

## **Examining organizational patterns and linguistic features in academic registers: some examples of research article sections**

Learning to write a new register is usually hard and some written academic registers seem to be problematic to all writers. Some of these registers are rather conventional and they vary by discipline. Academic language proficiency seems to be multi-dimensional (Schleppegrell, 2012), as learners need to master numerous language forms and communicative functions and also be able to connect ideas, manage references, and interpret and convey implicit meanings. In the case of second language writers (L2 writers), the process of learning to write these academic registers can present other problems, like the transfer of the linguistic conventions frequently found in these registers from the first language to the second language.

In this workshop, we will look at models of some published academic registers in English in order to analyze their organizational patterns and their most common linguistic features. The purpose of this analysis is to provide the participants with tools and procedures to examine sample texts in order to identify trends in the writing of those registers. We will start with research article introductions (Swales, 1990; 2004) as research articles are probably the most popular written academic register in English, and introductions are the research article sections that have been studied most comprehensively. We will focus on the study of the communicative functions and the most frequently used formulaic language that characterize this section (Cortes, 2013). We will then discuss ways to apply these tools and procedures to other sections of the research articles (abstracts, methodologies) and other written academic registers.

### **References**

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Schleppegrell, M. (2012) Academic language in teaching and learning: Introduction to the special issue. *The elementary school journal*, 112, 409-418.

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