APPLIED GENRE ANALYSIS: THE CASE OF INTRODUCTIONS IN SPANISH TEACHER TRAINEES CURRICULAR DESIGN DOCUMENTS

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ABSTRACT. *A host of studies over the years have been published on introductions to research articles across a variety of fields. However, much less attention has been paid to professional or workplace introductions as well as student written introductions. This study aims to redress this imbalance by studying the writing samples of four primary English teacher trainees' introductions to curricular design i.e. the document candidates must present to an examination board in Spain. This genre can be considered occluded in that exemplars are private and confidential and not readily available to the aspiring candidate. Three recurrent moves were identified, namely, explaining the importance of curricular design, providing background and defining concepts. Instances of self-glorification (Bhatia 1996) were revealed. The implications of the findings can have a positive effect on students' future writing.*

KEYWORDS. *Genre analysis, introductions, English for specific purposes, occluded genre.*

RESUMEN. *Se han publicado varios estudios en los últimos años sobre las introducciones de los artículos de investigación en varios campos. Sin embargo, se ha prestado mucha menor atención a las introducciones en los ámbitos profesionales o las introducciones en el lugar de trabajo, así como a las introducciones escritas por estudiantes. Este estudio tiene por objeto corregir este desequilibrio mediante el análisis de cuatro introducciones redactadas por candidatos para las oposiciones públicas de profesores de inglés de primaria. Este género se puede considerar oculto puesto que las muestras de dichas introducciones no están publicadas. El análisis de estas introducciones muestra que hay tres movimientos recurrentes: una explicación de la importancia del diseño curricular, definición del contexto educativo y, por último, definición de conceptos. Hay ejemplos en este estudio empírico de auto-promoción (Bhatia 1996). Las implicaciones de los resultados pueden tener un efecto positivo en la escritura de estos estudiantes en el futuro.*

PALABRAS CLAVE. *Análisis de género, introducciones, Inglés para fines específicos, género oculto.*

1. INTRODUCTION

Since the publication of John Swales's *Genre Analysis* in 1990 (Swales 1990a), considerable attention has been devoted to the notion of genre in the field of ESP (Paltridge 2001; Bhatia 2004; Hyland 2004). Genres can be defined as staged, structured, communicative events, motivated by various communicative purposes and performed by specific discourse communities (Swales 1990a, 2004; Bhatia 1993, 2004; Berkenkotter and Huckin 1995; Johns 2002). Following Johns's (2002) analysis, three approaches to genre analysis are commonly distinguished; the New Rhetoric School (Devitt 1991; Bazerman 1994; Freedman and Medway 1994), the Sydney School consistent with Hallidayan Systemic Functional Linguistics (Martin 1992; Christie and Martin 1997) and an ESP approach (Swales 1990a; Bhatia 1993; Johns 2002).

The advocates of the New Rhetoric School focus on the situational context, i.e. the activities, attitudes, beliefs, values and patterns of behaviour of the discourse community engaging in the genre (Flowerdew and Wan 2010). Contrarily, both the Sydney School and the ESP approach emphasize the genre's communicative purpose, schematic structure and the form-function correlation at the level of the clause, so to say, they are more linguistic in their approach. The former has focussed on fitting genre into Halliday's systemic model developing the notion of generic staging. The ESP approach whose most important and productive proponent is Swales, is based on a text based theory of moves which is central to ESP analysis. As counterparts to these two approaches, both have pedagogy associated with them: ESP with adult second language learners; and the Sydney School with principally primary school children (Flowerdew and Wan 2010: 81).

Larsen-Freeman and Cameron (2008: 190), encompassing the concept of genre into theory of complexity and chaos, emphasise the variability and the potential for change when discussing genre. They warn against taking a reductionist view of genre in congruence with the New Rhetoric School. Some genres are changing rapidly and adapting to outside influences (Durán et al. 2005: 11). Pérez-Llantada and Plo (1998: 86) predict that the emerging academic internet genres will continue in their code and style shift towards effective communication "in the shortest and fastest possible way". Technology is rapidly causing change such as in the genre of the text message which is only a few years old. This genre now offers speedy accurate texting through predictive spelling programs fostering longer messages with less abbreviation (Larsen-Freeman and Cameron 2008: 191):

> We can predict that genres will evolve and change, with new stabilities emerging out of earlier ones. We cannot predict what these will look like, only that they will happen. We can, however, establish patterns of change through examining the trajectories of genre over time, looking for regularities.

Genre has been defined in different ways in the field of applied linguistics. Miller (1994: 68) from the tradition of new rhetoric school in her seminal essay 'Genre as Social Action' conceptualises genre as typified rhetorical actions based in recurrent situations. She argues for an open principle of genre classification rather than a closed one based solely on

structure, substance, or aim. Larsen-Freeman and Cameron (2008: 191), influenced by the Bakhtinian view of genre (Bakhtin 1986), warns us that "Any simplification of genre loses some of its complexity… and that understanding genres must include understanding their flexibility as well as their stability." Bazerman (1994) claims that genre is associated with regularities that not only appear in the text but at the production and interpretation level. He further develops the notion of genre as a system that interrelates genre which interacts with each other in specific settings (Bazerman 1994: 83). According to Berkenkotter and Huckin (1995) genre is a dynamic socio cognitive phenomenon embedded in disciplinary activities. A genre from the perspective of systemic functional linguistics proposed by Martin (1984: 25) is "a staged, goal-orientated, and purposeful social activity that people engage in as members of their culture".

Finally, from the ESP approach Swales (1990a: 58) offers the following most cited definition:

> A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains the choice of content and style.

Swales's conception of genre establishes four criteria for identifying a genre: communicative purpose, schematic structure, constrained choice of content and, finally, linguistic style. The teacher trainee curricular design documents incorporate these four conditions as shall be seen.

The great majority of genre analysis research has been focused upon the various academic genres, most notably the research article while much less attention has been paid to professional or workplace genre. Because of the difficulty of collecting data, occluded genres have been given scarce attention. This paper attempts to narrow that gap by analysing the introductions in the genre of curricular design, i.e. the document future primary English teacher candidates must present for their state competitive exams in Spain. This genre can be considered an occluded one (Swales 1996) in that it is "out of sight" to apprentices and outsiders. An ESP approach is followed in the study influenced by Swales (1990a) analysis of moves.

2. OCCLUDED GENRES

According to Swales (1996: 46), occluded academic genres are those which "operate to support and validate the manufacture of knowledge, directly as part of the publishing process itself, or indirectly by underpinning the academic administrative processes of hiring, promotion and departmental review." They are occluded in that they are often confidential, not easily accessible, and generally hidden from public view. His partial list of these genres includes application letters, submission letters, research proposals, recommendation letters, and peer reviews.

Bekins, Huckin and Kijak (2004) analyzed the occluded genre of graduate Personal Statements or application letters which can be considered an *academic promotional document* (Bhatia 1993) in that it serves as one of the most important documents in the graduate school admission process. Gosden (2001) analyzed another occluded genre, peer reviews of submitted research papers and author replies which are usually anonymous and the confidential. The study emphasizes the importance of authors being able to recognize and correctly interpret the referees' comments in order to implement the requested revisions. Research on occluded genres is limited by the difficulty of accessing private documents.

3. THE OCCLUDED GENRE OF CURRICULAR DESIGN DOCUMENTS

Under Spanish law, any candidate opting for a permanent position as a teacher in the primary and secondary state school system must present and defend a document with a maximum of 60 pages putting forth their proposal for curricular design. This document plays an important role in the candidate's possibility of successfully completing the state competitive exams. Hence we have the Swales' first criterion for genre: the presence of communicative purpose.

> For entry into the public sector, fully qualified teachers are appointed to a post following successful performance in a competitive examination. The competitive examination is divided into two phases. The first evaluates knowledge of the curriculum as well as teaching skills. The second takes account of candidates' academic merits (results obtained during initial training, other qualifications, etc.) and prior experience... The second phase has subsequently been modified to include the following tests: the creation of a curriculum design document, and an oral presentation on a teaching topic (INCA International Review of Curriculum and Assessment Framework 2008).

The second criterion for inclusion in Swales definition is the existence of schematic structure. The documents presented to the examination board normally include the following sections: introduction, context, objectives, contents, cross curricular themes, methodology, materials, and assessment (Madrid 2001).

Kinneavy (1971, 1980) (as cited in Swales 1990a) classifies four types of discourse: expressive, persuasive, literary and referential, depending on its primary focus. If the focus or aim is on the sender (writer), the discourse will be expressive. If the focus is on the receiver (reader), the discourse will be persuasive. If it is on the linguistic code or form it will be literary and finally if it is on the real world, it will be referential. A number of studies conducted by genre analysts have emphasized the systematic relationship between disciplinary purposes, genre and register. It seems very obvious that this document "curricular design" can certainly be categorised as persuasive type of discourse in that its communicative purpose is to convince the reader (examination board) that the writer is the perfect candidate to pass the competitive

examinations and consequently become a state teacher. The other two criteria for genre, choice of content and linguistic style will be dealt with latter.

4. LITERATURE REVIEW ON STUDENT WRITING OF INTRODUCTIONS

Although there is a considerable number of genre studies on published writing, increasing attention is being paid to student writing, notably, dissertation/thesis (e.g. Dudley-Evans 1986; Shaw 1992; Bunton 1999, 2002; Parry 1998). The analysis of published genres such as abstracts, research articles introductions, methods and conclusions across various fields has provided valuable information to ESP/EAP teachers which have been revealed in turn to their students. Consequently the analysis of student writing such as research proposals (Cadman 2002) and thesis writing (Allison et al. 1998; Aitchison 2003; Gil Salom et al. 2008) is both informative and a pedagogical useful undertaking.

Introductions have been cited as the most difficult section for the writer (Swales 1990b). Flowerdew (2001), more specifically, 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 introduction to make a coherent text (Gupta 1995). The introduction is the first of a number of paragraphs, which orients readers towards the "body" of the essay. To qualify as an introduction, according to Bhatia (1993) a cluster of sentences needs to satisfy both requisites. A "move" on the other hand is a functional unit that contributes to the overall communicative purpose of a text. It is important to note that a move can be detached or separated from a structural unit such as a sentence or paragraph (Bhatia 1993).

Looking specifically at student examination introductions, Tedick and Mathison (1995) argued that the introductory paragraph plays a critical role in the way raters scored student essays. When students framed their introductions well, they received higher holistic scores. They also observed that more students were successful in writing introductory paragraphs in discipline-specific essays rather than in general domain essays. Turning to the studies by Swales (1990b) and Gupta (1995), which focused on introductions in graduate student writing, Swales (1990b) conducts his study among a group of non-native speaker graduate engineering students. The study emphasizes the relevance of the introduction in achieving global coherence in a research paper. Swales (1990b: 100) noted that introductions were often flat, resulting in the author "shooting himself in the foot". He also found problems with the opening sentences, omission of moves and difficulty with register.

Gupta (1995) studied introductions from three non native graduate students. He found three problems: choice and statement of the macrotheme; oscillation between levels of information; and inclusion of over-specific information. He concludes that such introductions create problems for both the writer, during the writing process, and for the reader who is processing the text. He also observed 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 student writing.

O'Brien (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. The coursework essays were found to have many deficiencies. 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. However, in the undergraduate's introductory paragraph in the coursework essays, she found an absence of advanced labelling (Swales route move) and a lack of sense of purpose (Swales centrality move). Afful (2006) compared introductions of second year student examinations essays from two different disciplines: English and Sociology. He found that students in both disciplines used introductions to establish a credible perspective with its audience. Samraj's (2008) most recent study focuses on master's theses highlighting key differences in the move structure of master's thesis introductions in three disciplines: biology linguistics and philosophy. The introductions in master's theses show interesting variations from those in research articles. The introductions resemble problem-solutions texts with the solution being the argument being presented by the students. Also the texts differ in the foregrounding of the students' voice and the voices of the authors of previous research. Also in one field, philosophy, the student's persona is more strongly presented.

Kusel's (1992), modifying Swales's model, analysed final year students' introductions and conclusions from five fields (Teacher Education, English Literature, History, Geography, and Language Teaching). The results suggest that the rhetorical organization of these sections of the essays is dictated greatly by the conventions adopted by each department. We shall look at these two models more closely below.

One can see that the analysis of native and non-native student introduction writing across disciplines offers valuable insights for further research in this genre and also application for teaching.

5. Introductions in Spanish teacher trainees' curricular design documents

This exploratory study is part of a wider longitudinal study which employs a combination of textual analysis and ethnographic approach in an attempt to understand rhetoric used by the Teacher Trainees[1]. The writing samples are taken from four teacher trainees who were taking part in a specialized course on English language teaching methodology. These trainees have already obtained a degree in Primary School Education and have attended this course in order to prepare for the primary school state exams in a region in Spain. There level of English vacillates between the CEFR B1-B2[2]. Although the participants of this course are reserved about the contents of their documents, four students volunteered to take part in this study. Ding (2007: 387) comments on the difficulty of obtaining occluded genres:

> Because occluded genres for instance, manuscript reviews and recommendation letters are hidden from public record, hard to obtain, and understudied, little guidance exists on how to write these texts to meet their multiple obscure communicative purposes.

These students were the subjects of a longitudinal study where writing samples were gathered from October 2009 to June 2009. For this paper, the introduction writing samples were analysed. The textual analytical approach based on Swales (1990a) and Kusel (1992) has been used. In addition, some descriptive statistics such as frequency counts and mean are detailed mainly to help determine trends and patterns regarding the frequency, textual space, and sequence of moves in the selected texts. General descriptive statistics are also shown of Swales' (1990a) analysis of four research article introductions for comparison.

The following research questions propelled the study.

1. What rhetorical patterns or moves for curricular design introductions are used by Spanish teacher trainees?
2. What linguistic features and signals are found in the introductions?

The texts under study were analyzed through corpus linguistics data program Coh-metrix (McNamara et al. 2005). Coh-metrix is a computational tool that produces indices of the linguistic and discourse representations of a text. Results for each text were compiled in excel and mean and standard deviations were calculated for genre along with the minimum and maximum. For example, the length of the texts ranged from 586 to 1608 words with a mean of 977 words and a standard deviation of 380.

Table 1 shows the six basic descriptive statistics for the 4 texts under study namely: the number of words in the entire text; number of sentences in the entire text; the number of paragraphs in the entire text; and mean number of syllables per content word, a ratio measure; mean number of words per sentence; and mean number of sentences per paragraph, the average and standard deviation are detailed. Although, the texts reveal the constrained content and linguistic style, there seems to be a great variety across texts in all measures, for example, the minimum number of sentences found was 23 and the maximum 59.

No	Measure	Mini	Max	ean	S.D.
1	'Number of Words'	586,0	1462,0	884,8	398,6
2	'Number of Sentences'	23,0	59,0	36,0	16,1
3	'Number of Paragraphs'	7,0	28,0	15,8	9,4
4	'Average Syllables per Word'	1,6	1,7	1,68	0,0
5	'Average Words per Sentence'	23,8	25,5	24,6	0,7
6	'Average Sentences per Paragraph'	1,5	5,0	2,7	1,6

Table 1. *Descriptive statistics for Introduction texts.*

The variability in the introductions is significant: from the length of the introductions (586 words min. 1462 max) and consequently to the number of sentences and paragraphs (min 4, max 13) (min max) respectively. There is considerably less variation among the variables: syllables per word, words per sentence and sentences per paragraph. This may be due to Swales' condition of constrained literary style for genre. Although the trainees may choose to dedicate more or less text space to the introduction, the literary style is more homogeneous.

Swales, in his 1990-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 viewed in Table 2.

No	Measure	Berkenkoteer et al.	Slater et al.	Cordiero	Roen & Willey
1	'Number of lines'	71	129	44	125
2	'Number of Paragraphs'	5	13	4	9
3	'Number of references'	22	43	7	39

Table 2. *Results of Swales study on 4 introductions to research articles.*

Keeping in mind the main focus of Swales study was to examine how closely these introductions fit his "CARS " model (Create A Research Space), which will be detailed later, we present these descriptive statistics of Swales study to demonstrate that although the research articles were taken from the same journal and they all covered the topic of university student composition research, the variability in the introductions is considerable: from the length of the introductions (min 44 lines max 129)to the number of paragraphs (min 4, max 13) as well as the number of references (min 7, max 43). Before analysing the teacher introductions in Spanish teacher trainees' curricular design documents, Swales structure of research article introductions is explained as well as Kusel's model of student essays.

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 3.

Introduction
Move I Establishing a territory
Step 1 Claiming centrality and/or
Step 2 Making topic generalization(s) and/or
Step 3 Reviewing items of previous research

Move II Establishing a niche
Step 1A Counter-claiming or
Step 1B Indicating a gap or
Step 1C Question -raising or
Step 1D Continuing a tradition
Move III Occupying a niche
Step 1A Outlining purpose or
Step 1B Announcing present research
Step 2 Announcing principal findings
Step 3 Indicating RA structure

Table 3. *Swales' CARS Model*.

The first move, establishing a territory, allows the author to indicate the importance of the research field of the article, and Swales illustrates by three examples below. In example (1) the writer claims centrality by "appeal[ing] to the discourse community whereby members are asked to accept that the research about to be reported is part of a lively, significant or well-established research area" (Swales 1990a: 144). In example (2) the writer makes a topic generalization by making broad topic statements to provide background. And in example (3) the territory is established by reviewing previous research.

(1) Recently there has been wide interest in … (p. 144).
(2) There is now much evidence to support the hypothesis that … (p. 146).
(3) Generative grammarians influenced by Chomsky have recently … (p. 150).

The second move, establishing 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 as indicated in examples 4-6.

(4) However, the previously mentioned methods suffer from some limitations (p. 154).
(5) A question remains whether … (p. 156).
(6) The application presents a problem … (p. 156).

The third move, occupying the niche, indicates the specific purpose of the conducted research, announces the main findings, or indicates the structure of the research article, as can be seen from examples 7-9.

(7) The purpose of this investigation is to… (p. 160).
(8) This paper reports on the results obtained … (p. 160).
(9) The paper is structured as follows … (p. 161).

This model has been used extensively to study introductions in various fields and has been adapted to accommodate the steps and moves depending on the field.

Kusel (1992) studied essays at the undergraduate level, focusing on the structure of the essay introductions and conclusions. He defines the essay as a "common academic writing product of students in higher education" (Kusel 1992: 458) which he considers has been under-investigated in research. He defines essay as the 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. Using Swales's model, 10 student essays from each of the five subject departments (Teacher education, English Literature, History, Geography, and Language Teaching) were analysed to compare the conventions adopted by different academic communities. Since Swales' framework was designed to analyse research articles specifically, Kusel needed to adapt the model to accommodate student essay writing. Kusel (1992: 463) therefore proposes the following categories:

1. Claiming centrality - claims that the essay topic has a central importance
2. Providing topic background - either short or extensive informative text, intended to provide the necessary backdrop against which the topic themes are set
3. Outlining previous research - a general or specific account of research activity bearing directly on the topic
4. Indicating a gap - an element which can raise questions or make statements about a gap in the field of knowledge: it can be used covertly to claim centrality or to declare the aims of the essay
5. Outlining the purpose or aims -usually a short and explicit declaration of intentions
6. Revealing outcome or result -an early indication of what the essay achieves, or its outcome
7. Indicating the route -statements showing how the essay will develop, often section by section Table 4 Categories to analyse students' essays introductions

The results (table 4) bring to light the variation among categories across fields. For example, categories claiming centrality (1) and providing topic background (2) are used in a similar way to RA introductions. Outlining previous research (3), on the other hand, was rarely used. Indicating a gap (4), was only common in Teacher Education texts but not in the other disciplines. Stating the purpose or aims (5) of the topic was employed 32 times but revealing the outcome (6) was seldom used. Finally, the author argues that indicating the route (7) was more an option of personal choice rather than a disciplinary-bound feature, and when used it was combined with more detailed statements of aims.

	Teacher Education	English Literature	History	Geography	Total
1. Claiming Centrally	6	6	6	4	31
2. Topic background	7	10	10	6	41
3. Previous research	2	0	0	0	3
4. Indicating a gap	7	1	1	2	14
5. Purpose or aims	5	5	6	7	32
6. Revealing outcomes	0	2	1	0	5
7. Indicating a route	3	7	4	7	26

Table 4. *Number of moves according to field*.

The genre in the present study is similar to an academic essay in many ways. First, it is an academic text which has been composed after researching the field. Secondly, it puts forth the facts, observations and opinions of the teacher trainees. But perhaps the most significant similarity is that the ultimate purpose of the document is to convince the examination board in the evaluation process of the candidates' worthiness for passing the competitive state exams therefore in Kusel's (1992: 458) words the document is "a vehicle for assessment".

6. FINDINGS AND DISCUSSION

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

a) *Move 1 Establishing a territory: step 1. claiming centrality*

This move appeals to the discourse community whereby 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 the case of competitive state exams, the document, here under study, the discourse community, that is, the readers of the documents are the members of the examination board of the competitive exam. Candidates in their introduction must demonstrate the knowledge of the issues at hand. Hence, establishing the territory, in our case, is the attempt on the part of the candidate to convince the examination board of the competitive examinations to accept the document as important or of great interest. To distinguish among the teacher trainees introductions, we have numbered them from one to four. Hence Example 1 has been extracted from introduction one and so on.

Example 1. *The educational action is a very rigorous and systematic process, and with this document we have tried to plan, anticipate all the actions that could happen in our teaching action. (Introduction one)*

Here the writer is not only claiming the importance of the educational process with all its complexities but tells upfront the examination board that he/she has taken these into account in their curricular design.

Example 2. *Our syllabus pretends to give answers to the global and harmonic development of the pupil, making sure his/her participation in our classes. (Introduction one)*

At this point the writer is claiming the centrality of his/her document assuring the examination board that the future students have been taken into consideration. The frequent Spanish/English false cognate of pretender/ pretend has been employed.

Example 3. *That is why this course design is characterized for being flexible and helpful becoming a document that will guide us and that could be modified depending on our pupil's needs. (Introduction four)*

In this introduction the writer is trying to convince the examination board of the positive attributes his/ her document. Bhatia (1996) in his study of job application refers to the concept of `Self-glorification`'. Examples 2 and 3 seem to border on this concept in the writers' attempt to convince of the examination board of the merits of the document.

b) *Move 1 Establishing a territory: step 2. making topic generalizations (Swales), providing topic background (Kusel)*

This step "making a topic generalization" according to Swales is when an author makes general statements about knowledge or practice or statements about phenomena. Kusel labelled it as providing topic background. It seems that Kusel's labelling is more appropriate for the introductions understudy here. In our samples, step 2 making a topic generalization and step 3 can be combined. General background information is provided but also legislation passed that refers to curricular design in Spain.

Example 4. *The Law on Education 2/2006, passed on the 3rd of May, uses the concept of didactic programme or syllabus design with different meanings (annual general programmes, school programmes, subject programmes, classroom programme, etc). (Introduction three))*

Example 5. *In relation to our teaching duties, the definition of Course Design entails a way of working that encapsulates a wide variety of specific tasks. (Introduction three))*

Example 6. *It's remarkable the fact that not every country has specific articles referring to education as Spain has on its Constitution. (Introduction four)*

Example 7. *The standing legislation regarding Primary Education (The Law on Education 2/2006, passed on the 3rd of May R.D 1513/2006 establishing the Minimum Teaching Requirements for Primary Education, establishes that the teaching of English as a Foreign language is part of the Primary Education curriculum. (Introduction two)*

Providing topic background is an important part of the introductions occupying many paragraphs. Providing topic background was similarly important in the Teacher

education student essays in Kusel's study. Another concept very apparent in these introductions is definition. Neither Swales nor Kusel mentioned finding definitions in their samples understudy. Example 8 is typical.

Example 8. *I will start by providing a definition of Course Design. Course design can be defined as a specific curricular planning tool……… (Introduction four)*

c) *Move 2 Establishing a niche: counter claiming, indicating a gap, questions raising, continuing a tradition.*

This move was not apparent in our sample introductions. In his analysis of master's thesis introductions, Dudley-Evans (1986) found that there was no clear attempt to establish neither field nor niche, but it was merely a matter of introducing field. In the case of introductions understudy here, there is neither need for the writer to establish nor introduce the field, as it is quite clear in this genre what the field is and what its boundaries are, as they are set out by Spanish legislation, encompassing Swales' third criterion, limited choice of content.

Bhatia (1993) in his discussion of student lab reports equates the move establish field with "indicating importance of the topic" or showing awareness of current knowledge". Both these steps are very important in this genre. Candidates will be judged on how successful they are in demonstrating their knowledge of the field of language teaching. However, contrarily to Bhatia, I have included statements about the importance of different aspects of education in Move 1 step 1 "Claiming centrality". Statements such as example 6 attempt to show the examination board that the candidate is aware of legislation in the Spanish constitution and lack of it in other countries.

d) *Move 3 Occupying a niche: step 1 outlining purposes*

Outlining the purpose of the research, Swales claims is an obligatory element of this move. It can take two predominating forms: the authors indicate their main purpose, or the authors describe what they consider to be the main features of their research. Statement of purpose/objectives/ aims is also found in all the introductions in our study and seems to be an obligatory step in these documents.

Example 8. *Summarizing our main aim is to provide our student's the learning of a foreign language, get closer as possible to a multilingual society, and to reach the best Communicative Competence as possible as well. (Introduction three)*

e) *Move 3 Occupying the niche: step 2 announcing principal findings Swales), revealing outcome or result (Kusel)*

Kusel found in his study of student essays that often the writer will reveal an outcome or result to be discussed later. Example 9 and 10 gives a preview of the concepts that will be detailed in later sections. .

Example 9. *In addition, the present Course Design has taken into account the key competences of the Common European Framework of Reference. (Introduction one)*

Example 10. *In order to situate the basic foundations for my course design I have explained how the legislation works in Spain. To get that aim, the Spanish Constitution and the General acts of Parliament), have been taken into account. (Introduction two)*

f) *Move 3 Occupying the niche: Step 3. Indicating structure or indicating route (Kusel)*

A final option in the introductions is to indicate in varying degrees of detail the structure and occasionally the content of the remainder of the document. If this step occurs according to Swales (1990a) it is always at the end of the introduction.

Example 11. *This working process will be divided in several sections, it has a context where the school and the pupils where be mentioned, then we will present the objectives the children should reach, the following section are the contents chosen for reaching the student's integral education. (Introduction four)*

Example 12. *The present Course Design will conclude by dealing with the aspects related to the evaluation of the teaching and learning process. (Introduction two)*

Example 13. *The characteristics of the school as well as the background and the children are explained in the next point called context. (Introduction three)*

In example 11 and 12 the writers have opted for the future tense for the explanation of the route of the document. All of Swales examples of detailing structure or the route are in the present tense active and passive (Swales 1990a). The use of the future tense for indicating structure has not been mentioned in the literature and may be due to a metalinguistic transfer from the mother tongue, Spanish, which allows the use of the future tense to detail upcoming structure.

    (10) We have organized the rest of the paper in the following way... (Swales: 161)
    (11) This paper is structured as follows…. (ibid: 161)
    (12) The remainder of this paper is divided into five sections. Section II describes… (ibid: 161)…

7. CONCLUSION

Because of the nature of the genre, the results of this exploratory study coincide with those Kusel's academic essay. "Previous research" and "revealing outcomes" were steps rarely used in the introductions in our study. Similarly, "claiming centrality" and "topic background statements" were very apparent in the attempt by the teacher trainees to persuade the readers (examination board) of the importance of their document. Also,

the tendency to explain where the document is going at the end of the conclusion is very common. The purpose, aims, and objectives of the document as well as these concepts applied to their future teaching plans were also very visible. The use of definitions in the introductions was frequent in the teacher trainee's introduction which this author hasn't found in existing literature.

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

Genre analysis is particularly useful for the students in that an awareness of the generic structure of the texts and text types can have a positive effect on future writing (Hyland 2007). Genre can be a way of introducing and discussing the expectations of the discourse community. Berkenkotter and Huckin (1995) argue that genre's conventions reveal much about the norms and values of a particular discourse community. This especially is the case in academic settings where these norms and values often tend to be "hidden" rather than overtly stated (Paltridge 2002: 89) as is the case of the occluded genre Spanish teacher trainees curricular design documents. The findings of this study must be compared to a wider sample since the L2 learners examined was small. Although, this is often unavoidable in longitudinal work, future studies should attempt to gather language data from larger groups of L2 learners.

NOTES

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2 Personal communication with the teacher.

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