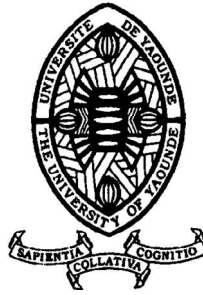


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**Rhetorical moves in the essays of students: the case of
LMA four students of the higher teacher training
college Yaoundé**

A Dissertation submitted in partial Fulfilment of the requirements for the
award of D.I.P.E.S II in in English

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ABSTRACT

This work sets out to investigate the use of rhetorical moves in the essays of LMA Four students from the Higher Teacher Training College, Yaounde. This work was motivated by the observation that LMA Four students pay little or no attention to the use of rhetorical moves when they write academic papers like the essay. Using Swales' words, this study focuses on the extent to which students make use of rhetorical moves such as establishing a research territory (making topic generalizations), establishing a niche (question raising), and occupying the niche (outlining the purpose or indicating the structure of the essay). The study was corpus-based and was undertaken within the framework of genre analysis propounded by Swales (1990a). Data were collected from 16 essays produced by students. The percentage count procedure was used to analyse the data. The findings reveal that students make use of rhetorical moves when introducing their essays though not thoroughly. 56.25% of the students made use of Move One (establishing a research territory) to the detriment of Move Two (establishing a niche) and Move Three (occupying a niche). With these results, one can conclude that students' essays are not up to academic standard due to the little use of rhetorical moves. Hence there is the need to teach academic writing in schools.

RESUME

Cette étude portait sur l'analyse des procédés rhétoriques dans les devoirs de dissertations rédigés par les élèves-professeurs de LMA 4 à l'Ecole Normale Supérieure de Yaoundé. Elle est ainsi fondée sur le postulat selon lequel les élèves-professeurs de LMA 4 accordent peu, voire, pas d'importance aux procédés rhétoriques lors de leurs exercices académiques. En s'appuyant sur la conception de Swales, cette étude s'interroge sur la fréquence des procédés rhétoriques récurrents dans les devoirs des étudiants de LMA 4. Il revenait donc à savoir si, premièrement, les étudiants établissent un domaine de recherche dans leurs devoirs. Ici, il s'agit d'introduire le sujet par des propos généralisant. En suite, l'on cherche à savoir s'ils établissent une niche, c'est-à-dire s'ils formulent un questionnement et en fin s'ils occupent la niche établie ou encore s'ils annoncent le bût ou la structure du travail. Les données ont été collectées par des corpus et la théorie d'analyse des genres, qui a pour théoricien Swales (1990a), a été utilisée. Ces données provenaient de 16 dissertations et leur analyse a été faite grâce à une méthode quantitative impliquant le calcul des pourcentages. Il en ressort donc de notre analyse que, bien qu'avec un très peu d'exemples illustrant l'usage des procédés rhétoriques, les étudiants de LMA 4 en font quand même usage dans leurs devoirs de dissertations. Sur 16 étudiants, 9 ont fait usage du premier procédé qui consiste à établir un domaine de recherche contrairement aux deux autres procédés. Ces résultats nous amènent à confirmer que les dissertations produites par les élèves-professeurs de LMA 4 sont dépourvues de procédés rhétoriques, d'où le besoin d'instaurer l'enseignement de la rédaction académique dans nos écoles.

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Finally, I seize this opportunity to thank all my friends and classmates of ENS Yaounde, 2014/2016 batch of LMA and BIL students for their assistance with regard to the writing of this work.

DEDICATION

This work is dedicated to my beloved daughter, Wai Fedora Shammah Nkemungwe.

CERTIFICATION

I hereby certify that this work, entitled “Rhetorical Moves in the Essays of Students: The Case of LMA Four Students of the Higher Teacher Training College Yaounde”, is the original work of Julius NKEMUNGWE, Department of English, Higher Teacher Training College Yaounde, University of Yaounde 1.

Signature_____

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LIST OF ABBREVIATIONS USED IN THIS STUDY

CARS	Create a Research Space
RAs	Research Articles
ESL	English as a Second Language
EFL	English as a Foreign Language
EAP	English for Academic Purposes
ELT	English Language Teaching
ENS	Ecole Normale Supérieure
CR	Contrastive Rhetoric
EEPs	English Examination Prompts
HOD	Head of Department
LMA	Lettre Moderne Anglaise

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CHAPTER ONE

GENERAL INTRODUCTION

The purpose of this study is to verify if level four students of the English Department of the Higher Teacher Training College respect the use of rhetorical moves in their essay introductions, identify these rhetorical units and verify whether they are used appropriately to convey the intended meaning to the intended audience. This chapter contains the background which clearly explains the nature of writing. Also, this chapter comprises the research motivation, research problem, research questions, research objectives, scope of the study and significance of the study. It ends with the structure of the work.

Recent discourse analytic studies indicate that rhetoric in academic writing differs across disciplines (see Bazerman:1981; Hyland:2000; Samraj:20002a;Hewings:2004).Consequently, in the last decades, a growing number of studies have investigated this notion, focusing on expert writing (Hyland:2000,20001a,Vartalla:2003; Abraham and Varghese:2004); and to a lesser extent undergraduate writing (Kusel:1992). The studies on undergraduate studies have tended to focus on writing in Anglo-American and Asia-pacific contexts ,leaving the rhetorical aspects of student writing in Africa, and Cameroon in particular largely under study.

The present study seeks to fill this gap by exploring the use of one key rhetorical feature: introduction, in the essays of students of the Higher Teacher Training college Yaounde using Swales'(1981a,1990a) framework. Specifically, three parameters are taken into consideration (1) the frequency of moves, (2) the sequence of moves and (3) the textual space allocated for each move. A total of 16 examination essays written by Level Four students were examined and data were collected with a focus on the identification of the three rhetorical moves which constitute our target.

Given that the present study focuses on student writing, it is important to draw brief attention to the three pedagogical approaches that have informed students writing over the last four decades namely: product, process, and genre approaches (Raimes:1998, Silva and Matsuda:2001)

The earliest of the three key writing pedagogies, product-based pedagogy emerged and became popular in the post-war period (Warschauer:2002) partly in order to meet the language needs of the overwhelming number of international students enrolled in Anglo-American institutions in English as a second language (ESL) and English as a foreign language (EFL) within EAP programs. The text oriented nature, formalism and decontextualisation. The text-orientedness of the product approach alludes to a coherent arrangement of elements structured according to a system of rules. In emphasizing texts, this approach extols form. It was common in the mid-sixties for EAP courses to pay strict to the conventionalized structure of western rhetoric, that is, how to recognize and write a topic sentence, a well formed paragraph and a five paragraph essay (White:1988;Warshauer:2002). Since the target of the product approach (international students) could not produce the envisaged correct academic text, the writing teacher or the text book became a good model(White:1988:5). Unfortunately, this approach had a predilection towards decontextualisation insofar as it neglected the context of interpretation, thus reflecting a mechanistic view of writing as the mere transference of idea from one mind to another.

In the 1960s and 1970s, an alternative approach to the study of writing (Hayes and Flower, 1983) became popular. This new approach, which was process-based, emphasized the role of the writer, writing as a cognitive process, and the significance of feedback from authentic readers. In principle, the process-based pedagogy seeks to circumvent the ills of the earlier approach, the disregard of all the processes that precede the “product”, a contextuality and the subtle denigration of the writer as a mere receptacle of instructions from the teacher. Instead of controlling the class in the writing activity, the teacher’s role in this approach is to offer guidance and intervention before the imposition of any organizational patterns: the teacher helps the students in drafting, getting started, revising and editing. Thus, writing is considered from the process perspective as a recursive, complex and creative activity.

A still later approach introduced in the 1980s was genre based pedagogy, which seeks to underscore the social dimension of writing, a reaction to the process approach which overemphasized the individual’s pedagogical functioning(Horwitz:1986a) and thus neglected variations in writing processes due to differences in individuals, writing tasks

and rhetorical situations(Reid:1984).Motivated by the need to empower students to handle the kinds of writing legitimized in diverse academic communities, genre-based pedagogy highlights writing as a social interaction and social construction (Hyland:2002c)While the concept of writing as a social interaction foregrounds the communicative dimension of writing by emphasizing the understanding, interest and needs of the potential audience/reader, the notion of social constructionist enables us to see writing as a social artifact in the sense that the writer engages in writing to reflect the preferred typifications and regularities of discourse practices of particular academic communities. Interestingly, genre-based pedagogy continues to influence a lot of writing programs in secondary and higher education.

Two salient observations can be made from the brief vignette of these three writing pedagogies. First, the fundamental pedagogical orientation to students writing has tended to revolve around the notion that writing does not only refer to text in written form but also acts of thinking and composing which are interactive insofar as they are located in particular socio cultural contexts. Second, these pedagogical approaches are located in different spatio-temporal contexts, emerging first from the “centre”(that is the Anglo-American contexts)and spreading later to other areas, sometimes described in politico-economic terms as “peripheral” areas such as Asia, Africa and Latin America (Phillipson1992; Halliday: 1994; Canagarajah: 1999, 2002). Often, the time lag in applying an “imported” writing pedagogy in peripheral areas has been the result of institutional, economic, material and cultural constraints (Muchiri et al:1995; Canagarajah: 1999), which is why the approach has yet to gain popularity in certain peripheral areas such as Cameroon.

It is also worth pointing out that while these three approaches remain dominant in teaching writing both to native and non-native students in the past five years, a technology(computer)-mediated pedagogy has been fast assuming prominence, as Silva and Brice (2004), among others point out .Equally, gaining prominence has been critical pedagogy which considers the interplay of power and ideology in the institutional and cultural contexts in which writing occurs. According to critical pedagogues (see Kanpel:1994,1997;Canagarajah:1999; Pennycook:2001),the presentation

of students writing may reveal interests, values, and power relations at play in institutional and socio historical contexts(Comber and Simpson:2001).

Clearly, the above perspectives-expert/student writing, generalist/specialist writing and writing pedagogies have been valuable in their individual and collective respects in distinguishing the major orientations adopted in inquiry.

The study is partly motivated by the desire to improve on the organizational patterns of student examination essays. Student examination essays are to be written following a formal organizational pattern . It has been realized that most students fail to respect this pattern-introduction, body and conclusion. As a result, the study has as a main purpose to improve on such an organizational pattern.

Another motivation to this study stems from the fact that coherence, cohesion and unity need to be reinforced in student examination essays. Coherence, cohesion and unity are important factors as far as academic writing is concerned. Most student examination essays fail to observe coherence, cohesion and unity from the introductory paragraph right up to the concluding paragraph. Thus, this study is motivated by the interest to ensure coherence cohesion and unity in student examination essays.

The study aims at making post graduate students to understand clearly the various rhetorical moves involved in essay writing. An essay does more than inform or persuade a reader. The process of writing an essay teaches a student how to research a topic and organize her thoughts into introduction, body and conclusion. Thus, the aim of the study

The study also seeks to make post graduate students handle the subject matter of an essay well, make them practice the critical and analytical techniques which that discipline calls for-whether it is English literature, English language, Geography, History, or Economics. Consequently, it is aimed at making students master the techniques involved in essay writing in general.

Moreover, it is aimed at ensuring coherence and unity in student essays. Academic writing is an organized writing. Student essays should have coherence and unity. The ideas in the whole essay should be well organized. The sentences should be well organized and there should be inter-paragraph unity in a text. So, the purpose of this study is to ensure that post graduates of the Higher Teacher Training college handle their essays in a well-organized manner that will achieve coherence and unity.

The study also aims at ensuring a consistent academic voice in student essays. Student essays should conform to assigned style, guidelines and should be free of misspellings and grammatical errors. As a result, the purpose of the study is to realize consistency in writing and also to handle the problem of misspelling and grammatical errors in student essays.

To ensure a fairly manageable scope for the study, it is conducted around three main parameters: mode of enquiry of this study, rhetorical units selected for the analysis, and background of the students in this study.

Textual analysis is employed in this study as the primary mode of enquiry on account of its potential in offering a description as well as understanding of specific writing practices. This approach recognizes that texts in Higher education play a significant role in assessment and contribute greatly and directly to students' success or failure. Examiners use texts to reconstruct the students' meaning and through them determine how far the texts meet assessment criteria. In addition, since texts do not exist in a vacuum (Johns:1997; Samraj: 2002b), insights from the ethnography tradition that takes social contexts as its starting point have been incorporated.

Also, concentrating on the introduction, in student examination essays stems from three concepts. The first relates to the fact that making a deep impact in an examination essay requires first and foremost effective control over both the global format and content schemata for structuring, before attention can be paid to the lexis and syntactic forms which instantiate them. The second reason stems from the primacy and regency effect highlighted in communication research (Crano: 1977; Igou and Bless: 2003), which suggest that what is placed at the beginning and end of texts

has an overwhelming effect on readers and their evaluation of a text. The last point is that academic writing in general values introductions, in several genres, the example of which is the research article. There is a sense in which the quality of academic writing by student-writers is partly determined by this rhetorical unit as evident in the frequent attention and enormous space devoted to it in several writing guides (Rosenwasser and Stephen, 1997; Opoku Agyeman, 1998; Ng, 2003). Not surprisingly, the faculty interviewed in this study recognized the importance of introductions, in students' writing, examination essays. Finally, in order to ensure some reasonable measure of homogeneity in terms of both linguistic and educational background, the study is limited to Cameroonian students. These students represent a group with distinct linguistic, cultural, and educational traditions worth considering in English as a second language (ESL) writing. Within this group, postgraduate students have been selected on the basis of their accessibility and the fact that these students would have done at least three years of university work while being free from the anxieties of both first and final years of university work, thus making them more ready to participate in the study.

It is possible to allude to other basis of distinctions among the university population in Cameroon. One basis of distinction is ethnicity, given the fact that Cameroon is a multi-ethnic society with the dominant ethnic groups being the Beti, the Ngemba, the Tikas, and the Bameleke. Other ways of distinguishing Cameroonian students include their socio-economic backgrounds and diverse pre-university experiences. But neither of these bases of social stratification is given attention in the admission of students in the teacher training colleges, the research site of the present study; nor are they considered in the sampling of the research participants.

This study examines the extent of variations in one salient rhetorical feature within examination essays written by non-native speakers of English; Cameroonian postgraduate students. In particular, the study explores level four students orient their readers to their examination essays with respect to the use of the introduction.

Specifically, the research seeks to answer the following questions in turn:

1. What are the differences that are noticeable in the introductions of student examination essays?
2. What are the similarities that are noticeable in the introductions of student examination essays?

Swales (1981a,1990a) moves analysis is adopted to answer these questions; the similarities and differences are discussed in terms of three parameters namely:

- The frequency of moves in the introductions
- The number of students who introduce their essays.
- The frequency of linguistic features in the introductions of examination essays.

Every research aims at adding new knowledge to a particular field of study. This research is not an exception. The researcher in this study discusses rhetorical moves in students' essays by showing what rhetorical moves are used by postgraduate students of the Higher Teacher Training College Yaoundé and how appropriate or inappropriate the uses of these rhetorical units are. This work will be of interest to English language teachers and students because ignorance of the different rhetorical moves does not only pose a problem to students' productions but also to language teachers. Teachers and students must consider the reasons for teaching writing which include:

- 1 Writing is an aid in the retention for learners who do not learn easily through oral practice alone.
- 2 It serves as tangible evidence that learners are making progress in the language.
- 3 Students are frequently tested in writing since everything cannot be tested orally.
- 4 Writing provides a wide range of activities in the classroom as it serves as a break from oral work and increases the amount of language contact through work that can be set out of class Metuge (2008:17).

Teachers and students should not undermine the importance of essay writing as it is said to be an indicator of author explicitness.

Theoretically, an investigation into the rhetorical features in text production should yield valuable insights for practitioners and researchers on how non-native English

speakers utilize rhetorical features. Although there is increasing attention being paid to the description of novice writing (O'Brien, 1995; Schleppegrell and Colombi:1997) this has often been limited to the more lucrative English as a foreign language (EFL) markets in the Far East, Middle East and Europe. This study therefore focuses on one crucial feature (introduction,) in the essays of level four students of the Higher Teacher Training college Yaoundé in the English Department . Further, this research is important as it is argued that a modified version of Swales'(1981a,1990a) genre analysis, the analytical paradigm used in this study gives an insight into the study of student examination essays as well as the more researched professional discourses researched within the Salesman tradition, like the research articles and post graduate theses.

Pedagogically, this study seeks to contribute to the solution of problems related to academic writing and the designing of writing programs in professional schools . Specifically, this study aims at providing an empirical basis to assist postgraduate students in acceptable examination writing. Additionally, because the theoretical framework of this study reflects rhetorical practices in student examination essays, this research may prove useful for writing instructors in the teaching of communication skills and similar writing programs in higher institutions both African and non- African contexts.

This work is divided into five different chapters .The first which is the General Introduction consists of the background of the study, purpose, scope, significance and structure of the study. The second chapter of this study comprises Conceptual Issues, Empirical studies .This consists of the definition of the notion of persuasive writing, Genre theory and the notion of rhetoric. It also discusses other works that have been written on the topic and related topics. Furthermore, it situates the work within the broad spectrum of discourses on rhetoric. The third chapter which involves the research methodology is an embodiment of the methods of data collection and the methods of data analysis. Chapter Four consists of data presentation, analysis and interpretation. Data in this research is derived from introductions of students' essays. The research design which the researcher uses in this study is a survey of the introductory part of essays of LMA four students of the Higher Teacher Training College Yaoundé. Chapter Five which is the last chapter of this work comprise of a summary of the findings, pedagogic implications, recommendations and suggestions for further research.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter discusses the perspectives from which this study will be carried out and the review of literature to the study. In this light, we have divided the chapter into two main sections (2.1. and 2.2.). The first part of the chapter looks at the theoretical perspective of the study. In this second section which consists of reviewing literature related to this study, we have looked at the notion of rhetoric in academic writing, moves and steps in academic writing and examination essays given that the material for analysis in this study will be taken under examination conditions. Equally, we have looked at previous studies which have focused on rhetorical elements, especially introductions, in academic writing. This chapter ends with the envisaged contributions of this study to existing knowledge.

2.1 Theoretical Framework

The theoretical framework considered for this work is Genre Analysis framework propounded by Swales (1981). Although the notion of genre originally comes from ancient Greek poetics and rhetoric (Maingueneau 2002), it is only more recently that scholars in rhetoric, composition, discourse Analysis and ESP have paid considerable attention to it. Three traditions of genre theory – The ESP School, the North American School and the Sydney School – one often mentioned in the literature (Hyon1996; Hyland 2002C.). Their similarities and differences are worth delineating in order to establish this study's identification with ESP tradition.

The motivation of all three traditions comes from the dissatisfaction with previous writing pedagogy extolling the cognitive processes and expressiveness of the writer. All three traditions of Genre theory demonstrate a concern for EAP reading and writing pedagogies to actively address the acculturation of non-native learners into the academic community (Raison 1991). This concern necessitates the focus on the readers' and writers' aims and on how a rhetorically structured unit of language functions to mediate their interaction.

Given the broad aim of all three traditions of genre theory, there is a common platform from which they launch their activities: the study of situated linguistic behavior in institutionalized and professional settings. This is even more evident in the meanings of genre given by key proponents of the three traditions: Miller (1994), representing the American School, stresses the typifications of rhetorical action; for Martin (1984), representing the Sydney school, it is regularities of staged, goal oriented social processes; and for Bhatia (1993: 1997), representing the ESP tradition, it is consistency of communication purpose. Thus, the social view of writing is underscored in all three perspectives of genres.

These similarities notwithstanding, there are three key differences in the three genre traditions. The first concerns the specific educational or professional context of their activities. While the educational context of the ESP tradition primarily deals with non-native speakers of English at University level and the Sydney School focuses on mother tongue education in primary and secondary schools and lately immigrant education, the American school has tended to focus on advanced (graduate) students (Hyon 1996; Yunick 1997) and writing in the professions. The second issues relate to differences in theoretical dispositions. The ESP tradition drawn on an eclectic model, ethnographic and lexi-grammatical features, showing concern for various patterns of structure, style, content, and intended audience” (Swales, 1990a: 58); the Sydney School mainly draws on Hallidayan systemic functional linguistics; while the American School relies on a multidisciplinary approach, employing anthropological, social, literary, and rhetorical theories. The third difference is the actual commitment of the three traditions. Specifically, whereas, as Hyon (ibid) observes, the ESP school focuses on identifying the formal features and communicative purposes in social contexts genres, the American School is concerned with social purposes and action, using ethnographic methods to explore the situational context, while the Sydney school focuses on the linguistic features of texts.

The pedagogical orientations of these three traditions of genre theory provide a basis for the choice of the ESP tradition in this research. At the outset, it must be stressed that both the ESP and Sydney Schools operate within a strong pedagogical framework, unlike the American School that is less enthusiastic about an explicit instructional framework. This difference stems from the fact that as Miller (1994) notes, both the Sydney School and the ESP tradition find genre relatively unstable and hence not teachable. Of the two schools that believe in

pedagogical significance of genre – based pedagogy, the Sydney School has more elaborate instructional frameworks.

Clearly, the pedagogical (and theoretical) thrust of this research makes it worthwhile to consider the Sydney and ESP schools. However, I choose the latter, firstly, on the basis of its flexible view of acquiring students with the extensive knowledge of generic conventions as a useful step in socialization into a discourse community. Second, it is the ESP tradition that is concerned with non-native students in universities rather than the Sydney school's instructional framework which focuses on primary and secondary pupils as well as immigrants.

2.1.1 Genre Theory and Academic Writing

To be sure, genre, culture specific as it may be, is what academic students must strive to master. Every genre as a specific text type has a body of formal features that distinguish it from another genre – a laboratory report from a book review, for instance. According to Swales (1990, p.58), “examples of genre exhibit various patterns of similarity in terms of structure, style, content and intended audience.” Teachers of Academic writing have to know such patterns to ground their courses in the texts that the students will have to write in their target contexts.

It is important to concede that academic writing is not a genre. Across the disciplines there are so many differences in writing conventions that it makes little sense to treat academic writing as an undifferentiated genre. Indeed, in the light of such diversity, it is arguable that no service course in academic writing could accommodate all the genre demands of the disciplines: students themselves should be encouraged to acquire mastery of genre or genres of their field (Hyland, 2000). However, there is a strong case for embracing the essay as a genre that cuts across disciplines. The great majority of students in the subject “Academic Writing», have to write assignments that take the form of essays. If they do not write essays as such, they nevertheless have to “write in essay- like ways, expressing a degree of critical thinking and sustaining a coherent, reassured argument (Jones 2007: 132). Certainly, academic English courses that prepare students for writing in their chosen disciplines or support them once admitted commonly favor the essay as the genre that offers the most help

for them. In the academic setting, an essay is an argument that proceeds from the introduction through body and conclusion. The body contains the force of the argument mediated through explanations, comparisons, examples, and evidence, and “it is here that the bulk of the marks lie (Morley-Warner 2009: 35). Indispensable to the effectiveness of an essay is logical order which constitutes the essence of coherence.

The Genre Analysis framework offers us a veritable opportunity to peer into students’ essays and bring out the elements therein. Thus, in this study, we have modified Swales (1981a, 1990a) analytical framework, taking into account the particular curriculum genre (examination essay) being investigated and the educational level of the students involved.

2.1.2 The Application of the Genre Theory

In his pioneering work on RA introductions, Swales (1981 a) proposed what he terms the CARS (Creating a Research Space) model, comprising four basic moves. In response to criticisms over the application of the original four move model, Swales (1990a) adapted the original move structure model for a three move model, which shows greater sensitivity to writers’ rhetorical structures of RA introductions as a sequence of “moves”, Swales posits that a “move” represents a distinctive pattern of organisation of discourse that occurs usually either within the paragraph or spans a number of paragraphs. Because moves represent distinct sub-communicative acts within the overall communicative purpose of a text, their linguistic realizations are likely to differ. Further, according to Swales, for a text to be accepted as an instantiation of a genre, these moves ought to be obligatory. In addition, moves often have rhetorical and lexico – grammatical features which permit both the speaker/writer and listener/reader to negotiate the meaning of a text.

Given the pedagogical rationale of genre studies involving disciplinary writing (Dudley – Evans, 1986, 1987), the pertinent question here is why it should be applied to a curriculum genre such as the examination essay in this work. First, demonstrating a nexus of socio-cognitive explanations, linguistic as well as rhetorical insights, Swales’ genre approach, in my view offers the best fit for the description and analysis of texts that we wish to investigate the introduction, the body and the conclusion sections written by Secondary school students in their examination essays. Second, following from the findings of Kusel(1992) which

indicate that undergraduates make specific and identifiable moves in crafting their introduction, body and conclusion in course work essays, utilizing Swales' move analysis in the study of examination essays could have pedagogical value in raising the rhetorical awareness of secondary school students about their own writing. It has the potential to develop detailed specifications of the staging structures and realization features of examination essays. And, finally, in this vein, findings from the study could be drawn on for the benefits of both students and faculty not only in the research site but in professional schools in enhancing communication.

Since Swales' pioneering work on move analysis of scientific RAs, several similar studies have been conducted on both academic and non-academic discourse – community. Leading this burgeoning application of rhetorical – move analysis are a number of genre studies that have concerned themselves with the overall organisation of various parts of written genres such as the research articles, abstracts, dissertations theses, Submission letter and acknowledgement in dissertations as well as spoken academic genres such as conference presentations, graduate seminar, the lecture and non-academic genres such as sales promotion letter, job application, legislative instrument (Bhatia, 1993), corporate mission statements, tourist information guide and inaugural address. In fact, genres abound in the academic and non-academic milieu, all of which are subject to analysis. As concerns the genre, the one considered in this study is the introduction, where using the Genre Analysis framework, we will strive to see whether students' writings (introductions) conform to the expectations of this genre.

2.2 Review of Related Literature

This section of the work focuses on the review of some ideas and previous studies which are linked to this study. It is hoped that these studies and notions will throw more light on this study and make give a clear orientation as to what this study is out to address. Consequently, in this section, we have looked at writing as persuasion, academic writing, moves and steps in academic writing and examination essays given that the material for analysis in this study will be taken under examination conditions. Equally, we have looked at previous studies which have focused on rhetorical elements, especially introductions, in academic writing. This section ends with the envisaged contributions of this study to existing knowledge.

2.2.1 The Notion of Writing as Persuasion

“Writing is a lifetime skill that serves four crucial, enduring purposes for the learner: communication, critical thinking and problem solving, self-actualization and control of personal environment Huddleston and Timpane (1986). In persuasive writing, one tries to control personal environment and have the opportunity to extend their ideas to influence others. The immediate effect is that this brings change on the parts of both the writer and the reader.

A key point to remember is that when writing to persuade, your audience may not agree with you. Writing to persuade is therefore more demanding and more ambitious than many other types of writing. The goal of any persuasive writer may be to change the readers’ minds or move them to action. This means that the major goal of persuasive writing is to effect change in a particular field of interest. The goal may also be to sell a program, defend an idea or refute an opponent. In all these instances, there is always the need for one to consider writing to persuade as an important method for shaping their environment towards what the speaker feels can sum up to constitute a better world.

Rational arguments are better when writing to persuade, especially when writing for an English academic audience. The following points must be considered. First, state your organization by telling your audience what you are going to tell them; then tell them what you told them. If your audience cannot understand what you write, or if your readers cannot follow your ideas, you will obviously not persuade anyone. Next, use a straight line of development to state your points clearly and support them and finally, anticipate possible objections. Remember that you may not be able to persuade everyone to accept your ideas. There may be individuals or groups opposed to what you have to say. Thus, you should anticipate their objections and deal directly with the reasons for their disagreement. These are summarized in the following points:

- Be clear in your writing.
- Tell the reader which claims are based on facts and which on values
- Provide good evidence in support of your claim.

- If a connection between the evidence and the claim is not obvious, tell the reader the connection.
- Discuss the opposing arguments and either provide a rebuttal or concessive solution, which ever is appropriate given your evidence.

Thus, in persuasive or argumentative writing, we try to convince others to agree with our facts, share our values, accept our argument and conclusion, and adopt our way of thinking. Huddleston & Timpane (1986)

2.2.2 The Notion of Academic Writing

Simply stated, academic writing is writing done by students and researchers/scholars in an academic environment such as the University. Such writing should enable students to acquire and understand knowledge; and manipulate such knowledge in appropriate styles and conventions in the discipline (Bailey and Heritage 2008; Chamot & O' Malley, 1994; Schleppegrell 2004). Reference to appropriate styles and conventions in the discipline here is one that takes place within social institutions beyond the ordinary school setting. To use Gee's (1998) terminology, it can be characterized as "Secondary discourse", one that builds on, and extends the use of language we acquire as part of our "primary discourse" in our homes, with peers and in informal situations. In other words, academic English and or literacy is the ability to "use" and "function" in a language in second discourse situations, and so critique the primary discourse or other secondary discourses. We can conceptualize many degrees of secondary uses of language within a specific academic area, as well as variations across different academic fields. It is evident that writing of this nature is skill that has to be acquired through practice.

Since academic literacy is a skill that has to be acquired, it is developmental with trajectories of increased sophistication in language use from one level to another. Consequently, academic English writers or practitioners can be seen to be in a continuum that includes native and non-native speakers. Within this range, we still identify different proficiency levels with respect to whether or not individuals practice academic writing as a profession. Given this complexity, therefore, it is not surprising that the concept of academic writing has been characterized as an evolving one by some EAP researchers who tend to have various

thoughts of what it is and how it should be instantiated in language. A number of ideas have been put forth to try to clarify the whole construct of the term at different linguistic levels; from lexical to discoursal (e.g. Bailey and Butler 2002/3; Schleppegrell 2001) as well as at various dimensions; from cognitive to socio-cultural (e.g. Scarcella 2003) and corpus – based (e.g. Schmied 2011).

2.2.2.1 Moves and Steps in Academic Writing

The notion of move is defined in Swales (1990) as a functional unit in a text used for some identifiable purpose, is often used to identify the textual regularities in certain genres of writing and to “describe the functions which particular portions of the text realizes in the relationship to the overall task” (Connor, Davis & De Rycker, 1995, p.463). Contributing to the fulfillment of the overall communicative purpose of the genre, moves can vary in length and size from several paragraphs to one sentence, but normally contain at least one proportion (Connor & Mauranen, 1999, p.51). Move analysis is a helpful tool in genre studies since moves are semantic and functional units of texts, which can be identified because of their communicative purposes and linguistic boundaries. Each move has internal semantic coherence and include at least one proportion. A move helps the reader to process the text by informing her of the function of each section of the text.

A step is a rhetorical strategy or technique employed by the writer to realize the purpose of a move. A move is realized in one step or a combination of steps (Bhatia, 1993). Steps do not indicate functions related to the realization of an overall purpose of genre. They are rather discourse techniques that serve to realize moves (Yang and Allison, 2003; Bhatia, 1993)

Swales (1990 a) came up with three different moves which can occur in Research. Articles and examination essays as shown below:

Table 1: Comparison of the Framework of Analysis of Moves in Introduction in the Previous Studies

Rhetorical Unit	Swales (1990a)	Afful 2005
Move 1	Establishing a territory	Contextualizing book(s) highlighted in an exam prompt
Move 2	Establishing a niche	Engaging closely with issue(s)
Move 3	Occupying the niche	Previewing structure of entire essay/stating purpose

Move 1(contextualizing) in the introduction contextualizes the essay by providing background on one or more issues in the examination prompt. This is exemplified through general commentary, generalized definitions and explanation of key terms or concepts that draw from scholars in the field or general knowledge. Move 2 (engaging closely with issue(s) in the introduction expresses more commitment to dealing with the issue or issues raised in the examination prompt. Move 3 (previewing) is a statement of the aim, or general objective, of the structure of the essay. At a general level, move 3 explains what the essay intends to do.

Although the number of moves in this study is the same as Swales' (1990 a) revised CAR's model, there are two fundamental differences. These generally relate, first to the absence of steps within each of the moves in this study. Move 2 (engaging closely with issues) in this study differs from Swales' move 2 because the purpose of examination essays is different from the purpose of RA's. Move 3 (previewing) in this study is similar to Swales' move 3, given that the difference is also due to the different genres involved.

Swales in his 1990a-model for the analysis of the structure of research article introductions proposes three moves, each of which is further specified into steps as can be observed in table 2 below.

Table 2: Swales' CARS model

Introduction
Move I: Establishing a territory
Step 1: Claiming centrality
Step 2: Making topic generalizations
Step 3: Reviewing items of previous research
Move II: Establish a niche
Step 1 A: A counter claiming
Step 1B: Indicating a gap
Step 1C: Question-raising
Step 1D: Continuing a tradition
Move III: Occupying a niche
Step 1A: Outlining purpose
Step 1B: Announcing present research
Step 2: Announcing principal findings
Step 3: Indicating RA structure

The first move establishes a territory allows the author to indicate the importance of the research field of the article. The second move, establish a niche requires the writer to show some limitations or incompleteness in the previous research by making a counter claim, identifying a gap in the research or raising questions. The third move, occupying a niche indicates the specific purpose of the conducted research announces the main findings or indicates the structure of the research article. This model has been used extensively to study the introductions in various fields and has been adapted to accommodate the steps and moves depending on the field.

2.2.2.2 Rhetoric in Academic Writing

Broadly speaking, “rhetoric” conjures the configuration of purpose, audience and context in the transmission of a message (Kinneavy, 1971). Thus, as long as a person’s message is informed by this triad, it can be said that rhetoric is at work. This broad view of rhetoric underpins three specific perspectives, namely the stylistic, the Aristotelian, and the communicative approaches. The rest of this section briefly sketches these three approaches. Next, we explain why the communicative approach is adopted as the more relevant approach for the study. This is followed by a brief vignette of the rhetorical features of English academic writing.

The first conception of rhetoric (stylistics) reduces it to techniques and ornamentation in language use as a way of achieving communicative goals. It thus makes forays into poetry and the novel through substantial use of major tropes such as metaphor, symbolism, metonymy, allusion and repetition. The Aristotelian version of rhetoric in turn makes heavy use of personal appeals (ethos), emotional biases (Pathos), and logical appeals (logos), giving rise to the kind of rhetoric often described as persuasive discourse or simply persuasion. Unfortunately, it is this kind of discourse that is seen as being manipulative and insincere, especially in politics, the media, and advertising (Covino, 2001). Given that the first two types of rhetoric are not applicable to this study, we now turn to the last, communicative approach.

The communicative approach takes as its starting point the view of “rhetoric” as an almost everyday activity in that each time one communicates, a conscious and careful selection and ordering of words and their associated symbols are made in order to achieve a specific goal (Mauranen, 1993). In other words, as long as humans use language to communicate, rhetoric is present. As Burke (1969:43) explains, “rhetoric is rooted in an essential function of language itself... the use of language as a symbolic means of inducing co-operation in beings that by nature responds to symbols”.

This communicative view of rhetoric values the rhetorical situation which according to Hauser (1986) consists of three elements: an exigence, an audience, and constraints. Bitzer (1981) claims that an exigence is the imperfection in the environment that calls rhetoric into being. Audience, in turn consists of not only those who are capable of being influenced, but also those who have an interest in an exigence and its resolution; as they possess requisite factual knowledge, experiential knowledge, and a sense of responsibility. The last factor, “constraints”, evokes both limitations and opportunities presented in a situation that could impact what may or may not be said to the audience – about the imperfection they are being asked to redress. In this research, the exigence is perceived to be the examination situation which calls for the written text; the audience, the marker, rater, or teacher; and the constraints is the specific institutional and disciplinary regulations such as rubrics and prompts that impinge on the successful writing of examination essays.

In this research, we use “rhetoric” narrowly to underscore the generic structure of what Matsuda (2003:20) calls “organizational structure” of language use beyond the sentence, taking into account the triad (purpose, context, and audience) often alluded to in rhetorical studies. This narrow definition steps away from both the manipulative (negative) and Flowery (positive) ramifications of the word “rhetoric” Neutral as the definition of rhetoric in this research is it still captures the element of persuasion: “the role of discourse towards some end” (Hyland, 2002: 208) or the “choice of linguistic and structural aspects of a discourse chosen to produce an effect on the audience” (Purves, 1988:9)

We now turn to English rhetoric (English rhetoric is used here in the sense of the rhetorical characteristics of English academic writing) influenced by Parlier Greek and Roman thinkers (Kaplan, 1966), English rhetoric has three major features. The first salient point about English is the way it relates to the reader, being writer-responsible (Noor, 2001). In exhibiting a writer-response rhetoric, writers of English discourse are enjoined to make their discourse explicit to their readers (Clyne 1987; Hinds, 1987, 1990; Zeller Meyer, 1988). This implies that English rhetoric must necessarily be rendered readable and easily processible, partly achievable through what Noor (2001: 263) calls “decontextualisation cues” such as transition statements, cohesion markers and information ordering. Thus, being showing sensitivity toward readers or being writer – responsible, English rhetoric keeps academic discourse “clear, honest and intellectually persuasive” (Henderson and Dudley – Evans, 1990:4).

Second, English rhetoric is fundamentally described as linear, in the sense that a paragraph, an important organizational unit of the English essay, often begins with a topic statement and is supported by examples and illustrations and also contains a number of ideas all related to a central idea. When a paragraph begins with a topic sentence that is front – loaded (Ostler, 1987, 1990) it is considered deductive, making the meaning of a paragraph clear from the onset.

As Ravelli (2004) suggests, this is the point where links within paragraphs are fore grounded. An English paragraph can also be inductive, when it starts with a series of examples leading to a topic statement at the end of the paragraph. This inductive arrangement of organizational paragraphs has implications for sustaining interest to the reader. A third position for the topic

sentence is the middle or a paragraph together with its supporting sentences, which is uncommon in English rhetoric.

The third characteristic of English discourse is its logical nature, in terms of ordering ideas from the general to the specific, an organizational feature often considered to be an important source of coherence (Bortoff, 1983), although it must be acknowledged that logic is culturally conditioned (Sayed, 1997). Thus, English rhetoric moves from the idea to the word, to the meaningful sentence. Each idea expressed in words and logically related to other ideas, constitutes the essence of the sentence. Ultimately, according to Sayed (1997: 56), it is “the purposeful organization of these sentences into paragraphs according to English thought patterns and methods of development” which constitutes “English rhetoric”.

2.2.2.3 Approaches in Rhetorical Analysis

Essentially, rhetorical analysis in applied linguistics has ranged from surface - level description to functional – level language description (Bhatia, 1993) yielding several paradigms. In the ensuing paragraphs, selected approaches in rhetorical analysis are briefly discussed with a view to showing how the Swalesian rhetorical approaches were chosen for use in this study.

In the search for an appropriate analytical approach, Kinneary’s (1971) Theory of Discourse, Polanyi’s (1985) linguistic Discourse Model and Meyer’s (1975, 1985) Discourse Structure Analysis were first considered. Three basic levels of organization are recognizable in Meyer’s rhetorical approach: (1) the overall of the text; (2) the micro propositional level, which relates to logical organization and argumentation; and (3) the micro positional level which is concerned with the way sentences cohere and are organized within a text. Unlike Meyer’s approach, Polanyi (1985) Model offers insight into the linear and hierarchical relationships that underline discourse, utilizing parsing as its analytical tool to segment discourse into salient units and clause-by-Clause basis. Concerned with the finished product as in the previous two approaches Kinneary’s (1971) model is best known for its emphasis on purpose. In Kinneary’s view, the authorial purpose of a text can be descriptive, narrative, expository or argumentative, although writers can use several other modes in a simple discourse to best serve their larger purpose.

Given the common perception that text structures underline the information which students encounter and are supposed to produce (Carrell, 1984, 1988), the above rhetorical approaches were initially thought to be pertinent. A closer look at each of them, however, suggested that they were unsuitable for our purpose for various reasons. For instance, Polanyi's (ibid) rhetorical model seemed both too unwieldy to be used, given the number of examination essays to be investigated, and was found to be appropriate only in examining the issue of disjointedness in a limited number of texts as demonstrated in studies by Gupta (1995) and Wu (1997). Kinneary (ibid) and Meyer's (ibid) rhetorical approaches in turn turned out to be too broad in handling the issues to be investigated in the study.

The rhetorical approach initiated by Lackstrom, Selinker and Trimble (1973) was also considered. Responding partially to the development of text linguistics and to the demands of non-native speakers of English doing arts and sciences, these researchers demonstrated an interpenetration of grammar and rhetoric as found in the organization units of scientific reports (introduction, methods, results and discussions). This grammatical – rhetorical approach involves identifying rhetorically motivated differences in the use of grammatical categories such as tense, definite versus indefinite articles and choices involving adverbs, aspect, agent phrases and nominalization studies such as Selinker and Trimble (1974) Swales (1974), Selinker, Todd – Trimble (1976) and a more recent study by Taylor (2001) suggest the usefulness of such an approach in investigating the interplay between rhetoric and linguistic choice. However, utilizing Lackstrom, Selinker and Trimble's approach would have meant inverting the primary and secondary focus of the study. Lackstrom, Selinker and Trimble focus primarily on grammatical issues whereas the focus of the study is mainly functional, and the lexico – grammatical aspects, secondary.

The third set of rhetorical approaches that merited attention involved reader orientation, topic development, topic support and met discourse. These appeared suitable for one since they could apply to the three organizational units focused on in the investigation (introductions, body and conclusions). Even more attractive was the fact that they had been employed in a considerable number of studies involving examination essays: reader orientation (Scarcella, 1984), topic development (Lautamatti, 1986), topic support (Connor and Farmer, 1990) and metadiscourse (VandeKopple, 1985). Scarcella's (Ibid) Framework seemed the most suitable of these rhetorical approaches, given its broad concern with reader orientation. Her approach,

however, yields only limited information on the generic structure of student examination essays and was thus rejected.

2.2.3 The Examination Essay

The present study focuses on the examination essay because it is the most recognized and frequently used genre in tertiary literary portfolio (Horowitz, 1986, 1989; Johns, 1997). Also, examination essays present a key type of writing done in the selected discipline—English, providing examples of sustained continuous writing in prose in terms of length (at least 250 words) and discursive practices. Most importantly, being end-of-semester examination essays, they reflect students' internalized knowledge and use of rhetorical conventions in their discipline.

In this study, the examination essay is defined as any planned continuous prose, written in disciplines under timed conditions, suggesting that it could feature on Gernsbacher and Givon's (1995) continuum of spontaneous text or an "impromptu essay test" (White, 1995). Drury's labeling of short essays as a separate genre seems not helpful, since there is lack of sufficient theorization to warrant it. A piece of writing is considered an examination essay when it provides evidence of a sustained development of a thesis or argument and well organized in response to an examination prompt, a feature obviously lacking in a one-sentence answer, multiple choice or short notes.

Considering an examination essay as a genre (Swales & Horowitz 1998; Lukman, 1994; Pace, 2000) implies that it makes special demands on students (Haines, 2004). These demands include: first, that the students demonstrate knowledge of information they have assimilated and its significance (HOROWITZ, 1991. Leki, 1995) although as pointed out by Lukmani (1994), this is not the usual information-gap situation. The information asked for is supposedly known by the questioner, the course instructor. Indeed, the examination situation assumes that the reader / assessor (audience) is well versed in a topic and conversant with all associated technicalities. In this sense, the examination essay as a genre obliges the reader/ assessor to expect an answer consistent with the demands of relevance, conciseness, clarity, correctness, accuracy, fullness, along with linguistic control (Lukmani, 1994; Gong & Dragga, 1995). Another demand of the examination essay is to determine a student's

understanding of and competence in appropriating the terminology concepts, theories and methodologies which have been introduced in the course. These demands are difficult for native speakers and are likely to be formidable for non- native learners of English.

In the last two decades, there has been an ongoing debate about the continuing relevance and use of examination essays in higher education. Calls discrediting examination essays especially in class examination essays have been loud in tertiary education institutions in the U S A on three counts. The first points against utilizing examination essays in that examinees have very little opportunity to revise their writing or consider issues of style, memory, and delivery (Gong &Dragga, 1995).Second, examinees are subjected to considerable anxiety as a night of study may leave them physically enervated and psychologically agitated. That the examination essay is acknowledged to be the basis of testing the so- called “skills and abilities” such as time management and stress tolerance as claimed by Haines (2004),raises questions about the validity of examination essays in testing students’ writing ability. Third, it is commonly reported that examinations tend to encourage regurgitation, knowledge telling or display , that is , a lower level of intellectual development, professional dictatorship, exorcism of error, and elitism among students (Baudelot,1994), making them an unreliable means of assessment(Kroll,1990)

Consequently, assessment specialists and more recently composition theorists(Belanoff& Dickens,1991;Smith & Murphy, 1992; Hamp-Lyons&Condin,2000) have found the portfolio mode of assessment which thrives on effective collection and reflection of students’ writing , a more credible alternative to examination essays .The common argument advanced in favor of portfolio are its fairness, reliability, meaningfulness, process orientedness and learner-centeredness. However, the examination essay still prevails in most universities as a mode of assessment.

There are two salient reasons why examination essays will continue to remain relevant in tertiary education. First, examination essays together with course work essays are more likely to promote deep approaches to learning when compared with fact oriented multiple choice texts (Thomas & Bain, 1989; Entwistle, 1995; Scouller, 1998) in that examination essays require students to actively engage with materials, to examine ideas in depth, to integrate and critically evaluate what they read, and to state their understanding further (Applebe1984.

Hounsell,1997).A less plausible reason, perhaps is that writing essays for particular disciplines can be seen as a way, in which students gain access to academic discourses of disciplines (Prosser & webb,1994),although this is also true of take-home essays or course work essays.

In the light of the above discussion on examination essays vis a vis portfolio as assessment modes, the former was chosen as a primary data in the present study for two reasons .First, the examination essay represents the more established mode of assessment in the research site, for which reason the data could be considered as a reliable and valid expression of students' epistemological and rhetorical knowledge of their respective disciplines. Secondly, it was felt that with examination essays always kept as "security material" in most universities and professional schools, they could be accessed more easily than coursework essays.

2.2.4 The Introduction in Academic Writing

The introduction is the "main door" of any academic piece of work be it an essay, a dissertation, a term paper, and a research article .The introduction is the first of a number of paragraphs which orients readers towards the "body" of the essay. Some researchers consider the introduction as the most difficult part of an essay while others see it as being problematic especially for non-native English writers. Introductions have been cited as the most difficult part for the writer (Swales1990).Flower dew (2001) found out that international journal editors consider introductions the most problematic for non-native English writers.Non-native English writers were found to have difficulties in structuring their introductions to make a coherent text (Gupta 1995).The introduction is considered as an important part of an academic work since it is seen as the gate way to such a piece of writing.

The introduction plays an important part in academic works since it makes the examiner to know what is happening in the "body" of the work; say an essay. This explains why students' essays must have introductions. Tedick and Mathison (1995) argued that the introductory paragraph plays a critical role in the way raters score student essays. According to them, when students frame their introductions well, they receive higher holistic scores. Afful(2006) carried out a study on the introductions of second year student examination essays from two

different disciplines: English and Sociology. He found that students in both disciplines used introductions to establish a credible perspective with the audience. The introduction is of great significance in academic writing and therefore students must introduce their essays.

Students write introductions when starting academic works like essays, dissertations, research articles and term papers. Although there are a considerable number of genre studies on published writing, increasing attention is being paid to students writing, notably, dissertation/theses and the essay (Dudley Evans: 1986; Shaw: 1992; Bunton: 1999,2002; Parry:1998).The analysis of published genres such as abstracts, research articles introductions, method and conclusions across various fields has provided valuable information to EAP teachers which have been revealed to their students. Consequently, the analysis of student writing such as research proposals (Cadman: 2002) and thesis writing (Allison et al: 1998; Aitchis: 2003. Gil Salomet al.2008) is both informative and a pedagogical useful undertaking.

O'Brient (1995) compared native speaking student writing of introductions in examination essays and coursework essays. She found a contrast between a recognizable structure in the examination essay and a weak structure in the coursework essays. According to her analysis, the introductory paragraph in the examination essay manifested awareness of the audience by providing a background and/or summary/evaluation and a clear purpose.

Non-native writers of English encounter a lot of difficulties in introducing academic papers since it is done in English language which is not their L1.These difficulties may be as a result of negative transfer from their L1 to L2.The introductions have been cited as the most difficult section for writers(Swales1990).Flowerdew (ibid) found that international journal editors consider introductions the most problematic for non-native English writers. Non-native English writers were found to have difficulties in structuring their introductions to make a coherent text (Gupta:1995).Gupta (ibid) in his study of introductions from three non-native graduate students still points out that non-native English writers face three problems: choice and statement of macro theme, oscillation between levels of information, and inclusion of over specific information. Based on this information above, it can be said that students encounter a lot of difficulties in introducing academic works.

2.2.5 The Investigation of Rhetorical Moves in Academic Writing

The idea of investigating the moves in an essay, especially introductions has been widespread in the academic milieu. However, it is worth noting as well that, in most of these studies, there is usually the inclusion of any other part of the essay. Thus, investigating writing patterns have been pioneered by some researchers though their foci vary in the same way as they vary with the present study. Swales' contribution in 1990 has provided valuable insights into the rhetorical structure of individual sections (IMRD) of research articles in various disciplines. Swales' work opened avenues for other researchers who followed his concept and conducted move-based analysis such as in the case of Peng (1987), Williams (1999), and Wood (1982). In this light Soler-Monreal, *et al* (2011) made an analysis of the introductory sections of 20 doctoral theses. This study set out to determine whether the theses were produced within the same scientific-technological area and to determine probable cultural implications. In a bid to achieve the aims of the study, they choose 20 doctoral theses randomly and focused on the introductions. Using genre Analysis, they were able to analyse the data and come up with very interesting findings. In fact, they realised that the introductions to these theses were produced within the same scientific area, with some cultural undertones from the backgrounds of the various writers. Consequently, they concluded that the introductions of theses in various, no matter the field, always contain similar aspects of the writers' intellectual culture.

The study of moves in essays, though employing a different genre, was conducted by Halleck and Connor (2006). In this study, they investigated the rhetorical moves used in paper proposals. Using a corpus of proposals submitted to the 1996 TESOL Conference, they were able to get the data from which their analysis was drawn. They were able to identify rhetorical moves in each proposal (territory, gap, goal, means, reporting previous research, outcomes, benefits, competence claim, importance claim) and compared the use of these in proposals of three different subgenres (Research, Pedagogical and Administrative). From the analysis, they came up with very interesting findings. These findings brought to the limelight the comparison between the rhetorical moves in conference proposals and the proposals in other subgenres.

Thesis introductions can be analyzed using moves analysis. Holmes's (1997: 480) defines a 'as "a segment of text that is shaped and constrained by a specific communicative function". This means that introductions usually contain specific bits of information which must be there to make them clear and coherent. This suggests that this information is arranged in a chronological manner from one to another. It is this chronological arrangement that is called a move. The function or main thought expressed in a sentence can be analyzed by identifying the moves used in the sentence. Using Swales' CARS model, (1990), the moves can be divided into steps. By identifying the moves and steps of each sentence in the thesis introductions in the three areas, possible variations are investigated.

A key rhetorical aspect acknowledged in academic writing (Swales 1990) is the introduction. This has received considerable attention, especially in the field of discourse analysis and English for Specific Purposes (ESP). Swales is noted to have been the first to explore the rhetoric of the introduction of research articles (RAs), postulating the CARS (create a research space) model, although initial criticisms led him to revise it. In his revised work, Swales (1990a) indicates that there are three „moves“ which are 141 undertaken by expert writers: establishing a territory, establishing a niche, and occupying the niche.

2.2.6 Introductions in Undergraduate Academic Writing

The Swalesian approach continues to be influential in the investigation of various aspects of the introduction in published writing (e.g., Crookes, 1986; Hyland, 2000; Varghese & Abraham, 2004) and graduate writing, but less popular in studies of undergraduate writing (Kusel, 1992). Three main strands of studies in undergraduate writing emerge from the literature. The first is the set of studies that focuses on introduction in Composition and English for Academic Purposes (EAP) context (e.g., Adika, 1999; Barton, 1993; Scarcella, 1984; Wu, 1997). For instance, Scarcella (1984) distinguishes between the introduction of native and non-native students in an American educational institution. The focus of this study is on some rhetorical choices, claiming, among other things. Using the moves analysis, the study brings out a major difference between the ways in which native and non-native students introduce their essays. The findings reveal that whereas native students deployed metatextual elements in orienting their readers, their non-native counterparts simply depended largely on

repetition of key items. Barton (1994), on his part, takes out some time as well to focus on students' introductions. However, the focus is different.

With regard to students' introductions, Barton (*ibid*) focused on language use. This is to say that he wanted to see how his informants under study actually used language in their introductions. Consequently, they focused on the linguistic elements replete in students' introductions. The analysis of the various findings revealed that students' writings often highlight generalizations about human life or experience. This means that in most introductions, students tended to personalize the topics, drawing their arguments from their daily experiences.

Still in line with studies that have studied introductions in academic writing and compositions, Wu (1997) focus on the introductions of some undergraduates in Singapore. Using the moves analysis, he focuses on the organizational aspects of these introductions. In other words, the study is based on how students structure their introductions. This same approach is adopted in Ghana by Adika (1999) whose work is equally carried out among the undergraduates in Ghana. Like Wu (*ibid*) he pays more attention to organizational aspects, rather than language choices. Thus, in the above studies which have looked at introductions in students' essays, the focus has either been on the structural or linguistic aspects of these texts. These studies are vital to our present study in that they not only lay a solid foundation on it, but they also give us an orientation as to what aspects our study will consider in the course of the analysis. Here, we are talking about structural and linguistic elements.

The second group of studies on introductions of undergraduate writing is more evaluative as it attempts to show the relationship between quality of writing and the absence or presence of introductions, thus distinguishing between low-rated, mid-rated, and high-rated essays (Hult, 1986; Wall *et al*, 1988; Lawe-Davies, 1998). These studies are unanimous on the fact that student essays with introductions are, in general, more highly rated than those without introductions in both disciplinary and EAP contexts. This suggests the critical importance of introductions in writing. We cannot undermine the importance of introductions to essays because introductions are a door into the contents of the essay. Consequently, if they are absent, the reader risks not having a clear orientation as to what the contents of the essay may be (Hult 1986). Furthermore, some studies (Wall *et al*, 1988; Lawe-Davies, 1998) have

tended to look at introductions from the pedagogical perspective. They tend to stress the need for introductions to be taught carefully to students in a bid to raise their awareness as to the expectations of good introductions. This second category of studies associate certain rhetorical choices with various rated essays (low-rated, mid-rated, and high-rated) in a bid to teach students the kind of introductions to aspire to write and those to avoid.

The final set of studies, which is the most pertinent to the present study, deals with writings within specific disciplines or areas of specialisation. In the case of our study, we are focused on postgraduate students of the English Department and Bilingual Letters Department of the Higher teacher training College, Yaoundé. In this set of studies, there is an attempt to show either the distinctiveness of either a discipline or the similarity and dissimilarities of introductions against a chosen linguistic variable. In this light, a typical study is that of Hult (1986) which looks at reports on the density of cohesive ties in the introduction of students among other rhetorical units such as the methodology, discussion and conclusion while focusing on thematization as a key rhetorical feature in the introduction of undergraduate writing in the History of Science. Worth noting is the fact that in this study, the introduction is the main focus and the other rhetorical elements are analysed against the backdrop of their presence on the introduction and how they are developed.

Still in line with studies which are carried out within specific disciplines to analyse rhetorical aspects of students' writings. Starfield's (2004) study carried out among students doing Sociology in a South African university reveals a number of issues. The study highlights specific rhetorical features such as complex nominalization, metatextual elements, and impersonal language forms as the main aspects which are often replete in the introductions of the informants.

However, it would be healthy pointing out here that there are studies, which unlike our study, has been carried out across disciplines. Thus, in contrast to these above-mentioned studies, Kusel's (1992) work involves more disciplines namely Teacher Education, English Literature, History, Geography, and Language Teaching. The study is carried out from the perspective of rhetorical-functional approach, thus the discussions leave out any discussion on linguistic features. The findings revealed that there are some similarities which cut across introductions in specific disciplines.

Clearly, all three sets of studies conducted into the introduction in undergraduate writing contribute to our understanding of disciplinarity, but very little is known about the rhetorical choices undergraduates make in their introductions, the exception being Starfield (2004). Moreover, earlier studies have concentrated on students in Anglo-American and Asia-Pacific contexts. Very little is known of students in the Sub-Saharan context, in general, and Cameroonian students, in particular, in respect of the rhetorical choices they make in their introductions.

2.2.7 Studies on Graduate Students' Introductions

Turning to the studies by Swales (1990b) and Gupta (1995) involving graduate students, these are relevant to the present study in that they focus on introductions as a rhetorical device which has the potential of improving students' writing. Both studies are conducted in EAP-related courses though, while differing in terms of the genre investigated. Swales (1990b) conducts his study among a group of non-native graduate students who had been requested to take writing class as a result of an English test. The study emphasizes the relevance of the introduction in achieving global coherence in a research paper. Further, Swales' (1990b) study is couched more in terms of error analysis, as he mainly points at defects in the students' research paper introductions: omission of one or two moves, problem in the opening sentence, resulting in the author "shooting himself in the foot", "the introduction nonetheless remaining somewhat flat in the second half", and "off-registral elements" (p.100).

Following Swales (1990b), Gupta (1995) attempts to identify the problems that graduate students from three disciplines, namely, Latin American Studies, Political Science, and Organic Chemistry in an American university face in writing introductions in an ESL writing course. However, unlike Swales, Gupta use the Linguistic Discourse Model. This model emphasizes global coherence as an interaction of both hierarchical and linear order of both semantic and structural elements. Three major problems relating to the choice of the main theme, the uncertainty between levels of information, and the use of over-specific facts are identified. More to that, though not a major finding, Gupta observes an unsuccessful attempt on the part of one of the subjects to use Swales' 3-move pattern, but questions whether Swales' model for writing RAs is adequate for term papers. Specifically, Gupta's study offers

the present study the opportunity to ascertain the usefulness of Swales' rhetorical approach in studying introductions in graduate writing, since the informants for this study are graduates.

Worth noting is the fact that not all studies on rhetorical features in graduate writings focus strictly on introductions. Thus, while Swales (1990b) and Gupta (1995) focus on the introduction, Kelly *et al.* (2002) investigate the rhetorical features of argumentation course papers written by 18 students in an introductory oceanography course across more organizational units namely, introduction, methodology, discussion, and conclusion. Thus, this study went beyond the introduction to include other elements. Given that this study is limited to introductions, the findings on introduction would be of much interest to us. In their study, not surprisingly, the introductions showed the greatest levels of generality in an epistemic sense. There were, however, multiple cohesive links across all the sections, especially the introduction, which often included key conceptual terms.

To summarize, what all of the studies reviewed in this sub-section have in common is their focus on graduate students, be they native or non-native students, and one or two particular genres at a time. Moreover, most of the contexts tended to be non-disciplinary, and engage with attempts by students to organize information in their writing. These studies showed a clear nexus with our study because it is focused on graduate students and a review of how they write gives a clear orientation as to what has been done in previous studies and how the knowledge can help us to carry our study to the end.

2.2.8 Other studies on rhetorical elements

Next in order of relevance and importance in the five sets of studies in this sub-section are Jordan (1988) and O'Brien (1995), which compare the rhetorical performance of undergraduates in two school genres, coursework essays and examination essays, at the University of Manchester. Jordan's data set is the more extensive, consisting of 137 answers to examination questions, 11 course work essays, and 20 answers to a practice examination question in a postgraduate course (Economic Development), while O'Brien's is a case-study of one undergraduate course (Social Psychology). Furthermore, whereas O'Brien uses rhetorical structure theory to examine the writing of a native speaker of English, Jordan shows no such leaning, employing textual analysis in light of the ideal obtained from faculty

interview in order to see how far the writing of introductions by non-native students match faculty expectations.

The findings in the above studies contrast Teng's (1998) findings. The main finding in both studies constitutes an element of surprise as performance in introductions of examination essays is noted to be better than that in the coursework essays. This means that in the course work, students performed worse than they performed in end-of-course evaluations. This simple simply suggests that students are more conscious under examination conditions than in normal work. Specifically, O'Brien (1995) notes a contrast between a recognizable structure in the examination essay and a weak structure in the coursework essays, fraught with many deficiencies. According to him, the introductory paragraph in the examination essay, although lacking in data-content, manifested awareness of the audience by providing a background and/or summary/evaluation and a clear purpose. In contrast, the undergraduate's introductory paragraph in the coursework essays is labelled weak due to lack of any form of advance labelling and sense of purpose. Besides, she neither heralds the structure of the entire essay nor demonstrates a strong grasp of the background information. The element of "surprise" in Jordan's (1988) study lies in the fact that it was the examination essays that indicated the structure of the answer (20%) and the content (40%), while none of the students indicated the content or structure of the coursework essay. Thus, in this study, we would look try as much as we can to put the informants under examination conditions. This way, we would be sure to get the best out of the students' written productions in terms of what they would put in their introductions.

One more study which exploits another form of comparison is that by Wall *et al.* (1988), which examines the two rhetorical features – introduction and conclusion – in a student's essay in Development Finance at the University of Birmingham. It is worth noting the nature of comparison in the three previously mentioned studies (Jordan, 1988; Kusel, 1992; O'Brien, 1995): O'Brien and Jordan compare two curriculum genres within one discipline, whereas Kusel's compares five disciplines in respect of the use of introduction and conclusion in one genre. Wall *et al.*'s study is unique in the sense that two sources of data, text produced by the student and comments written by the discipline-specific teacher and three writing teachers, enable readers to understand the student's use of rhetorical features. Although all four teachers provided their comments independently of one another, Wall notes

their consensus on the importance of organization and logical flow of ideas as well as language. This study is also valuable because it shows that teachers from writing as well as discipline-specific subjects are sensitive to the rhetorical demands of writing, be it in relation to coursework essays or examination essays.

In a more recent study, North (2003) examines theme in undergraduate writing produced in an interdisciplinary course, History of Science. In this regard, her study recalls Kelly *et al.*'s (2002), work which has been reviewed in Section 3.2.1. Working within the systemic functional grammatical approach, North (*ibid*) takes theme as the initial ideational element to include elements up to and including the grammatical subject. This enables North to consider theme in three respects: method of theme development, thematic progression, and theme as a discourse organizer. Most importantly, North takes theme as rhetorical rather than grammatical, and shows through careful examination of writing produced by two groups of students – Arts and Science – how they used themes in orienting their readers. Some of her findings regarding the way Arts students orient their readers in their choice of theme – manifest intertextuality, voice, longer text.

The studies reviewed have tended to be in non-disciplinary contexts whereas others have concentrated on disciplinary contexts. Together, studies in these two areas of rhetorical analysis provide trends for comparison with our present study.

2.2.9 Studies on introductions and conclusions: different facets of rhetoric

The studies reviewed under this section involve those carried out by Drury & Webb (1991), Townsend *et al.* (1993), Lawe-Davies (1998), and Drury (2001). These are primarily examined on account of the interest they show in various facets of disciplinary rhetoric, such as the introduction and conclusion. As expected, these studies share a number of similarities as well as differences. Two studies – Lawe-Davies (1998) and Drury (2001) – are the most pertinent to this study in that they investigate written essays in the life sciences (Dentistry and Biology) at the undergraduate level with specific, but by no means exclusive, interest in the introduction and the conclusion. The difference between the two studies lies in the theoretical framework used, the curriculum genre investigated, and the amount of data analyzed. In particular, Lawe-Davies (1998) utilizes a reader-based approach within the eclectic

framework of Carrell's (1983) schema theory, Gernsbacher's (1990) structure building theory, and Givon's (1995) functional grammar to examine 164 examination essays produced by native, non-native, and international students in Australia. In contrast, Drury (2001) utilizes systemic functional grammar to compare the macro features of what she calls "comparative-short answer" produced by three undergraduates in a first-year Biology course and a model answer to the same prompt. Thus, their theoretical approaches differ from the genre analysis approach, which is used in this study.

Equally, Townsend *et al.* (1993) and Drury and Webb (1991) relate to the present study in that they touch on either both rhetorical features (introduction and conclusion) or one. Beyond this similarity is a key difference which relates specifically to the purpose of each study. The focus of Townsend *et al.* (1993) in turn is the psychology of the raters of the introductory and concluding paragraphs of the essays produced by students in a first-year course in Educational Psychology. Using two conclusions written by students to the same prompt, Drury and Webb (1991) focus on the conclusion, arguing that using appropriate lexico-grammatical features is necessary for students to demonstrate academic literacy in their sub-disciplinary communities. More importantly, they claim that an effective conclusion entails a summary of points that have already been discussed. However, this study does not touch conclusions. It is limited to introductions, unlike these studies reviewed here.

Interestingly, there is no study that focuses on just the conclusion. Within these two broad categories of studies – those that focus on both the introduction and the conclusion and those that focus on the introduction – there are differing foci, as they all investigate these rhetorical units from different perspectives. In particular, Allison and Cheung's (1991) study occurs in the context of test validation, while Allison's (1992) next study lies within the domain of assessment. Allison's earlier work, however, is similar to Teng's (1998) work insofar as they both identify features related to good and poor writing. Other studies such as Sumathi (1993), Tan (1993), Lukmani (1994), and Qi (1999) are highly descriptive in unearthing the rhetorical competence of the students involved. Wu (1997) and Cornwall & McKay (2004) on the other hand are pedagogically motivated, identifying rhetorical defects in students' texts as Swales (1990b) and Gupta (1995). Wu (1997), following Gupta (*ibid.*), explores the notion of disjointedness in a student's introduction, while Cornwall & McKay (2004) identify

students' rhetorical incompetence as the inability to combine rhetorical patterns in order to cover topics adequately.

Turning to Teng (1998) and Hamp-Lyons & Zhang (2001), these studies differ from the other selected studies conducted among Asian students, although they have parallels to studies in other regions. Teng's (1998) study, similar to studies by Kroll (1990) and O'Brien (1995), examines whether students' rhetorical competence is a function of time, that is, whether examination essays or non-examination essays show better organizational features. Hamp-Lyons & Zhang (2001) in turn explore Chinese undergraduates' rhetorical competence (including introduction and conclusion) in relation to how they are perceived by raters of native and non-native background.

Findings from all these studies go in different directions ostensibly because of the different purposes driving them. Five key findings are presented here:

1. Different rhetorical patterns are employed by American and Chinese learners of English, although the difference is not statistically salient (Qi, 1999).
2. Better rhetorical representations are found in non-stress essays (Teng, 1998).
3. Conclusions are absent in essays (Sumathi, 1993; Lukmani, 1994).
4. Explicit reader-awareness strategies are demonstrated in good essays (Allison, 1992; Chan, 1994).
5. Good essays evince an effective interaction of macro theme (introduction), hyper-theme (topic sentence), and clause themes (Teng, 1998).

Located in ESL courses in universities in the United States, these two studies examine the introductions in student written assignments. But, Connor (2003) goes further to consider the conclusion segment as well. Moreover, she considers a greater number of students (22), whereas Buell deals with only one student, using a case study method. On a whole, the major

studies into undergraduate writing have tended to focus on non-disciplinary contexts. Although studies have been conducted in disciplines such as Biology, History, English, and Philosophy, and Phonology, they have not been particularly interested in describing the distinctiveness of these disciplines, that is, their epistemological dispositions.

2.2.10 Contributions of this Study

The peculiarity of this study is the discussion of rhetorical moves in the examination essay as a genre of academic writing, different from that of previous researchers. It seems likely that in other papers, researchers ignore the examination essay as a genre of academic writing at the postgraduate level and in professional schools; they also ignore investigating the various rhetorical moves common in the introductions of essay of postgraduate students and perhaps the reason for which students tend to ignore certain moves and steps in their essays such as: announcing a position and stating a thesis, establishing an issue and describing the issue. It should be noted that the examination essay is a genre in academic writing which students must strive to master in order to cope with writing courses at levels.

The previous studies cited focused on the analysis of moves in research articles. In this study, the moves analysis is focused on the introductions of Postgraduate students drawn from the Higher Teacher Training College Yaounde. This is because, previous studies, especially students' essays have not significantly tackled this area of study, an area which is primordial for good writing given the pivotal role introductions play in essays.

CHAPTER THREE

METHODOLOGY

This chapter defines the research design, the area of study, the target population, the description of the instrument used for data collection, administration of the instrument and the technique used for the analysis of the data for this work.

3.1 Research design

This study is a survey designed in such a way that it will enable the researcher to investigate rhetorical moves in the essays of Level Four students in the Department of English in the Higher Teacher Training College Yaounde. In line with this, the research design focuses on the area of study, the sample population and the method of data collection.

3.1.1 Area of study

This study was carried out in the Centre Region of Cameroon, precisely in the metropolitan city of Yaounde. In the Centre Region, the focus of the study was on the Higher Teacher Training College, Yaounde. This institution is a school under the University of Yaounde One. It is in charge of teacher training. It has many Departments, including the English Department. Thus, in this study, our focus was on the English Department. This department was chosen because it sends out teachers who teach the English language, which is one of the official languages of Cameroon.

3.1.2 Population of the study

The population of this study was made up of 16 Level Four students of the English Department. These students are admitted into the school through a competitive entrance Examination. This suggests that they are among the best postgraduate English students. This is because the entrance exam is often very competitive.

In the entrance into the school, they often write essays which are marked. These essays often contain all the parts and make use of the various rhetorical moves. This suggests that, for the sake of the examination, those who could not develop full essays had to learn how to do it because it constitutes part of the test. Thus, if they were admitted, it was because they could write an essay and probably make the required moves in their introductions. Equally, given that upon graduation, they would be required to teach the English language, the researcher assumed that they must have acquired the basics of essay writing and can conveniently write it down in their own essays. It was on this basis that Level Four students were retained for this study.

The students retained for this study were both male and female. Their distribution is presented on the table below.

Table Three: Distribution of Informants according to Sex

Sex	Frequency	Percentage
Male	4	25
Female	12	75
Total	16	100

The table above shows that this study made use of sixteen informants in all, 25% of whom were boys and 75% of them were girls. These informants enabled us to get the required data for this study. Though, this study is limited to Level students in the English Department, it is hoped that the findings got would be extended to other departments, for example, the Bilingual Letters Department which has the same English teachers with those of the English Department and to other English departments in teacher training colleges across the country.

3.1.3 Data

The data for the study were essays of level four students of the Higher Teacher Training College Yaounde, specifically students of the Department of English. The essays were 16 in number, written on the following topics: How I see my career as a language teacher, Benefits and challenges of language education in Cameroon: An account of my experience, Some environmental problems that are likely to affect ELT/Lin secondary schools, Discuss the relationship between motivation and output for the learner and teacher of English, What

impact would the introduction of Cameroonian languages in school programs have on a wider society, My first semester experience as a student in E.N.S. Yaounde .In collaboration with the HOD and one other lecturer of the said department, the essay topics were given to the entire fourth year class for a period of one hour. Thereafter, the scripts were collected and handed to the researcher at the end of the class. There were 25 essays in number, but for the purpose of this study, only 16 of these essays were randomly selected and analyzed.

3.1.4 Data Analysis

The data were analyzed both quantitatively and qualitatively using frequency of counts of rhetorical features found in the corpus, that is, students' essays. This frequency counts were based on the model presented in Table One above as proposed by Swales (1990).The model is considered by most researchers in the field as the most comprehensive in discussing rhetorical moves in students' essays. The different moves and steps found in students' introductions of examination essays were analyzed.

3.2 Labeling the Moves

This section involves a selection of qualitative research designed as well as conceptualizing the introduction of students' essays. The study involves mainly textual analysis and this explains why a qualitative analytical framework was chosen. As a result, samples of students' essays are offered unedited .However, since such qualitative research has quantitative outcomes, descriptive statistics such as the frequency of counts and means are used where necessary. The descriptive statistics are utilized mainly to help determine trends and patterns in the frequency of moves, the textual space allocated to each move and the sequencing of moves in the rhetorical feature.

The second key issue is evolving an analytical framework for the study was operationalizing the main key variable in the study: the "introduction" on the one hand and the "move" on the other. The introduction was considered as a text opener with cataphoric significance that is the segment of the essay that provides information pointing forward to its full development in the body (Lawe-Davies, 1998) Readers are therefore placed in the state of anticipation to reconcile this preparatory textual segment with what is actually provided in the body of the

essay. As a kind of front device, the introduction provides readers with their first real contact with a text and first impressions of what is to come.

Having recognized the introduction as a rhetorical unit, the next crucial step was to look for functional categories following the Swalesian tradition of genre analysis. Based on a preliminary analysis, (moves) was selected as the basic unit for analysis of essays in English language as a discipline. A move was reckoned as a sub-communicative functional unit used for an identifiable purpose which contributes to the overall communicative purpose of the text. Moves can vary in size but must contain at least one proposition (Connor, 2000). Besides, a move is not coterminous with structural units such as sentence, paragraph as noted by Bhatia(1993), Kong(1998), and Al-Ali(2004). Following Swales, the moves are labeled using present participial phrases that is v-ing instead of noun phrases to emphasize that the focus of analysis is on what the examinees might be trying to do in their texts (see fig.1.1).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

The essay is a common academic writing product of students in higher education. It is an act of setting out facts, observations and opinions usually in response to a prompt given by the tutor and using extended prose organized into sections. However, the ultimate purpose of an academic essay is to provide a vehicle for assessment. Swales (1990a) framework which was designed to analyze research articles can also be used in analyzing introductions of essays of students as an essay is similar to a research article.

There are two specific variables which will be handled in the course of the analysis of examination essays: introduction and moves. The introduction is considered to be very important in essay writing as it orients readers towards the “body” of the essay. In this section, the introductions of essays of level four students of the Higher Teacher Training College Yaounde 2015/2016 academic year from the English Department will be analyzed using Swales’ three moves: establishing a research territory, establishing a niche, and occupying the niche. The main purpose of this chapter is to present an analysis of the English examination prompts (EEPs) as well as the rhetorical units being investigated in the introduction.

4.1 Frequency of Occurrence of Moves in the Introduction

This section provides a quantitative analysis of the occurrence of each of the moves. All these three moves are expected to occur in students’ examination essays in the English language discipline although it is believed that move one (establishing a territory) is the most frequent as it represents the clearest opportunity for examinees to show their understanding of the examination prompt. Table 3 displays the frequency of occurrence of each of the moves in the introductions.

Table 3: Frequency of Occurrence of Moves in the Introductions.

Rhetorical Units	Discipline
	English Language (n=16) Frequency
Move 1	9/16 (56.25%)
Move 2	4/16 (25%)
Move 3	4/16 (25%)

As shown in table 3 above, all the students employed the three moves but move 1 which is establishing a territory (claiming centrality) was used by most of the students. This explains why the move occupies a higher percentage (56.25%). Move 1 is therefore the most frequent move in the introductions as it gives the teacher trainees the opportunity to show their understanding of the examination prompt. Move 2 establishing a niche (Question-raising) and move 3 occupying a niche (outlining purpose) are used by very few students as they both occupy only 25%. This indicates that a modified version of Swales' (1990a) "rhetorical moves" analysis has been adapted in order to delineate the similarities and differences that exists in the introductions of students' essays in terms of frequency of occurrence of each move. (see tables 1 and 2 above).

Table 4: Occurrence of Introductions in the Examinations Essays

Introductions	English Language essays (n=16)
Present	15/16 (93.75)
Absent	1/16 (6.258)

Looking at all the examination essays, the number of examinees who introduced their essays 15/16 (93.75%) outnumbered those who did not 1/16 (6.25%). This shows that the teacher trainees of this discipline are aware of the significance of the introduction in essay writing.

4.2 Frequency of Linguistic Features in the Introductions

The aim of a genre analyst is not only to identify and describe the main rhetorical moves but also to describe the linguistic features frequent in the introductions of examination essays

(Bhatia, 1993; Connor, 2000). This section describes the linguistic features such as pronouns, verb tense and metatextual elements in the introductions which involve purpose expressions such as “will focus on” and “intends to discuss” as shown in table 5 below.

Table 5: Frequency of Linguistic Features in the Introductions

Linguistic features	English Frequency/T units (%)
Verb Tense	
Present	14/16 (87.5)
Past	2/16 (12.5)
Personal Pronouns	
I	2/16 (12.5)
He/She	1/16 (6.25)
Metatextual elements	3/16 (18.75)

Looking at the table above, it can be realized that a majority of the teacher trainees introduced their essays using the present tense. This is because most of the questions had to do with contemporary issues in the society which requires writers to use the present tense. Some of the questions needed the examinees to talk about their personal experiences which required them to use the present tense. The frequency of the present tense as a linguistic feature is highest; that is 87.5% as compared to the past tense which has only 12.5%. In the course of writing an essay, the examinee is expected to give the purpose of the essay in his or her introduction. This explains why purpose expressions such as “this essay seeks to”, “this paper therefore focuses on”, and “we are going to discuss” are used by some of the students occupying a percentage of 18.75. However, the most frequent linguistic feature in the introductions is the present tense as it occupies 87.5%.

4.3 Explanation of Moves in the Introductions

Using Swales’ and Kusel’s models, each move is briefly explained and examples from teacher trainee introductions are presented.

4.3.1 Move 1 Establishing a Territory: Step One Claiming Centrality

This move appeals to the discourse community where members are asked to accept that the research about to be reported is part of a lively, significant or well established research area. They can claim interest or importance; they can refer to the central character of the issue. In

this case, the examination essays, the document here under study, the discourse community, that is, the readers of the documents are the lecturers concerned. Students in their introductions must demonstrate knowledge of the issues at hand. Hence, establishing a territory in our situation is the attempt on the part of the student teacher to convince the examiner to accept the document as an important or of great interest. The examples are extracted from the introductions of the examinees.

Example 1 Language is generally considered as a medium through which knowledge is acquired; as such it plays a vital role as far as education is concerned in a multilingual setting like Cameroon.(introduction 15).

Here, the writer claims centrality by showing the importance of language in a multilingual setting.

Example 2 English education provides its learners with a tool for communication which enhances national unity and integration. Language education is an indispensable tool for the transmission of cultures, as it widens the learner's scope (introduction 5).

At this point, the writer claims centrality by not only showing the importance of the research area but also by creating an awareness that language education is very important as language determines one's culture.

Example 3 Cameroon is a multilingual country: there are well over 250 languages; two official languages, English and French; Cameroon Pidgin English, which is a widely used and recognized lingua franca .This linguistic landscape makes language education an experience worth living (introduction 4)

4.3.2 Move 1: Establishing a Territory: Step Two Making Topic Generalizations

This step "making a topic generalization" according to Swales is when an author makes general statements about knowledge or practice or statements about a phenomena. Kusel labeled it as providing topic background.

Example 1: Change it is often said remains the only unavoidable thing in life and the world is recently witnessing this phenomenon in what is known as globalization. It entails the transformation of the world despite its multi-faceted cultures and races into a global village (introduction 10)

Example 2: The general forum on education states clearly that any Cameroonian should be educated according to some particular exigencies. These exigencies among others stipulate that Cameroon students should be rooted in their culture, be able to speak and use English and French and more importantly, know how to speak at least a mother tongue or home language (introduction 9)

Example 3 Quirk et al (1985) are of the opinion that English is spoken over geographically dispersed areas about 150million people (introduction 12)

Example 4: Cameroon is a multilingual country with two official languages and roughly 280 Cameroonian languages (introduction 15)

Providing topic background or making a topic generalization is an important part of the introductions occupying many paragraphs. Another concept very apparent in these introductions is definition. Neither Swales nor Kusel mentioned finding definitions in their samples under study. The following are some examples of definitions found in the introductions.

Example 5 The Advanced Learner's Dictionary defines the word career as a job that one does during one's working life and earn money (introduction 16)

Example 6 According to the Cambridge Advanced Learners Dictionary motivation refers to the enthusiasm for doing something. It is also defined as the goal and impetus to create and sustain intention and goal seeking acts Ames and Ames (1989) (introduction 14).

4.3.3 Move 2: Establishing a Niche: Step One Question Raising

Bhatia (1993) in his discussion of student lab reports equates the move establish field with “indicating importance of the topic” or showing an awareness of current knowledge. Both these steps are very important in this genre. Student teachers will be judged on how successful they are in demonstrating their knowledge of the field of language. Examples of this move in the introductions are as follows:

Example 1 The question we should pose ourselves at this point is, what is motivation and output? And how do both factors define the status of the learner and teacher of English? (Introduction 12)

Example 2 The question therefore remains what Cameroon stands to gain by joining the global village and what would she loose if she doesn't. (Introduction 10)

Here, the examinee makes the reader to understand that he or she is going to discuss a series of things in the body of the essay as he ends the introduction by raising a question. Apart from “question raising”, most of the steps in move two do not occur in the introductions under study.

4.4.3 Move 3: Occupying the Niche: Step One Outlining the Purpose

Outlining the purpose of the research, Swales claims are an obligatory element of this move. It can take two forms: the authors indicate their main purpose or they describe what they consider to be the main features of their research. The following are some examples of move 3 found in the introductions under study.

Example 1 This essay seeks to put forward ideas coupled with examples which either debunk or support the claim that the introduction of Cameroonian languages and cultures in school programmes would have an impact on the wider society (introduction 9)

Example 2 The paper therefore focuses on the impact the introduction of Cameroonian languages in school programmes would have on the wider society. (introduction 11).

Example 3 In the following paragraphs, we are going to discuss the effects of the introduction of Cameroonian languages in school programs on the wider society. (introduction 15)

Looking at the above examples, it is realized that the writers reveal their intentions or show the structure of their work. According to Swales this move always occurs at the end of the introductions.

4.4 Frequency of Writer-Oriented Markers

Writer oriented markers are used to signal authorial presence in the text. There are three types which occur in the introductions under study and include: “I, personality, and my” Each of these is presented on the table below.

Table 6: Frequency of Writer-Oriented Markers

Devices	Frequency	Percentage
I	02	12.5
Personality	03	18.5
My	04	25
Total	09	56.25

Looking at table 6 above, it can be realized that very few students use writer oriented markers in their introductions. The pronoun I, one of these markers is used by two students and occupies only 12.5% while the personality marker and “MY” are used by three and four examinees respectively; occupying a percentage of 18.5 and 25 respectively. Examples of writer oriented markers from the students’ introductions include:

Example 1: The first semester in Ecole Normal superieure (ENS)Yaounde for the academic year 2015/2016 began during the first week of October 2015.Ecole Normal superieure(ENS) is the Higher Teacher Training College ; which train teachers to come out as second cycle teachers of grammar schools .I Began classes in this institutions late because I only got the information that I had been selected for further studies in this institution toward the end of the month of October .By then MY students had just written the first semester exams , so I had to correct their scripts and hand in the marks to the administration before moving to Yaounde .Bearing in mind that I was already late for classes, I Became so frustrated and even thought

of returning to the field . The experiences I went through during the first semester are enormous and will be elaborated in the subsequent paragraphs (introduction 1)

Example 2: Every citizen has rights and responsibilities towards their country. As a citizen, I have MY own responsibilities vis- a- vis MY country too. If I have chosen to be a language teacher, it is because I have the respect for the rules and regulations in MY country. A language is a tool that is used for communication in all subjects. A language teacher is therefore the center of education. Any teacher must know that he or she has a great role to play academically, socially and administratively as far as the educational system of Cameroon is concerned. There is always a saying that “language is the key to communication” therefore, without a language, there will be no communication consequently, no education. Thus as a language teacher; I know that I have the responsibilities of motivating the learners in order to foster communication and good education too (introduction 3)

Example 3: Cameroon is a multilingual country; there are well over 250 languages; two official languages, English and French; Cameroon Pidgin English, which is widely used and unrecognized lingua franca. This linguistic landscape makes language education an experience worth living. Like MY English language teacher used to tell us that unless one speaks English and read it well one can never be a first class citizen, MY experiences as a language learner and subsequently as a language teacher have been of great benefit to me. Language education makes communication and interaction possible with speakers of other languages, improved MY knowledge of MY first language, opens the door to other cultures, improved MY social status and favours a certain degree of linguistic homogeneity in Cameroon. Despite these benefits, there are also a number of challenges to language education in Cameroon. They include, the influence of mother tongues and other languages, language policy, lack of didactic materials and syllabus constraints (introduction 4)

Example 4: Cameroon is considered as a multilingual society with almost two hundred and fifty languages. MY personal experience as an English language learner and teacher reveals a plethora of benefits and challenges of language education .English education provides its learners with a tool for communication, which enhances national unity and integration. Language education is an indispensable tool for the transmission of cultures, as it widens the

learner's scope. It provides for interaction along linguistic lines and enhances the learner's grasp of science and technology. It also provides a means for learners to succeed in their examinations. However, challenges of English education include mother tongue influence and language policy in Cameroon. There is a prevalent lack of motivation and didactic material, which are challenges that have adversely affected the approaches and methods of learning and teaching the language (introduction5)

Example 5: Personality: Change it is often said remains the only unavoidable thing in life and the world is recently witnessing this phenomenon in what is known as globalization. It entails the transformation of the world despite its multi-faceted cultures and races, into a global village. The question therefore remains what Cameroon stands to gain by joining the global village and what would she loose if she doesn't. This concept therefore means the reduction of the world into a cross cultural village which implies the sale of cultures for those which can win the market test of changing time (introduction 10)

Example 6: Personality: The first semester in ENS ran through 20th October 2015 to 25th February 2016. This period was characterized by so many experiences: both positive and negative. Positive experiences were in regards to the knowledge acquired and the atmosphere of discipline on campus. On the negative side too much financial demands, the congested nature of the timetable, the way the examination was scheduled the spirit of cheating that reigned among the students during the exams, the poor toilet condition, and insufficient benches. These will be developed in the subsequent paragraphs (introduction 2).

Example 7: Personality: The general forum on education states clearly that any Cameroonian should be educated according to some particular exigencies. These exigencies, among a multitude of others stipulates that Cameroon students should be rooted in their culture, be able to speak and use English and French and more importantly, know how to speak at least a mother tongue or home language It is in this connection that the state has seen the importance of introducing Cameroonian languages in school programmes .Certainly, this introduction will impact the society at various levels be it negatively or positively. This essay seeks to put forward ideas coupled with examples which either debunk or support the claim that the introduction of Cameroonian languages and cultures in school programmes would have an impact on the wider society (introduction 9)

4.5 Conclusion

The chapter focused on the quantitative and qualitative discussion of rhetorical moves in the introductions of students' essays. This section brought out the findings and discussions of the research. In the study it was realized that move 1: establishing a territory is the most frequent move with a percentage of 56.25. Also, a majority of the students introduced their essays as fifteen out of sixteen students started their essays with introductions. Concerning linguistic features, the most dominant feature was the present tense used by 14 out of 16 students making a percentage of 87.5.

CHAPTER FIVE

GENERAL CONCLUSION

This chapter focuses on an overview of the study and discusses the findings presented in the previous chapter. It highlights and discusses the findings got from the analysis of the informants' introductions. From these, the pedagogic implications, that is, the relevance of the study to both teachers and students are brought out. The chapter ends with some suggestions for further studies.

5.1 Overview of Study and Discussion of Findings

This study set out to investigate the rhetorical moves in the essays of Level Four students of the English department of the Higher Teacher Training College, Yaounde. In order to attain this, a total of 16 essays were analysed based on the Genre Analysis Theory propounded by Swales (1981). After our analysis, we came up with the following findings:

- To begin, there is enough evidence to show that fourth year students of the Higher Teacher Training College Yaounde make use of rhetorical units or moves in their introductions as indicated by the data in Table 3.
- Next, concerning the occurrence of introductions in the essays, the teacher trainees mostly introduce their essays as a total of 15 out of 16 students introduced their essays; making a percentage of 93.75
- Also, most of the student teachers are aware of the use of linguistic features such as the present tense, past tense and pronouns. But the most prominent linguistic feature used by the trainees in their introductions is the simple present tense. Indeed, out of 16 students, fourteen used the simple present tense, making a percentage of 87.5. The least linguistic feature used by the teacher trainees in their introductions is the persona pronoun, he/she as only one student out of 16 used it with a percentage of 6.25 as shown on Table 5 above
- Moreover, most of the students failed to use writer oriented markers. For instance, the device “my” was used by four students in a total of 16; making a percentage of 25.

However, the least of the writer oriented markers used was “I” used by two students out of 16 with a percentage of 12.5 as seen in Table 6 above

Based on these findings, one can conclude that students do not render their writing academic as they neglect important aspects of academic writing such as moves (establish a territory, establish a niche, occupying a niche). Most students introduce their essays without paying attention to linguistic features such as the past tense and pronouns. It is worth mentioning that the use of rhetorical units, linguistic features, and metatextual markers not only in the introductions but in the entire essay can help the writer to position himself/herself in the text and indicate explicitly his/her attitude towards the ongoing discourse.

In spite of the fact that rhetorical units or moves are a vital aspect in academic writing, students make use of them to a lesser extent. However, the first rhetorical unit (establish a territory) is frequent in students’ texts. Looking at linguistic features, the most frequent linguistic feature in students’ introductions is the present tense used by 14/16 examinees making a percentage of 87.5 while the least used linguistic feature is the past tense used by 2/16 students making a percentage of 12.5 only. As a result, from the questions posed in Chapter One, one might conclude that students make effective use of rhetorical units and linguistic features though to a lesser extent. This shows that students’ texts are less academic. This can seriously hamper their participation in the research world. The problem of inadequate linguistic competence may be accountable for why students make little use of rhetorical units and linguistic features. Students do not have the language to say what they want to say. For example, a student may present a proposition correctly but may lack the appropriate linguistic feature to garnish the writing and make it academic.

Genre analysis of student academic writing is still at a relatively early stage of development and much more work is still needed before we can be confident that the models specifying the moves used in different genres accurately reflect the range of possibilities in different academic disciplines and the choices open to the writer.

Generally, students make little use of moves analysis in their writing because they are not introduced to key aspects of academic writing early enough. Some of these aspects include: the use of rhetorical units, metadiscourse, hedging and expression of stance. Students even go

through universities and graduate with degrees without being able to write flawless pieces. This is because less attention is given to writing (especially academic writing), compared to other skills: listening, speaking, and reading.

5.2 Pedagogic Relevance

One of the main objectives of academic writing is to make claims void of absolute truth and make the readers feel involved. This study is relevant to students, teachers and curriculum designers.

5.2.1 Pedagogic Relevance to Students

It is imperative for academic writing to be introduced in schools early enough. The knowledge of rhetorical units or moves analysis (if taught in schools) will allow students express themselves precisely in their writing. Genre analysis is an important means of accurately structuring the text involving participants and stating claims with caution. With moves analysis, students will be able to present information as objectively as possible. The knowledge of moves or rhetorical units will also help students gain credibility. Move one (establish a territory) for example helps the writer to demonstrate a knowledge of the issues at hand. It also enables the student to convince the examiner to accept the document as important or of great interest. Therefore, knowledge of rhetorical units or moves contributes to the development of writer-reader relationship.

5.2.1 Pedagogic Relevance to Teachers and Lecturers

Lecturers should emphasize the various moves that occur in an essay or a research article and their importance. Apart from teaching the students the importance of rhetorical units or features, they should be taught the main linguistic features and how they are realized. This will enable students to better organize texts and involve the readers in their discourses. They could be taught Swales (1990a) model which is more comprehensive. Creative and practical exercises can then be done to realize this. With this, teachers and lecturers will receive desired outputs from their students as far as academic writing courses are concerned. As a result, students will be able to participate in the research world.

Finally, it is advisable for curriculum and syllabus designers to include aspects of academic writing, for instance genre analysis, in school curricula and syllabi early enough (secondary school). This will help to improve students' output at higher levels as far as academic writing is concerned.

5.3 Suggestions for further Research

This study has contributed its own quota to knowledge by analysing rhetorical moves in the essays of some postgraduate students drawn from the Higher Teacher Training College, Yaounde. Due to time constraints, this study was limited only to the introductions of these essays. This goes without saying that there are two major parts of the essay, that is, the body and the conclusion which have not been touched. Given that every study is limited within a particular scope and with set objectives, this study has fulfilled its own objectives. This does not in anyway suggest that the present study has touched everything with regard to rhetorical moves. Consequently, further research can be directed towards the analysis of other rhetorical aspects of essays of postgraduate students. Such a study would be of immense importance because it would complete the work which has been started in this study.

Furthermore, this study was focused on postgraduate students. Given that essay writing is taught in almost all the different levels of education in Cameroon, research can be carried out on the rhetorical analysis of undergraduate or secondary school students' essays. Such results would be very welcome because there is a dire need to look at how secondary school students and undergraduates are fairing when it comes to essay writing. Here, if the scope is too broad, the researcher can focus on the introduction, the body or the conclusion. Finally, a comparative study can be carried out between essays of the different state universities in Cameroon.

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APPENDICES

VARIOUS INTRODUCTIONS OF STUDENTS' ESSAYS

MY FIRST SEMESTER EXPERIENCE AS A STUDENT IN E.N.S YAOUNDE

The first semester in Ecole Normal Supérieure (ENS) Yaoundé for the academic year 2008/2009 began during the first week of October 2008. Ecole Normal Supérieure (ENS) is the Higher teacher training college; which trains teachers to come out as second cycle teachers of grammar schools. I began classes in this institution late because I only got the information that I had been selected for further studies in this institution toward the end of the month of October. By then my students had just written the first semester exams, so I had to correct their scripts and hand in the marks to the administration before moving to Yaounde. Bearing in mind that I was already late for classes, I became so confused, frustrated and even thought of returning to the field. The experiences I went through during the first semester are enormous and will be elaborated in the subsequent paragraphs.

MY FIRST SEMESTER EXPERIENCE AS A STUDENT IN ENS YAOUNDE

The first semester in ENS ran through 20th October 2008 to 25th February 2009. This period was characterized by so many experiences: both positive and negative. Positive experiences were in regards to the knowledge acquired and the atmosphere of discipline on campus. On the negative side too much financial demands, the congested nature of the timetable, the way the examination was scheduled the spirit of cheating that reigned among the students during exams, the poor toilet condition, and insufficient benches. These will be developed in the subsequent paragraphs.

HOW I SEE MY CAREER AS A LANGUAGE TEACHER

Every citizen has rights and responsibilities toward their country. As a citizen, I have my own responsibilities vis-à-vis my country too. If I have chosen to be a language teacher, it is because I have the respect for the rules and the regulations in my country. A language is a tool that is used for communication in all subjects. A language teacher is therefore the centre

of education. Any teacher must know that he/she has a great role to play academically, socially and administratively as far the educational system of the country is concerned. There is always a saying that “language is a key to communication” therefore, without a language, there will be no communication consequently, no education. Thus as a language teacher; I know that I have the responsibilities of motivating the learners in order to foster communication and good education too.

BENEFITS AND CHALLENGES OF LANGUAGE EDUCATION IN CAMEROON: AND ACCOUNT OF MY EXPERIENCE

Cameroon is a multilingual country: there are well over 250 languages; two official languages, English and French; Cameroon Pidgin English, which is a widely used and unrecognized Lingua Franca. This linguistic landscape makes Language Education an experience worth living. Like my English Language teacher used to tell us that unless one speaks English and read its well one can never be a first-class citizen, my experiences as a language learner and subsequently as a language teacher have been of great benefit to me. Language Education makes communication and interaction possible with speakers of other languages, improved my knowledge of my first language, opens the door to other cultures, improved my social status and favours a certain degree of linguistic homogeneity in Cameroon. Despite these benefits, there are also a number of challenges to language Education in Cameroon . They include, the influence of mother tongues and other languages, language policy, lack of didactic materials and syllabus constraints.

Benefits and Challenges of Language Education in Cameroon: An Account of my Personal Experience.

Cameroon is considered as a multilingual society with almost two hundred and fifty languages. My personal experience as an English language learner and teacher reveals a plethora of benefits and challenges of language education. English education provides its learners with a tool for communication, which enhances national unity and integration. Language education is an indispensable tool for the transmission of cultures, as it widens the learner’s scope. It provides for interaction along linguistic lines and enhances the learner’s grasp of science and technology. It also provides a means for learners to succeed in their

examinations. However, challenges of English education include mother tongue influence and the problem of a language policy in Cameroon. There is a prevalent lack of motivation and didactic material, which are challenges that have adversely affected the approaches and methods of learning and teaching the language.

SOME ENVIRONMENTAL FACTORS THAT ARE LIKELY TO AFFECT ELT/L IN SECONDARY SCHOOLS

Language is a social phenomenon. Human beings are born with the ability to learn and acquire any language. From previous studies it is clear that many environmental factors are likely to affect ELT/L in secondary schools among which are the different financial levels of students, culture and religion, age, infrastructure, the nature of classrooms, no electricity, no libraries, no text books, no computers, motivation and the presence of other languages. These environmental problems in line with other factors hinder the mastery of English language in Secondary schools.

DISCUSS THE RELATIONSHIP BETWEEN MOTIVATION AND OUTPUT FOR THE LEARNER AND TEACHER OF ENGLISH.

Second language Acquisition is the study of how second languages are learned and the factors that influence the process ; motivation serves as an influential factor of L2 acquisition and also plays a major part in student's choices of language learning strategies and the proficiency levels they achieve.

WHAT IMPACT WOULD THE INTRODUCTION OF CAMEROONIAN LANGUAGES IN SCHOOL PROGRAMMES HAVE ON A WIDER SOCIETY?

The General forum on education states clearly that any Cameroonian should be educated according to some particular exigencies. These exigencies, among a multitude of others, stipulates that Cameroon students should be rooted in their culture, be able to speak and use English and French and more importantly, know how to speak at least a mother tongue or

home language. It is in this connection that the state has seen the importance of introducing Cameroonian languages in school programmes. Certainly, this introduction will impact the society at various levels be it negatively or positively. This essay seeks to put forward ideas coupled with examples which either debunk or support the claim that the introduction of Cameroonian languages and cultures in school programmes would have an impact on the wider society.

TOPIC: WHAT IMPACT WOULD THE INTRODUCTION OF CAMEROONIAN LANGUAGES IN SCHOOL PROGRAMMES HAVE ON WIDER SOCIETY?

Much seems to have been written and said about the introduction of native Cameroonian Languages in school programmes, but its advocates have not yet got government support as no government-approved scheme for the use of these languages in education exists. The main reason given for this is the fact that some of the native Cameroonian languages teaching schemes proposed are not very practical. It could also be said that the government is not very enthusiastic about this issue due to its topicality and relatedness to national unity, which the government seeks to preserve at all costs. Aside of these politically motivated factors there are other hindrances that do not ultimately depend on political projects but rather on the socio-economic and pragmatic relevance of these languages as media of education. This paper therefore focuses on the impact the introduction of Cameroonian Languages in school programmes would have on the wider society.

TOPIC: DISCUSS THE RELATIONSHIP BETWEEN MOTIVATION AND OUTPUT FOR THE LEARNER AND TEACHER OF ENGLISH.

Quirk et al (1985) are of the opinion that English is spoken over geographically dispersed areas about 1500million people. Thus, in the process of studying the language, the learners as well as the teacher go through a number of strategies to enable the language gain its universal weight. The question we should pose ourselves at this point is, what is motivation and output and how do both factors define the status of the learner and teacher of English?