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GENRE ANALYSIS: INVESTIGATION OF THE RHETORICAL MOVES OF TRANSLATOR'S  
INTRODUCTION

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ABSTRACT

The present paper aims to investigate the rhetorical moves of the translator's introductions collected from partial researches found in translation department at Khartoum University and written by M.A translation program students fulfilling the requirements of M.A. in translation. It also aims to verify whether translators' introductions follow a certain structure of rhetorical moves and how much such moves coincide with those proposed by Swales four – move model ( 1981 b, 1985)) research articles and introductions . Concerning the data collection method, the sample of the study was representative consisting of 50 translator's introductions collected randomly and manually. As regards the analysis method, the researcher used the qualitative method. He sorted, coded and identified the moves and categorized them in terms of their functions depending on Swales genre analysis model. The researcher also employed the quantitative analysis method and used the SPSS-16 program to process the data. The research results indicate that the definition move frequented 36 times representing 72% in functional unit 1 of the translator's introduction. In functional unit 2, the rationale move's frequency was 25 times representing 50%. In functional unit 3, the difficulties move recurred 28 times representing 56%. In functional unit 4, the methodology move occurred 14 times representing 28%. The study also demonstrates various move sequences, but the sequence (definition, rationale, difficulties and methodology shows the highest frequency recurring 28%. The researcher recommends the adoption of the most recurrent sequence: definition, rationale, difficulties and methodology to be the translator's introduction model. A better understanding of how a translator's introduction is constructed can enhance their writing skills to conform to the expectations of the target discourse community. The results of this study are expected to provide new insights into improving the writing skill of the student translators. Summing up, the present work has analyzed the rhetorical structure of the moves in the Sudanese student translators' introductions employing Swales model of genre analysis, and has come out with certain results which can be summarized in the existence of four moves, and the fairly frequency of consistence in the order of moves, and communicative Purposes.

**Keywords:** Genre Analysis, Student Translator, Rhetorical Moves, Rhetorical Structures and Translation.

## 1. Introduction

Article introductions are different from abstracts. They are independent genres. Bhatia (1993:: 81-82) defines research article introductions in comparison and contrast to abstracts as follows,

"In terms of the communicative purpose(s), abstract presents a faithful and accurate summary, which is representative of the whole article . Research article introductions, on the other hand only introduces the article without giving out everything reported in the article . It only marks a link between what has gone before in the relevant field of the research and the present work that is being reported . In other words, introduction serves a useful purpose of marking the present story ' relevant by placing it appropriately in the context of the first story ',i.e, previous research in a particular field of study . That is when of the main reasons why we rarely, if ever, find any discussion of previous research in abstracts, whereas it is a very important part of the research article introductions. Similarly, reports of results and findings of research is an important part of abstracts but this is very rare in article introductions, except in some disciplines where some preview is considered strategically desirable .....Therefore if we look at the cognitive structuring in the two genres, we find that there is nothing common to these two except the last move of the introduction, i.e., *introducing* present *research* which in a number of cases reappears as move 1 of the abstract as *introducing* purpose. In other words, article introduction ends where the abstract begins . The only point of overlap is in the indication of the purpose of research, which is necessary and quite logical, because the abstract not only precedes the introduction but can also occur on its own, outside the research article . Now if we consider the two genres, we find that in spite of the fact that they share all the contextual factors, including the intended leadership that they are meant for, the background knowledge that that the two genres assume on the part of their leadership, and even the formal academic style that is commonly associated with them, the two genres differ in terms of their communicative purposes and so they display different four – move generic structures. The research article abstract is meant to tell all the important aspects of the very much lengthier research report, whereas the research article introduction is meant to 'motivate ' the present research and to 'justify' its publication. It is from this perspective that Swales ( 1990) revised his earlier four – move model and developed his three – move, *Create a Research Space ( CARS) model*".

Much progress has been made in the field of genre, in general, and introductions, in particular. Previous studies have shown relative various move cognitive - structures .However, more data are required to examine translators' introductions . The researcher can observe that translators' introductions are different from other introductions but share some moves with them. Bhatia ( 2004: 65) says " Like promotional genres, introductions can be assigned a kind of super genre status, forming a colony of introductory genres, most of them closely related, but at the same time displaying subtle variations "

The present investigation handles translators' introductions. Translators' introductions are written in response to the requirements made by the translation departments or the supervisors of the M.A. students in graduate programs .Within academic writing types, translators' introductions are one of the central means of communication among researchers from multiple academic disciplines . Given characteristics of translators introductions in terms of conventional organization, constraints and their role in determining the acceptance or rejection for the partial researches examination , Students find the task of writing translators' introductions confusing . In addition to the disciplinary content to be presented in translators' introductions, students need to possess two additional bodies of knowledge in writing successful introductions: informational; to state the concept of/or the present knowledge, the methods employed to achieve it and the problem encountered and the way treated, and the promotional; to motivate the reader and justify why the material selected for translation is significant.

## 2. Literature Review

No doubt, it is necessary to acquire some past relevant knowledge on the subject and its conventions. The researcher, therefore, has attempted to present some literature written about the linguistic analyses of the genre, methods used, and results concluded. This section surveys the previous studies relevant. It focuses, in particular on genre investigations conducted on introductions.

Swales (1981 b, 1985, 1990) noted "Genre is a recognizable communicative event characterized by a set of communicative purposes identified and mutually understood by the members of the professional academic

community in which regularly occurs (Swales, 1981b, 1985 and 1990). Most often it is highly structured and conventionalized with constraints on allowable contributions in terms of their intent, positioning, form and functional value. These constraints, however, are often exploited by the expert members of the discourse community to achieve private intentions within the framework of a socially recognized purpose ". Swales revised his earlier four – move model (1981b, 1985) and developed his three – move. The researcher will present the two models below. The four – move model can be sketched out as:

**Move 1:** Establishing Field:

- (a) Showing centrality
- (b) Stating current knowledge
- (c) Ascribing key characteristics

**Move 2:** Summarizing Previous Research:

- (a) Strong author – orientation
- (b) Weak author – orientation
- (c) Subject – orientation

**Move 3:** Preparing for Present Research

- (a) Indicating a gap
- (b) Question – raising
- (c) Extending a finding

**Move 4:** Introducing present research

- (a) Giving the purpose
- (b) Describing present research

In his CARS Model for Article Introductions, Swales (1990) put forward three moves that can be sketched out as:

**Move 1:** Establishing a Territory

Step 1: Claiming Centrality

and/or

Step 2: Making Topic Generalizations

And/or

Step 3: Reviewing Items of Previous Research

**Move 2:** Establishing a Niche

Step 1A Counter – Claiming

Or

Step1B: Indicating a Gap

Or

Step 1C: Question – Raising

Or

Step 1D: Continuing a Tradition

**Move 3:** Occupying the Niche

Step 1A: Outlining Purposes

or

Step1B: Announcing Present Research

Step 2: Announcing Principle Findings

Step3: Indicating Article Structure

However, the researcher claims that genres can vary according to their communicative purposes. Based on his working definition of genre, Swales (1990:58) added that the rationale shapes the schematic structure of the discourse and influences and constrains the choice of content and style which is clearly reflected in the present case under study. Translators' introductions written in Arabic are also expected to vary in terms of its genre, moves order and move – step structure. The researcher will adopt the definition of genre analysis presented by Swales (1981:1) as a system of analysis that can reveal a system of organizing genre.

Bhatia (1993: 13) noted that any major change in the structure of the genre or the communicative purpose is likely to result in a different genre. However, minor changes help us distinguish sub – genres.

Also, Elvan (2008) conducted a contrastive Analysis of the genre specific features of introductions in a corpus of theses written in PhD programs in ELT offered by Turkish universities in a corpus of published research articles in ELT written by expert authors of different nationalities. The study aims at specifying the differences and similarities in the authors RA introductions. The study has found variations in move – step structure.

Likewise, Jalilifar (2010) investigated the generic organization of the research article introductions in local Iranian and international journals in English for specific purposes, English for General Purposes and Discourse Analysis. The researcher follows Swales, (2004) research Pace (CARS) model, and analyzed the articles for their specific generic organization in EGP and DA in local and international journals. The researcher concluded that despite some consistency in the international corpus, there emerged marked differences in utilizing second and third moves in international articles. The findings of the investigation have implications for RA writers to improve their RA introductions .They also showed existence of variations across the introductions of articles in ESP, DA, and EGP published internationally. Similarly, Laki (2010) used Swales model of 1999 to investigate translated introduction and abstracts in economic majors. The findings stated that, despite the similarities with Swales model, there are differences in Economics RA introductions arising from the characteristic of the discipline. The introduction was found to be consisting of four moves rather than three proposed by Swales.

### 3. Statement of the Problem

From his own experience, as a translation and linguistics professor as well a translator, the researcher has observed that graduate students in the field of translation encounter difficulties in writing the translator's introduction due to the ignorance of the colony of introductory genres which although are closely related, at the same time display subtle variations ( Bhatia, 2004: 65). They vary in the organization of the moves to come up with different shapes and order, yet, there are relative and considerable similarities. The researcher also noted that many translation students do not follow a certain move sequence.

### 4. Research Objectives

This study intends to achieve the following objective:

- i. To verify whether translators introductions follow certain rhetorical number and order of moves.

### 5. Research Questions

In order to achieve the research objectives, this study addresses the following research questions:

- i. What moves do exist in translator's introduction produced by M.A students at Khartoum University?
- ii. How many moves are found in the translator's introductions written by M.A. students at Khartoum University?
- iii. Do translators' introductions produced by M.A . students at Khartoum University follow certain structure of rhetorical moves?
- iv. How much translators' introductions written by M.A. students at Khartoum University correspond to Swales four – move and three move Model of 1981 b?

### 6. Research Method

Concerning the data collection method, the sample of the study was representative consisting of 50 introductions collected randomly and manually from the Translation & Arabicization Unit, at the University of Khartoum for the academic years 1990s - /2013. In this regard, the researcher used the qualitative and quantitative methods. He sorted, coded and identified the moves and categorized them in terms of their functions depending on Swales (1990) genre analysis model. Then, the researcher employed the quantitative analysis method. He used the SPSS-16 computer process to analyze the data.

### 7. Discussion and findings

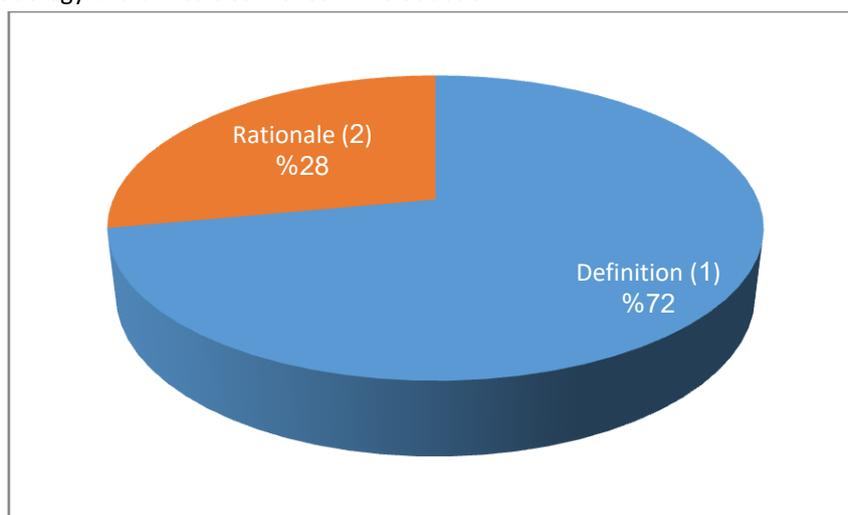
The present study investigated 50 translator's introductions at the Unit of Translation and Arabicization at the University of Khartoum. The objective of the study was to investigate the move structure of such introductions. Every introduction was divided into functional units depending of the function of each

one. The tables and charts below show the analysis in terms of frequency and percentage of every move. Table.1 presents the percentage of moves in functional unit 1 of the introductions (N = 50). It shows the frequency and percentage of the definition, rationale, methodology and difficulties moves in the first functional unit of the introduction. The table and the chart below illustrate them.

**Table.1:** The percentage of moves in functional unit 1 of the introductions ( N=50)

| Move             | Frequencies | Percentages % |
|------------------|-------------|---------------|
| i. Definition    | 36          | 72            |
| ii. Rationale    | 14          | 28            |
| iii. Methodology | 0           | 0             |
| iv. Difficulties | 0           | 0             |
| <b>Total</b>     | <b>50</b>   | <b>100%</b>   |

As shown in Table.1 above, it is realized that the move definition in functional unit 1 of the introductions recorded 36 frequencies producing about 72% of the total introductions . Also, the rationale moves reported 14 making about 28% of the overall moves of the introductions. Figure.1 depicts the percentage of moves in functional unit 1 of the introductions (N = 50). It shows the frequency and percentage of the definition, rationale, methodology and difficulties moves in introduction.



**Figure.1:** The Percentage moves in functional unit 1.

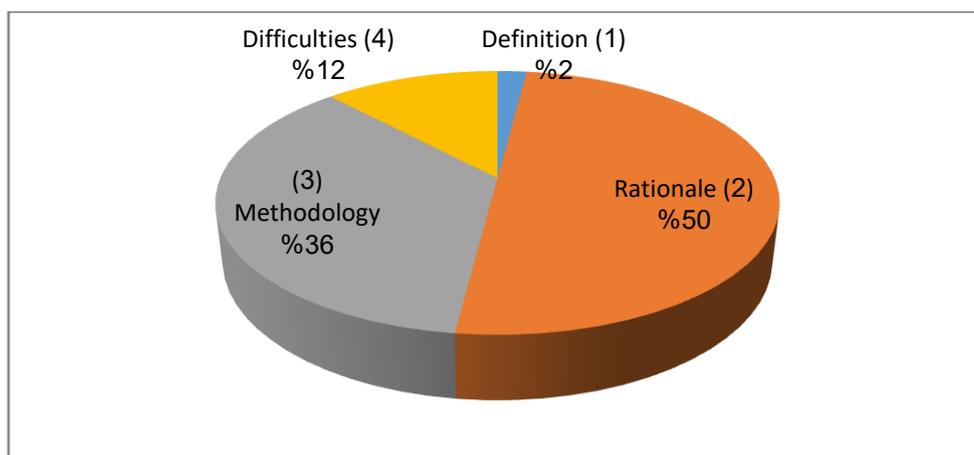
As shown in Figure.1 it is indicated that the definition move frequented 36 times scoring 72 % in the first functional unit relatively coinciding with Swales ( 1981b, 1985) four – move structure where step b in move 1 states current knowledge by definition of translation whereas the rationale why the students selected this subject for translation frequented 14 times in the first translated text recording 28% of the whole introductions . It is obvious that the methodology and difficulties did not frequent and recorded no percentage in the first functional unit of the introductions whilst, the rationale move is much more preferable to be organized in the second functional unit rather than the first one as will be viewed in Table.2 below, in the next section. Table.2 depicts the percentage of moves in the functional unit 2 of the overall introductions (N = 50).

**Table.2:** The Percentage of moves in functional unit 2 of the introductions ( N=50)

| Moves            | Frequency | Percentages% |
|------------------|-----------|--------------|
| i. Definition    | 1         | 2            |
| ii. Rationale    | 25        | 50           |
| iii. Methodology | 18        | 36           |
| iv. Difficulties | 6         | 12           |
| <b>Total</b>     | <b>50</b> | <b>100%</b>  |

As displayed in Table.2 earlier, it is realized that the move definition in functional unit 2 of the entire introductions recorded 1 frequency producing about 2% of the total introductions . Also, the rationale moves reported 25 making about 50% in functional unit 2 of the overall introductions . In addition, the methodology showed 18 frequencies recording 36% in functional unit 2 of the overall introductions . Whilst, difficulty

indicated 6 frequencies reporting 12% in functional unit 2 of the overall introductions. Figure.2 depicts the percentage of said moves in functional unit 2 of the introductions (N = 50). It displays the frequency and percentage of the definition, rationale, methodology and difficulties moves in functional unit 2 the all introductions.



**Figure.2:** The percentage of moves in functional unit 2 of the introductions ( N = 50 ).

As stated in Figure.2, the definition frequented one time only recording 2% of the total sample representing 50 introductions whereas the rationale frequented 25 times recording 50% . The methodology frequented 18 times recording 36%. It is clear that the difficulties frequented 6 times scoring 12%. Compared with functional unit one; it is obvious that the Definition move rarely is organized in the second functional unit. The organization of the rationale move in the second functional unit responds to Swales four – move structure where step (a) in move 3 and step (a) in move 4 indicating a gap and giving the purpose respectively can express a rationale for translator's introduction writers. However, there is a difference in terms of the order of the moves where Swales four – move structure organizes them in the steps of move 3 and move 4 but the translator's introduction organizes the rationale in move 2. Table.3 in the following section provides discussion on the percentage of moves in functional unit three of the introductions (N = 50).

**Table.3:** The percentage of moves in functional unit 3 of the introductions ( N = 50 ).

| Move             | Frequency | Percentages% |
|------------------|-----------|--------------|
| i. None          | 8         | 16           |
| ii. Rationale    | 3         | 6            |
| iii. Methodology | 11        | 22           |
| iv. Difficulties | 28        | 56           |
| <b>Total</b>     | <b>50</b> | <b>100%</b>  |

As displayed in Table.3 earlier, it is realized that the move definition in functional unit 3 of the entire introductions recorded none move frequency producing about 16% of . Also, the rationale moves reported 3 frequencies making about 6% of the overall introductions. In addition, the methodology showed 11 frequencies recording 22% of the overall introductions. Whilst, difficulty indicated 28 frequencies reporting 56% of the overall introductions. Figure.3 depicts the percentage of moves in the third functional unit of the all introductions (N = 50). It shows the frequency and percentage of the definition, rationale, methodology and difficulties moves in the introductions.

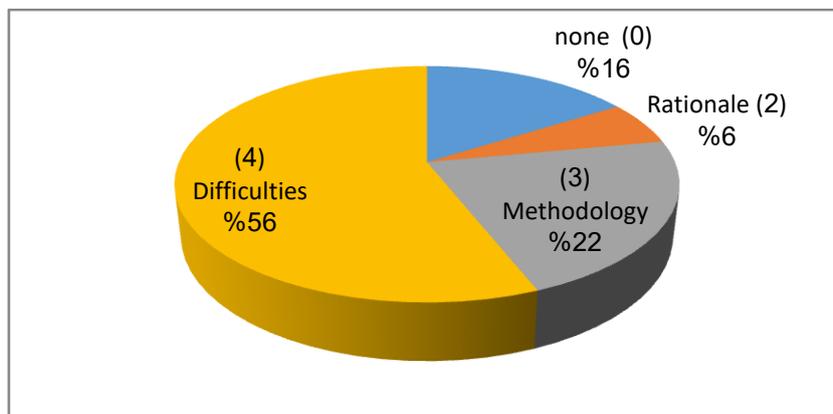


Figure.3: The percentage of moves in functional unit 3 .

As stated in Figure.3, the definition registers non- occurrence in the third functional unit hence frequenting 8 times and recording 16%. The rationale frequented 3 times and recoded 6% whereas the methodology frequented 11 times recording 22%. As shown, the difficulties frequented 28 times recording 56% thereby registering the highest percentage in functional unit three, compared to functional units 1 and 2 . Table.4 represents the percentage of moves in the fourth functional unit (N = 50).

Table.4: The percentage of moves in functional unit four of the introduction ( N = 50 ) .

| Move              | Frequency | Percentages% |
|-------------------|-----------|--------------|
| i. Zero           | 29        | 58           |
| ii. Methodology   | 14        | 28           |
| iii. Difficulties | 7         | 14           |
| <b>Total</b>      | <b>50</b> | <b>100%</b>  |

As displayed in Table.4 earlier, it is realized that zero move producing about 29 frequencies made 58% of the total introductions. Also, the methodology move reported 14 frequencies making about 28% of the overall introductions. Whilst, difficulty indicated 7 frequencies reporting 14% of the overall introductions. Figure.4 depicts the percentage of moves in functional unit 4 of the whole introductions (N = 50). It displays the frequency and percentage of the definition, rationale, methodology and difficulties moves in the introductions.

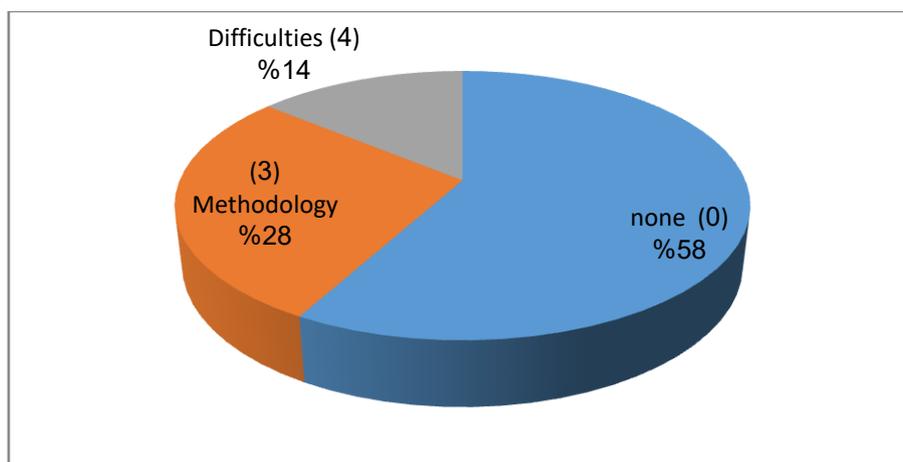


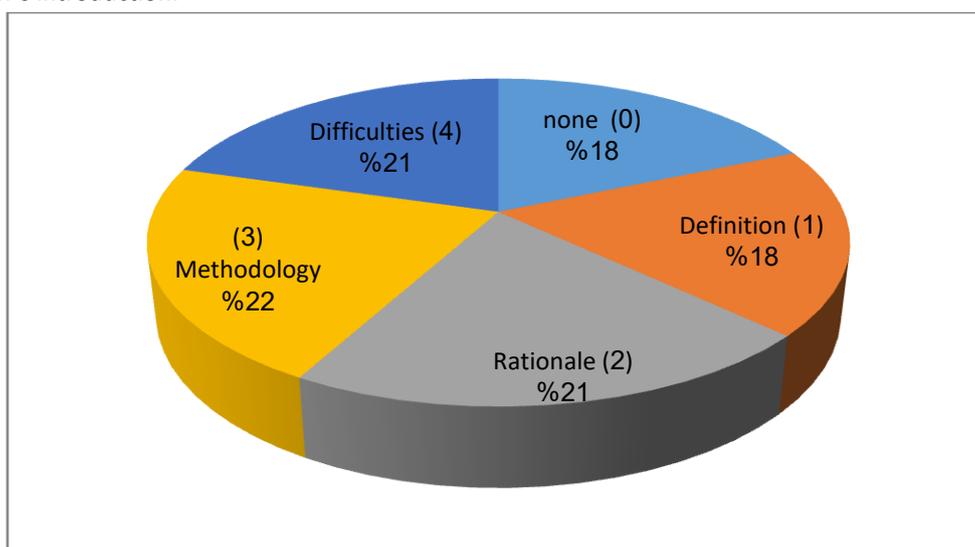
Figure.4: The percentage of moves in functional unit 4 of the introductions .

Fig.4 shows zero for definition and rationale moves frequenting 29 times and recorded 58% whereas methodology frequented 14 times and recorded 28%. The difficulties frequented 7 times recording 28% in the fourth functional unit. It is obvious that definition and rationale moves rarely occur in functional unit four. Consequently, Table.5 presents the percentage of moves in the introductions (N = 200).

**Table.5:** The Percentage of the Moves in the introductions ( N = 200 ).

| Move            | Frequency  | Percentages% |
|-----------------|------------|--------------|
| i. Zero         | 37         | 18.5         |
| ii. Definition  | 37         | 18.5         |
| iii. Rationale  | 42         | 21           |
| iv. Methodology | 43         | 21.5         |
| v. Difficulties | 41         | 20.5         |
| <b>Total</b>    | <b>200</b> | <b>100%</b>  |

As shown in Table.5 above and Fig.5 in the following section, it is noticed that zero, none - move frequented 37 times out of 200 and recorded 18.5%. The definition move frequented 37 times and recorded 18.5% whereas the rationale frequented 42 times and recorded 21%. The methodology frequented 43 times recording 21.5% whereas the difficulties move frequented 41 times with a percentage of 20.5%. This table answers the first question of the research about what and how many moves are organized in Translators' Introductions. It is obvious that this genre consists of the moves, Definition, Rationale, Methodology and Difficulties. It contains clearly four moves. Such percentages indicate the significance of such moves in the translator's introduction.

**Figure.5:** The Frequency and Percentage of the Moves in the introduction .

Having discussed the frequencies, definitions, rationale, methodology and difficulties, Table.6 presents the move Sequence and Cyclical Patterning in the translator's introduction (N = 50). As viewed in table ( 6 ), the analysis shows the frequency and percentage of the move sequence and cycling patterning in the introduction. This table answers question three of the questions of the research concerning the sequence and cyclical patterning. It states that a certain rhetorical move sequence, which is Definition – Rational – Difficulties – Methodology, recorded the highest frequency and percentage.

**Table.6:** The Move Sequence and Cyclical Patterning

| Sequence   | Frequency | Percent |
|--|-----------|---------|
| i.1243 Definition; Rationale; Difficulties Methodology.      | 14        | 28      |
| ii.1340 Definition; Methodology; Difficulties; Zero.         | 8         | 16      |
| iii.1234 Definition ; Rationale ; Methodology ; Difficulties | 6         | 12      |
| iv.2340 Rationale; Methodology; Difficulties; Zero.          | 5         | 10      |
| v.2430 Rationale; Difficulties, Methodology; Zero.           | 4         | 8       |
| vi.1200 Definition ; Rationale ; Zero ; Zero                 | 3         | 6       |
| vii.1320 Definition; Methodology; Rationale; Zero.           | 2         | 4       |

|  |           |             |
|--|-----------|-------------|
| viii.2300 Rationale; Methodology; Zero.                | 2         | 4           |
| ix.1210 Definition; Rationale; Definition; Zero, Zero. | 1         | 2           |
| x.1230 Definition; Rationale; Methodology; Zero.       | 1         | 2           |
| xi.1300 Definition; Methodology; Zero; Zero.           | 1         | 2           |
| xii.2140 Rationale; Definition; Difficulties; Zero.    | 1         | 2           |
| xiii.2400 Rationale ; Difficulties ; Zero ; Zero       | 1         | 2           |
| xiv.2420 Rationale ; Difficulties ;Rationale ; Zero    | 1         | 2           |
| <b>Total</b>   | <b>50</b> | <b>100%</b> |

The above table displays various sequences but the Definition, Rationale, Difficulties, Methodology sequence frequented 14 times and recorded 28 % registering the highest sequence answering question three of the study, whereas Definition – Methodology –Difficulties –zero frequented 8 times recording 16%. The Definition – Rationale – Methodology – Difficulties move sequence frequented 6 times recording 12%. The sequence Rationale – Methodology – Difficulties –Zero frequented 5 times and recorded 10 % but the move sequence Rationale – Difficulties-Methodology –zero frequented 4 times and recorded 8% whilst the Definition – Rationale –Zero – zero frequented 3 times and recorded 6%. The sequence Definition – Methodology – Rationale –zero frequented 2 times scoring 4% when the move sequence Rationale – Methodology – zero – zero, frequented twice and recorded 4% whereas Definition – Rationale – Definition – zero frequented one time and scoring 2%, the sequence Definition – Rationale - Methodology – zero frequented one time and recorded 2% but Definition –Methodology – zero – zero frequented a time and recorded 2% while Rationale – Definition – Difficulties – zero frequented one time and recorded 2%, Rationale –Difficulties – zero – zero frequented once recording 2%, and Difficulties – Rationale – Zero frequented once recording 2% as indicated in Fig.6 in the following section:

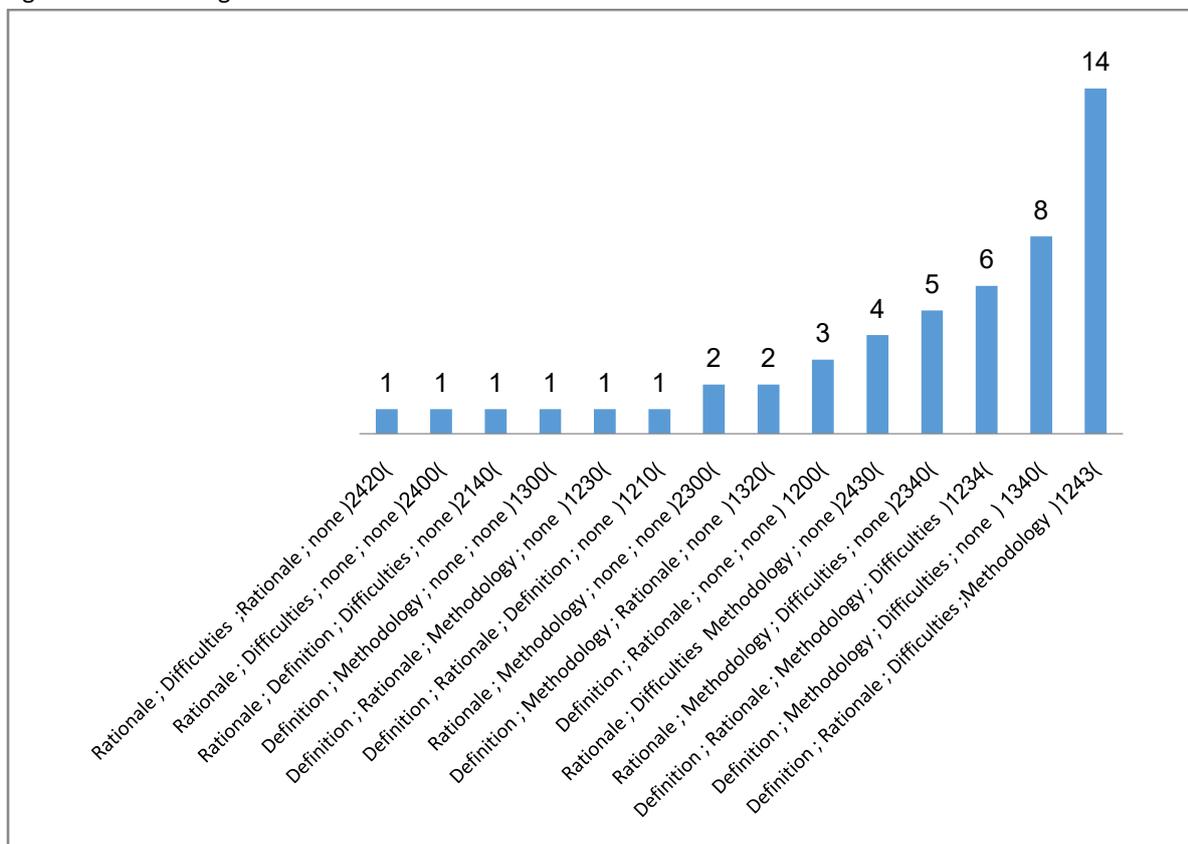


Figure.6: The Move Sequence and Cyclical Patterning

In conclusion, depending on the highest frequency, the study found that the translator's introduction consists of four moves which are the Definition, Rationale, Difficulties and Methodology. It also indicated that the moves follow a certain conventional order; Definition- Rational - Difficulties - Methodology. It again showed that the number of moves corresponds to Swales' (1981b, 1985) four – move model in terms of

number but varies in terms of order and the function of every unit ( move).The research recommends that translators' introduction follow the Definition – Rationale – Difficulties – Methodology sequence .

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