Knowledge Construction and the Metaphor of Space: Typology of Swales' Move 2 in Articles Published in
Nordic Journal of African Studies
(*www.njas.helsinki.fi/*)

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Outline

1. Introduction

2. Key concepts

3. Data and methodology

4. Findings

5. Discussion and conclusion

1. introduction

- An article on **Swales'** Create a Research Space (CARS) model states: **"As** a descriptive and analytical tool, **Swales'** Create a Research Space model [...] has gained wide scholarly attention for the past two and half decades [...]. <u>However, corpora for much of this research derive from western journals which in terms of the metaphor of space arguably dominate international scholarship</u>**"** (Adika, 2014:59)

- This research is based on 59 Research Articles (RAs) published between 2005-2010 in the *Legon Journal of the Humanities* in Ghana. Its concludes, among other things, states that **"**<u>Move 2 [of CARS model] is absent in a number of cases [...], and where explicit, the gap statement is not backed by sufficient contextualization in the form of extensive synthesis of prior knowledge, and this arguably weakens the strength of claim</u>**..."** (Adika 2014:72)

- Although these findings certainly call for reflection on how scholars in Africa (esp. Ghana) frame research article introductions, <u>the author hedges this by stating that his approach is not prescriptivist</u>

- How is Move 2 realized in Research Article Introduction (RAI) in a broader context than one African country?

2. Key concepts

2.1. KNOWLEDGE CONSTRUCTION

- The generation, or thoughtful creation, of <u>new ideas and understandings</u> lies at the heart of <u>knowledge construction</u>. By focusing on the process of creating ideas and carefully considering their value, we can become more skilled at thinking critically and creatively. <u>Research is a process of knowledge construction</u>, which requires some combination of <u>interpretation, analysis, synthesis, and evaluation</u> (*Knowledge Construction : Planning Instruction for 21st Century Learners* , <u>www.wcsd21.com</u>, 27-28)

2.2. KNOWLEDGE CONSTRUCTION IN THE HUMANITIES

- In the humanities, knowledge is created through a process of exploration of previous knowledge: **"**writers therefore often have to pay greater attention to elaborating a context through citation, reconstructing the literature in order to provide a discursive framework for their arguments and demonstrate a plausible basis for their claim. <u>The more frequent the citations in soft text therefore suggest greater care in firmly situating research within disciplinary frameworks and supporting claims with intertextual **warrants"**</u> (Hyland 2004:31).

2.3. CREATE A RESEARCH SPACE (CARS) MODEL

John Swales (1981, 1990) states that the RAI serves the purpose of leading the reader from a general subject area to a particular field of research. His model identifies three main moves in this genre:

Move 1. establish a territory: i.e. claim centrality by bringing out the importance of the subject and/or making general statements about the subject and/or present an overview on current research on the subject (citations obligatory to justify **"niche"** in Move 2, Hyland (2004:13))
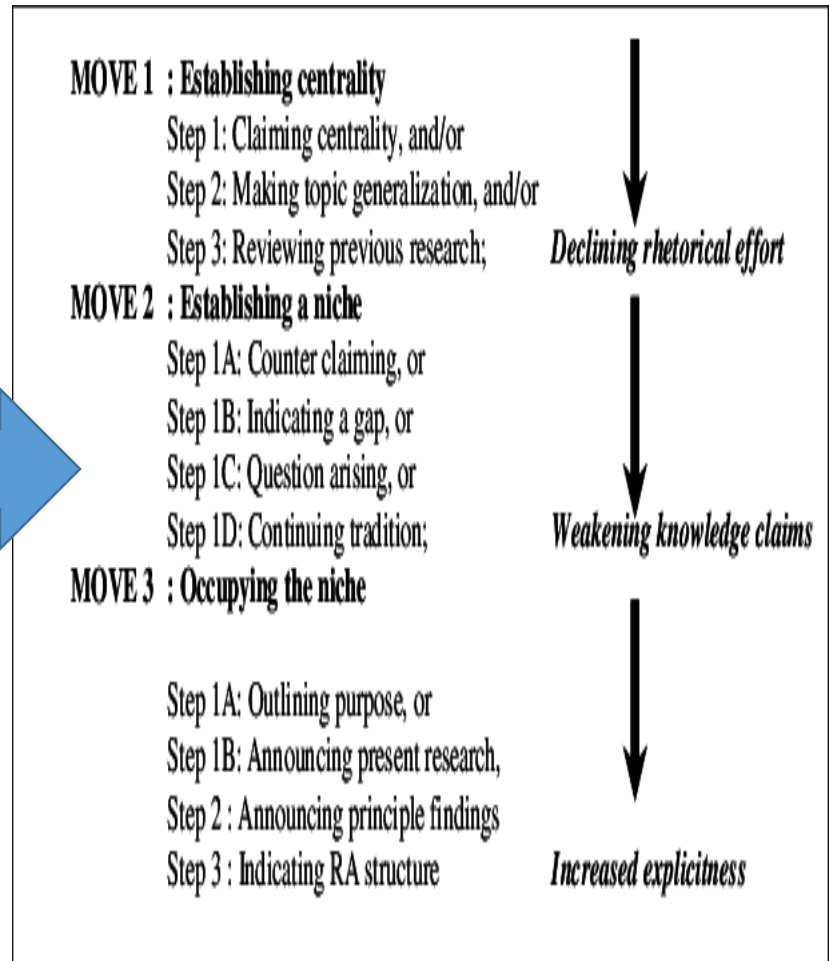
Move 2. establish a niche: i.e. oppose an existing assumption or reveal a research gap or formulate a research question or problem or continue a tradition (citations may be required)

Move 3. occupy the niche: i.e. sketch the intent of the own work and/or outline important characteristics of the own work; outline important results; and give a brief outlook on the structure of the paper

- Move 2 argues for relevance without which **ones' present research has** no contribution to make

- The interpretation and/realization of Move 2 can, however, be varied (Swales & Feak 1994, 2004), and this has been demonstrated in several empirical studies (Shehzad 2008, Adika 2014 etc.)

MOVE 1 : Establishing centrality
Step 1: Claiming centrality, and/or
Step 2: Making topic generalization, and/or
Step 3: Reviewing previous research;   *Declining rhetorical effort*

MOVE 2 : Establishing a niche
Step 1A: Counter claiming, or
Step 1B: Indicating a gap, or
Step 1C: Question arising, or
Step 1D: Continuing tradition;   *Weakening knowledge claims*

MOVE 3 : Occupying the niche

Step 1A: Outlining purpose, or
Step 1B: Announcing present research,
Step 2 : Announcing principle findings
Step 3 : Indicating RA structure   *Increased explicitness*

2.4. METAPHOR

- <u>Conceptualizing one kind of object or experience in terms of a different kind of object or experience</u> (Lakoff & Johnson,1980)

✓ "argument is war" – ("he was defeated in the debate") = debate is:

o attacking a position

o gaining grounds

o winning or loosing

✓ Success is a journey ("on the road to success...")

✓ Ideas or meanings are objects ("could you shed light on the issue.....?")

Metaphors of space in Move 2: A literature review

- **The research article is essentially a "**product**" in its finished form which is the outcome of a complex process (Swales 2004) (=**'Create a market space to sell your product**')

- An introduction of a research paper is a **"crafted rhetorical atefact"** and a **"manifestation of rhetorical maneuver"** (Swales 1990:155) **(=**'Create room (space) for maneuver**')**

- This maneuvering also involves building up a convincing **"niche"** (Swales 1990:142) **(=**'be not content with creating only a bare space, ornament your space to attract customers**')**

- Writing introduction to RA is done through **"elaborate criticisms or denials of pervious knowledge claims"** (Lindeberg 1994: 138) **(=**'justify accommodation space for yourself; and you do this by all means: critic, and denial**')**

- All research create a gap. **"Essentially the gap represents an unresolved question that the current contribution seeks to solve"** (Lindeberg 2004:89) (=writing an introduction is like solving a mathematical **equation'**)

2.5. The Research Article (RA)
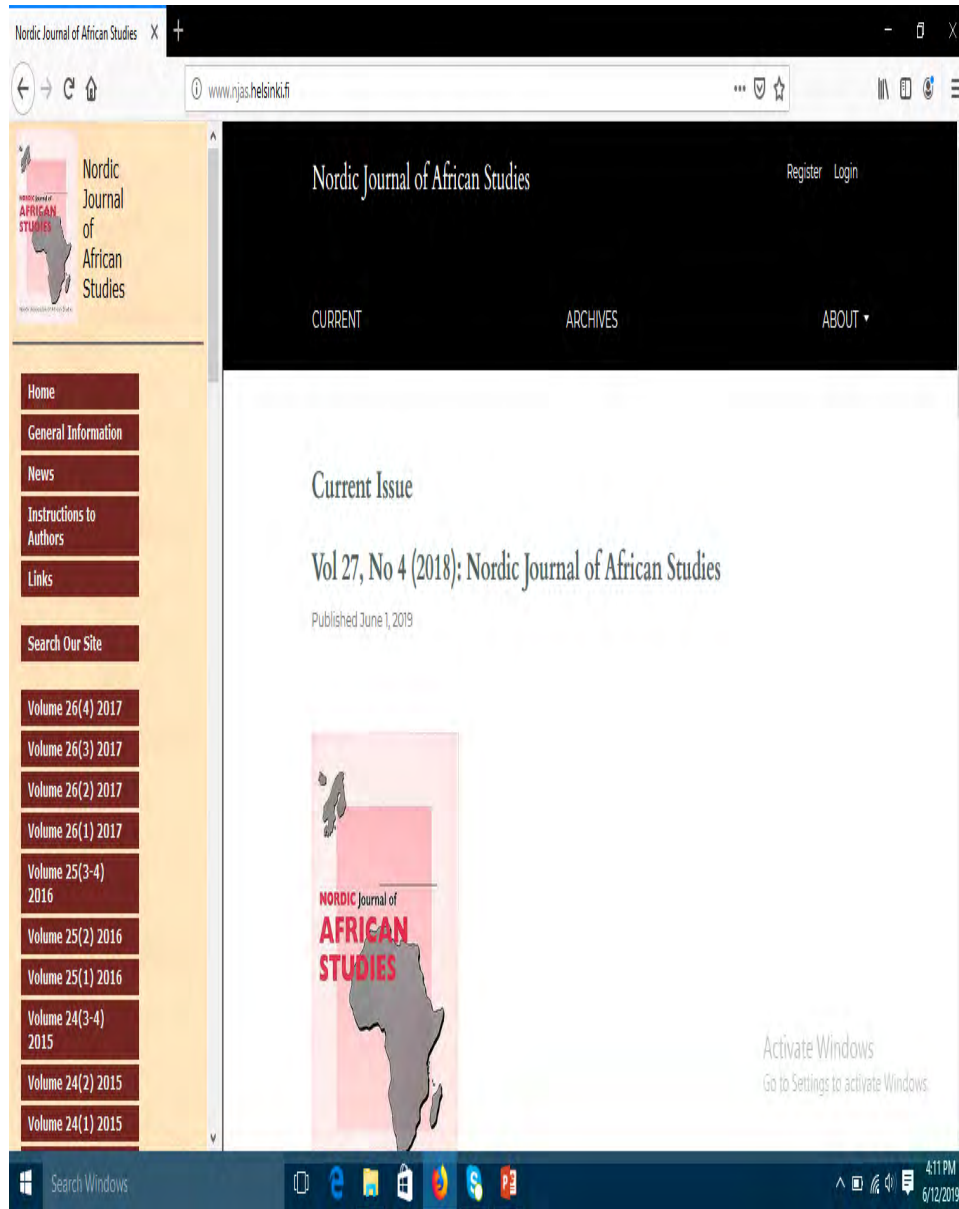
A MODEL OF SCIENCE

- The RA manifests the disciplinary perceptions, styles of speculation and other <u>habits of a settled community paradigm </u>(Kuhn 1970)

- The RA is a model of science where independent creativity is disciplined by <u>accountability to shared experience </u>(Richard 1987)

- In the RA methods and findings are coordinated and approved through public appraisal and peer review. **"<u>Writers must consider how their research fits with prior work and contribute to that work</u>"** (Hyland 2009:33)

CONSENSUS

- The RA is a collective agreement of scientists which establishes that a <u>claim has been adequately tested</u>, and it is the verdict of a specially trained audience which is authorized to establish it as knowledge. Research is therefore <u>less a search for truth than a quest for agreement</u> (Polanyi 1964)

3. Data and methodology

3.1 DATA SOURCE

- *NJAS* has appeared since 1992
- Since 2004 only web version
- Scope of research includes:
- Africa social sciences
- African cultural/historical studies
- African languages studies
- African literatures/Linguistics
- Media studies etc.
- <u>100 RAI extracted (50 +50)</u>
- Range between 1992-2018

3.2 ANALYSIS

- Data was copied to WD + txt files
- Manually scanned for evidence of M2
- Concordance search of GS lexis
- Quantitative/qualitative analysis

4. Findings

	Linguistics	Non-linguistics	Total
Simple gap statement (GS)	14	19	33
Research questions/rationale	5	12	17
Implicit (deduction)	13	9	22
Extension	6	4	10
Reported	4	3	7
Multiple act	1	3	4
Contrastive	4	-	4
Lengthy/Numbered GS	3	-	3
Total	50	50	100

Simple gap statement (33%) (14 Linguistics, 19 Non-linguistics)

"<u>Notwithstanding such interest, it is relatively under [sic] researched by social scientists</u>. A major reason is the paucity of national and local data that documents migration patterns and trends. (**Khan/NJAS/2017/p. 89**)

- **Note**: 1 prior citation to back claim

Khan, S. (2017). "Cross Provincial Migration amongst the South African Indian Community". *Nordic Journal of African Studies* 26(2): 88–106. /

Country: South Africa (University of Kwa Zulu-Natal)

Lengthy/Numbered (3%) (3-All in Linguistics)

[S1] "The South African Bantu languages are not yet fully standardized with regard to orthography, terminology and spelling rules and compared to European languages, these languages cannot boast a wealth of linguistic resources. **[S2]** A limited number of grammar books and dictionaries is available for these languages, while computational resources are even scarcer. **[S3]** In terms of natural language processing, the Bantu languages in general undoubtedly belong to the lesser-studied languages of the world. (**Taljard/Sonja/NJAS/2006/p. 429**)

Note:
▪ Three sentences refer to the same thing!
▪ No prior citation to justify claim

Taljard, E. & Bosch, S. (2006). "A Comparison of Approaches to Word Class Tagging: Disjunctively vs. Conjunctively Written Bantu Languages". *Nordic Journal of African Studies* 15(4): 428–442.

Country: S. Africa **(**University of Pretoria, South-Africa)

Multiple Act (4%) (1 Linguistics, 3 Non-linguistics)

"Looking at the available Swahili grammars and dictionaries, a (second) language learner of Swahili finds only limited information as to the proper use of the *amba*- relative in Standard Swahili (Ashton 1944: 113, 309–311; Polomé 1967: 137; Bertoncini 1987: 95–96). **The little grammatical information that is available on the use of *amba*- locatives only covers their general morphological characteristics**, **while some of the available dictionary information only characterizes the *amba*- locatives as *ambapo* for "where-specific", *ambako* for "where-general" and *ambamo* for "where-inside" (TUKI 2001: 9). […] Being in such a division, and perhaps based on lexical sub characterisation, each subclass is supposed to have a distinctive usage environment in the language (Contini-Morava 1997: 698; Maho 1999: 63–64).** However, the available grammatical and lexical information provides the language learner only with some morphological and semantic basics of the three *amba*- locative relatives; **this information is not enough to enable the leaner to produce a text or participate actively in producing acceptable utterances with *amba*- relatives used in their distinctive proper environment**. Consequently, learners have difficulties in deciding which *amba*- locative relative to choose when they are using Swahili in both casual and academic communication, but especially in writing essays on literary subjects. Even for some speakers of the language it is difficult to distinguish at first sight between the usage environments of the three relatives. In fact, native speakers do not always make a clear-cut distinction between **po**, **ko** and **mo** particles in their speech and in writing as was done by traditional grammars, though the **mo** particle, more or less, still maintains its original meaning (Mohammed 2001: 194). **(Toscano/Sewangi/NJAS/2005/p. 274-275)**

Note: 3 prior citations to back claim

Toscano, M. & Sewangi, S. (2005) "Discovering Usage Patterns for the Swahili amba-Relative Forms cl. 16, 17, 18: Using Corpus Data to Support Autonomous Learning of Kiswahili by Italian Speakers, *Nordic Journal of African Studies* 14(3): 274–317.

Country: Tanzania (University of Dar es Salaam)

Reported (7%) (4 Linguistics, 3 Non-linguistics)

"While the colonial economic policies within the emergent West African states encouraged migration from hinterland settlements to emerging urban locations, they indirectly discouraged cross-border interactions, especially along the Anglophone–Francophone divide (Adeniran 2009). **[…]** <u>Yet ironically such colonial creation could not stop the people from sustaining their pre-colonial socio-economic interactive patterns in post-colonial West Africa</u>"

[…]

In this paper, the role of open migratory system in facilitating the emergence of a regional identity for the ECOWAS is explored. **(Adeniran/NJAS/2017/p.145)**

Note: 4 prior citations to back claim

Adeniran, Adebusuyi, S. (2017). "The Migration and Integration of Ejigbo Yoruba in Cote d'Ivoire". *Nordic Journal of African Studies* 26(2): 144–157

Country: Nigeria (Obafemi Awolowo University)

Research question/Rationale (17 %) (5 Linguistics, 12 Non-linguistics)

"Can decentralization contribute to closing the gap between Sub-Saharan Africa and the rest of developing countries on the one hand, and between CFA and non-CFA zones on the other hand? Are there any specific dysfunctions responsible for the African and the CFA backwardness that decentralization may help redressing? This article is concerned with these questions. **(Ngaruko/NJAS/2003/p. 136)**

Note: 7 prior citations to justify rationale

Ngaruko F. (2003) "Political economy of reform for service delivery: The case for administrative decentralization in Africa". *Nordic Journal of African Studies* 12(2): 134–163 (2003)

Country: France (Université de Nice, France)

Extension (10%) (6 Linguistics, 4 Non-linguistics)

[…]

"The current paper is a contribution to linguistic anthropology and to the study of Akan and African anthroponomy and the general theory of onomasiology by scholars like Obeng (2001), Asante (1995), Crane (1982), Chuks-orji (1972), Suzman (1994), among others" **(Agyekum/NJAS/2006/P.208/)**

Note: 2 prior citations to justify extension + 4 citations embedded in the extension statement. The following peculiar structure maybe linked to disciplinary differences!

1.1. The Akan people

1.2. Data collection methodology

1.3. Introduction

1.4. Theoretical framework

2. Typology of Akan names etc.

Anthropology/culture

Agyekum, Kofi (2006). The Sociolinguistic of Akan Personal Names". *Nordic Journal of African Studies* 15(2): 206–235 (2006)

Country: Ghana (University of Legon)

Contrastive (4%) (4-All Linguistics)

INTRODUCTION

"Since the term morphologically complex verbs as presented in this paper subsumes a group of syntactically classified Yoruba verbs of Awobuluyi (1979: 53ff), I need to make a clear distinction between my own notion of Yoruba complex verbs and those of the Awobuluyi from the outset. **(Ogunwale/NJAS/2005/p. 318)**

Note: The contrastive statement is the first statement of the introduction and a citation is embedded in it.

Ogunwale A. J. (2005). "Problems of Lexical Decomposition: The Case of Yoruba Complex Verbs". *Nordic Journal of African Studies* 14(3): 318–333

Country: Nigeria (Obafemi Awolowo University)

Implicit (deduction) (22%) (13 Linguistics, 9 Non-linguistics)

This paper aims at describing and analyzing definiteness in **Argobba**. The analysis is framed in Head-Driven Phrase Structure Grammar (HPSG). The paper limits itself to the morphosyntactic analysis of definite NPs. Their pragmatic or semantic property is not the area under discussion. Argobba is one of the seriously **endangered languages** in Ethiopia. The data for this study are from Shonke and Telha where there are fluent Argobba speakers. In some works, Bender (1976), Bender and Hailu (1978), Zelealem (1994), Leslau (1997), Argobba is considered a dialect of Amharic. The data collected from Shonke and Telha prove that Argobba and Amharic are not dialects rather independent sister languages (Wetter 2006, Getahun 2009). <u>Some scholars in their surveys and case studies on **endangered languages** and language death in Africa refer to Argobba with different levels of endangerment</u>. Batibo (2005: 147), for instance, identifies it as extinct or nearly **extinct language** together with other Ethiopian languages like, Ge'ez and Gafat among others. The language situation in Shonke and Telha however does not substantiate this proposition. It rather asserts that Argobba is an **endangered language**. (Agegnehu/**NJAS/2005/p. 201**).

Agegnehu, G.A. (2014). "Definiteness in Argobba NPs". *Nordic Journal of African Studies 23(4): 201–218*

Country: Ethiopia (Addis Ababa University)

- Swales & Feak (1994, 2004) suggest the following linguistic resources for creating a "niche" in a Research Article Introduction (RAI):

Contrastive statements:

however, *while*, *but*, *although*, *nevertheless*, *as opposed to*, *rather than*, *with a few exceptions*.
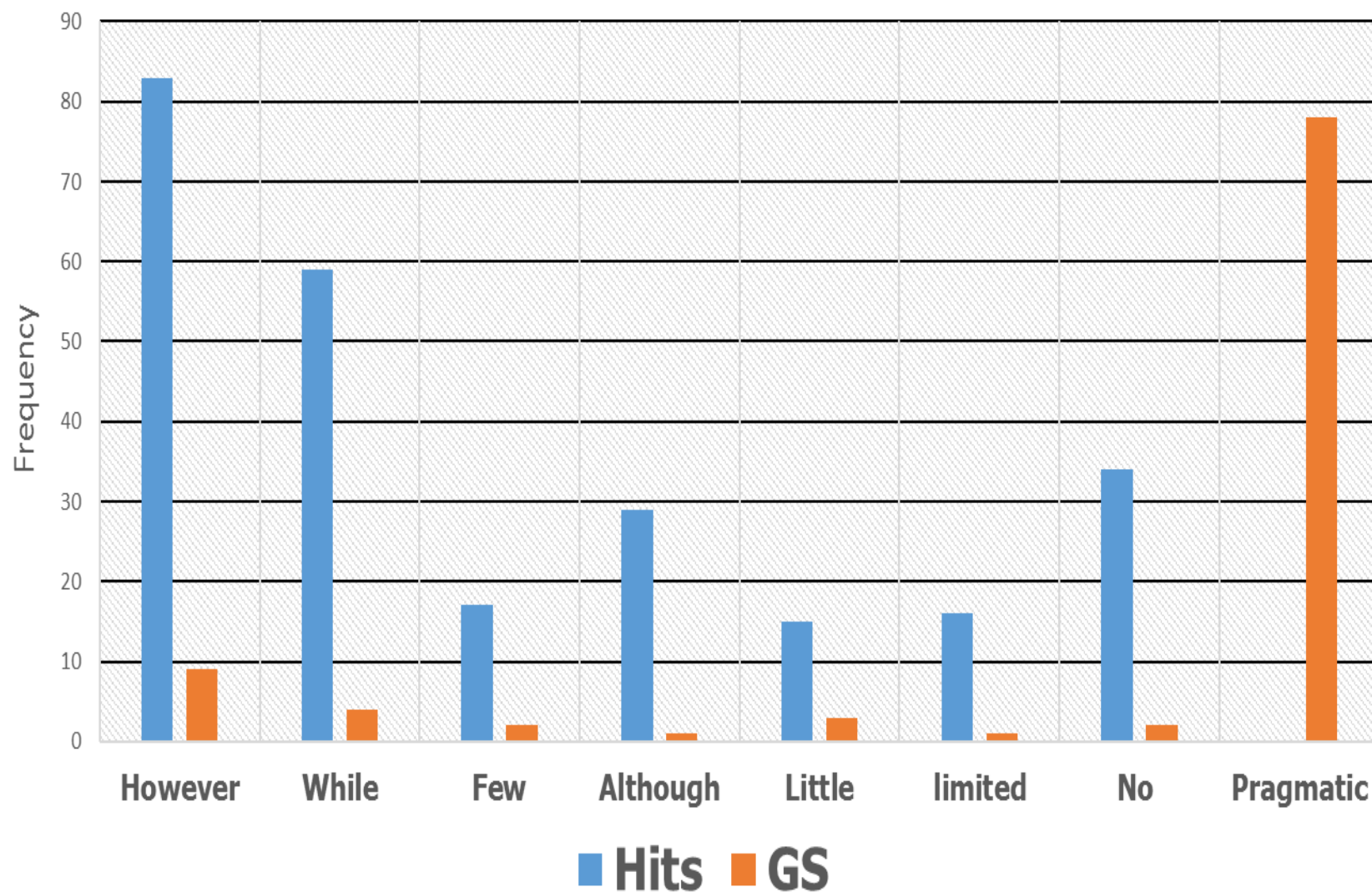
Quantifiers and quasi-negatives:

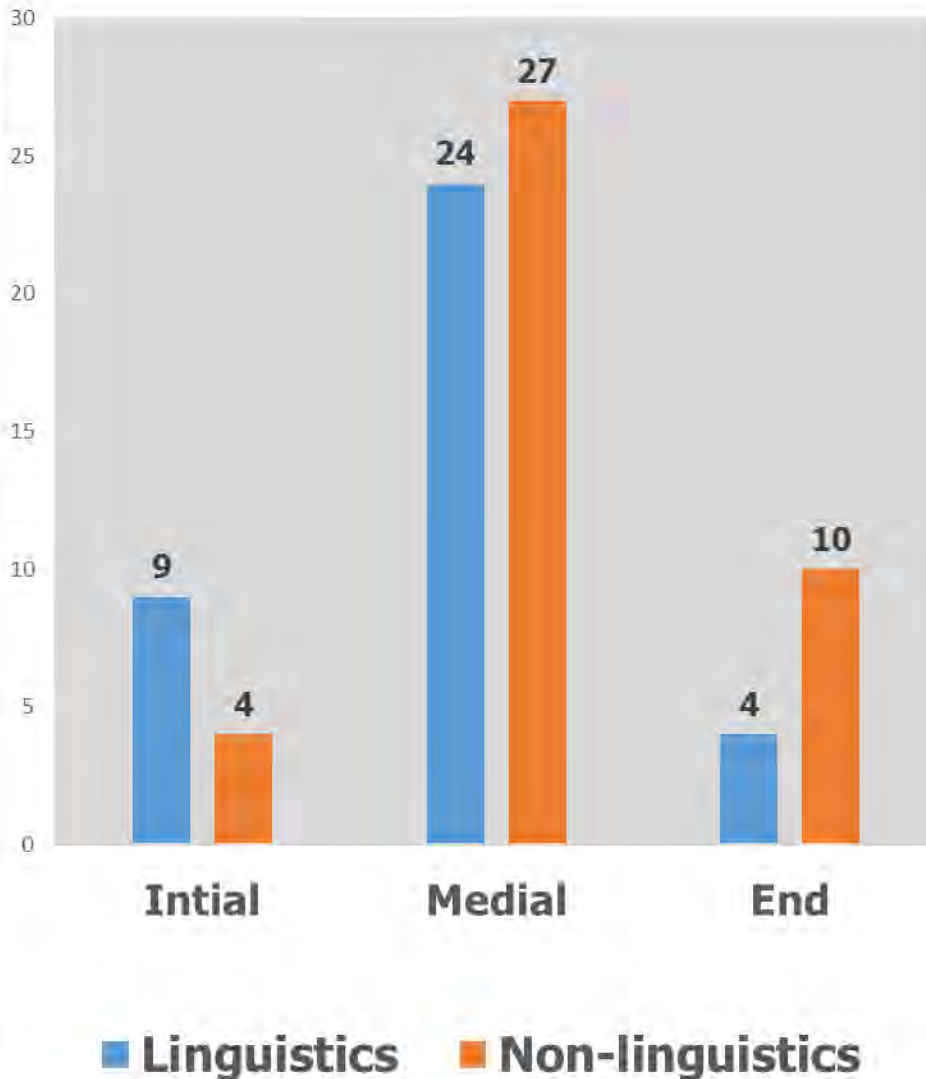*Limited*, *few*, *little*

Negatives:

none of, *not been*, *no* [work/research/study]

- To what extent are these exploited in the RAI in the database?

Linguistic resoruces for creating "niche" in Move 2

Deployment of Move 2 lexis in the RAI

- The high frequency of Move 2 lexis in the medial position is the normal position where scholars would create a niche according to the model

- However, the possibility that Move 2 can also occur at the initial and end positions emphases its cyclicity. This raises basic questions:

  ✓ Why do some authors choose to place Move 2 at the initial and end positions?
  ✓ Is there a relationship between the discipline and Move 2 placement in RAI?
  ✓ Are more experienced authors likely to write in a certain way than the less experience ones?

Ofori, Seth Antwi (2011).”On the Basic Focus Marker, and the Basic Focus Sentence, in Akan (Twi)”. *Nordic Journal of African Studies* **20(3): 241–262.**

INTRODUCTION

The main work on focus sentences in Akan, a Kwa language spoken mainly in Ghana, is Boadi (1974). This paper responds to certain positions taken by Boadi (1974) on Akan focus sentences. Specifically, we provide alternative viewpoints on these areas/positions in Boadi (1974): (a) his position on the basic and the derived focus marker; (b) his position on the types of focus sentences in Akan; and (c) his position on functions/senses of the focus marker in Akan. **(LINGUISTICS)**

Laakso, Liisa (1997).“Why Are Elections Not Democratic in Africa? Comparisons Between the Recent Multi-Party Elections in Zimbabwe and Tanzania”. *Nordic Journal of African Studies* **6 (1): 18-34.**

INTRODUCTION

Today 36 states in sub-Saharan Africa have multi-party systems. **Their actual functioning, however leaves many to wonder, whether the introduction of multipartyism [sic] means democratization. The purpose of this article is to** discuss some institutional aspects that contributed to the undemocratic character of recent elections in two African countries, Zimbabwe and Tanzania. **(NON-LINGUITICS)**

Move 2 at the end of RAI: Linguistics/Non-Linguistics

Batoma, Atoma (2009). "Onomastics and Indirect Communication Among The Kabre of Northern Togo". *Nordic Journal of African Studies 18(3): 215–234.*

[…] No citations before

Finally, some examples of names from two contrasted subcategories of allusive names are provided in order to illustrate the Kabre naming practice: the subcategory of polemical names and that of erotic names. **The analysis of the Kabre onomastic system undertaken in this article is based on research done on the Kabre community and on the author's own experience as a member of that community**. **(LINGUISTICS)**

Ediomo-Ubong E. Nelson (2017). "Intimate Partner Violence against Women and the Social Construction of Masculinity in Oron, South-Coastal Nigeria". *Nordic Journal of African Studies* **26(1): 14–33.**

[…] 17 citations before the last sentence

Although it is widely recognized that IPV is a gender-based violence, few studies investigate the link between socio-cultural definitions of gender and IPV in Nigeria. This study seeks to contribute to filling this gap through a qualitative exploration of IPV against women and the social construction of masculinity in a Nigerian community. **(NON-LINGUISTICS)**

Textual examples

pragmatic

- Since the term morphologically complex verbs as presented in this paper subsumes a group of syntactically classified Yoruba verbs of Awobuluyi (1979: 53ff), I need to make a clear distinction between my own notion of Yoruba complex verbs and those of the Awobuluyi from the outset. (Problems of Lexical Decomposition: The Case of Yoruba Complex Verbs-*Nordic Journal of African Studies 14(3): 318–333 (2005)*

"however"

- However, studies in internal variation of non-standard dialects such as African American Vernacular English (AAVE) have not received much attention (Bazes **and Their Shibboleths: Lexical Variation and Sheng Speakers'** Identity in Nairobi-Nordic Journal of African Studies 15(4): 443–472 (2006)

("relatively") "few"

- In Nigeria studies on medical communication are relatively few, exceptions being **Adegbite's** (1991) description of herbalist-client interactions in Yoruba as well as the description of communication needs of medical personnel by Ogunbode (1994) and Oloruntoba-Oju (1996). (Discourse Tact In Doctor-Patient Interactions In English: An Analysis of Diagnosis in Medical Communication in Nigeria-Nordic Journal of African Studies 15(4): 499–519 (2006).

"although"

- Although there has been considerable interest in the study and analysis of nativization of literary texts in the past few decades (see Kachru 1982a, 1982b, 1992 etc.), non-literary text types have not received the same attention *(Nativization of Dissertation Acknowledgements and Private Letters in Cameroon-Nordic Journal of African Studies 15(2): 166–184 (2006)*

"Little "+ near synonym- "scanty", "rare"

- As is the case in most communities in Africa (Akindele 1990, 1994) there is little or no study at all carried out specifically on Sesotho rules of speaking and greeting system. Yet the phenomenon of Sesotho greeting forms part of the Basotho linguistic etiquette with its set of norms that guide behaviour patterns...(Lumela/Lumela: A Socio-Pragmatic Analysis of Sesotho Greetings-*Nordic Journal of African Studies 16(1): 1–17 (2007).*

- ...where the analysis of the NP in a Bantu language exists, it is scanty, therefore, rarely have scholars paid attention to the syntax of the noun and its dependents (Rugemalira 2007: 135). This alone calls for the study of the NP in Nyakyusa. (The Structure of the Nyakyusa Noun Phrase-*Nordic Journal of African Studies 18(4): 305–331 (2009).*

"no"

- Unfortunately, however, no context-driven (i.e. pragmatic) attention has been paid to the study of language as a tool for character presentation, thematic hint,and ultimately, meaning recovery in **Adichie's** works (Explicatures in Conversational Discourse in **Adichie's** *Purple Hibiscus-Nordic Journal of African Studies 18(2): 138–153 (2009)*

4.2. Occurrence of explicit Move 2 across disciplines/cultures

Studies on Research Article Introduction (RAI)	Sample	Explicit Move 2
Swales & Feak (2004) claim Move 2 is obligatory (L1)	?	100%
This presentation on African Studies (*NJAS*)	100	78%
Adika, G. (2014): *Legon Journals of the Humanities*	59	68%
Hirano, E. (2009): *Brazilian Portuguese and English*	20	60%
Ozturk, I. (2007): *Journal of Second Language Writing*	40	80%
Shehzad, W. (2005): Studied 5 *IEEE Journals*	56	96%
Arvay, A. & Tanko, G. (2004): RAI in English and Hungarian	40	80%
Jogthong, C. (2001): RAI in Thai (Educational/Medical field)	40	55%
Posteguillo, S. (1995): RAI in computer engineering	-	57%
Anthony, L. (1991) RAI in Software engineering	-	92.%

5. Discussion/Conclusion

Typology of Move2	Attempted Interpretation
Simple gap statement (33/100)	-Prototypical, Swales & Feak (2004) recommend it to be fairly short
Research questions/rationale (17/100)	- Probably carried over from BA/MA/PhD format - May depend on the research topic
Implicit (deduction) **(22/100)**	-Some scholars have claimed that, not stating M2 overtly may be a attributed to desire by authors to show solidarity with peers (e.g. Hirano 2009)??
Extension (10/100)	-May reflect a more conscious experienced writer
Reported (7/100)	-May reflect a more conscious experienced writer
Multiple act (4/100)	-May reflect the habit of a less experienced writer
Contrastive (4/100)	-May reflect a more conscious experienced writer
Lengthy/Numbered GS (3/100)	-May reflect the habit of a less experienced writer

- How representative is the proposed "standard" CARS model?

✓CARS appears to have been well received across disciplines
✓But there are varying ways to realize it
✓A consistent trend among authors in *NJAS* is cyclicity of M2

- Does this cyclicity suggests a move to revise the model?

Thank you for listening!

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