like textbooks (e.g., Hyland, 1994), dissertations (e.g., Bunton, 1999), and undergraduate essays (e.g., Myers, 2001) have also been investigated. Other studies have compared two or more academic genres: Hyland's (1999) study of research articles and textbooks; Hyland's (2002a) study of textbooks, research articles, and student reports; de Oliveira and Pagano's (2006) study of research articles and science popularization articles; Hyland's (2004) investigation of master's and PhD dissertations; Hyland's (2002b) investigation of expert and non/less expert writers; and Hyland and Tse's (2005) investigation of research articles and dissertations.

While such comparative genre-based studies have contributed a great deal to understanding how metadiscourse use might vary with generic fluctuations, there has been a tendency to look at the variations in those genres that represent an overt contrast in terms of the communicative purpose(s) they serve without considering the nature of variations in smaller components – i.e. subgenres – of those genres. The main objective of the present study, hence, was to investigate how metadiscourse use varies due to the variations in communicative and rhetorical features of the subgenres (Introduction, Method, Results, and Discussion/Conclusion) of a single genre – research article (RA henceforth). This research might be of some significance in that it looks at how the differences in the communicative purposes of different subgenres might influence the fashioning of interpersonal relationships in academic writing and hence provide useful insights for novice writers and researchers.

2. Theoretical Review

Studies dealt with analyzing language can be grouped into two: first studies concerning language structure, that is identifying structural unites, classes of language (such as words and phrases) and describing how these units form larger grammatical units, and second studies concerning language use, that is analyzing how speakers and writers make use of the language.

Therefore, moving beyond the grammatical features of any discourse, specially written one to analyse language in use (how people use language in their everyday lives), the distinction is made between transactional and interactional uses of language, in other words communication of information and the communication of affect respectively. The former one which deals with that function of language applied for expressing content and the latter one which deals with that function of language applied for expressing personal relations and attitudes can be considered as two sides of the same coin that the researchers refer to it as *interaction*. Both of them act simultaneously to create meaning in real life (Hyland, 2005). Reflexivity, according to Roman Jakobson, is a feature of everyday language in use and as Adel (2006) asserts, reflexivity is not limited to discourse for specific purposes. She points out that "not only is reflexivity abundant in everyday discourse, but some scholars argue that it is fundamental to human communication" (p.2). She, therefore, classifies metadiscourse as one type of reflexivity: "it includes reflexive linguistic items which reveal the writer's and reader's (or speaker's and hearer's) presence in the text, either by referring to the organization of the text or by commenting on the text in other ways" (p.2). The metadiscourse approach to language analysis focuses on the natural language used in texts rather than what is theoretically possible in a language.

The term *metadiscourse* was coined by Zellig S Harris in 1959 for the first time. Later on a number of researchers such as Williams (1981), Vande Kopple (1985), Crismore (1989) and Hyland (2005) elaborated it more. It has been widely defined as '*discourse about discourse*' or '*communication about communication*' (Vande Kopple, 1985:83), '*metatalk*' (Schiffrin, 1980), and '*signaling devices*' (Crismore, 2004) among many other scholar's definitions. Very few studies offer a specific definition of metadiscourse, however, partly because it constitutes a fuzzy nature (Hyland, 2005, Adel, 2006). In a simple term, it is difficult to find a single accepted definition of the term metadiscourse because of its fuzzy nature. That is why we can observe density of definitions in the literature of metadiscourse. Of all these descriptions of the term metadiscourse, two groups are identifiable: the first group as non-propositional or non-topical definitions and the second group as writer's act on research discourse. Harris' (1959) definition of metadiscourse can be regarded as a foundation for non-propositionality. He defined metadiscourse as "non-topical linguistic material" (p. 464). Williams (1981: 226) also considered metadiscourse as anything which "does not refer to the subject matter being addressed".

Vande Kopple (1985), Crismore (1983) are among those scholars who considered metadiscourse as something that writers are doing in the text. For example, Vande Kopple (1985: 83) pointed out that in metadiscourse level "we do not add propositional material but help our readers organize, clarify, interpret, evaluate, and react to such material". In a similar vein, Crismore (1983) also regarded metadiscourse as "the author's intrusion into the discourse, either explicitly or

non-explicitly, to direct rather than inform, showing readers how to understand what is said and meant in the primary discourse and how to 'take' the author" (p. 2).

But above all definitions of both propositional/non-propositional distinctions, Hyland (2005: 37) proposes the most advantageous definition of metadiscourse: "Metadiscourse is the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (speaker) to express a view point and engage with readers as members of a particular community". In other words, in this new definition he tries to show presence of the writer in the text and also the role of the reader in the construction of argument.

3. The Present Study

Following Hyland's (2005) taxonomy of interpersonal metadiscourse, this study by taking more comprehensive picture of the rhetorical atmosphere in different rhetorical sections of RAs as well as concentrating on all interpersonal resources- Interactive and Interactional, aims at providing a more comprehensive cross-sectional analysis of features utilized for both structuring the discourse and conveying authors stance towards readers and the discourse itself in a corpus of Applied Linguistics RAs published in high prestigious applied linguistics journals. In order to do so the following research question addressed in this study:

What are the differences across four different sections of research articles (Introduction, Methodology, Results, and Discussion/Conclusion) in using metadiscoursal resources?

4. Procedures and the Corpus

4.1 Selection Process of the Journals and Articles

A journal may contain different types of content including *Empirical/Experimental RAs*, *Theoretical RAs*, *Review Articles*, *Editorials*, *Case reports*. The corpus of this study was restricted to 32 *Empirical/Experimental RAs* (see Appendix for full bibliographical information of the articles). The research articles belonged to *Applied Linguistics* articles all published between 2005 and 2011. In the context of the present study Applied Linguistics was defined as:

In a broad sense, applied linguistics is concerned with increasing understanding of the role of language in human affairs and thereby with providing the knowledge necessary for those who are responsible for taking language related decisions whether the need for these arises in the classroom, the workplace, the law court, or the laboratory (Wilkins, 1999:7).

Theoretical articles were excluded from the scope of the study, because it is clear that the overall organization of empirical RAs and theoretical RAs completely differ. The empirical research articles include those articles reporting on investigations that apply quantitative, qualitative or mixed approach in the process of collecting and analyzing the data, while the purpose in theoretical RA is presenting a theory, synthesis of other theories.

Tow criteria were involved in sampling procedure of the journals. The first one was their rating among AL lecturers and the second criterion was the accessibility to the most important publications. In this process, ten lecturers that held a PhD in AL were individually interviewed - this is known as *informant nomination,* the established tradition of selecting and sampling in metadiscourse studies- (see for e.g. Hyland 2000, 2007; Kuhi & Behnam, 2010). They were asked to name and rank the five most prestigious journals defined as journals with higher degree of popularity and reputation among academics which they would want/wish their research articles to be published in. Then the responses were scored and the journals were ranked based on what their score was. An important question at this point, however, might be to ask if writer's nationality (native or non-native) can affect the study. According to Lindeberg's (2004) view top English-medium journals' severity in review processing and also their demands according to their specific guidelines "make it irrelevant whether the RAs were written by native English speakers or not" (p.8).They are presented in the order ranked by academics as follows:

TESOL Quarterly (Teachers of English to Speakers of Other Languages Quarterly Journal)
AL Journal (Applied Linguistics Journal)
ESP Journal (English for Specific Purposes Journal)
Journal of Pragmatics
System Journal

As to the focus of this study, cross-sectional comparison, the choice of RAs was based on a criterion. The RAs had the standard macrostructure of empirical RAs, IMRD/C (Introduction, Method, Results, and Discussion/Conclusion) structure. The researchers went through a random sampling procedure.The articles were selected, making 32 in all including 8 from AL, 7 from TESOL Quarterly, 7 from System, 6 from ESP, and 4 from Pragmatics (due to the variety in the publication frequency of the journals). This study was part of a larger project investigating metadiscourse use in articles rhetorical sections (IMRD/C) as well as comparing and contrasting males and females' use of metadiscourse in sections mentioned above. . (When extracts are provided from the corpus, the first letter of each subgenre initiates the extract; for example: 'D. RA2 which means Discussion of Research Article number 2').

As the focus of this study was on four different sections of AL RAs, namely Introduction, Methodology, Results and descussion/conclusion (IMRD/C), the reference sections, tables, abstracts, figures, bibliographies, footnotes, direct quatations of other researchers and headings were deleted and excluded from the domian of the present study, to form an electronic corpus of totalling 221284 words from four sections of 32 articles. In the process of sampling, it was understood that most of the articles had seprate results and discussion, but some others had results and discussion merged/coalesced. Considering the fact that different sections of articles perform different rhetorical functions raelized through applying different linguistic resources (see, for example, Salager-Meyer , 1994; Hopkins and Dudly-Evans , 1988; Adams-Smith, 1984), here the focus was on articles with separate results and discussion/conclusion sections.

4.2 Model of Analysis

The instrument applied in the analytic component of the present study was Hyland's (2005) Interpersonal model of metadiscourse. Hyland's (2005) taxonomy includes two sub-divisions: the first sub-division is interactive resources that refer to different ways of organizing discourse. This concerns the writers to manage the information flow and assist the readers to know writers' preferred interpretation including code glosses, Transitions, Frame markers, Evidentials, and Endophoric markers. The second category is interactional resources that engage readers in the argument by alerting them to the author's perspectives both toward a propositional content and readers themselves. This concerns writers to display an acceptable persona consistent with the norms of discourse community such as Hedges, Attitude markers, Boosters, Self mentions, and Engagemnet.

In the analysis procedure, we also took into consideration the following principles emphasized by Hyland:

Metadiscourse is distinct from propositional material
Metadiscourse refer to some aspects of texts that embody writer-reader interactions
Metadiscourse refer only to relations which are internal to the discourse

All in all, it suits best and complete as a model or framework for the purposes of this study, because it is supposed to move away from traditional treatment of metadiscourse towards a model that can capture the underlying principles of academic writing.

4.3 Data Analysis Procedure

In order to achieve a reliability in the data analysis procedure, two processes of researchers analysis and inter-rater analysis along with consultation with a specialist in this field were applied in the present study. Four different sections of 32 RAs were read carefully word by word in order to identify both interactive and interactional metadiscourse resources. In order to increase the reliability of the findings, the inclusion of inter-rater was necessary: after highlighting all the instances of metadiscourse resources in four different sections of 32 RAs, in the second phase of the data analysis, the items were double-checked by another expert in the field. We prefered to select one page from each article randomly. Inter-rater reliability was found to be 0.85. There were some disagreements and also ambiguities. Such cases were consulted with professor K. Hyland via e-mail.

5. Results and Discussion

5.1. A Quantitative Discussion

To address the research question of the study, the frequency of interpersonal resources were calculated, the overall distribtion of which is summarized in table 1.

Table 1. Overall Frequency of Metadiscourse Resources in AL RAs' Four Sections (per 1,000 words)

	Applied Linguistics RAs				
Total words	I	M.	R.	D/C	Total
	58785	42211	62935	57353	221284
Total number of Interactive Devices	3665	1681	1762	2193	9301
F per1,000 words	**62.34**	39.82	27.99	38.23	42.03
Total number of Interactional Devices	2084	1043	1903	2631	7661
F per 1,000 words	35.45	24.70	30.23	**45.87**	34.62

(I=Introduction; M=Method; R=Results; D/C=Discussion/Conclusion; F=Frequency)

As Table 1 shows, the frequency of metadiscourse resources in terms of interactive resources in the Introduction section of AL RAs (62.3 per 1,000 words) was higher, and also in the Discussion/ Conclusion section (45.8 per 1,000 words) of AL RAs, there was higher frequency of interactional resources. The overall distribution of both categories in four sections is summarized in Figure 1 on the basis of average frequency (per 1,000 words).
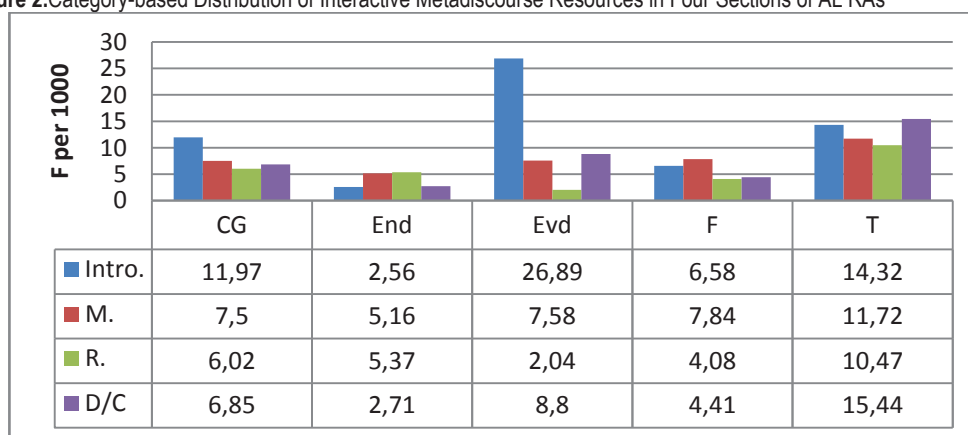
Figure 1. Overall Frequency of Interpersonal Metadiscourse Resources in AL RAs' Four Sections (per 1,000 words)

F per 1000	I	M	R	D/C
Interactive	62.34	39.82	27.99	38.23
Interactional	35.45	24.7	30.23	45.87
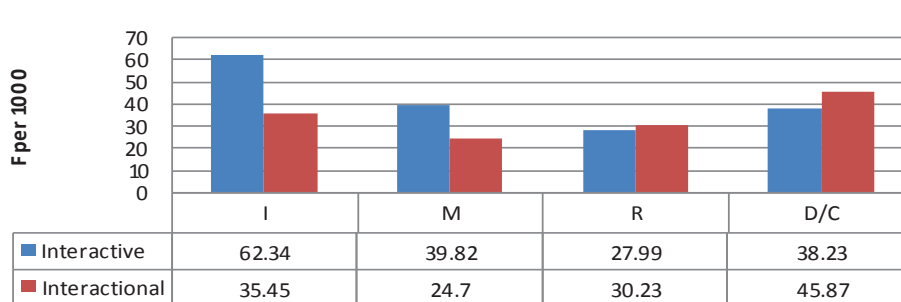
(I=Introduction; M=Method; R=Results; D/C=Discussion/Conclusion)

To better illustrate the findings about the frequency of interpersonal resources, Figure 2 and Figure 3 display the frequency of subcategories in the Introduction, Method, Results, and Discussion /Conclusion sections.
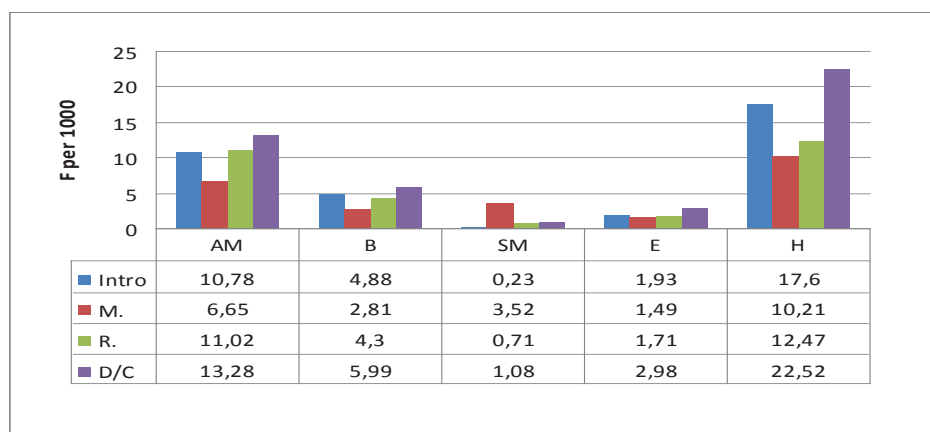
Figure 2. Category-based Distribution of Interactive Metadiscourse Resources in Four Sections of AL RAs

F per 1000	CG	End	Evd	F	T
Intro.	11,97	2,56	26,89	6,58	14,32
M.	7,5	5,16	7,58	7,84	11,72
R.	6,02	5,37	2,04	4,08	10,47
D/C	6,85	2,71	8,8	4,41	15,44

(CG=Code Glosses; End=Endophorics; Evd=Evidentials; F=Frame markers; T=Transitions)

Regarding the interactive devices, as can be seen in Figure 2, evidentials can be considered as the most varied feature across four sections. The introduction section ranked the first with discussion, method, results were being the second, third, and fourth.

Figure 3. Categorical Distribution of Interactional Metadiscourse Resources in Four Sections of AL Ras

	AM	B	SM	E	H
■ Intro	10,78	4,88	0,23	1,93	17,6
■ M.	6,65	2,81	3,52	1,49	10,21
■ R.	11,02	4,3	0,71	1,71	12,47
■ D/C	13,28	5,99	1,08	2,98	22,52

(AM=Attitude Markers; B=Boosters; SM=Self Mentions; EM=Engagement Markers; H=Hedges; Intro=Introduction; M=Method; R=Results; D/C=Discussion/Conclusion)

Regarding interactional devices, as Figure 3 shows, hedges can be considered as relatively a varied feature across the sections.

These differences can be explained by resorting to the communicative purposes of different sections of research papers which may affect the degree of writer-reader relationship and also discourse organization, realized by means of different linguistic resources. In what follows, we have provided an in-depth analysis of the findings:

5.2. The Priority of Interactive Resources in the Introduction Section

The priority of evidentials in introduction section of AL RAs can be explained through Swales' (1990) ideas. He believes that writers/authors can relate their study to previous research in order to determine the significance of its contribution in the introduction section of articles. This is achieved by means of evidentials. Similarly, as Hill, Soppelsa, and West (1982) state, in the introduction section, the purpose is to transit from the larger academic field to the particular study by means of evidentials. This can also be a support for many of move related studies that claimed about the density of citations as a tool for identifying the neglected areas in previous studies so as to open a way for new research (see Swales and feak, 2000; Thompson and Tribble, 2001; Samraj, 2002; Fakhri, 2004; Yeh, 2010). The example from the corpus illustrates the point:

(1)   Clearly, these claims about attention and noticing are important for SLA. **Scmidt (1995,2001**) and **Robinson (1995,2001, 2003**) argue that learners must consciously notice input...referred to as the Noticing Hypothesis (**Schmidt 1990,1993,1995**), which has been explored in a number of studies (e.g. **Alanen 1995; Leow 1997; Rosa and O'Neill 1999;Leow 2000; Izumi 2002; Leow 2002; Swain and Lapkin 2002; Adams 2003; Gass *et al*. 2003**).(I. RA1)
 'Hedges' and 'attitude markers' were the most frequently used subcategories of interactional category in the introduction section of articles. Considering hedges, as Salager-Meyer (1997) puts, they are used to establish a context of argumentation that results in giving encouragement to the researcher's own work. Regarding attitude markers, "the build-up of attitude markers amplifies the negative tone of the introduction to create a rhetorical effect which constructs a problematic issue worthy of research" (Hyland, 2005:150). The following examples can show such tendencies:

(2) In addition to knowledge, pre-service programs **are expected to prepare** teachers with a variety of techniques and strategies. **There may be** more opportunities for student teachers in these programs...**I argue** that these courses **could aim to** create reflective learning communities where student teachers **would also be trained**. (I. RA9)

(3) L2 vocabulary development through reading is **complex**…the quality of processing during reading and on   any tasks intended to facilitate integration of new words is **crucial**…**a few** studies investigated effects of background knowledge on retention of nonsense words… (I. RA17)

5.3. Writer's Stance in Method Section

Less frequent use of hedges can be an indication of author's desire in highlighting the reliability and validity of their methodological decisions. Through these devices, persuading variety of readers (for example novice readers, informant readers and referee) of the validity of applied models for getting appropriate findings will be easy and achievable (Lim, 2006). Hyland (2005) offers a good possible explanation for this:

The fact that methodologies and results are more open to question also means that writers in the soft fields need to work harder to establish the significance of their work against alternative interpretations. This means they also have to restrict, or fend off, possible alternative voices, closing them down using boosters to emphasize the strength of the writer's commitment, and thereby convince the reader through the force of the argument (p. 146).

5.4. Lower frequency of metadiscourse in the Results Section

The use of evidentials with the lowest frequency in Results section in comparison with three other sections can be considered as an important issue in the results section of articles. Of course, it is clear that here the goal is providing an account of the results of the present research not the findings of other studies. However, there might be some hidden motivations behind weaker resort to such devices as well. In fact, the writers might look at this section as a safer atmosphere for developing a monolithic voice.
    What is also interesting about the Results section of articles (with results separate from discussion section) is that there is much less space to comment on the reported results. Thus, Results section of articles contains low density of interpersonal metadiscourse in comparison with other three sections.

5.5. The Priority of Interactional Devices in Discussion/Conclusion Section

Writer's heavier use of interactional devices in the Discussion section of articles suggests that they are aware of the subjective nature of the Discussion section. Moreover, according to Hyland (1998), " [i]t is in Discussions that authors make their claims, consider the relevance of results and speculate about what they might mean, going beyond their data to offer the more general interpretation by which they gain their academic credibility. The level of generality, and therefore the density of hedges, is much higher here, as explore the ratifications of their results" (p. 154). Hyland (1999) also indicates that writers utilize more hedging strategies as a major pragmatic feature to establish the importance of their findings in the discussion section.
    This finding of the present study confirms other researchers' findings (Marandi, 2003; Faghih and Rahimpour, 2009; Salager-Meyer, 1994; Adam Smith's, 1984; Swales, 1990) in that the discussion section is the most heavily hedged subgenre due to the kind of information it encompasses or greater possibility of using author projection to this section. The preference for interactional devices in the discussion section of articles shows that this section is more explicitly interpersonal and evaluative. The following examples from the corpus clarify the point:

 (4)…the Hong Kong students **appeared to have relatively** more difficulty than other two groups… (D. RA21)

 (5) Emotions (**at least in some cases) could be** coded as filling a rapport-building function. (D. RA26)

 (6) It is acknowledged that learners of Japanese, as suggested by Okada *et al*.**, may be more motivated** and more dedicated than others, **which may explain** the discrepancy described above. (D. RA13)

Another important device which was found to further affect the communicative purpose of Discussion/Conclusion section of articles was the positive quality of attitude markers while, it was used negatively in the Introduction section. It means that authors try to realize the importance of their arguments by means of using positive kinds of attitude markers. In this way, readers can be influenced positively to agree on writer's argument. The following examples from the Discussion/Conclusion section of articles can be a proof for this:

(7) This finding is **particularly interesting** because it indicates that these students hold strong beliefs about the relative difficulty of learning these two foreign languages. (D. RA27)

(8) It would be **vital** to move deeper into the constituent steps belonging to each move. Linguistic similarities existing between different constituent steps reveals a **great deal of** information…linguistic structures may **effectively** enable learners to acquire a **deeper** understanding of the common situations. (D. RA12)

6. Implications

In this study we presented an overall cross-sectional picture of the types and frequencies of metadiscourse in RA as a high prestigious genre. It was revealed that different sections of articles are demanding different kinds and distributions of interpersonal resources. This can be insightful for the teachers of English for academic purposes in making their learners sensitive to the ways metadiscourse use is shaped by the rhetorical atmosphere of the section in which it occurs. In this way section-specific metadiscourse features may sensitize academic writers and can assist them to understand what kinds of resources are needed to achieve the communicative purposes of specified genre. ESP teachers also need to move beyond a view that academic writing is simply detached and factual. According to Hyland (1998), ESP courses need to discuss the interpersonal aspects of writing as there is still not enough focus on students to be taught explicitly about interpersonal relationships. They, for example, need to view writing of discussion/conclusion section in soft sciences (AL) as evaluative section and acknowledge students that hedges are one of the conventions of this section. In this way, they can use can delete hedges in the discussion section of papers and ask their students to rewrite it in a way that can be hedged.

In conclusion, learning to deal with interpersonal relationship in academic writing is as important as learning to deal with the propositional content of academic discourse; in other words, both of them act dependently not independently (Halliday, 1994).

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Appendix: List of Research Articles

No.	Article
1	Mackey, A. (2006). Feedback, noticing and instructed second language learning. *Applied linguistics*, *27*/3, 405-430.
2	Alderson, Ch. (2007). Judging the frequency of English words. *Applied Linguistics*, *28*/3, 383-409.
3	Vandergrift, L. (2005). Relationships among motivation orientations, metacognition awareness and proficiency in L2 listening. *Applied Linguistics*, *26*/1, 70-89.
4	Forman, R. (2011). Humorous language play in a Thai EFL classroom. *Applied Linguistics*, *32*(5), 541-565.
5	Field, J. (2005). Intelligibility and the listener: The role of lexical stress. *TESOL Quarterly*, *39*(3), 399-423.

6	Field, J. (2008). Bricks or Mortar: Which parts of the input does a second language listener rely on?. *TESOL Quarterly*, *42*(3), 411-433.
7	Folse, K. (2006). The effect of type of written exercise on L2 vocabulary retention. *TESOL Quarterly*, *40*(2), 273-283.
8	Radwan, A. (2005). The effectiveness of explicit attention to form in language learning. *System*, *33*, 69-87.
9	Goker, S.D. (2006). Impact of peer coaching on self-efficacy and instructional skills in TEFL teacher education. *System*, *34*, 239-254.
10	Grainger, P. (2005). Second language learning strategies and Japanese: Does orthography make a difference?. *System*, *33*, 327-339.
11	Alptekin, C. (2006). Cultural familiarity in inferential literal comprehension in L2 reading. *System*, *34*, 494-508.
12	Lim, J. (2006). Method sections of management research articles: A pedagogically motivated qualitative study. *English for Specific Purposes*, *25*, 282-309.
13	Ozturk, I. (2007). The textual organization of research article introductions in applied linguistics: Variability within a single discipline. *English for Specific Purposes*, *26*, 25-38.
14	Cheng, A. (2008). Individualized engagement with genre in academic literacy tasks. *English for Specific Purposes*, *27*, 387-411.
15	Rothman, J. (2009). Pragmatic deficits with syntactic consequences? L2 pronominal subjects and the syntax-pragmatics interface. *Journal of Pragmatics*, *41*, 951-973.
16	Hu, G., & Cao, F. (2011). Hedging and boosting in abstracts of applied linguistics articles: A comparative study of English- and Chinese- medium journal. *Journal of Pragmatics*, *43*, 2795-2809.
17	Pulido, D. (2007). The effects of topic familiarity and passage sight vocabulary on L2 lexical inferencing and retention through reading. *Applied Linguistics*, *28*(1), 66-86.
18	Larsen-Freeman, D. (2006). The emergence of complexity, fluency, and accuracy in the oral and written production of five Chineses learners of English. *Applied Linguistics*, *27*, 590-619.
19	North, S. (2005). Disciplinary Variation in the Use of Theme in Undergraduate Essays. *Applied Linguistics*, *26*(3), 431-452.
20	Yiakoumetti, A. (2006). A bidialectal programme for the learning of Standard Modern Greek in Cyprus. *Applied Linguistics*, *27*, 295-317.
21	Mcdowell, H. & Lorch, M.P. (2008). Phonemic awareness in Chinese L1 readers of English: Not simply an effect of orthography. *TESOL Quarterly*, *42*(3), 495-512.
22	Setter, J. (2006). "Speech rhythm in world Englishes. The case of Hong Kong". *TESOL Quarterly*, *40*, 763–782.
23	Li, Y. (2007). Apprentice Scholarly Writing in a Community of Practice: An Interview of an NNES Graduate student writing a research article. *TESOL Quarterly*, *41*, 55-79.
24	Winke, P. (2011). Evaluating the validity of a high-stakes ESL test: Why teachers' perceptions matter. *TESOL Quarterly*, *45*(4), 628-660.
25	Zareva, A. (2005). Models of lexical knowledge assessment of second language learners of English at higher levels of language proficiency. *System*, *33*(4), 547-562.
26	Shen, Helen H. (2005). An investigation of Chinese-character learning strategies among non-native speakers of Chinese. *System*, *33*, 49-68.
27	Diab, R. L. (2006).University students' beliefs about learning English and French in Lebanon, *System*, *34*, 80-96.
28	Sesek, U. (2007). English for teachers of EFL-Toward a holistic description. *English for Specific Purposes*, *26*, 411-425.
29	McGrath, L., & Kuteeva, M. (2011). Stance and engagement in pure mathematics research articles: Linking discourse features to disciplinary practices. *English for Specific Purposes*, xxx, 1-13.
30	Kaewpet, Ch. (2009). Communication needs of Thai civil engineering students, *English for Specific Purposes*, *28*, 266-278.
31	Dafouz-Milne E. (2008): "The pragmatic role of textual and interpersonal metadiscourse markers in the construction and attainment of persuasion: A cross-linguistic study of newspaper discourse". *Journal of Pragmatics*, *40*, 95-113.
32	Adel, A. (2011). Rapport building in student group work. *Journal of Pragmatics*, *43*, 2932-2947.