

# Moves and Steps Involved in Applied Linguistic Conference Abstracts

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## 1. Background

This paper reports on a genre and move analysis that was conducted on eight abstracts taken from a conference in 2017 held by the British Association for Applied Linguistics (BAAL, 2017). Genre and move analysis has been popular for teaching English specifically within ESP/EAP domains where moves can be identified to describe the goals and the communicative purpose of a genre which can be useful for learners who are unfamiliar with the characteristics of particular texts (Henry, 2007). The abstracts, of around 200 words each, were analyzed by two raters (the two authors) where five moves were concluded on while maintaining inter-rater reliability throughout the process with pilots and reliability checks. Through a suggested method within the literature, the raters were able to examine the local purpose of each move and their contribution to the genre to define the general rhetorical purpose of these conference abstracts as, ‘a means to attract attention to presentations on research papers and projects’ (Biber, Connor & Upton, 2007). While certain patterns and features were found within these conference abstracts, individual styles and strategies were observed which can also be beneficial to second language learners by showing them that writing is not about concrete formulas and that there are many variations to achieving a writing goal (Halleck & Connor, 2005). First, this paper will discuss the analysis method and how inter-rater reliability was maintained. Then, results of the analysis such as move frequency, steps, and linguistic features found within the texts will be examined before discussing the meanings behind each move within the conference abstracts. The limitations of this analysis will be addressed as well as potential pedagogical practices. Finally, this discourse analysis is more focused on the transactional, “expression of content” than what simply words and grammar forms convey. As a result, the results will discuss the social and communicative purpose that these conference abstracts are aiming to achieve (Brown & Yule, 1983, p.1).

## 2. Method

The raters decided to follow similar steps outlined by Biber, Connor and Upton (2007) to conduct our analysis. Although, Biber, Connor, and Upton (2007) suggest first establishing a rhetorical purpose of the genre, the raters first individually read over the texts and drew up draft moves for the first text as a means to conduct ‘pilot-coding’ before establishing the genre’s rhetorical purpose (p.34). This

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キーワード : Genre Analysis, Move Analysis, English for Academic Purposes

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**Table 1 Move and Step Descriptors and Frequency**

Number of Moves and Steps	Move and Steps
Text 1: 8 Text 2: 7 Text 3: 6 Text 4: 6 Text 5: 4 Text 6: 8 Text 7: 4 Text 8: 5	<b>M1:</b> Providing Background Information on the Project (8/8) ⇨ <b>S1:</b> Describing historical scope (4/8) ⇨ <b>S2:</b> Outlining current state of affairs (7/8)
Total Moves and Steps = 47 Total Agreements = 35 Total Disagreements = 12	<b>M2:</b> Introducing the Current Project (8/8) ⇨ <b>S1:</b> Detailing the fundamentals (8/8) ⇨ <b>S2:</b> Describing specifics (4/8)
<b>Inter rater reliability</b> <b>35/47 × 100 = 74.4%</b>	<b>M3:</b> Outlining the Methodology (6/8)
	<b>M4:</b> Project Aims (2/8)
	<b>M5:</b> Predictions and Implications (6/8) ⇨ <b>S1:</b> Of this study (6/8) ⇨ <b>S2:</b> For wider linguistic community (5/8)

was done as a means to gain a deeper understanding of the genre where during this process, the raters naturally noticed steps within certain moves as well. Eventually, a conclusion on the wording and number of moves within the conference abstracts was agreed upon. This process of developing the descriptors for the moves was an important step to achieve consistency between the two raters (Biber, Connor & Upton, 2007). Following this, the raters individually analyzed the eight texts before sharing our move analysis results where the raters confirmed our inter-rater reliability through a percent agreement (See appendix). Overall, our inter-rater reliability showed that the raters had a 74.4% agreement over the 8 texts. One issue became apparent around the interpretation of the descriptor for M4 where it was discussed, and the differences in opinion are now noted in the appendix while maintaining the initial agreement percentage which was sufficient enough to progress into the next analysis phase. Once several steps were identified from the five moves, they were analyzed for frequency, grammar, lexical, and stylistic features.

### 3. Results and Analysis

For the analysis, the raters concluded that there were five main moves, which is consistent with similar analyses in the field, used to construct the conference abstracts (Ankit, 2012; Ding, 2007; Halleck & Conon, 2006). The moves and steps that were identified from the genre analysis are identified below as well as their frequency throughout the eight conference abstracts:

#### 3.1 M1—Providing Background Information on the Project—Obligatory Move

<p><b>S1</b> – Describing historical scope  <b>S2</b> – Outlining current state of affairs  <b>Elements:</b> <i>Present perfect, since the 1980s, after the 1990s, in the past decade, when, recently, relative clauses, such as, in particular, and use of the word ‘and’ and commas to form lists.</i></p>
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M1 aims to provide background information to the project where it was found in 100% of the texts which establishes this move as obligatory to the genre. It appeared at the beginning of all of the conference abstracts thus suggesting background information is crucial to state before anything else

(Brown & Yule, 1983). M1 could be divided into two steps where M1 S1 (M1S1) was found in 60% of the texts and M1S2 was found in 50% of the texts; only 30% of the texts included both M1 steps. The decision to use either step seems to depend on the nature of the project and whether past and or current affairs are important to the context of the abstract. As a result, tense is a key aspect of this move as it establishes connections between the scope of the literature and the study itself. M1 was mainly found in the present perfect (PP) form except for text 4 and 8 which had either a specific past or present tense focus. PP is often accompanied with the use of time words to establish a time period which was also common. Furthermore, the extensive use of the word ‘and’ and commas to form lists was found in all M1 examples and was important to provide details for the texts. Relative clauses, ‘such as’, and ‘in particular’ were also used to further elaborate. While M1S1 and M1S2 are similar, their defining feature is their reference to a particular time period. Notably, in the texts that included both M1S1 and M1S2, M1S1 was always used before M1S2 which may suggest a chronological preference for providing background information before discussing the current state of affairs. Some second language learners may have an L1 where this preference is either opposite or non-existent due to language distance and would therefore require explicit instruction to become aware of this point (Evans et al., 2010). Furthermore, as an example, text 2 could be isolated in the following manner to present to second language learners one means of how to complete M1: “. . . in past decade, China has attracted . . . A, B, and C”.

### 3.2 M2—Introducing the Current Project—Obligatory Move

**S1** – Detailing the fundamentals

**Elements:** *this project investigates/focuses on, the project explores, this research aims to, the study addresses, my paper draws on . . .*

**S2** – Describing specifics

**Elements:** Titles – *These include Shung Ye Museum of Formosan Aborigines, Daniel Smith’s Monkey Mind: A Memoir of Anxiety (2012).*

Definitions – *Argumentation is conceptualized as. . . , Their interaction falls into English as a lingua franca domain. . . , and citizenship is conceptualized in terms. . . .*

M2 is fundamental as it is the first move to begin giving details regarding the content of the paper itself. This makes M2S1 an obligatory step where it fulfills the purpose of introducing the fundamentals of the paper or project. M2S2 is only optional as it appeared in only 50% of the texts to give additional details. The use seems to specify titles of works that were important for their study or to define particular terms that were important to the understanding of the fundamentals. Certain academic phrasing is noticeable during M2S1 such as, ‘this project investigates/focuses on’, which appeared as frequent openings to this move and were present somewhere during the move in all texts. The outliers were in text 2 and 5 where the authors may have felt it was first necessary to justify their paper by first introducing collected data or by asserting a research gap in other studies. Discourse structure analysis has shown that there is a “linearization problem” where words which are uttered first “constitute the initial textual context for everything that follows” (Brown & Yule, 1983, p.125). The importance of this move is signified more due to its stylistic construction where the majority of the authors opted for a new paragraph to initiate this move. Furthermore, text 5 notably was the only abstract to

use the possessive pronoun ‘my’, ‘my paper draws on . . . ’, which can be contrasted with the other texts to exemplify the tendency to heavily use articles in academic writing (Biber et al., 1999). Although, this can also be used to identify a stylistic choice by the author who continues to effectively use this style throughout the abstract.

### 3.3 M3—Outlining the methodology—Typical Move

**Elements:** *Discourse analysis, multimodal critical discourse analysis, questionnaire analysis, this study adopts, on the basis of, the research methods were, combines tools from. . . , with concepts from, involves both . . . and. . . , . . . analysis followed by. . . , analyzed through . . . .Counter-intuitive present tense use.*

M3 has one purpose which is to state the methods of analysis used in the papers. Analysis is a key-word here and used frequently throughout each of the texts. This is because the writers are stating common terms found within the field such as, ‘discourse analysis’, which highlights the importance of knowing the correct terminology for a given field. There are several methods by which these terms are introduced in the move. Some of these include; ‘this study adopts . . . ’, ‘on the basis of . . . ’, ‘the research methods were . . . ’ etc. One stylistic choice that represents a preference is the triangulation of qualitative research through multiple methods which is shown by how the majority of the examples discussed ‘combining tools’ of analysis (Friedman, 2011). Furthermore, and potentially counter-intuitive to learners of English, the present tense was used in all M3 examples except in text 3 which is a stylistic choice that has come to be expected within this genre. M3 especially highlights expectations within the genre which must be learned through exposure. This is because one must become accustomed to the “epistemological orientation” that is sustained through discourse (Carbó, et al., 2016, p.367).

### 3.4 M4—Project Aims—Optional Move

**Elements:** *This study aims to understand . . . how . . . , this paper shows . . . a challenge . . . on the basis of. . . , by closely examining . . .*

M4 was the main reason of disagreement between rater move choices. Although the raters had agreed on the definition of M4 as ‘project aims’, One rater had interpreted it as what the study aimed to answer by conducting an analysis, however another rater had interpreted it as what will the project direction be in the future. The raters decided to accept the inter-rater reliability of 74.4% and that the differences in opinion could raise interesting discussion points; these differences will be highlighted in the appendix. M4 aims to ask questions or show a potential problem that requires attention. E.g., ‘this study aims to understand . . . how . . . ’, and ‘this paper shows . . . a challenge . . . ’. There were two distinct features that were found to be representative of M4 despite rater differences. Firstly, there is a mention of the challenges and or purpose of the study. Secondly, they justify the choice of methodology by showing how it responded to the challenges or purpose of the study. Both of these aspects of M4 can be seen in the elements listed above. Despite rater differences, it is acceptable to expect some variation amongst raters as rater variables can influence the interpretations of moves in differing ways

(Biber, Connor, Upton, 2007).

### 3.5 M5—Predictions and Implications—Typical Move

**S1** – Of this study.

**S2** – For the Wider Linguistic community

**Elements:** *The study highlights, is essential for, will shed light on . . . , possible, potentially, significantly and could.*

*Specific examples vs wider audience/general terms.*

M5 appeared in 75% of the texts and so it is considered a typical move for this genre. While M5S1 detailed implications of the study directly, M5S2 and its focus on the wider linguistic community was not seen without the aforementioned M5S1 so M5S2 can be considered supplementary to M5S1. 80% of the steps identified utilized similar phrasing to introduce predictions and implications. Some examples are ‘it is assumed that . . . ’, ‘this study has implications for . . . ’, and ‘the research shows . . . ’ with differing levels of certainty conveyed through word selection such as, ‘possible’, ‘potentially’, ‘significantly’ and ‘could’. Furthermore, it was common to see contrasts with words such as ‘between’, ‘difference’, and ‘while’. While similar, M5S1 and M5S2 differ in their generalization or specification in regards to which aspects that they are predicting or implying. For example, the contrast in specificity between participants’ attitudes from the study and the wider population in EAP courses found in text 3, or the specific comments on celebrity posters compared to insights into the (post-)feminist potential of the digital image in text 6. Finally, the nature of M5 and the use of the word ‘field’ in text 3 is relatively appropriate. Thus, it could be assumed that it is a useful lexis for this move, but it only appeared once in this data set and so more of an analysis would be required to answer this assumption.

## 4. Discussion

Aside from each move that has been identified in this assignment, there are expected practices to writing of this nature which may be overlooked by second language learners. Some of these include the tendency to avoid pronouns and the extensive use of articles in this genre (Biber et al., 1999). Furthermore, the importance of academic vocabulary should not be ignored as well as proper referencing methods. Overall, this genre and move analysis has been able to isolate obligatory, typical and optional moves and steps where it has become clear that the communicative purpose of the genre is to provide background information, a detailing of the study and mentioning of future implications. This can be useful information for second language learners to mimic and use as a reference. However, so can the variations and outliers that were also observed. Furthermore, a limitation of this study is that the data set was taken from only one conference and so a wider analysis would be required to further establish a more detailed account of what moves and features are found within this genre. However, even this small analysis can give an insight into the communicative purpose and features of a genre which is potentially why genre and move analysis continues to be a popular medium for providing information on how to use English in academic settings (Henry, 2007).

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**Appendix**

<b>Text 1: Constructing aboriginality: A study of Taiwanese museum discourse</b>	
<b>M1S1 Agreement: Y</b>	Since the 1980 s, due to the political liberalization and the rise of the Taiwanization Movement, multiculturalism has been reassured and the importance of aboriginal language and culture rehabilitation emphasized.
<b>M1S2</b>	After the 1990 s, several museums have been established as one of the political devices used to help celebrate indigenous history and culture. At the same time, indigenous (cultural) tourism has been on the rise and become an important of part of the cultural/ tourism industry.
<b>M2S1 Agreement: Y</b>	This project investigates the exhibition texts in four Taiwanese museums in which aboriginal artefacts are displayed.
<b>M2S2 Agreement: Y</b>	These include Shung Ye Museum of Formosan Aborigines, the National Prehistory Museum, the Shihshanghang Museum of Archaeology and National Museum of Natural Science. The data are hybridised with different written texts and include a corpus of exhibition texts (labels) displayed in public spaces, including flyers, brochures, posters and signposts.
<b>M3S1 Agreement: Y</b>	This study adopts multimodal discourse analysis as its methodological analysis tool because it involves both the analysis of language use and different types of semiotic resource in such communications
<b>M4S1 Agreement: Y</b>	By closely examining museum texts, this study aims to understand the implicit dimension of how the properties of the indexicality of language scripts and related semiotics are presented to construct ideologies and sociocultural identity that shape and are shaped by the wider context of social structures.
<b>M5S1 Agreement: Y</b>	It is assumed that interaction between linguistic and the semiotic elements effectively enable the scripts to serve as instruments of inclusion and exclusion, thereby contributing to the production and reproduction of sociopolitical and cultural equality and inequality.
<b>M5S2 Agreement: Y</b>	Ultimately, the analysis of the texts will shed light on the processes of language use formation for indigenous tourism and make the power relations between the dominant and the dominated transparent.

<b>Text 2: English as a lingua franca in the courtroom: The issue of mutual understanding in interpreter-defendant communication</b>	
<b>M1S1 Agreement: Y</b>	Alongside with its economic development and social changes in the past decade, China has attracted a considerable number of tourists, investors, and diverse communities of migrants.
<b>M1S2 Agreement: Y</b>	When foreign-language-speaking migrants come into contact with the Chinese legal system, they rely on interpreters to participate in the legal proceedings. English is the most commonly spoken language by foreign litigants in Chinese courtroom.
<b>M2S1 Agreement: Y</b>	Drawing upon four-month fieldwork in three courts of a Chinese city that handles a large number of foreigner-related cases every year, this paper explores the communication complexities in trial proceedings when foreign defendants, mostly from African countries, interact with Chinese interpreters in English.
<b>M2S2 Agreement: Y</b>	Their interaction falls into English as a lingua franca domain for “none of whom English is the mother tongue” (House, 1999, p.74).
<b>M4S1 Agreement: N M3</b>	On the basis of discourse analysis of recordings of seven criminal hearings, this paper shows that communication becomes a challenge to both parties owing to their different ‘varieties of English’.
<b>M5S1 Agreement: N M4</b>	Differences in pronunciation become obstacles to mutual intelligibility, which has an impact on interpreters’ performance in terms of accuracy and completeness, potentially placing African litigants to a situation where they can neither fully understand courtroom interaction nor make their defence understood by others.
<b>M5S2 Agreement: Y</b>	This study has implications for training of interpreters to work with second-language-speakers of English.
<b>Text 3: Navigating the Rules of Academia. Issues of Power, Identity, and Culture in International Students’ Academic Writing</b>	
<b>M1S1 Agreement: Y</b>	With the rise of student mobility, and consequently the increase of student cultural, ethnic, and linguistic diversity, issues surrounding English for Academic Purposes in regards to non-native English speakers at tertiary schools have become increasingly important.
<b>M1S2 Agreement: Y</b>	While academic literacies research has identified that power, identity, and culture play a role in academic writing, the presence of and attitudes towards these aspects in academic writing has not been studied thoroughly.
<b>M2S1 Agreement: Y</b>	Therefore, this study analyzed the attitudes towards and presence of power, identity, and culture in academic writing of international students at a tertiary institution in Ireland.
<b>M3S1 Agreement: Y</b>	The research methods were a questionnaire analysis followed by in-depth case studies, analyzed through discourse analysis.
<b>M5S1 Agreement: N M4</b>	The findings suggest that, while participants generally have positive attitudes towards these aspects, there is a high level of negotiation and conflict between dominant norms and the expression of power, identity, and culture of the individual. Significantly, the analysis of writing samples did find a presence of power and identity within their academic writing to some extent.
<b>M5S2 Agreement: Y</b>	Possible implications of these findings for the English language teaching field could be to increase the focus on academic literacies in tertiary institutions, specifically in English for Academic Purposes courses, to aid in the negotiation of these aspects and increase the academic success of non-native English speakers.
<b>Text 4: Argumentation and Citizenship in super diverse classrooms</b>	
<b>M1S2 Agreement: Y</b>	Adult ESOL classrooms are diverse communities of practice (Lave and Wenger, 1991) where adult migrants to the UK learn English and are socialized as citizens.
<b>M2S1 Agreement: Y Agreement: N</b>	This paper focusses on the ways in which participation in classroom argumentation connects to democratic citizenship. Argumentation is conceptualised as a situated, dialogic practice, in which learners and teachers position themselves and each other and where they are also positioned within wider networks of power. Citizenship is conceptualised in terms of participation in classroom argumentation and as something that can be enacted and modelled by both learners and teachers.

<b>M1 from here.</b>	The opportunities enabled by exploring citizenship through the lens of argumentation are considerable. After all, argumentation itself is predicated upon notions of difference and diversity. The linguistic and sociocultural resources learners and teachers bring to argumentation are fascinating and diverse. Such diversity, of course, also presents challenges in terms of integration and social cohesion, as learners and teachers struggle for audibility in the face of top-down policy control and an increasingly hostile post-BREXIT political climate.
<b>M5S2 Agreement: Y</b>	This raises many pedagogical challenges and questions: How do the raters create classrooms where everyone can participate fully in argumentation in a climate of tolerance and mutual respect? How do the raters make our pedagogies around argumentation inclusive and participatory enough to help learners to transform their own lives and the lives of the communities in which they live?
<b>M3S1 Agreement: Y</b>	To address this, I draw upon data collected from classroom debates in a Further Education college in Leeds, working outwards from a discourse analysis of classroom argumentation to explore the implications for wider democratic citizenship
<b>M5 Agreement: N M4</b>	The findings suggest that, while participants generally have positive attitudes towards these aspects, there is a high level of negotiation and conflict between dominant norms and the expression of power, identity, and culture of the individual. Significantly, the analysis of writing samples did find a presence of power and identity within their academic writing to some extent.
<b>Text 5: Narrating Neurosis: Humour in Memoirs of Anxiety</b>	
<b>M1S1 Agreement: Y</b>	The role of language in communicating the experience of mental disorders has received considerable attention in discourse analysis, where an especially productive area of research has been the study of such illness narratives as interviews with patients (Galasiński 2008), novels about affected characters (Hunt and Carter 2012), and sufferers' diaries (Demjén, e.g. 2015).
<b>M2S1 Agreement: Y</b>	While many of the existing studies focus primarily on narratives of depression, my paper draws on these approaches to explore the use of language in memoirs of anxiety.
<b>M2S2 Agreement: Y</b>	Based on an analysis of Daniel Smith's <i>Monkey Mind: A Memoir of Anxiety</i> (2012) and Scott Stossel's <i>My Age of Anxiety: Fear, Hope, Dread and the Search for Peace of Mind</i> (2014), I outline a range of common techniques adopted by the writers to describe the experience of the emotional distress associated with chronic anxiety disorders. I focus, specifically, on the narrators' use of humour in communicating that experience, showing how both Smith and Stossel position themselves as targets of ridicule, portraying themselves as irrational, neurotic outsiders.
<b>M3S1 Agreement: Y</b>	In my qualitative linguistic analysis, I combine tools from discourse analysis, stylistics and pragmatics with concepts from humour studies (e.g. Martin 2007) and psychopathology (e.g. Starcevic 2010) to provide an account not only of the experience of anxiety, but also of the humour which can be used to describe it to others.
<b>Text 6: With her milk there flowed the deepest thoughts, concepts and dreams': the meta-discourse of breastfeeding images on Instagram</b>	
<b>M1S2 Agreement: Y</b>	Social networking sites have become one of the key arenas in which ideologies of social and visual practices are re-negotiated. In particular, discourses of appropriateness regarding women's bodies have taken centre stage, covering a range of 'taboo' issues such as pubic hair and menstruation (Olszanowski, 2014; Thornton, 2013). One issue that has received relatively little research attention is discourses of breastfeeding, despite the recent debate on breastfeeding 'rights and wrongs' in the media.
<b>M2S1 Agreement: Y</b>	The study addresses this research gap by analysing discourses of breastfeeding and the visual representation thereof on Instagram.
<b>M3S1 Agreement: Y</b>	It consists of a multimodal critical discourse analysis of reactions to breastfeeding Instagram posts by five celebrity users over the period 2014 to 2017.
<b>M2S2 Agreement: N M3 and M4 from "The study also takes. . ."</b>	It primarily focuses on responses to images posted by model Tamara Ecclestone in 2017 showing her breastfeeding two-year-old daughter, which were widely reported in the media, and received over 1,300 comments on Instagram, many of them disparaging. The study also takes account of responses to breastfeeding selfies by non-celebrity users, which enables it to distinguish between discourses directed at the 'privileged' status of celebrities and those focusing on breastfeeding images as a broader visual practice.
<b>M5 Agreement: Y</b>	The research shows that while celebrity posters generate overall positive responses, the images also receive negative comments regarding the sexualisation of women's bodies and the credibility of the stance taken by celebrities.

<b>M5S2</b> <b>Agreement: Y</b>	The study also highlights some of the aesthetic strategies that women employ to renegotiate discourses of breastfeeding and offers insights into the (post-)feminist potential of the digital image.
<b>Text 7: Constructing the Model Citizen in Health Communication</b>	
<b>M1S2</b> <b>Agreement: Y</b>	<p>Accident and Emergency (A&amp;E) departments have recently been the focus of frenetic ‘communications’ activity, with almost daily news stories about a ‘crisis’ because too many people are attending for the wrong reasons. Almost no media coverage is given to the alternative discursive position of underfunding and insufficient recruitment.</p> <p>Health services in general, and emergency health services in particular, are currently providing excellent examples of Foucault’s concept of ‘governmentality’ (2007). NHS communications teams have used discursive strategies frequently found in public health campaigns to evoke strong emotions (Lupton 2013) such as fear, shame, ridicule or humour in their attempt to deter the public from heading to A&amp;E, to little avail. From leaflets and posters to web sites and tweets, the NHS spends millions attempting to educate the public about how to use its services.</p>
<b>M2 S1</b> <b>Agreement: Y</b> <b>But also M3</b> <b>from “In my</b> <b>presentation I</b> <b>will. . .”</b>	<p>By examining a range of these publicly available texts related to A&amp;E services, I explore the phenomenon of the model citizen construct, to discover and critique the discursive strategies present in these texts regarding ‘correct’ use of NHS services.</p> <p>In my presentation I will share findings from my ongoing multimodal Critical Discourse Analysis of the discursive construction of the ‘model citizen’ or ‘model user of health services’.</p>
<b>M5</b> <b>Agreement: N</b> <b>M2</b>	This ‘model citizen’ is one who absorbs the information and advice produced by governments and health organisations, and follows the guidance, modifying their behaviour appropriately in order to stay or become healthy, or to use services in the way service providers intend them to be used.
<b>Text 8: Representing Power Relations in a Contested Space: An Insight into Brunei-Britain Political Dynamics between 1847 and 1984</b>	
<b>M1S1</b> <b>Agreement: Y</b> <b>But also M2</b> <b>from “In Pro-</b> <b>tectorate</b> <b>Brunei. . .”</b>	In the context of ancient Southeast Asia where European dominance was prevalent before the 1950 s, two types of dependencies arose from this dominance and conflict namely colony/colonial state and protectorate/protected state. Where colonies were often associated with military involvement especially in achieving their independence, protectorates were commonly ‘granted’ theirs after proving that the country is capable to practice full authority in both its internal and external affairs. In Protectorate Brunei, the practical difference between the two was often regarded to be marginal and complex. With a strenuous period covering six reigns and a century (1847-1984), the relationship between Brunei and Great Britain (BR-UK) had undergone phases or political shifts parallel to the developmental changes in regional politics, economic growth and nationalist movements. It is also within these shifts that the relationship between the two powers developed, challenged, evolved, and finally balanced into two independent states of equivalent authorities and legitimacy.
<b>M2S1</b> <b>Agreement: N</b> <b>M4 and M5</b>	This ongoing postgraduate research aims to observe these dynamics as represented in BR-UK political discourses produced between 1847 to 1984. In this vein, power relations will be discussed in terms of how BR-UK political shifts were represented, developed, maintained and negotiated over the contested period in the context of protectorate dependency and diplomacy; and how this phenomenon was appreciated as a linguistic phenomenon via the manifestation of features, discursive interactions/ strategies, role of social actors and context of text production.
<b>M3S1</b> <b>Agreement: Y</b>	Methodologically, this research is triangulated within the framework of Discourse Historical Approach with the complementary usage of Social Actors Approach, in the domain of Critical Discourse Analysis and politolinguistics.

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### ABSTRACT

In the field of applied linguistics, it is common to see authors of papers who do not speak English as their mother tongue. One piece of writing in particular that requires specific strategies and language to be used are conference abstracts. While some attend English for Academic Purpose classes to learn these skills, others turn to papers in the literature such as this paper to discern how to go about writing their conference abstracts. This paper reports on a move and step analysis conducted on eight conference abstracts for the British Association for Applied Linguistics (BAAL, 2017). Two raters conducted the analysis where throughout the process, pilots and reliability checks were used to improve inter-rater reliability which was found to be 74.4%. The raters used a top-down genre analysis outlined in the literature by Biber, Connor, and Upton (2007) and it was concluded that the general rhetorical purpose of these conference abstracts is a means to attract attention to presentations on research papers and projects. In total, five moves were isolated across the eight abstracts; these are ‘providing background information on the project’, ‘introducing the current project’, ‘outlining the methodology’, ‘project aims’, and ‘predictions and implications’. The following will discuss further steps found within these moves as well as the linguistic features of each move which were determined by a corpus analysis. Some of these include the tendency to avoid pronouns and the extensive use of articles in academic writing (Biber et al., 1999). Although corpus analysis was used to perceive language use, this discourse analysis is aimed at investigating content expression and the broader meaning conveyed in the genre. Thus, readers of this paper will find both semantic markers that form the structure of conference abstracts, but also details regarding the communicative and social motivation behind each move (Brown & Yule, 1983).

**Key words:** Genre Analysis, Move Analysis, English for Academic Purposes

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