LINGUISTIC FEATURES IN THE INTRODUCTION SECTION OF THE HOSPITALITY AND MANAGEMENT RESEARCH ARTICLES

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Abstract

This paper reports a corpus-based genre analysis of the use of linguistic features in the introduction section of Hospitality and Management research articles (HM RAs). It explores the frequently used linguistic features such as modal verbs, personal pronouns, demonstrative pronouns, tenses, conjuncts, hedging, citations- integral and non-integral and the use of questions. The samples used were 20 RAs taken from the Journal of Hospitality and Management and published between the years 2004 - 2006. The linguistic features of the introduction section were identified using the Wordsmith program (Scott, 1998) and manually recording and counting the frequency of occurrence in each move. It is noted that the modals 'can' and 'may' are used simultaneously in all the three moves identified in the HM RA introductions. Interestingly, the analysis of the linguistic features in the present study shows that it is necessary for the HM RA writers to use different linguistic features while discussing certain moves such as the use of the present tense, which is predominant in Move 1, Move 2 and Move 3 while the present perfect and past tense are found in Move 1 and 3. The study indicates that identification of the linguistic features in the introduction section of the HM RAs may be helpful for students and novice writers in the field because they may be able to use these features as an initial suggested list of choices that they can effectively use in their writing.

Keywords: WRITING, INTRODUCTION, RESEARCH ARTICLES, GENRE ANALYSIS

Introduction

Academic writing involves all areas of academic concern, namely, textbooks, lectures, tutorials, research grant applications and other written work like the research articles (RA). RAs are the most commonly used genre in academia and they have been of special interest to language researchers (e.g., Anthony, 1999; Brett, 1994; Dudley-Evans, 1994; Duszak, 1994; Martin, 2003; Samraj, 2002; Yang and Allison 2003; Swales, 1990, 2004; Kanoksilapatham, 2005, 2007). Although a number of researches have been conducted on academic writing which includes a variety of genres, such as journal articles, dissertations and conference proposals, the RA seems to be the most popular among researchers who focus on the structure of the RA, such as the introductions (e.g. Swales, 1981b, 1990; Swales & Najjar, 1987; Nwogu, 1997, Posteguillo, 1999 and Sze, 2003), the results sections (Brett, 1994; Thompson, 1993) and the discussion and conclusion sections (Hopkins & Dudley-Evans, 1998; Holmes, 1997). Many researchers have also concerned themselves in the historical development of the RA (Bazerman, 1988; Atkinson 1993; Salager-meyer, 1999; VandeKopple, 1998) and its social construction (Myers, 1990) other than having examined texts written in different languages and cultures as well, such as Thai (Jogthong, 2001), Slovene (Peterlin, 2004), Malay (Ahmad, 1997) Arabic (Fakhri, 2004) and Brazilian Portuguese (Hirano, 2009). The various lexico-grammatical features of the RA have also received attention. These features range from tense choice, function of collocation (Gledhill, 2000), citation practices (Hyland, 2000), hedging (Crompton, 1997; Huangfu, 2005; Hyland, 1994, 1996, 1998; Salager-Meyer, 1992), voice (Matsuda, 2001; Matsuda & Tardy, 2007), use of reporting

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verbs (Liang, 2005; Hinkel, 2004; Boenisch, 2003), modality (Vassileva, 2001) and first person pronoun (Hyland, 2001; Kuo, 1999; Liang, 2005; Salager-Meyer, 2001; Thetela, 1997).

RAs in general can be considered collectively as a genre in which ‘the complementary strengths of linguistic and rhetorical analysis can be shown to best advantage’ (Swales, 1990 p.10). Similarly, an analysis of RAs provides a way for us to study both the rhetorical and the linguistic aspects of a genre thoroughly and to see how they are closely associated with each other (Lim, 2003). Norman (1988) contends that since English is predominantly a tense language, many researchers such as Heslot (1982), Liang (2005), Malcolm (1987), Salager-Meyer (1992) and Zhang (2004) have employed the ESP genre analysis or functional grammar approach in their studies on the use of tenses at move-section level, or in complete English medical RAs. Salager-Meyer (1992) also reported a close relationship between the rhetorical function of each move and the choice of verb tenses (Li and Guang, 2009). Studies on the use of personal pronouns in written texts have also been carried out.

Some researchers have dealt with the question of the use of personal pronouns from the aspect of politeness (Li and Guang, 2009). Brown and Levinson (1987) argued that the use of “we” including both speaker and hearer was identified with positive politeness. Consequently, Kamio (2001) highlighted the gradation of closeness from “we” through “you” to “they.” Along the same lines, Kuo (1999) conducted an empirical study on the use of personal pronouns in 36 scientific journal articles from three journals in three scientific fields, namely, computer science, electronic engineering, and physics.

Hedging is another important linguistic feature of texts and its function in scientific texts has been found to be rhetorically necessary (Safnil, 2000). According to Swales (1990), hedges in scientific texts are communication strategies or rhetorical devices to project honesty, modesty and proper caution in self-reports, and for diplomatically creating research space. Hyland (1996) also points out that hedges are significant communicative resources that allow writers to anticipate possible opposition to claims by expressing statements with precision, caution and diplomatic difference with the views of colleagues. Other researchers who have advocated the importance of hedging are Myers (1985a) and Liddicoat (1997a).

Yet another linguistic feature of a particular text which has attracted the attention of genre analysts’ is the use of citations. Swales (1990) himself has classified two types of citation that are commonly found in scientific texts, namely, integral and non-integral. He points out that a more important distinction is in fact between the use of reporting and non-reporting types of citation. Swales suggests that the choice between reporting and non-reporting forms of citation has an important rhetorical function; that is to create a research space for the authors.

In sum, the linguistic analyses of genres seem to continue alongside the increasing popularity of rhetorical structure analyses due to several reasons. Firstly, it is believed that different rhetorical purposes often utilize different linguistic resources (Safnil, 2000). Furthermore, the information on the form-function correlations in genre studies can be very useful for pedagogical purposes, especially for the purposes of teaching and learning genres (Bhatia, 1993). In the same way, Kamberelis (1999 p.402) posits that “gaining understanding of and competency with the forms, functions, rhetorical possibilities, and typical occasions of use of different genres is an important part of learning how to write.” However, these linguistic features in HM RAs have not been studied. The present study was thus designed to determine the linguistic features that are prevalent in the introduction section of the HM RAs.

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General Linguistic Features of Research Articles

It is apt to review some general linguistic features of research articles. Barber (1962) and Huddleston (1971) state that the average length of a sentence in RAs is about 25 words. Bazerman (1984) however, did not find any significant variation in sentence length but instead observed a decrease in the frequency of relative clauses and an increase in the frequencies of noun clauses and temporal and causal subordinate clauses. The increase in the use of these clauses showed that there was a shift from description to explanation, thus suggesting a conceivable increase in intellectual complexity.

At the linguistic level, changes were observed from the 1960s to the 1980s. During this period, it was observed that subjects of main clauses seemed to have become more abstract, and concrete subjects had an inclination to give way to nouns indicating process or quality (Bazerman, 1984). Besides nouns, reporting verbs decreased while active verbs increased and this suggested that the finding and theory has increasingly been brought into the central grammatical position (Bazerman, 1984 p.177). It is essential to conduct linguistic analysis as it may provide useful information on the linguistic choices that need to be highlighted in preparing teaching materials that are suited to the needs of novice writers in their attempt to write the section concerned in a research report (Lim, 2005).

Compilation of the Corpus and Corpus Analysis

A corpus was built comprising 20 RAs taken from the Journal of Hospitality and Management and published between the years 2004 and 2006. They were selected based on the three criteria set by Nwogu (1997) namely, representativity, reputation and accessibility. The history of this journal provides a necessary backdrop to this study as it yields insights of the writing conventions that explicate the social interactions within the HM discourse community.

The International Journal of Hospitality Management discusses major trends and developments in a variety of disciplines as they apply to the hospitality industry. The journal contains research papers, state-of-the-art reviews and analyses of business practice within the industry. The researcher conducted a linguistic analysis of the introduction section to identify the overall structure and the constituent features within this discipline.

Li and Guang (2009) conducted the verb tense analyses by manually recording and counting the frequency of occurrence of the verb tenses in each move of the 50 medical RAs under his study. Thompson (2001), in his study of the use of modal verbs and citations in PhD theses, used a concordance programme (Micro OCP) that was used in his centre in 1996. This programme used COCOA tagging. According to him, this programme is scarcely used now compared to other, more flexible and powerful concordancing programmes such as Wordsmith Tools (Scott, 1998). The Wordsmith Tools (Scott, 1998) was selected in this study because it is PC compatible and user-friendly and has the extensive search and sort capabilities required to look into the linguistic features that are prevalent in the introduction section of HM RAs.

Results and Discussions

Certain linguistic realisations are indeed a matter of choice and thus can be analysed as belonging to the rhetoric of the text: the reference system, particularly the set of personal pronouns; mood and modality, through which the speaker manifests his/her perception of the addressees' needs; and the use of metadiscoursal elements i.e. those textual elements whose primary function is to make a contribution not to the propositional content of the text but to the processing of it (Vergaro, 2004).

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Hedging Strategies

Hedging is mainly expressed lexically: modal verbs expressing possibility (e.g. may); semi-auxiliaries (e.g. appear, seem); probability adverbs (e.g. probably, likely); verbs (e.g. suggest, propose, speculate); words expressing quantity, degree, frequency and time (e.g. approximately, roughly, somewhat, quite, often, occasionally); phrases expressing authors' personal involvement (e.g. I believe, to my knowledge, it is my view that); or phrases combining several hedges (e.g. may suggest, would seem likely that, it seems reasonable to assume, it would seem somewhat unlikely that). Hyland (1996c) posits that in research article introductions, hedges are divided into a few categories namely, emphasizers/intensifiers, amplifiers, downtoners, probabilistic, approximators, if-conditionals and as-clause. Hedges according to Bhatia (1993) help highlight the subjectivity of a proposition (the fact that a proposition may generally be always subject to interpretation), reducing the author's commitment, while adding a certain sense of politeness to the discourse (Aquino, 2014). Hedges also help the flow of new information. Without the presence of hedges, the text writer would be unable to formulate statements describing new information or creating different viewpoints through persuasion of information with the audience (Aquino, 2014). The growing interest on hedges is apparent in various research investigations spanning hedging in speaking (Stubbs, 1986; Coates, 1987) to hedging in writing (Hyland, 1994; Cabanes, 2007). Table 1 shows the hedges that are found in the introduction section of the HM RA samples based on the analysis from the Wordsmith tools program (Scott, 1998).

Based on Table 1, it is seen that the main types of hedges used are 'likely', 'clearly' and 'according to'. In some of the samples of the introduction section of HM RAs, no hedges are used. The rest of the samples of both sections use the hedging devices to describe general situations in HM RAs with a sense of tentativeness and possibility.

Some examples of Hedges in the Introduction and LR sections of HM RAs are shown below. On the whole, 'likely' appears only 8 times in the 20 HM I samples.

Table 1: Frequency Counts of hedging strategies found in Introduction Sections of HM RAs

Introduction section of HM RAs	Likely	Clearly	According to
HMI 1	/	-	-
HMI 2	-	-	-
HMI 3	-	-	////
HMI 4	/	/	-
HMI 5	-	/	-
HMI 6	///	-	-
HMI 7	-	-	-
HMI 8	-	-	-
HMI 9	-	-	/
HMI 10	/	-	//
HMI 11	-	-	//

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HMI 12	-	-	-
HMI 13	-	/	-
HMI 14	-	-	-
HMI 15	-	-	-
HMI 16	-	-	-
HMI 17	-	-	-
HMI 18	/	-	-
HMI 19	-	-	/
HMI 20	/	-	-
Total: HMI	8	3	10

/ shows the presence of hedges

- no hedges

Modal Verbs

The use of modal verbs expresses the concept of modality and it has to do with speaker's or writer's authority. Table 2 shows the frequency of modal verbs used in the introduction section of the HM RAs.

Based on Table 2, it can be noted that use of modals is evident in most of the 20 introduction sections. The modal verb 'may' is frequently used in this section. The writers in the HM RAs introduction section use the modal 'can' as a modal of probability (e.g. *can be*), to express theoretical possibility in the assumption of a solution (e.g. *can also be measured*) and also with statements describing procedural correctness (e.g. *can provide, can take*). 'Will' is also a popular modal used. It denotes future orientation. 'May' is used in the above texts to indicate factual possibility and ability (e.g. *may have, may be examined*). 'Must' and 'should' communicate necessity and are used to advise readers on a course of action. However, they are not frequently used in the introduction section. The modal auxiliaries appear to be recurrently employed in the HM Introductions to describe a general situation in hospitality and management with a sense of tentativeness and possibility. Instead of using 'has to', which carries a more definite connotation, the writer uses the tentative modal 'may have' as in 'may have a great influence on his buying intentions' to indicate a certain degree of uncertainty. Therefore, the findings above are consistent with the findings of Butler (1990 p. 155) who makes the further point that 'may', in academic writing, tends to be used for epistemic and what he terms existential uses, whereas 'can' is used for legitimacy, ability and general possibility uses. 'May' is often paraphrasable as "it is possible/likely that" whereas can is usually paraphrasable as "it is possible to". 'May' collocates with stative verbs such as be, have, and appear (Thompson, 2001).

Table 2: Frequency of Modal Verbs found in Introduction sections of HM RAs

Intro sections of HM RAs	Will	Can	Could	May	Must	Should
HMI 1	-	///	////	-	-	-

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HMI 2	-	-	-	-	-	-
HMI 3	-	/	-	/	/	-
HMI 4	//	////	/	////	/	///
HMI 5	/	//	/	-	-	-
HMI 6	/	-	-	-	-	/
HMI 7	/	////	-	-	-	-
HMI 8	////////	-	-	-	-	-
HMI 9	/	//	-	///	-	-
HMI 10	/	//	/	/	-	-
HMI 11	////	//	-	-	-	-
HMI 12	//	//	-	//////////	-	/
HMI 13	-	-	-	-	-	-
HMI 14	- -	- //	- -	- /	- -	- -
HMI 15	- -	/ -	- -	- -	- -	- -
HMI 16	- /	- ///	- -	- ///	- -	/ //
HMI 17	///	// -	- -	- -	- -	- -
HMI 18	-	-	-	-	-	-
HMI 19	-	/	-	/	-	-
HMI 20	-	-	-	-	-	-
Total: HMI	24	26	8	40	2	3

/ shows the presence of modal verbs

- No modal verbs

Some examples are seen in the excerpts below.

“TPB could have a direct impact ... Ajzen (1991, p. 202) also believes that past behavior can be used to test the sufficiency of any model Therefore, it is reasonable to hypothesize that past behavior can enhance Consumers are confronted with the absence of quantifiable and measurable attributes with which to form a firm's image and must resort, therefore, to tangible elements ... impression of the organisation and may have a great influence on his buying intentions.” (HMI 1)

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“How can I get my students to think?” is a question that many educators and employers alike ask... . It can be argued for example, that... “(HMI 3)

Personal Pronouns

The textual purpose of personal pronouns in written discourse is to refer directly to the writer, the audience of writing, and specific things or persons other than the writer or audience (Hinkel, 2004 p.126). Table 3 shows the frequency of personal pronouns used in the introduction section of the HM RAs.

Table 3: Frequency of Personal Pronouns found in Introduction Section of HM RAs

Intro/LR sections of HM RAs	It	Their	They
HMI 1	/	-	-
HMI 2	////////	-	-
HMI 3	/	//	/
HMI 4	////////////////	////////////////	////
HMI 5	/	////	//
HMI 6	-	-/	/
HMI 7	/	////	///
HMI 8	-	-	-
HMI 9	/	//	//
HMI 10	/	/	-
HMI 11	///	/	-
HMI 12	//	////////////////	////////////////
HMI 13	-	////	-
HMI 14	//	/	/
HMI 15	-	//	-
HMI 16	-	-	-
HMI 17	////	//	//
HMI 18	/	//	/
HMI 19	// /	-	////
HMI 20	-	/	/
Total: HMI	45	61	37

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/ shows the presence of personal pronouns

- No personal pronouns

According to Table 3, the use of personal pronouns is clearly seen to be prevalent in the introduction section of the HM RAs. According to Quirk et al (1985), the impersonal it-cleft constructions are prevalent in academic writing and are almost always followed by a linking verb. So the introduction section of the HM RAs does follow what Quirk et al (1985) posits. The most prominent contextual feature of it + be is to depersonalize text and create an impression of the writer's distance and objectivity. In many cases, it-cleft constructions can be accompanied by adjectives, as in "it is clear/useful/important/advantageous". Other uses of the impersonal pronoun 'it' can be found with such verbs as seems, appears, or looks, which, like adjectives, provide an element of hedging (Hinkel, 2004 p.130). The pronoun 'it' in the HM RA introduction section functions on focusing the sentence on the information provided later in the sentence. Excerpts from the RAs on the use of 'it' are shown below.

*It is generally understood that the use of technology has rapidly changed
the lodging industry... (HMI 2)*

*It is clear that procurement is an important expense for a lodging
operation. (HMI 2)*

It is apparent from this table that 'They' and 'Their' are used excessively in the introduction section. 'They' is a plural pronoun and is used with the possessive pronoun 'their/theirs' to show that something belongs to a person or an animal. The examples from the excerpts of HM RAs as seen below show that 'they' is used as a plural pronoun and also as a possessive pronoun. Furthermore, the use of "they" and "their" show formality and detachment.

*By employing the unique, abovementioned field-experiment methodology,
in which managers receive feedback from an individual they believe to be a
newly hired superior—one who has based his evaluation of their past
performance on prior performance appraisals ... (HMI 9)*

Jeong et al. (2001) investigated consumer perceptions of hotel web sites.

*They found that ... They concluded color combination, ...Also, they
discovered that color combination, information currency, accuracy,
completeness, and navigation quality ...(HMI 11)*

Demonstrative Pronouns

Demonstrative pronouns such as "this", "that", "these" and "those" can be used to connect nouns and ideas across sentences, or as referential functions. Similar to articles or possessive pronouns, demonstrative pronouns belong in the class of determiners and play a prominent role in text cohesion (Hinkel, 2004).

It can be seen from the data in Table 4 that the use of demonstrative pronouns is significant in the introduction section of the HM RAs. This indicates that demonstrative pronouns are important to show a sense of consistency and connection of ideas across sentences and also as referential functions.

Table 4: Frequency of Demonstrative Pronouns found in the Introduction Section of HM RAs

Intro/LR sections of HM RAs	This	That	These	Those
HMI 1	////	//////////	-	-

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HMI 2	////////	//////////	/	////
HMI 3	//	//	-	-
HMI 4	//////////	//////////	////////	////
HMI 5	//	////////	/	-
HMI 6	////	///	/	
HMI 7	////	///	//	-
HMI 8	////	///	/	-
HMI 9	///	//////////	//	-
HMI 10	//	////////	//	//
HMI 11	//	//////////	-	-
HMI 12	////////	///	///	///
HMI 13	//	//	-	-
HMI 14	/	/	//	////
HMI 15	-	//	-	
HMI 16	-	-	-	
HMI 17	////	//	//	
HMI 18	/	//	/	
HMI 19	//	-	////	
HMI 20	-	/	/	
Total: HMI	45	61	37	

/ shows the presence of demonstrative pronouns

- No demonstrative pronouns

Examples from the HM RAs are given below.

Therefore, it is reasonable to hypothesize that past behavior can enhance the predictive utility of the TPB, and that the effect is mediated by the variables in the TPB. (HMI 1)

This view holds that hotels are heterogeneous in relation to the resources and capabilities on which they base their strategies and these resources and capabilities may not be perfectly mobile across hotels, ... (HMI 4)

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Conjuncts

A conjunct is an adjunct that adds information to the sentence and connects the sentence with previous parts of the discourse (written or spoken).

Table 5: Frequency of Conjuncts found in Introduction Sections of HM RAs

Intro sections of HM RAs	Thus	Such	Hence	In Summary
HMI 1	-	-	-	-
HMI 2	/	-	-	-
HMI 3	-	-	-	-
HMI 4	///	-	-	-
HMI 5	-	-	-	-
HMI 6	-	-	-	-
HMI 7	-	-	-	-
HMI 8	-	-	-	-
HMI 9	-	/	-	-
HMI 10	-	-	-	-
HMI 11	-	-	-	-
HMI 12	//	-	-	-
HMI 13	-	-	-	-
HMI 14	-	-	-	-
HMI 15	-	-	-	-
HMI 16	-	-	-	-
HMI 17	-	-	-	-
HMI 18	/	-	-	-
HMI 19	/	-	-	-
HMI 20	-	-	-	-
Total: HMI	8	1	-	-

/ shows the presence of conjuncts

- No conjuncts

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Table 5 shows that conjuncts are rarely used in the introduction section. The conjunct ‘thus’ formulates a hypothesis and is used only 8 times in all 20 samples of the introduction section. Examples of the use of conjuncts from the excerpts are shown below.

Thus, very little has been learned as to where the lodging industry stands in the adoption of e-Procurement in the context of SCM. (HMI 2)

Thus, in contrast, the small hotels suffer from their lack of economies of scale and scope that affect the turnover and the profitability, their peripheral location, their reliance on passing trade and local advertising, giving them a sense of isolation from the industry (Glancey and Pettygrew, 1997).... (HMI 4)

The use of tenses- Simple Past, Simple Present and Present Perfect

The general rules for the use of the Past, Present and Present Perfect seem to be less powerful in expository texts than in narrative ones, this being presumable due to the fact that time-lines and time-sequences, which are important elements in the traditional explanations, are more prominent in narratives (Swales, 1990). According to Norman (1988), English is predominantly a tense language and many researchers (Heslot, 1982; Malcolm, 1987; Salager-Meyer, 1992; Zhang, 2004; Liang, 2005) have employed the ESP genre analysis or functional grammar approach in their studies on the use of tenses at move- or section-level, or in complete English medical RAs (Li & Guan, 2009). Heslot's (1982) findings of the tense distribution in a corpus of RAs in the field of plant pathology showed that the most frequently used verb tenses in RAs were the simple past tense, the simple present tense and the present perfect tense. Salager-Meyer (1992) reported that there is a close relationship between the rhetorical function of each move and the choice of verb tense (Li & Guang, 2009). Additionally, the fact that tense is an obligatory feature of finite clauses means that, in formal writing at least, all clauses in scientific English contain a rhetorical signal of the relationship between the author's opinion and the subject matter (Gledhill, Christopher (2009a). The present study looked into the functions of the various tenses and explanations are provided to show when and why they are used in the introduction section of HM RAs.

The present tense is used when previous results support the author's claim or when he wants to mention previous results without discussing their validity. As shown below, the frequent use of the present tense also characterizes Move1-Step 2, which is intended to describe a general situation. These sentences, which are expressed in the present tense, may be in either the active or passive voice. In the HM RAs, the writers have the tendency to use the present tense in reporting the suggestions, conclusions or theories presented in previous research even though the tense used in the preceding verbs are in the past tense. Examples of the use of the simple present tense from the introduction RAs are shown below.

*Therefore, the accumulated evidence shows that the TPB...
(HMI 1)*

On the other hand, some researchers maintain that... (HMI 2)

*Nevertheless, the results of these recent studies clearly indicate that (HMI
5)*

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The simple past tense is used when previous results are not generally accepted and therefore do not support the author's work or to claim bib generality about the past literature (Thompson, 2001). Excerpts of the use of the simple past tense from the HM RAs are shown below.

It is generally understood that the use of technology ... (HMI 1)

In 2000, the Aberdeen Group reported that ... (HMI 1)

The present perfect tense is used when the author wants to continue discussion based on previous literature or to point out that previous results are generally accepted (Oster, 1981). In the excerpts below the use of the present perfect tense is used to highlight topic recency (e.g. *has been studied, has been supported, has been acknowledged, has demonstrated, etc.*). The indication of recency in the present perfect tense is again closely related to the employment of vibrant verbs indicating topic prominence (e.g. *has shown, has grown, etc.*) which are intended to highlight the conspicuous appearance and position of the topic that has recently been made known to the discourse community. Excerpts of the use of the present perfect tense from the HM RAs are given below.

The Theory of Planned Behavior (TPB) has shown strong predictive utility for (HMI 1)

Although for decades the reengineering of procurement has been attempted ... (HMI 2)

Based on the examples above, it can be seen that the use of the present perfect tense indicates that even though something has taken place in the past, it is still in effect and the present research is expected to bring something new into effect. It is interesting to note that the present perfect tense can be found in two moves, Move 1 and 3 of the HMRA's introduction sections. It is used basically in Move 1 to establish a link between the past and the present. Swales (1990 p.154) suggests that tense selection may show something of the author's stance towards the work that is cited. He posits that the use of present perfect might imply closeness to the study while past tense would distance the writer from the cited work. Salager-Meyer (1992) has stated that there is a close relationship between the rhetorical function of each move and the use of verb tenses in medical abstracts. The researcher shares her view and presumes that the changes of frequency of occurrence of the most frequently used verb tenses in the moves found in the introduction sections of HM RAs may be related to the basic functions of each tense and the attitude changes of HM RA writers.

Use of Citations

In research articles, the review of previous research is important and some minimal reference to previous research is obligatory in order to establish a rationale for a research topic. In writing research article introductions, a writer needs to show what has been found so far, and acknowledge the researcher(s) by name, and possibly to take a stance towards the findings (Swales, 1990). Swales' (1990) primary distinction is between citation forms that are integral and non-integral. An integral citation (see sentence 1 below) is one in which the name of the researcher occurs in the actual citing sentence as some sentence-element while in a non-integral citation (see sentence 2 below), the researcher's name occurs either in parenthesis or is referred to elsewhere by a superscript number or via some other device (Swales, 1990:148).

Examples of the two types of citation:

Sentence (1) Brie (1988) showed that the moon is made of cheese.

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Sentence (2) Previous research has shown that the moon is made of cheese (Brie, 1988).

Integral citations

Making references to the literature is an essential part of most academic writing, and it is also a source of considerable difficulty for most novice writers. According to Swales (1981, 1986, 1990), integral citations play an explicit grammatical role within a sentence. Table 8 shows sentences that use integral citations in the introduction sections of the HM RAs.

Table 6: Syntactic structure of sentences with integral citations in moves found in Introduction section of RAs

Adverbial	Nominative Noun Phrase and Numeral Indicating the Year of Publication	Reporting Verb	Subordinate That- clause
Similarly	Lieux and Luoto (1999)	advocate	that PBL prepares students to think critically and analytically, and to find and use appropriate learning resources. (HMLR 5)
For example	Cho and Olsen (1998, p. 376)	Reported	that it was evident the acceptability and widespread use of IT (information technology) was visible in many aspects of the service industry in general and in the lodging industry in particular. (HMI 2)
However, both	Brock (1995) and Salili (1996)	Suggest	that students do not always embrace PBL readily. (HMI 5)
However,	Cappelli and Neumark (2001)	stated	that there is an advantage in investigating HRM within a single industry. Such a limited population, they argued, ensures that measured organizational performance is comparable across observations. (HMI 19)
Indeed, in their study in the hotel industry	Arnett et al. (2002, p. 88)	suggest	that “job satisfaction and pride in the organisation result in an increase in positive employee behaviour. (HMLR 3)

The excerpts from the introduction RAs in Table 6 illustrate that an adverbial in the form of prepositional or adverb phrases may be used before a nominative noun phrase that precedes a reporting verb and a subsequent that-clause. This that-clause represents the reported proposition. Even though the name(s) of researcher(s) may also be used at the initial position of a reporting sentence, adverbials frequently precede them. These adverbials are often in the form of prepositional phrases that refer to previous studies (e.g. ‘*in their research*’, ‘*in studies of these assertions*’, etc.).

Non-integral citation

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In non-integral citations, the citation is separated from the sentence by brackets and plays no explicit grammatical role in the sentence (Swales, 1990). A writer can choose to emphasize the proposition (the finding, the data, the concept, for example), and emphasize the researcher/text/piece of research by placing the citation outside the sentence (Thompson, 2001). This is non-integral citation.

Table 7: Syntactic structure of sentences with non-integral citations in moves found in Introduction section of RAs

Article	Example	Semantic Function(s)	Linguistic Realizations
HMI 1	Previous studies of hospitality acquisitions only focused on the stock market reaction through event studies (Canina, 2001; Sheel and Nagpal, 2000; Kwansa, 1994). (	To cite hospitality acquisitions	Noun phrase-preposition – focused on
HMI 3	From the point of view of tourism and hospitality management, service workers and servicescape are considered as two crucial elements that determine the success of the service delivery process (Berry, 2000; Bitner, 1992).	To cite views on tourism and hospitality management	
HMI 7	Hepatitis A was contracted by 35 patrons of a Seattle sandwich shop (Bartley, 2001).		

From the findings in Table 7, it is noted that generally, a non-integral form of citation was used more frequently in the introduction sections of the HM RAs. Most of the references occurred at sentence-final position as shown in the example.

According to Swales (1990), the present perfect tense can often be used in non-integral reporting structures and the past tense is used in integral reporting structures. In this study, it was found that the present tense was often used in non-integral citations, whereas the past tense was used in integral citations, as postulated by Swales (1990). The reasons for an author choosing the past tense could relate to placing the cited author's work in a historical context, while the use of present or present perfect tense could emphasize relevance to present concerns (Swales, 1990).

Regardless of using either integral or non-integral forms of citation, the purpose of the inclusion may function differently. Citations can be used to support the argument an author is making or to indicate a gap in previous research (Bloch & Chi, 1995). On the whole, the authors of HM RAs in the introduction section do adhere to the convention of citing literature in knowledge-making.

The use of questions

The questioning technique is used to convey hesitation, show uncertainty of facts and is an attention-getting device (as in journalistic prose). Examples of the use of questions from the excerpts of the HM RAs are shown below.

Research Question 1: Do customers who make online reservations differ from non-online customers with regard to demographic and behavioral characteristics (i.e., gender, age, income, education, weekly browser usage, and years of the Internet use)? ... (HMI 5)

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Research Question 2: Do the determinants affect the customer's online reservation intention differently according to one's past online purchase experience? (HMI 5)

The use of questions in two of the introduction sections of the RAs does convey hesitation and uncertainty of facts. By asking questions, the writer shows that it is a device to raise the readers' interest in whether a particular phenomenon occurs and also to focus the readers' attention on some uncertainties over the patterns of some occurrences (Lim, 2005).

Headings and Sub headings

All the 20 introduction sections of the Hospitality and Management RAs do not have subheadings. The results suggest that the introduction sections of the HM RAs do not need sub headings since it gives background information about the current study in a few paragraphs.

Conclusion

In this study, the linguistic features of RA introduction sections of Hospitality and Management journal articles have been examined. The results gained from this study are useful for both teaching second language writing in general and also teaching English academic writing for advanced learners and scholars. This study highlights linguistic features that are commonly associated with the communication functions belonging to the rhetoric of the text, particularly the set of personal pronouns; mood and modality, through which the speaker manifests his/her perception of the addressees needs; and the use of tenses, hedging and citations. These textual elements' primary function is to make a contribution not to the propositional content of the text but to the processing of it (Vergaro, 2004). From the study, it is noted that personal pronouns and demonstrative pronouns such as 'these' and 'those' are predominantly used in the Introduction section of the HM RAs samples. As stated by Hinkel (2004), demonstrative pronouns belong to the class of determiners and play a prominent role in text cohesion. Hedging strategies in all the samples of HM RAs introduction reveal that they are rarely used, except for 'likely', 'clearly' and 'according to', which are probability adverbs (Hyland, 1996). These hedging devices describe general situations in HM RAs Introduction section with a sense of tentativeness and possibility. Furthermore, according to Martin (2008), hedging devices play a role to obtain a speaker's or writer's acceptance, mitigation and modification of utterances, avoidance of commitment and intentional vagueness. Additionally, the present and the past tenses are not just grammatical features which express 'ideational' time-reference at the level of the clause. Together with the verb forms, tenses can also be seen as cohesive markers of continuity and / or discontinuity at the level of the text. (Gledhill, 2009a). The results from this study may also assist teachers in designing instructional materials that support the acquisition of generic skills among students in these disciplines. This is especially so because the introduction section is the first part of the research article, and so it poses a greater challenge for analysis than any other section of the article.

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