GENRE ANALYSIS AND TRANSLATION - AN INVESTIGATION OF ABSTRACTS OF RESEARCH ARTICLES IN TWO LANGUAGES

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Abstract

This study presents an analysis of abstracts from research articles found in Linguistics and Translation Studies journals. It first presents some theoretical background on discourse community and genre analysis, then it shows the analysis carried out on 18 abstracts, 6 written in English, 6 in Portuguese and 6 being their translations into English. The analysis aims at verifying whether the rhetorical patterns of organizations and the moves found in abstracts coincide with those proposed by Swales (1993) in his study of research articles and introductions. Besides, it intends to identify the verb tenses and voice preferably used in this kind of text as well as mechanisms used to indicate presence or absence of the writer in the text. The analysis reveals that the rhetorical patterns and some moves proposed by Swales are found in abstracts, though not in the same order. It also shows a high occurrence of present simple tense and active voice in all moves and passive voice only occasionally. It argues that the absence of the writer is a distinctive feature of scientific discourse and it is obtained by means of passive voice and typical statements used as resources to avoid the use of personal pronouns.

Keywords: genre analysis, scientific discourse, abstracts, rhetorical patterns.

Introduction

The scientific community is growing considerably and no matter what country the research is developed in, English is THE language used in scientific discourse, especially in research articles published in journals through which the work becomes accessible for the international scientific community. The abstract, which is a summary of the scientific text, is of extreme importance as it gives a general overview of the work and an outline that guides the reader through the text or serves as a way of selecting the reader's choices. According to Bazerman (1984), 'The article's abstract serves as one further step in turning the article into an object, for the abstract considers the article as a whole and then makes a representation of it.' (In Swales, 1993:179)

There has been a great concern with the genre-centred approaches to the analysis of discourse in the last decades. The genre-based analysis allows for the observation of linguistic patterns used for a specific genre by a determined discourse community. Abstracts are considered a specific genre used in a specific circumstance and for specific purposes. The writers and readers of abstracts form a discourse community.

The relevance of abstracts and their connection with translation makes this genre an appropriate subject for investigation. Translation studies can benefit from discourse analysis as one can observe rhetorical patterns common to certain genres and to certain languages, develop a control of the metalanguage and build prototypes. The prediction and recognition of genres facilitates comprehension and the writing of similar texts. As Swales (1993) remarks, 'Abstracts function as independent discourses as well as being advance indicators of the content and structure of the following text.' (Swales, 1993: 179)

The present study presents a brief theoretical background on discourse community and genre analysis followed by a linguistic analysis of abstracts of research articles from scientific journals in Brazil and Britain, written in Portuguese and English, as well as

translations from Portuguese into English. The aim of the analysis is to see the similarities and differences between them as regards to moves, rhetorical patterns, collocations, verb tenses and voice, the incidence of some features that are typical of English and Portuguese for abstracts of research articles. In order to validate our assumptions, the analysis intends to answer the following questions: Does the translation affect the textual product? If so, to what extent? What differences can we expect to find between original and translated abstracts? How does the pattern vary in terms of linguistic and verb choices?

Theoretical background

The notion of discourse community, defined by Bizzel as 'a group of people who share certain language – using practices' (In Swales, 1993:29) comes into play when dealing with discourse analysis and according to Herberg (1986) means 'that language used in a group is a form of social behavior, that discourse is a means of maintaining and extending the group's knowledge and of initiating new members into the group, and that discourse is epistemic or constitutive of the group's knowledge.' (In Swales, 1993: 21) In this sense, the scientific community makes use of a type of language, the scientific discourse, through which the scientific knowledge is acquired or passed. Swales (1993) proposes six defining characteristics that identify a discourse community: 1. It has a broadly agreed set of common public goals, not only shared object of study; 2. It has mechanisms of intercommunication among its members; 3. It uses its participatory mechanisms to provide information; 4. It utilizes one or more genres in the communicative furtherance of its aims; 5. It has acquired some specific lexis; 6. It has threshold level of members with a suitable degree of relevant content and discoursal expertise. A feature of a discourse community is that it makes use of certain genres and its members have knowledge of the conven-

tions of these genres. For instance, the language used for academic purposes is shared by the members of the scientific community, who master specific genres, such as: articles, reports, lectures, theses, dissertations, etc.

Swales (1993) defines genre as 'a class of communicative events, the members of which share some set of communicative purposes.' (Swales, 1993: 58) There are some conventions that determine the features of a specific genre. For Swales (1993), a genre is a class of communicative events that share the same purposes, varying in their prototypicality and establishing constraints on its content and form. He believes that some genres are structured in such a way that they influence the choice of style on the part of the users, and possess patterns of rhetorical organization in terms of structure, style, content and intended audience that are prototypical and used by others. Therefore, in the case of the range of genres used for scientific discourse, this prototypes guide readers and writers to work under certain predictions and assumptions, what facilitates their reading and writing, especially for those researchers with inadequate English rhetorical skills.

There are certain norms that govern the features of the genres used in the scientific community. As Todorov (1976) argues, 'In a society, the recurrence of certain discoursive properties is institutionalized, and individual texts are produced and perceived in relation to the norm constituted by that codification. A genre, literary or otherwise, is nothing but this codification of discoursive properties.' (In Swales, 1993: 36) The linguistic structure of research articles, for instance, follows certain codifications and possesses certain properties that make this type of text be recognized as such. One reason for studying this genre is that it plays a crucial role in the scientific community. As Knorr and Cetina (1981) point out, 'The research article has become the standard product of the knowledge – manufacturing industries.' (In Swales, 1993: 95)

Swales (1993) in his textual overview of the research article, proposes that the macro - structure of the research article typically

consists of an Introduction, a Methods section, Results, Discussion and Conclusion. The writer begins with a broad overview of the field and identifies a specific research question in the Introduction, then in the Methods and Results describes a study carried out to answer those questions, and then in the Discussion relates the results to more general issues in the field. It is believed that this pattern may as well be found in the structure of abstracts. Regarding the introductions, Swales posits a three-move schema that characterize this sub-genre:

MOVE 1:   ESTABLISHING A TERRITORY

Step 1   Claiming centrality and/or

Step 2   Making topic generalization and/or

Step 3   Reviewing items of previous research

MOVE 2   ESTABLISHING A NICHE

Step 1A   Counter-claiming or

Step 1B   Indicating a gap or

Step 1C   Question-raising or

Step 1D   Continuing a tradition

MOVE 3   OCCUPYING THE NICHE

Step 1A   Outlining purposes or

Step 1B   Announcing present research

Step 2   Announcing principal findings

Step 3   Indicating RA structure

Nwogu (1997) explains that move means a text segment made up of a bundle of linguistic features which give the segment a uniform orientation and signal the content of discourse in it. It is deter-

mined by reference to linguistic clues in the discourse, such as: statements which signal information from content occurring later in the text; lexical items which signal the information contained in each move; conjuncts which signal discourse relations in the text; statements which signal the end of a move.

It is believed that the model Swales proposed for Introductions can be adapted for the analysis of other kinds of academic writing, such as abstracts. This study is an attempt to account for the schematic structure of information in abstracts using Swales genre analysis model. More than that, it also intends to see typical collocations of this genre as well as typical linguistic features used in this kind of written discourse. Many studies have been carried out on research articles, some of which focused on specific parts such as Introduction, Methods and Results or Discussion and explored the textual properties of the text, the structure, patterns of rhetorical informational and conceptual organization. In most cases, the corpus varies from 1 to 100 samples and covers one discipline. Regarding the research paper, Merton (1973) identified four norms that define the ethos of science: universalism, communism (sharing knowledge), disinterestedness (use of grammatical structures which help to avoid mentioning the agent, such as passives - emphasize the object of study and not the subject - and nominalizations - high number of nominal groups whose head is the name of an attribute or of a process and which tend to be qualified by a prepositional phrase) and organized skepticism when approaching claims (modification of assertions to indicate explicitly the author's degree of confidence in the truth of these assertions - modality to distinguish opinions, facts and inferences). (In Marco, 2000)

Some characteristics of abstracts have already been verified by some scholars as Bloor (1984), Huckin (1987), Van Dijk (1980), Bazerman (1984), Graetz (1985). The latter observed a preference for the use of past tense, third person, passive voice, non - use of negatives, the avoidance of subordinate clauses, abbreviation, jargon, symbols, repetition, superlatives, adjectives, examples and redundancy. In some cases, active verbs also occur, and present

tense tends to occur in commentary rather than in narrative of what was done. Graetz has also observed that the most common structure likely to be found in abstracts is a four - part arrangement consisting of Problem – Method – Results – Conclusions, the same IMRD pattern found in research articles, with a couple of sentences for each part. (In Swales, 1993)

Regarding the abstract, the *sender* is the researcher or the translator in the case of translation; the *receiver* is the reader, probably a member of the scientific discourse community; the *function* is to pass or to obtain information; the *situation* in which it occurs is the academic setting; and the *physical form* is a text written in a journal or article or thesis. There is a relationship between genre and register. Register can be analyzed in terms of *field*, which indicates the type of activity in which the discourse operates, the subject matter; *tenor*, the relationship of text producer and text receiver; and *mode*, the channel of communication. In the case of abstracts, they belong to the field of science, the tenor is formal and the mode is writing. Registers are the stylistic choices determined by the genre. According to Couture (1986), 'registers impose constraints at the linguistic levels of vocabulary and syntax, whereas genre constraints operate at the level of discourse structure.' (In Swales, 1993: 41). When it comes to translation, register analysis helps the understanding of the text and the choice of the appropriate register in the target language. Fawcett (1997) points out, 'since text type will decide our translation strategies, it clearly becomes important to have a system for deciding what type the text is.' (Fawcett, 1997: 104)

In the present work, the texts analyzed represent a very limited selection from a large number. Even though, it is possible to activate a text frame. The writing of abstracts work at three levels: the *ideational function*, which relates to the register parameter of *field*, and conveys ideas representing what the writer is writing about; the *interpersonal function*, which relates to *tenor* and indicates how the writer is expressing the ideas, the relationship established be-

tween writer and reader. For instance, the use of modals reflect a desire not to be seen as a dogmatic expert but as somebody prepared to be flexible, whereas the use of declaratives suggest an expert writing from a position of knowledge and power, and the use of questions indicates someone seeking the solidarity of support. The *textual function* relates to *mode*, and indicates by what means the writer communicates about the matter, written or spoken. Regarding translation of abstracts, one can say it is equivalent for it retains the communicative function of the source language text. The textual segments of patterns contain grammatical and lexical signals.

The analysis of texts requires attention to textual form, structure and organization. Furthermore, it has to be borne in mind that the scientific genre is embedded in institutional practices and, with a view to analyzing the abstracts, we should also analyze the institution responsible for its production and distribution and the situation in which the text occurs. For Fairclough (1995), the institutions possess norms for discourse and facilitate as well as constrain the social action of the members. According to him, 'institutions construct their ideological and discoursal subjects; they construct them in the sense that they impose ideological and discoursal constraints upon them as a condition for qualifying them to act as subjects.' (Fairclough, 1995: 38) He believes that the writing of scientific texts is constrained by the norms that govern the institutions as they contain ideological-discursive formations, which are a sort of 'speech community' with its own discourse norms, according to which the subjects are constructed. As he says, 'social institutions are determined by social formation, and social action is determined by social institutions.' (Fairclough, 1995: 37). It can be understood that the institution in case is the scientific community, which determines the actions performed by its members, such as the writing of scientific texts. According to Bakhtin, 'Any text is part repetition, part creation.' (In Fairclough, 1995: 7) and texts are sites of tension between centripetal and centrifugal pressures. The former produce a text to draw upon given conventions, the latter considers specificity of particular situations of text production. In this sense,

'texts producers have nothing except given conventions of language and orders of discourse as resources for dealing with centrifugal pressures, but they are able to use these resources in new ways, generating, for instance, new configurations of genres and discourses.' (Fairclough, 1995: 8)

Concerning the object of the present study, abstracts are regarded as a specific text type used by a specific group of people for a specific purpose. To sum up, members of the scientific community determine the features of the genres according to some conventions given by the institution. What we will be analyzing are the different configurations of these conventionalized features.

Corpus methodology

The present study intends to analyze a corpus of 18 abstracts, 6 written in English, 6 in Portuguese, and 6 translated from Portuguese into English, belonging to the field of Linguistics and Translation Studies. They were attached to articles and selected from journals published in Brazil and in Britain by professional disciplinary associations in the period of 2000. The analysis of three sets of abstracts being source language texts and their translations allows for the identification of the distinctive features of the language of translation and reveal those characteristics that are particular of translated texts.

Analysis

The present analysis attempted to explore the relationship between micro-structural properties of texts (grammar, vocabulary, cohesive relations between sentences) and macro-structural organization of texts, how clause relations combine to form patterns. The ability to recognize typical patterns of organization in texts

enhances the inferences about the connective elements used and allows one to make anticipations. One pattern of text organization identified in academic texts is the *problem-solution*. The first sentences present a situation and a problem associated with it, the following sentences introduce a response to the problem and then there is an evaluation, rendering a pattern *situation-problem-response-evaluation of response*.

The abstracts were first analyzed for the general patterns of organization mentioned above. Moreover, the analysis was based on the model outlined by Swales for Introductions of research articles, which follows the IMDR sequence-Introduction, Methods, Discussion, Results. Besides, it followed the three-move schema proposed by Swales for Introductions. It was observed that the organizational patterns of the English, Portuguese and translated versions were quite similar. They all present a *situation–problem–response–evaluation* pattern. The division of the abstracts into IMRD sections of the research paper verified by Swales was also observed in all abstracts analyzed in this study. From the 18 abstracts analyzed, 14 contain 3 moves and only 4 (2 Portuguese abstracts and their translations) contain 2 moves. They were named according to their function. Although the moves proposed by Swales for Introductions were found in the abstracts, they did not appear in the same order. (see Table 1) As the Portuguese abstracts and their translated versions were identical as regards to moves, they were put together in the table.

The analysis of the texts reveal that the authors are likely to use expressions which signal information occurring later in the text, indicating the direction of ideas, and signaling the moves. From the moves indicated by Swales, it was verified that 'Announcing present research' occurred in all abstracts analyzed, and 'Announcing principal findings' occurred in 10 texts. 'Indicating RA structure' was found only in 4 cases. The other moves appearing are 'Outlining purposes' in 3 texts, 'Reviewing items of previous literature' and 'Generalizations' in 2 cases. (see table 1- EA-English Abstract, PA-Portuguese Abstract, TA-Translated Abstract)

TABLE 1

Text	Move	EA	PA / TA
1	1	-Reviewing items of previous research Introduction / Situation	-Reviewing items of previous research/Introduction/Situation -Announcing present research Methods / Response -Announcing principal findings Discussion and Results/Evaluation
	2	-Announcing present research Discussion / Problem	
	3	-Announcing principal findings Results / Response	
2	1	-Making topic generalizations Introduction / Situation	-Announcing present research Introduction/Situation -Indicating RA structure Methods/Response -Announcing principal findings Discussion and Results/Evaluation
	2	-Announcing present research Discussion / Problem	
	3	-Announcing principal findings Results / Response	
3	1	-Announcing present research Introduction/Situation	-Announcing present research Introduction/Situation - Continuing a tradition Methods/Response - Announcing principal findings Discussion and Results/Evaluation
	2	-Indicating RA structure Methods/Problem	
	3	- Announcing principal findings Discussion and results/Response and Evalution	
4	1	-Announcing present research Introduction/Situation	-Announcing present research Introduction / Situation -Announcing principal findings Discussion/Response -Outlining purposes Results / Evaluation
	2	-Indicating RA structure Methods/Response	
	3	-Announcing principal findings Discussion and Results/Evaluation	
5	1	-Announcing present research Introduction/Situation	-Announcing present research Introduction/Situation -Outlining purposes Discussion/Response
	2	-Indicating RA structure Methods/Response	
	3	-Announcing principal findings	- …

		Discussion and Results/Evaluation	
6	1	-Making topic generalizations Introduction/Situation	-Announcing present research Introduction/Situation
	2	-Announcing present research Methods/Response	-Outlining purposes Discussion / Response
	3	-Announcing principal findings Discussion and Methods/Evaluation	- …

It was noted that, when announcing present research, there is a preference for the use of present simple in all 12 English abstracts and active voice in 9 English abstracts. In the 6 Portuguese abstracts analyzed, 4 used active voice and 2 used passive, being one reflexive passive. One very important feature verified here is the absence of the writer in 10 out of 12 English texts and in all Portuguese texts, characterized by the use of the passive voice and the expressions below, in which the agent is not explicit. Another distinctive feature of abstracts is the high occurrence of verbs that indicate non-physical actions, mental actions performed by the brain, such as: question, investigate, argue, discuss, study, analyze, observe, etc. (see below)

- **Announcing present research – 12**

Present simple, active voice, no subject - 7

> *This article questions…*

> *This study examines…*

> *This article argues...*

> *This study investigates…/ Este estudo investiga…*

> *This paper aims at…2x / Este artigo/trabalho tem como objetivo…*

The present paper reveals…

The aim of this paper…/ Este artigo tem o objetivo de…

Present simple, passive voice, no subject - 2

In this study…are reconsidered / Neste estudo retomam-se…

An analysis is presented…

Present simple, active voice, subject is present - 2

In this paper I explore…

I examine…/ São examinadas…

When it comes to announcing principal findings and indicating RA structure, the same characteristics are revealed: preference for present simple and absence of the agent in most texts. Concerning the voice, active and passive were observed in the same number.

- **Announcing principal findings – 10**

Present simple, active voice, no subject

The results show, suggest, establish…/Os resultados sugerem, estabelecem…

The focus is on / Discutem-se

Past simple, active voice, no subject

The results showed…

Present simple, passive voice, no subject

This is followed by a discussion of …

…and it is then proposed that…

> *It is suggested that…*
>
> *It is argued that…*
>
> *…are identified…*

Present simple, active voice, subject is present

> *I argue that…/ Defendemos que…*

- **Indicating RA structure – 4**

Present simple, active voice, no subject

> *It introduces, shows, addresses, concludes, investigates, suggests, discusses / discute*

Present simple, passive voice

> *It is proposed*

Past simple, active voice, subject is present

> *We examined*

The analysis of the 18 abstracts, with transcriptions of the statements that signal the segments or moves in the texts, and some grammatical features identified in each one, are described in detail. The moves were identified by the observation of linguistic clues in the text, such as expressions which signal what information is coming, for instance: 'This paper aims at…', 'The results show that…', and so on. The grammatical features studied in this work include verb tense, voice and presence or absence of the writer, which is indicated by the use or non-use of the personal pronoun.

EA 1

- Move 1 – Reviewing items of previous research / Introduction / Situation

> *Abduction, a concept from the philosophy of Charles Peirce, has become extremely popular…*

Present Perfect
- Move 2 – Announcing present research / Discussion / Problem

> *This article argues that the interpretation of abduction in (historical) linguistics is based on…*

Present simple, active voice
Is based – present simple, passive voice
- Move 3 – Announcing principal findings / Results / Response

> *In consequence, it puts linguists directly at odds with….*

> *Moreover,….the term 'abductive change' is neither adequate..*

In consequence, moreover – conjunctions of consequence
Present simple, active voice

EA 2

- Move 1 – Making topic generalizations / Introduction / Situation

> *A select set of English nouns can….*

> *NPs that can act as verbs without being preceded by ….*

> *These adverbial nouns also can be modified by….*

Present simple, passive voice
- Move 2 – Announcing present research / Methods / Response

> *An analysis is presented in a ….*

Present simple, passive voice
- Move 3 – Announcing principal findings / Results / Evaluation
It is suggested that…

> *…lexical rules are written to…*

> *some remaining issues are surveyed concerning…*

Present simple, passive voice

EA 3

- Move 1 – Announcing present research / Introduction / Situation

> This article questions the distinction between…

Present simple, passive voice
- Move 2 –Iindicating RA structure / Methods / Problem

> *It first of all introduces …*

> *..and then shows how….*

> *…ideology of language is recognized…*

> *This is followed by a discussion of…*

> *…and it is then proposed that…*

Present simple, active and passive voice
Chronological – general to specific pattern
- Move 3 – Announcing principal findings / Discussion and Results
/ Response and Evaluation

> *Towards the end, the article addresses some …*

> *…and it concludes with …*

Present simple, active voice

EA 4

- Move 1 – Announcing present research / Introduction / Situation

> *In this paper I explore….*

Present simple, active voice, subject
- Move 2 – Indicating RA structure / Methods / Response

> *….the study investigates…*

> *…and suggests how…*

Present simple, active voice
- Move 3 –Announcing principal findings / Discussion and Results / Evaluation

> *… disciplinary differences are identified…*

> *It is argued that these differences in citation practices are related to …*

> *… discoursal decisions are influenced by, and deeply embedded in …*

Present simple, passive voice

EA 5

- Move 1 – Announcing present research / Introduction / Situation

> *This study examines…*

Present simple, active voice
- Move 2 –Indicating RA structure / Methods / Response

> *We examined the letters…*

Past simple, active voice

- Move 3 – Announcing principal findings / Discussion and Results / Evaluation

> *The results showed that...*

Past simple, active voice

EA 6

- Move 1 – Making topic generalizations / Introduction / Situation

> *Each genre favours ....*

Present simple, active voice
- Move 2 – Announcing present research / Methods / Response

> *The present paper reveals....*

> *It analyzes the use of ....*

Present simple, active voice
- Move 3 – Announcing principal findings / Discussion and Results / Evaluation

> *The results show that the frameworks ...enclose...*

Present simple, active voice

PA 1 / TA 1

- Move 1 – Reviewing items of previous research / Introduction / Situation

> *Este artigo trata da interface fonologia-sintaxe no que diz respeito...*

> *This paper deals with the interface phonology-syntax by discussing...*

Present simple, active voice
- Move 2 - Announcing present research / Methods / Response

> *São examinadas sentenças…*

Present simple, passive voice

> *I examine configurations…*

Present simple, active voice, subject
- Move 3 - Announcing principal findings / Discussion and Results / Evaluation

> *Defendemos que o encontro acentual com esta configuração sintática pode ser resolvido…*

Present simple, active voice, subject – first person plural
Present simple, passive voice

> *I argue that the stress clash in such environment can be resolved by…*

Present simple, active voice, subject - first person singular
Present simple, passive voice

PA 2 / TA 2

- Move 1 - Announcing present research / Introduction / Situation

> *Este artigo tem como objetivo identificar….*

> *This paper aims at identifying….*

Present simple, active voice
- Move 2 - Indicating RA structure / Methods / Response

> *A primeira parte discute…*

> *The first part discusses…*

Present simple, active voice
 - Move 3 - Announcing principal findings / Discussion and Results
/ Evaluation

> *A segunda parte do artigo estabelece…*

> *The second part establishes…*

Present simple, active voice

PA 3 / TA 3

- Move 1 - Announcing present research / Introduction / Situation

> *Este trabalho tem como objetivo discutir….*

> *This paper aims at discussing….*

Present simple, active voice
- Move 2 – Continuing a tradition / Methods / Response

> *As situações de aprendizagem de que esses professores participam…*

> *The learning situations these teachers take part in…*

Present simple, active voice
- Move 3 – Announcing principal findings / Discussion and Results
/ Evaluation

> *Discutem-se as transformações….*

Present simple, reflexive Passive

> *The focus is on the transformations…*

Present simple, active voice

PA 4 / TA 4

- Move 1- Announcing present research / Introduction / Situation

> *Este estudo investiga….*

> *This study investigates ….*

Present simple, active voice
- Move 2 - Announcing principal findings / Discussion / Response

> *Os resultados sugerem….*

> *The results suggest….*

Present simple, active voice
- Move 3 – Outlining purposes / Results / Evaluation

> *Uma contribuição deste estudo diz respeito à…*

> *This study contributes to…*

Present simple, active voice

PA 5 / TA 5

- Move 1 - Announcing present research / Introduction / Situation

> *Neste estudo retomam-se duas pesquisas independentes…*

Present simple, reflexive passive

> *In this study two independent theories are reconsidered…*

Present simple, passive voice
- Move 2 - Outlining purposes / Discussion / Response

> *…para mostrar que o longo percurso até chegarmos às escritas…*

The objective is to show that there was a long route towards the…

Present simple, active voice

PA 6 / TA 6

- Move 1 - Announcing present research / Introduction / Situation

Este artigo tem o objetivo de.…

The aim of this paper is to.…

Present simple, active voice
- Move 2 - Outlining purposes / Discussion / Response

Sua proposta é a de que esse fenômeno se baseia na…

Its assumption is that this phenomenon is based on the …

Present simple, active voice

Conclusion

The analysis of abstracts has shown some conventions of the scientific discourse, a specific phraseology and a preference for some linguistic features, suggesting that the language used in this genre is pre patterned. Sinclair (1991) has already verified that "The majority of text is made of the occurrence of common words in common patterns, or in slight variants of those common patterns" (Sinclair, 1991:108) In the corpus analyzed, all texts present the same pattern of organization, which shows a sequence indicating Introduction, Methods, Discussion and Results sections. This organization coincides with the *Problem-Solution* Pattern, in which a situation, a problem related to it, a response to it and an evaluation of the response are presented. Although these patterns were

verified in all abstracts, not all of them show all the sequences. It has also been noted that all abstracts contain moves, which are segments of texts that indicate a determined function. The moves appearing in these corpora had already been observed and named by Swales in his analysis of Introductions of research articles. The same moves occur in this study, though not in the same sequence verified by him. For instance, while in Swales' work the move 'Announcing present research' appears at the end of the Introductions, in abstracts they usually appear as the first statement. In the present study, the recurrence of three moves being, 'Announcing present research', in the 18 abstracts; 'Announcing principal findings', in 10; and 'Indicating RA structure', in 4; indicates that these might be the most frequent functions of abstracts. Regarding the grammatical features that this study attempted to analyze, the verb tense mostly used in abstracts is the Present Simple, followed by Past Simple and Present Perfect, encountered in very few samples. In general, active voice and passive voice occur in the same number, though in 'Announcing present research' a preference for active voice has been observed. A distinctive feature of abstracts that might be as well found in all scientific discourse is the absence of the writer, a characteristic already mentioned by Merton (1973), and indicated by the non-use of personal pronouns and use of passive voice. Instead, a high occurrence of statements that serve as a resource for hiding the agent, such as 'this paper intends, the present study shows', etc., has been noted.

All in all, the observations of this analysis have practical applications for reading, writing and translation, as the knowledge of some textual patterns and conventions can be considered when working with this king of text. Such knowledge might as well be useful when it comes to designing material for students of EAP or translators of scientific texts, with a view to helping new entrants into the academic discourse community who face difficulty with producing clear and coherent abstracts.

APPENDIX
JOURNAL CORPUS

English Journals:

JOURNAL OF LINGUISTICS. Linguistics Association of Great Britain.

EA 1 - **Deutscher, Guy. On the misuse of the notion of ´abduction´ in linguistics. J. Linguistics, 38:3, 2002, 469.**

1 'Abduction', a concept from the philosophy of Charles Peirce, has become extremely popular in linguistics in the last three decades. *2* This article argues that the interpretation of abduction in (historical) linguistics is based on a critical misunderstanding: it relies on an aborted model, which was rejected by Peirce himself, and it conflates two incompatible frameworks (Peirce's early and late ideas), to create a picture that is entirely incoherent. *3* In consequence, it puts linguistics directly at odds with mainstream practice in *philosophy* and science. Moreover, as currently interpreted, the term ' abductive change' is neither adequate nor necessary for classifying linguistic innovations.

EA 2 - **Whitman, Neal. A categorical treatment of adverbial nouns. J. Linguistics, 38:3, 2002, 561.**

1 A select set of English nouns can head adverbial NPs -NPs that can act as adverbs without being preceded by a preposition. These 'adverbial nouns' modified by prepositionless adverbial non-wh relative clauses. *2* An analysis is presented in a categorial grammar framework, employing a conjunctive type structure to describe the behavior of adverbial nouns. *3* It is suggested that adverbial

nouns select *non-wh* adverbial relative clauses as complements; lexical rules are written to allow such selection. Finally, some remaining issues are surveyed concerning adverbial nouns in particular and conjunctive categories in general.

APPLIED LINGUISTICS. University of Leeds, UK.

EA 3 - **Rampton, Ben. Dichotomies, Difference, and Ritual in Second Language Learning and Teaching. Applied Linguistics, 20:3, 1999, 316.**

1 This article questions the distinction between 'natural' and 'instructed' language learning. *2* It first of all introduces two extracts in which adolescents use Panjabi as a second language in peer group recreation, and then shows how these contradict orthodox images of natural acquisition and classroom learning. But rather than simply dismissing the dichotomy as empirical fantasy, its important role as an ideology of language is recognized, and there is an attempt to recast it, drawing on Bernstein 1996. *3* This is followed by a discussion of ritual as a valuable analytic concept, and it is then proposed that it may be more productive to distinguish between learning in situations in which language is bound up with an active sense of potentially problematic social, cultural or ethnic otherness, and situations where the acquisition of additional languages is treated as a relatively taken-for-granted, within-group matter-of-course. Towards the end, the article addresses some of the immediate educational ramifications of this reformulation, and it concludes with some comments on ways in which these ideas might be further explored.

EA 4 - **Hyland, Ken. Academic Attribution: Citation and the Construction of Disciplinary Knowledge. Applied Linguistics, 20:3, 1999, 341.**

1 In this paper I explore the *ways* in which academic Citation practices contribute to the construction of disciplinary knowledge. *2* Based on the analysis of a computer corpus of 80 research articles and interviews with experienced writers, the study investigates the Contextual variability of citations in eight disciplines and suggests how textual conventions point to distinctions in the *ways* knowledge is typically negotiated and confirmed within different academic communities. *3* Clear disciplinary differences are identified in both the extent to which writers refer to the work of others and in how they depict the reported information. Writers in the humanities and *social* sciences employed substantially more citations than scientists and engineers, and were more likely to integral structures, to employ discourse reporting verbs, and to represent cited authors as adopting a stance to their material. It is argued that these differences in citation practices are related to the fact that academics actively participate in knowledge construction as members of professional groups and that their discoursal decisions are inf1uenced by, and deeply embedded in, the epistemological and social conventions of their disciplines.

ENGLISH FOR SPECIFIC PURPOSES – AN INTERNATIONAL JOURNAL. The American University

EA 5 - Okamura, Akiko et al. Lexical phrases, culture, and subculture inn transactional letter writing. English for Specific Purposes, 19:1, 2000, 1.

1 This study examines the relative contributions of subculture membership and mother-tongue status/target culture membership in writing transactional letters. *2* We examined the letters accompanying articles initially submitted for publication by 26 NSE and 23 NNSE academics, and compared them with efforts to write such

letters by 21 NSE and 23 NNSE non-professionals (British under-graduates and overseas English teachers). *3* The results showed that the non-native professionals by and large perceived the rhe-torical demands of the situation similarly to native professionals but were a little less likely to use appropriate language. The native non-professionals controlled some appropriate phrases, and were able to use appropriate vocabulary, but had very little idea of the rhetoric, while the non-native non-professionals produced gram-matically competent letters that were inappropriate in both rheto-ric and language. Thus the teaching approach for writing depends crucially on the status of the learners, and the lexical phrases are particularly important for non-natives.

EA 6 - **Marco, Maria José Luzon. Collocational frame-works in medical research papers: a genre-based study. English for Specific Purposes, 19:1, 2000, 63.**

1 Each genre favours some linguistic structures and elements over others. *2* The present paper reveals the usefulness of corpus-based analysis to discover the linguistic patterns selected and favoured by a specific genre. It analyzes the use of collocational frameworks, or discontinuous sequences of words, in a corpus of medical re-search papers and describes the intermediate words, or collocates, which fill these frameworks. *3* The results show that the frame-works *the…of, a…of,* and *be…to,* when used in medical papers, enclose restricted sets of lexical items and that the selection of specific collocates for these frameworks is conditioned by the lin-guistic conventions of the genre.

Brazilian Journals:

DELTA - **Revista de Documentação de Estudos em Lingüística Teórica e Aplicada. PUC / SP**

PA / TA 1 - **Santos, Raquel. Categorias Sintáticas Vazias e Retração de Acento em Português Brasileiro. D.E.L.T.A., 18:1, 2002, 67.**

Abstract: 1 This paper deals with the interface phonology-syntax by discussing the role of empty categories in the application of rhythmic rules (see among others Lightfoot 1976, Postal & Pullum 19787, Andrews 1978, Jaeggli 1980, Freidin & Lasnik 1981). *2* I examine configurations of potential stress clash of the sort {V ec Adv}, where V is averb with stress on its final syllable, ec is an empty category, and Adv is an adverb with stress on its first syllable. *3* I argue that the stress clash in such environment can be resolved by retraction of the first stress if ec is a trace of movement, but not if it is a null pronoun (pro).
Key words: trace, null pronoun, stress clash, rhythmic rules.

Resumo: 1 Este artigo trata da interface fonologia-sintaxe no que diza respeito às regras rítmicas, mais precisamente do papel que as categorias vazias têm na aplicação de regras rítmicas (cf.Lightfoot 1976, Postal & Pullum 1978, Andrews 1978, Jaeggli 1980, Freidin & Lasnik 1981). *2* São examinadas sentenças em que há a possibilidade de um encontro acentual do tipo {V cv Adv}, em que V é um verbo com acento final, cv é uma categoria vazia e Adv é um advérbio com acento na primeira sílaba. *3* Defendemos que o encontro acentual com esta configuração sintática pode ser resolvido via retração do primeiro acento para a sílaba anterior se a categoria vazia é um vestígio de movimento, mas não se é um pronome nulo (pro).

PA / TA 2 - **Martins, Carla. A Indeterminação do Significado nos estudos Sócio-Pragmáticos: Divergências Teórico-Metodológicas. D.E.L.T.A., 18:1, 2002, 87.**

Abstract: 1 This paper aims at identifying theoretical and methodological divergences on meaning indeterminacy in socio-pragmatic studies. *2* The first part discusses two different approaches on the notions of context, communication and meaning, by opposing, on one side, Grice's and Searle's pragmatics, and, on the other side, socio-interactional discourse analysis, originated from Bateson´s and Goffman's works and represented by Gumperz's studies. *3* The second part establishes the theoretical and methodological implications on the analysis of indeterminacy, showing that the approaches mentioned poses different sets of motivations and phenomena.
Key words: discoursive indeterminacy; socio-pragmatic discourse theories.

Resumo: 1 Este artigo tem como objetivo identificar nos estudos sócio-pragmáticos, divergências teórico-metodológicas na abordagem da indeterminação. *2* A primeira parte discute, nestes estudos, diferentes perspectivas sobre as noções de contexto, comunicação e significado, contrapondo, de um lado, a pragmática de Grice e Searle e, de outro lado, a análise do discurso sócio-interacional derivada dos trabalhos de Bateson e Goffman e representada pela obra de Gumperz. *3* A segunda parte do artigo estabelece as implicações teórico-metodológicas dessas duas perspectivas para a análise da indeterminação, demonstrando que estas divergem quanto ao escopo das motivações e dos fenômenos relacionados à indeterminação.
Palavras-chave: indeterminação discursiva; teorias sócio-pragmáticas do discurso.

Revista brasileira de lingüística aplicada. UFMG

PA / TA 3 - **Castro, Solange T. Ricardo de. Teoria e Prática na Reconstrução da Concepção de Linguagem do Professor de Línguas. Rev. Brasileira de Lingüística Aplicada, 2:1, 2002, 83.**

Abstract: 1 This paper aims at discussing the results of learning opportunities, offered to English state school teachers in the Greater São Paulo, in the reconstruction of their language conceptions. *2* The learning situations these teachers take part in, within a course which has the objective of preparing reflective teachers, are structured to integrate theoretical discussions and practical experiences (Vygotsky, 1987). *3* The focus is on the transformations observed in the teachers' language conceptions, through their instructional choices during the preparation of lesson plans at two particular moments along the four weeks of a module which is part of the course.

Resumo: 1 Este trabalho tem como objetivo discutir os resultados de oportunidades de aprendizagem, oferecidas a professores de inglês da rede pública estadual, na reconstrução de suas concepções de linguagem. *2* As situações de aprendizagem de que esses professores participam, dentro de um curso que visa a formar professores reflexivos, são estruturadas para integrar discussões teóricas e experienciações práticas (Vygotsky, 1987). *3* Discutem-se as transformações observadas nas concepções de linguagem desses professores, através das escolhas instrucionais que fazem durante o planejamento de aulas, em dois momentos ao longo das quatro semanas de um módulo integrante do curso.

PA / TA 4 – Rottava, Lucia. Algumas Observações Pragmáticas na Construção de Sentidos na Produção Escrita – Um Estudo de Caso. Rev. Brasileira de Lingüística Aplicada, 2:1, 2002, 157.

Abstract: 1 This study investigates, on a pragmatical perspective, the making of meanings in the written productions of a Portuguese-Spanish bilingual speaker. The subject's mother language is Portuguese. However, he has lived in a context where Spanish is the official language. The data emerge from two written texts produced in different situations. *2* The results suggest that the written productions reflect the social practice in which the subject takes part. They also represent the place where his pragmatical knowledge interacts with the target language. *3* This study contributes to a reflection on the role of the teacher as an interlocutor determined by the institution who seems to be in conflict with the bilingual subject/writer.

Resumo: 1 Este estudo investiga, sob uma perspectiva pragmática (cf. Thomas. 1983 e Mey, mimeo, 1985 e 1993), a construção de sentidos na produção escrita por um falante bilíngüe (cf. Skutnabb-Kangas, 1981 e Romaine, 1995), cujas línguas focalizadas são o português e o espanhol. A língua materna do sujeito é o português, mas esteve em contexto em que a língua oficial é o espanhol. Os dados são dois textos escritos produzidos em situações diferentes. *2* Os resultados sugerem que as produções escritas do sujeito refletem as práticas sociais de que participa e representam o lugar em que seu conhecimento pragmático interage com a língua alvo. *3* Uma contribuição deste estudo diz respeito à reflexão a respeito do papel do professor como interlocutor institucionalmente determinado que parece estar em conflito com o sujeito/escritor bilíngüe.

LETRAS – Revista do Instituto de Letras. PUC - **Campinas**

PA / TA 5 - **Geraldi, João Wanderlei. Culturas Orais em Sociedades Letradas. R. Letras, 19:1/2, 2000, 9.**

Abstract: 1 In this study two independent theories are reconsidered. The first one is about the literacy process of an indigenous

people from Amazonia. The second one is about the oral narratives about Cobra Norato myth. *2* The objective is to show that there was a long route towards the contemporary writing, which is still going through in different ways, due to social relationships of appropriation, even though the historical construction of the alphabet has technically approached it to orality.

Key-words: alphabet, orality, writing.

Resumo: 1 Neste estudo retomam-se duas pesquisas independentes; a primeira sobre o processo de letramento de um povo indígena da Amazônia e a segunda sobre narrativas orais do mito Cobra Norato, *2* para mostrar que o longo percurso até chegarmos às escritas contemporâneas foi e ainda está sendo percorrido de formas diferentes em função das relações sociais de apropriação, ainda que a construção histórica do alfabeto o tenha aproximado tecnicamente à oralidade.

Palavras-chave: alfabeto, oralidade, escrita.

PA / TA 6 - Abreu, Antônio Suárez. Metáfora - Uma Visão Funcionalista. R. Letras, 19:1/2, 2000, 95.

Abstract: 1 The aim of this paper is to describe metaphor, using the framework of the functional Linguistics. *2* Its assumption is that this phenomenon is based on the transference of frames and schemata from an origin domain to a target domain, according to specific objectives of the speaker such as to denominate, inform, argue or touch the listener to a new look over reality.

Key words: functional linguistics; metaphor; argumentation

Resumo: 1 Este artigo tem o objetivo de descrever a metáfora, utilizando o modelo da lingüística funcional. *2* Sua proposta é a de que esse fenômeno se baseia na transferência de "frames" e esquemas de um domínio de origem para um domínio-alvo, de acordo com objetivos específicos do falante, como denominar,

informar, argumentar ou sensibilizar o interlocutor para um novo olhar sobre a realidade.

Palavras - chave: lingüística funcional; metáfora; argumentação.

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