WRITING AT THE CROSSROADS: A LINGUISTIC ANALYSIS OF ACADEMIC BUSINESS REPORT WRITING AT A MODERN UK UNIVERSITY

by

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Abstract

Business Studies and related subjects represent the most common degree choice for international students joining UK universities. This thesis addresses the need for researchers and practitioners in English for Academic Purposes (EAP) to understand the academic writing requirements of this discipline in order to more fully support international students.

The thesis focuses on a common written genre completed by Business students in UK Higher Education, the academic business report. Using a specially constructed 90,000-word corpus of student writing at a modern 'post-92' university, this thesis examines the main linguistic features of business reports in an EAP and in a subject module setting. A comparison of writing in the subject and EAP context informs a discussion of developments and changes to teaching and assessment at the research site.

A range of research methods and approaches are used in this thesis to investigate student business reports. Genre-analytic approaches (Bhatia 1993; 2004; Swales 1990; 2004) show that whilst the overall structure of the reports in the EAP and subject contexts may be similar, important differences are present in the proportion of the reports dedicated to certain moves reflecting differing communicative purposes in the two tasks. Corpus based methods (Baker 2006; Scott 1997; 2010) are used to show how keywords in different sections of the report reveal different emphases and approaches in the subject and EAP settings. Systemic-functional linguistic (SFL) methods (Halliday & Matthiessen 2014) are employed to show how these differences are realised at the clause-level, in terms of the field of discourse in the Analysis section and in the deployment of modality resources in the students' Recommendations. The ways in which student writers evaluate and appraise the target company are also analysed through an application of the APPRAISAL framework (Martin & White 2005). Interviews and focus-groups shed light on several of the linguistic findings and are used to challenge some of the assumptions underpinning current pedagogy at the research site. A pedagogical intervention in the EAP setting is also described, to show how changes made to teaching and learning at the research site led to important differences at the lexico-grammatical level of student writing.

The main conclusions of this thesis are that whilst business report tasks in the EAP and subject context may initially appear similar in terms of the task set and the overall structure of the student writing, important differences are present in the communicative purpose of the tasks,

with the student reports in the EAP setting reflecting a more practical and professional orientation in contrast to the more traditionally academic aims of the subject task. These differences are revealed through an application of genre, corpus, SFL and interview-based techniques and approaches. In contrast to much of the research into writing in the applied disciplines such as Business, Law or Engineering, it is argued in this thesis that it is desirable for applied tasks in both the subject and EAP contexts to require students to demonstrate theoretical and disciplinary knowledge, and that these tasks should not necessarily aim to completely mirror professional writing.

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Chapter 1 - Introduction

1.1 Background to the study

The motivation for this thesis is grounded in my experience as a practising English for Academic Purposes (EAP) lecturer at a modern ('post-'92) university in the UK. From my initial experiences in the early 2000s as a part-time tutor on summer pre-sessional courses to my current position as a full-time lecturer in EAP I have become fascinated by the requirements and challenges of academic writing in UK Higher Education and how these requirements may vary according to the different disciplines in which international students are hoping to succeed.

This thesis is also grounded in the belief that not all EAP provision in the UK adequately addresses the specific disciplinary needs of international students. Many pre-sessional and in-sessional courses are designed around 'common-core' or English for General Academic Purposes (EGAP) principles (Seviour 2015), often for economic or practical reasons, and over the course of my professional career I have developed the view that these more general language classes commonly based around essays on general topics such as 'the media' or 'the environment' are not necessarily the best input for international students aiming to join, or currently enrolled on, particular degrees.

This belief in the value of specificity (Flowerdew, J. 2016; Hyland 2002) shaped my pedagogical outlook before my enrolment as a PhD candidate at the University of Birmingham. As 'module-leader' of the EAP for Business programme which is the main focus of this thesis I was responsible for changing the module from a course which was designed around typical 'Business-English' topics of meetings, presentations and job-interviews (Nickerson & Planken 2016) to one which was based on the academic needs of the students enrolled on Business degrees.

An approach to EAP provision which places a value on specificity calls into question the extent to which assessment and learning tasks in the English language classes should exactly reflect the tasks which are set on main subject modules. Unless students are working on the same task in the subject module and in a 'remedial' EAP class there will always be some divergence between the task set in the subject and in the EAP context. The focus of this thesis is on the differences which exist between EAP tasks which are 'subject-facing' and tasks which are completed on actual Business subject modules. The aim of this research is firstly to discover and demonstrate aspects of Business writing in order to inform EAP provision at my institution and beyond. The thesis also seeks to stake a claim for the place of EAP tutors within the academy as a body of professional practitioners who can work as equals to subject lecturers through collaboration and feedback on assessment tasks.

This thesis approaches the investigation into the differences between EAP Business writing tasks which aim towards specificity and Business subject module writing from a range of genre-analytic, corpus-based and systemic functional linguistic (SFL) perspectives, and these are outlined in more depth in section 1.7 of this chapter. Throughout the thesis my aim in using these approaches is to elucidate the differences in writing in the two contexts in order to assist practitioner-researchers in the area of EAP for Business who are interested in the type of writing that international students are required to produce on their degree programmes. It is hoped that this research will help to transform EAP for Business classes at my own institution and beyond so that they can become more motivating and useful for learners aiming to succeed in this field.

1.2 Business Studies in UK Higher Education

Recent years have seen a continuing growth in the popularity of Business & Administrative Studies as a programme of study at UK universities. The number of students enrolled on Business courses in Britain grew from 333,425 students at undergraduate and postgraduate level in the academic year 2016-2017 to nearly 360,000 in 2018-2019 from a total student body of nearly 2.4 million (HESA 2021). These figures make Business & Administrative Studies the largest single disciplinary subject area by student enrolment in the UK, with only Medical subjects approaching Business courses in terms of student numbers, with around 350,000 students enrolled on Medical programmes in 2018-2019 (HESA 2021).

Business & Administrative Studies also represent a highly popular choice for international students in the UK. This discipline attracted 126,955 international students at undergraduate and postgraduate level in the academic year 2017-2018 (Universities UK 2021). This represents around a third of the total student body. In comparison, Medicine, Dentistry and Medical Studies attracted around 30,000 international students in 2017-2018 (Universities UK 2021), making up around a tenth of the total cohort in that discipline. These figures show that international students are an essential part of the provision of Business courses at UK universities.

These numbers also vary significantly according to particular university contexts. The research site for this thesis is a post-92 modern UK university with a particularly high proportion of international students, representing 22.7% of the student body. This compares to figures of between 8% and 17% in more traditional 'Russell Group' universities in the same geographical area (Universities UK 2021).

These figures show that there is a need for tutors and lecturers in English for Academic Purposes (EAP) to understand the disciplinary requirements of Business courses in the UK. A greater understanding of the assignments and other learning tasks demanded of international students at British universities will help EAP tutors to prepare international students for success in their main subject discipline and will also help to make EAP support classes and modules more relevant, stimulating and motivating for international students enrolled on EAP modules (Flowerdew, J. 2016; Hyland 2002).

In UK Higher Education, Business students are often required to complete **business reports** (Nathan 2010; 2013) as a form of academic assessment. In these tasks students focus on a specific business or organisation in a particular situation, provide an analysis of the situation often based on business theories or frameworks such as SWOT (*strengths, weaknesses, opportunities* and *threats*) or PESTEL (*political, economic, social, technological, environmental* and *legal* factors) and then give recommendations to the company. Whilst the extent to which students on Business courses may be required to complete other academic genres such as essays may vary in different Higher Education institutions (Nesi & Gardner 2012: 189; Zhu 2004), it is shown in chapter 3 of this thesis (sections 3.2 and 3.3) that business reports represent a common form of assessment for students at the research site.

Despite the large number of students enrolled on Business courses in the UK there is currently a lack of 'off-the-shelf' teaching material for Business students in the EAP classroom. Many of the published EAP classroom textbooks (see, for example, de Chazal 2013; Hewings 2012;) focus on essay writing as the most common genre of writing completed by students at UK universities. In fact, even popular EAP writing textbooks that are specifically aimed at Business students such as Bailey (2020) maintain the focus on essay writing, but present essay topics and examples from the field of Business as classroom activities.

There is also a lack of research into the specific linguistic features of writing in this discipline. Previous research has taken an ethnographic approach (Forman & Rymer 1999a; 1999b; Freedman et al. 1994; Freedman & Smart 1996) to understanding Business writing primarily through the use of focus groups and interviews with a lack of systematic textual analysis of student Business writing. Other research in the field has focused on an analysis of assignment types (Zhu 2004) and the structure of workplace reports (Yeung 2007). More recent research (Gruber 2004; Nathan 2010; 2013, Miller & Pessoa 2016; 2021; Nesi & Gardner 2012) has included more specific linguistic evidence to support claims made about academic writing in the subject area of Business.

The research of Nathan (2010; 2013; 2016) is the most extensive work on academic writing for Business in UK Higher Education and is the closest body of research, in terms of its scope and approach, to this thesis. This thesis differs from the work of Nathan by specifically comparing writing tasks set in an EAP and in a subject context. Nathan's research is also based around a Swalesian (1990; 1998; 2004; 2014) genre analysis of business report texts, and describes the typical moves and steps undertaken by student writers. This thesis employs a wider range of techniques and approaches from corpus linguistics (Baker 2006; Hunston 2002; Scott 1997), systemic functional linguistics (Eggins 2004; Halliday & Matthiessen 2014; Thompson 2014) and APPRAISAL theory (Coffin 2002; Martin & White 2005) to examine lexico-grammatical features of student writing that are less immediately apparent from a genre-informed analysis of the texts.

This thesis adds to the body of research on academic business report writing by shedding further light on this common and important genre in UK Higher Education. It also demonstrates how the techniques of genre, corpus, systemic and appraisal analysis can be applied to this context, and how these techniques can be developed or adapted to this particular discipline and genre of writing.

An underlying assumption of this thesis is that EAP classes and tasks in the academy should focus on the specific disciplinary needs of the target group of students (Flowerdew, J. 2016; Hyland 2002). Despite some of the practical difficulties in implementing an ESAP approach (Spack 1988), it is largely assumed in this thesis that a more specific (ESAP) approach to teaching is more likely to be beneficial and motivating for students in the EAP classroom (Flowerdew, J. 2016; Hyland 2002).

1.3 The local teaching context

The local context for this thesis is a large, modern post 1992 university located in the centre of England. In this chapter and throughout this study this will be referred to as the 'research site'. The EAP module ('*Advanced Business English for International Students*') around which the research in this thesis is based is a mandatory credit-bearing 3rd year module for international students enrolled on an International Business degree at the university, and I have taught on this module since 2008, as both a course tutor and as the 'module leader'. In this thesis this Advanced Business English module will generally be referred to as the 'EAP module' or the 'EAP context'.

This mandatory EAP module has been included in the 3rd year provision of modules on the 'top-up' *International Business* degree since the inception of the course in the mid-2000s and is written into the programme specifications. A credit-bearing EAP module was included in the top-up degrees to support students arriving in the final year of their degree to cope with the linguistic demands of the Business course. As discussed in more detail below, there is a fair degree of autonomy for the EAP team in terms of the actual teaching and learning which takes place on the English module, within a broad requirement to set and assess a business report, essay or presentation.

The business report set on this EAP module is a mandatory credit-bearing piece of coursework which counts towards the students' final degree classification. In the academic year which is the focus of this thesis (2014-2015) the business report accounted for fifty percent of the module mark, with the other fifty percent taken up by an essay writing task. In this thesis this piece of work is generally referred to as the EAP 'task', 'assignment' or 'report'.

The students whose writing is the focus of this study take this EAP module concurrently with their main credit bearing subject modules. One of these core, compulsory subject modules called '*Global Business*' was selected as the point of comparison for the EAP tasks set. In this chapter and throughout this study the 'Global Business' module is referred to as the 'subject module', the 'subject setting' or 'subject context'.

The *Global Business* module was selected as it was a mandatory component of the top-up degree programme and therefore had a large number of submissions and a wide range of assignment grades. The disciplinary content of the module was also seen as relatively accessible for a non-subject expert. As part of this module in the academic year 2014-2015 students had to complete an assessed business report as coursework worth fifty percent of the module grade, with the other fifty percent assessed through an examination. In this thesis this assessed business report is referred to as the subject 'task', 'assignment' or 'report'.

These modules are typically large in terms of student number, and in the year that the data was collected for this thesis (2014-2015) there were 192 students enrolled on the subject module and 282 learners on the EAP module. Table 1.1 provides details of the two modules which represent the main focus of this thesis. It can be seen that there was some variation in terms of student numbers with a greater number of students on the EAP compared to the subject module. This reflects the fact that the EAP module is also taken by other students from different Business programmes in addition to those on the 'International Business' top-up degree.

At the local research site both the EAP and the subject module are designed for and marketed to international students. Therefore, the student reports analysed in this thesis have all been written by students whose first language is not English. However, there is considerable variation in the English language capability of students on the modules, reflecting the students' own linguistic and educational background.

Module	Year taught	Year of delivery	Mandatory and credit bearing	Total number of students	Total number of international students
Global Business (subject module)	2014-2015	Year 3	Yes	192	100%
Advanced Business English for International Students (EAP module)	2014-2015	Year 3	Yes	282	100%
Academic English for International Business (2nd year EAP module)	2016-2017 2017-2018	Year 2	Yes	6 (2016-2017) 100 (2017-2018) 25 'January starters' – Jan. 2018	100% 100%

Table 1.1. Composition of subject and EAP module

In the academic year 2016-2017, a second-year version of the EAP module was introduced in order to attract a larger number of international students onto a '2+2 programme' with two years based in their home country and two years in the UK, and I was appointed as the module-leader of this new provision. This credit-bearing module is mandatory and also focuses on academic business reports. Student numbers on the 2^{nd} year EAP module were initially low with just 6 students enrolled in 2016-2017. This number grew to 100 international students enrolled in the academic year 2017-2018, with a smaller 'January starter' cohort of 25 students in January 2018. These 2^{nd} year students then go on to also study the EAP *Advanced Business English* module in their 3^{rd} year of study. Initially the 2^{nd} year students would also study academic writing in year 3, but this has recently been changed to a focus on speaking and presentations in the final year to provide more variety to their learning experience. This second-year version of the module is examined in chapter 9 of this thesis in terms of a pedagogical intervention introduced and the impact this had on the register of student writing.

1.4 The local EAP teaching and learning context

The fact that the EAP module is compulsory and credit-bearing is somewhat unusual within EAP provision and this requires some elaboration at this point. In many contexts EAP provision is located in a separate unit, and at the research site a unit like this exists named the 'Centre for Academic Writing'. In these centres, which provide a valuable role within the university, home or international students take their existing tasks and book individual appointments for guidance or advice on structure or language from a writing tutor. In contrast, in the local context for this thesis, the EAP module is an autonomous module with regular two-hour classes per week. Module leaders and tutors on the EAP course have the autonomy to decide what is taught in the classes and the form that the assignment takes, within a broad requirement to set an academic 'essay', 'report', 'presentation' or 'exam'.

The consultancy model is also common within in-sessional support EAP classes. These in-sessional modules are generally non-credit bearing and optional for students. The aim of these in-sessional classes is often to support students on existing tasks set by the subject tutors (Flowerdew, J. 2016).

The local EAP context also differs from pre-sessional English provision, another common context and mode of delivery of English for Academic Purposes. On pre-sessional courses there are often students from a range of academic disciplines and there is a concern for standardisation across the whole cohort in terms of assessment. As a result, pre-sessional EAP courses generally set one standardised task (often an essay) to be completed by all students on the course (Flowerdew, J. 2016; Hyland 2002; Pearson 2020; Seviour 2015; Spack 1988).

The fact that the EAP modules are autonomous and credit-bearing at the research site means that they are seen as equally important in terms of credits awarded, and requirements for teaching delivery and standards of marking as the main subject module. The flexibility to set our own assignments, rather than helping with tasks already set by subject lecturers also means that there is a degree of discussion within the EAP team about how closely these tasks should mirror assignments observed on subject modules. This question is the basis for much of the research in this thesis and is also an important question for EAP provision more generally.

1.5 Student profile

Students enrol onto the *International Business* degree at the research site on a 'top-up' basis, often referred to as a '3+1' programme. This means that 3rd year students have completed three years of study in their home countries before coming to the UK for their final year. Students on this programme receive a 'dual-award' and graduate from their home institution and from the UK university. The second-year programme that began in 2016-2017 operates on a similar basis, except in this case students complete two years in their home institution and two years in the UK (a 2+2 programme of study).

In terms of nationality, most students on both the final year and second year programme are from the People's Republic of China (PRC), with a smaller number of students also coming from the Middle East, India and Pakistan.

In order to enrol on academic programmes at the research site students are required to have an IELTS level of 6.5 for final year courses, and IELTS 6.0 for a second-year entry. Students who are not at this level are required to enrol on a pre-sessional course and complete assessed 'in-house' tasks as part of this programme. As this is the minimum standard required for entry onto the degree programme, there is considerable variation amongst the cohort in terms of

English ability, with some students barely reaching the required level and some learners displaying greater linguistic proficiency.

In this thesis the defining criterion for inclusion in the study was success in the assignment set on the subject and on the EAP module. ‘Success’ is defined here as a mark of sixty percent or over (a ‘2:1’ in the UK system) in line with descriptions of writing in the British Academic Written English (BAWE) corpus (Nesi & Gardner 2012), although much of the analysis in this study focuses on students awarded a 1st class mark of at least seventy percent.

Texts were selected from the Moodle Virtual Learning Environment (VLE) after the marks had been awarded and were then added to electronic folders by degree classification; 1st class and upper second-class (‘2:1’) reports. The aim of this process was to have similar numbers of texts at each grade boundary to enable identification of the features of successful academic writing in the two contexts.

A result of this process is that different international students are present in the two corpora, and that throughout this thesis the comparison is between successful writing in the two settings rather than comparing the writing of the same student in different tasks. This was partly motivated by practical difficulties in matching up students on the EAP and subject modules who had achieved the same grade boundary in the two contexts, but also by the aims of this study. My aim in this thesis is to compare the features of successful writing by international students in the two contexts rather than to compare the performance of individual writers or the features of particular language groups. This approach is broadly in line with and is motivated by the approach taken in the description of the BAWE corpus.

1.6 Ethical clearance

In order to use the written texts which form the basis of this thesis ethical clearance was initially gained both from the research site university as an academic member of staff and from The University of Birmingham as a PhD student. Following this clearance, the research project was presented and described via Powerpoint as part of an EAP class. Students were provided with participant information sheets and consent forms in class and these were signed and collected (see Appendix One). They were also informed about the project through the university virtual learning environment (VLE) and given the option to withdraw from the study. It was made clear to students that participation or non-participation in the study would have no effect on the grades received in either the subject or the EAP module. Texts were collected after they had been submitted and graded via the university VLE and all texts have been fully anonymised throughout.

1.7 Research questions

This thesis addresses three main research questions.

- Research question 1: What similarities and differences can be identified in two sets of subject and EAP business report writing tasks at a modern UK university in terms of their overall communicative purpose, rhetorical structure and language commonly used?

- Research question 2: What similarities and differences can be identified in two sets of subject and EAP business report writing tasks at a modern UK university in terms of the register used in student texts and the writers' appraisal of the target company?

- Research question 3: How did the disciplinary focused changes made to an EAP writing task affect the overall communicative purpose, rhetorical structure and register of student writing?

This thesis employs a variety of linguistic approaches and techniques (genre analysis, corpus linguistics, SFL and APPRAISAL theory along with interview-based techniques) to examine these three questions. These different approaches are used to gain a fuller understanding of EAP and subject writing in the discipline of Business at the level of purpose and organisation, but also at the lexico-grammatical clausal level.

Section 1.8 reviews these approaches to discourse analysis and outlines how they are used in the organisation of this thesis.

1.8 Organisation of the thesis

In this thesis a range of different research traditions and approaches are used in order to investigate the three research questions set out above.

In chapter 2 academic writing for Business is placed in the broader context of the applied profession focused disciplines of Engineering, Law and Medicine (Conrad 2018; Maclean 2010; Parks 2001). Chapter 2 explores the extent to which writing for these disciplines responds to the needs of the academy or the workplace, and whether these needs can or should co-exist. Following this discussion, the existing literature of Business academic report writing is reviewed in more depth with a focus on the typical purposes and structure of business reports produced at university.

In chapter 3 an 'English for Specific Purposes' (ESP) or 'Swalesian' genre analysis is conducted to compare the two genres (Bhatia 1993; 2004; 2006, Swales 1990; 1998; 2004). This approach is used to identify the overall structure of writing in the two contexts, and the 'moves' and 'steps' (Swales 1990) that writers typically take within the different sections of the reports. It is argued in chapter 3 that the communicative purpose (Swales 1990: 46) of the two tasks differs, and that this difference in the aim of the writing results in variations in terms of the overall organisation of the reports and in the labelling of different sections within the texts.

A genre analytic approach is a useful first step in fully understanding the overall shape and main features of a given genre, but it is still largely driven by what the observer can see in the two texts, and there is a limit to how much can be observed when analysing text at the move and step level. This motivates the move in chapter 4 to a corpus linguistic approach, with a particular focus on open and closed-class keywords (OCKWs and CCKWs) and key semantic and word classes categories when the two banks of texts are compared (Baker 2006; Culpeper 2009; Gledhill 1995; Groom 2010; Hunston 2002; Malavasi & Mazzi 2010; Rayson 2008). The corpus analysis conducted in chapter 4 leads on from the genre analysis conducted in chapter 3 by comparing key features of language in the different sections of the report as well as in the full student texts (Flowerdew, J. & Forest 2009; Gledhill 1995; 2000). A corpus-based approach allows for differences that may have been missed by a normal reading to be probed and analysed in more depth. This is particularly true for closed-classed keywords which may reveal key tense or pronoun usage which offers an insight into the epistemology of the discipline (Hunston 2008). In chapter 4 these keywords and key categories are analysed using concordance lines to investigate what they reveal about the communicative purpose of the two genres.

This initial genre and corpus-based analysis also acts as a catalyst for an investigation of lexico-grammatical features at the clause level, by utilising the methods and approaches of systemic-functional linguistics (SFL) in chapters 5 to 7 (Eggins 2004, Halliday & Matthiessen 2014, Thompson 2014). Findings in chapter 4 relating to key word classes such as a higher frequency of nouns in the subject corpus motivate a transitivity analysis of register in chapter 5. The aim of chapter 5 is to analyse differences in the register (Halliday & Matthiessen 2014; Martin 2008; Martin 2011) of discourse in the two genres, and to establish the extent to which the company in the student reports is presented in a concrete or abstract way (Halliday & Martin 1993; Halliday & Matthiessen 2014; Martin 2008; Thompson 2014). This approach is also taken in chapter 9 which describes changes made to teaching and learning on the 2nd year version of the module introduced in 2016-2017 (see section 1.2) and how this impacted the register of student writing in response to the adapted task.

The genre analysis conducted in chapter 3 shows that recommendations and advice are a recurrent feature of business reports in both the subject and the EAP context of writing. However, it is also found in chapter 3 that not all students dedicate the same proportion of the report to giving their advice, and that there is also variation in the way in which student writers present their recommendations to the company. Chapter 4 shows that modal verbs emerge as statistically frequent in these two tasks. These findings motivate a clause-level investigation of modality as a feature of interpersonal discourse in chapter 6. Chapter 6 employs an SFL-based approach to the analysis of modality (Halliday & Matthiessen 2014; Yu & Wu 2016) and shows how some writers frame their advice in a direct and 'congruent' way using imperatives whilst some writers are less direct. Chapter 6 introduces the concept of '*modality keys*' (Coffin 2002; Martin & White 2005; White 2006) which encapsulate different identities for the student writers in the way in which they address the imaginary audience of the target company.

A number of keywords found in chapter 4 show an important difference in how the target company is evaluated and appraised. Some student writers portray the company in an explicitly negative way, whilst other writers taking a more balanced or less critical approach to their evaluation. Key semantic categories identified in the corpus-based investigation in chapter 4 also show that explicit negative evaluation is a key feature of business reports in the EAP context. This finding is the motivation for an APPRAISAL analysis in chapter 7 (Martin 2000;

Martin 2003; Martin & White 2005; White 2003; 2006). Chapter 7 considers the ways in which students evaluate the company in the subject and the EAP context and investigates the impact of theoretical Business models (such as *SWOT* or *Porter's Five Forces*) on the evaluation undertaken by student writers. In chapter 7 a range of 'evaluative keys' (Coffin 2002; Martin & White 2005) for academic Business writing are proposed to account for the different roles that student writers enact in their evaluation of the target company in their reports.

In chapter 8 interviews and focus groups are used to inform or challenge some of the linguistic findings in the preceding chapters. Whilst earlier research into academic Business discourse (Forman & Rymer 1999a; 1999b; Freedman et al. 1994; Freedman & Smart 1996) is arguably overly reliant on interviews and focus groups, these techniques can help to illuminate findings or challenge assumptions that may be held by teachers in either the EAP or subject context. Interviews with expert informants and text-producers are also a recommended step in completing a full genre analysis of texts (Bhatia 1993; 2004; 2006; Swales 1990; 2004).

In chapter 9 a pedagogical intervention in the EAP context is presented and analysed. It is shown how changes made to an assessment task on a 2nd year Business EAP module result in changes in the lexico-grammar of the student reports, with student writing in the adapted task becoming more abstract and less congruent (Eggins 2004; Halliday & Martin 1993; Halliday & Matthiessen 2014; Martin 2008; Thompson 2014). Chapter 9 considers the extent to which EAP tasks should mirror subject assignments, or whether a 'hybrid' model could be desirable in the EAP setting.

Chapter 10 concludes the thesis and summarises the main theoretical and practical findings and contributions of the research undertaken. Potential future research directions and limitations of the thesis are also considered.

Chapter 2 - Academic writing in Business and the applied disciplines

2.1 Introduction

Business Studies is situated within a broader group of disciplines which have a professional, as well as an academic, aim and which require student writers to enact different roles as both a student writing for a lecturer audience, as well as a pseudo-professional addressing an imaginary client audience.

Disciplines which span the professional as well as the academic arenas include Engineering (Conrad 2018; Dannels 2000; 2003) and Medicine (Hoejke 2007; Parks 2001) in the Physical Sciences, and Law (Maclean 2010) and Business (Nathan 2010; 2013) in the Social Sciences and Humanities. Research into writing in these disciplines has focused on how student writers are socialized or trained to function as professionals in these fields, and the tensions between this process and the academic requirements of producing appropriate disciplinary texts for a lecturer audience (Conrad 2018; Dannels 2000; 2003; Freedman et. al. 1994; Gruber 2004; Maclean 2010; Miller & Pessoa 2016; 2021; Parks 2001; Shaw 2010).

Much of the research into the applied disciplines of Business, Engineering and Law addresses this tension between the academic and the professional in terms of the overall purpose of the task, the identity which the student writer is expected to take on in their writing and the question of the true audience of the report. This research either portrays applied writing in the academy as lacking enough of a practical focus and therefore seen as insufficiently realistic from the perspective of the student writers (Dannels 2000; Gruber 2004; Maclean 2010; Parks 2001) or claims that student writers do not really see the writing as a pseudo-professional task and view their true audience as the lecturer from whom they hope to receive good grades (Forman & Rymer 1999; Freedman et al. 1994). Nathan (2010; 2013) argues that the concept of students taking on a pseudo-professional identity is actually something of a distraction and that these tasks should be seen as primarily epistemic with a primary function of displaying knowledge to the lecturer audience.

This chapter reviews the available literature across the applied disciplines of Law, Engineering, Medicine and Business with a focus on the overall communicative purpose (Swales 1990: 46-48) of tasks set in these disciplines. The conflicts between the professional and the academic communicative aims inherent in tasks set in the applied disciplines are outlined and it is shown how these conflicts can be seen as existing within the reports themselves, with writers taking on different identities in different sections (Miller & Pessoa 2016) as well as at the level of the actual task set (Gardner 2012a; Nesi & Gardner 2012).

The thrust of this literature review contrasts somewhat with the research of Nathan (2010; 2013) as it is argued that the practical and professional element of writing for Business and other applied disciplines is an important feature of these writing tasks which distinguishes them from more academic writing in the traditional 'pure' (Becher & Trowler 2001; Hyland 2015) disciplines such as History or Physics. It is argued in this chapter that whilst this aspect of 'roleplay', or taking on a pseudo-professional identity, may be more present in some tasks than others, or may be more noticeable in certain sections of the students' reports than others, it should still be seen as an important element of academic writing tasks in the applied disciplines.

This chapter also challenges some of the research into writing for the applied disciplines (Gruber 2004; Maclean 2010; Parks 2001) by recognising the value of including theoretical models and theories in the requirements of the writing tasks, and it is argued that subject or EAP teachers should not necessarily aim to set purely practical or professional style tasks. This suggests that writing tasks for Business and other applied disciplines should be presented as 'hybrid' genres in which students have to balance professional and academic identities. It also suggests that both subject and EAP teachers should be clear and explicit about the requirements of the tasks set and the identity or identities that student writers are expected to fulfil in different sections of the written text.

2.2 Preparing for Professional Practice

Recent research into academic writing in Higher Education (Hyland 2002; 2015; Lea & Street 1998; Nesi & Gardner 2012) has shown that student writers are required to write in a range of different genres according to different disciplinary requirements. In the field of EAP, this has led to calls for 'specificity' in teaching and learning (Flowerdew, J. 2016; Hyland 2002), with effective English language classes targeted at the disciplinary needs of the student writers, and a movement away from the common-core, essayist traditions of instruction.

Within the BAWE corpus, a 'genre family' of 'preparing for professional practice' has been identified (Nesi & Gardner 2012: 170-212). These genres are evident in degrees in which students are required to develop professional as well as academic skills, and where the degree course is something of a stepping-stone to a recognised and often prestigious vocation (Abbott & Eubanks 2005; Anson & Forsberg 1990; Morton 2016). These courses are often regulated by outside bodies which represent the interests of the profession known as Professional, Statutory and Regulatory Bodies (PSRBs) (Nesi & Gardner 2012: 170). Medicine, Engineering, Law and Business have been identified as applied disciplines in which there is an emphasis on the practical and professional in addition to the disciplinary requirements of the academy.

Student writing within this professional grouping, described as 'at the crossroads' (Nesi & Gardner 2012: 172) of the academic and professional spheres take the form of four main genres of writing in the BAWE corpus; *Problem Questions* commonly set in Law, *Design Specifications* in Engineering, and *Case Studies* in Business and Medicine. A fourth professional genre of *Proposals* is also identified in the BAWE corpus, but as these texts are less connected with any particular discipline they are not reviewed in this chapter. Research into these genres of writing emphasises the difficulties and tensions faced by student writers in trying to balance professional and pedagogical objectives and identities. Sections 2.2.1 to 2.2.4 review the available literature on academic writing tasks undertaken by Law, Engineering and Medicine students before focusing in more depth on writing for Business courses in section 2.3.

2.2.1 Law

Problem questions are a common form of assessment on Law degree courses, and are presented as invented scenarios in which seemingly everyday details are in fact triggers for students to demonstrate their understanding of key legal principles (e.g. 'Simon caught the bus to Leeds but he didn't notice the sign which said *All Tickets Must be Validated* before travelling'). Student writers are asked to advise the defendant on their rights or liabilities in the scenario by identifying the issue and the rule (point of law) and then applying the relevant law by considering concessions and the client's main arguments which are likely to give them the best chance of success. The conclusion summarises whether the claim is likely to succeed or fail. This approach is known as the IRAC structure (*Issue*, *Rule*, *Analysis* and *Conclusion*) (Nesi & Gardner 2012: 177).

Maclean (2010) investigates a group of 1st year Law students who are in the process of developing an appropriate social and professional identity, described by Maclean as 'writing themselves into being as lawyers' (2010: 179). His research focuses on a letter of advice to a simulated client. This task is described as being constituted by academic and practitioner voices, with the academic voice classed as ‘synoptic, impartial and abstract’ (Maclean 2010: 192), whilst the practitioner identity was characterised by being ‘dynamic, partial and specific’ (Maclean 2010: 192). Combining qualitative techniques of observation and interviews, Maclean investigates the extent to which student writers are successfully able to balance these competing rhetorical demands, and which of the two voices Law tutors at the research site viewed as important and appropriate in the task.

Maclean’s study shows that student writers struggled to convey an appropriate legal identity. Using the SFL concept of thematic choice he found that students had difficulty in foregrounding the voices of advice and practice required of professional lawyers. Compared to a model legal letter, it was shown that students were more focused on interpreting the law rather than giving primacy to the client’s concerns (Maclean 2010: 190). The attitude of the tutor towards the task also demonstrates some of the tensions inherent in these professional genres of academic writing. It was found that the tutor’s primary concern was with the students’ abilities to interpret the law rather than on the quality of advice to the client (Maclean 2010: 191). This finding suggests that tutors and lecturers on the Law course are often less interested in developing practical, work-place skills, but are rather looking for students to demonstrate knowledge of key disciplinary concepts.

2.2.2 Engineering

A similar disjunct between the demands of the academy and the workplace was discovered by Dannels (2000) who investigated a final year, ‘capstone’, project undertaken by final year Mechanical Engineering students. This final year project took the form of a product design which was aimed at real-life clients. Using qualitative and interview techniques she found that student engineers approached the project as a pedagogical task, with the ultimate aim of achieving good grades from the professor. She evidences this by showing that student engineers made no attempt to contact the real-life customer, with the students perceiving this as a non-productive use of their time, when it was the actual design which was evaluated by the tutor rather than any efforts to engage with the ‘real-world’ client (Dannels 2000). She argues that as transition or border tasks, universities should maximise opportunities to increase the professional element, for example by asking students to reflect on the differences between university and workplace tasks, or by having more of a professional presence in the classroom through client visits.

Conrad (2018) also analyses writing for Engineering, and the tensions between workplace and academic identities. Using the *Multi-Dimensional Analysis* (MDA) framework (Biber 1988; Biber & Conrad 2009) she compares Engineering writing across the 'abstract – concrete' dimension, with a particular focus on the use of the passive structure. Comparing research articles, student writing and practitioner writing in the field of Engineering she found that student writing is closer to research articles in terms of its higher use of the passive structure. It was discovered that the use of the passive is lower in practitioner reports, and that professional engineers were more likely to have physical objects as the grammatical subject (*The new bridge will have….*) or to name human subjects (*We drilled….*) when it was important to allocate explicit responsibility for the work undertaken.

Conrad reaches a similar conclusion in writing for Engineering as Maclean (2010) does for Law, albeit by using different methods. It was found in both studies that students struggle to achieve an appropriate professional voice, and that their attempts to balance what they perceive as correct academic writing with a professional identity result in a mixed genre which achieves neither correctly. Taking a similar position to Dannels (2000), Conrad argues that more specific instruction is necessary for student writers to understand the importance of context and how this can impact on language choice, in this case as to when a more concrete and practical professional form of expression might be preferable to the abstract passive academic form. This also suggests that academic staff should think carefully over assessment design and consider whether students are being asked to write as students or as pseudo-professionals and make these requirements clear to student writers.

2.2.3. Medicine

Parks (2001) investigates 'situated writing' in the workplace of student nurses in Canada. These nurses were taught to write detailed care plans at university, as a genre of writing which was supposed to be of 'direct relevance to the workplace' (Parks 2001: 405). During the degree programme, the care plan was modelled as including a diagnosis (split into three elements of *the problem*, *the cause* and *the symptoms*), the objectives of the care with deadlines, the medical intervention suggested and an evaluation of the chance of success. These factors were to be justified with references to support the plan submitted.

However, the nurses found that in the workplace the care plans were much briefer, and that student nurses dropped elements deemed 'superfluous' by busy hospital colleagues. Parks' (2001: 429) report of the clinical educator's view of this change in writing practice also demonstrates some of the tensions between professional and academic writing. This professional educator was concerned that nurses could pick up ‘bad habits’ in practice by writing brief care plans, and she saw thorough plans as an index of ‘professionalism’ and as a good example to other nurses who had received less thorough training, or who had lost the habit of completing them fully.

Nesi & Gardner (2012: 194) report a similar tension in writing for Medicine. They compare formal case reports submitted to the *Lancet* or the *British Medical Journal*, which have a traditional ‘hour-glass’ research article structure, with the short hand-written notes of a busy doctor in practice. They also report on a difference between case reports written before and after a medical placement. Reports written before the placement focus on the patient and how they feel. After placement, student writing becomes more technical with a greater focus on the symptoms and treatments available (Nesi & Garner 2012: 198).

2.2.4 Summary of academic writing for applied disciplines

Research into writing for these apprenticeship genres describes the tension between writing for an academic assessor and writing for a professional purpose. Most of the research above implies or explicitly states that it is the *academic* environment and tasks that should change to reflect the workplace more accurately, with surprisingly few researchers seeking to defend the more epistemic genres of the academy or arguing for their value in helping to train emerging professionals. Section 2.3 reviews research into academic writing for Business in more detail. It will be seen that some of the tensions and conflicts identified in sections 2.2.1 to 2.2.4 are also evident in the discipline of Business.

2.3 Academic writing for Business

This section reviews the available literature on academic student writing for Business. This review focuses on research which has analysed assessed tasks completed by Undergraduate or Master’s level students on degrees in Business or Management. This section also reviews research into authentic business reports and considers similarities and differences between reports created in the real world of business with pedagogical reports produced in the academy.

Section 2.3 of this chapter is organised as follows. Section 2.3.1 considers the role of context in academic writing for Business with a particular focus on the comparison between the American (‘Harvard’) tradition of case analysis and the UK approach to case study tasks.

Sections 2.3.2 and 2.3.3 review the role of business reports in the workplace and consider how similar these professional Business genres are to academic report tasks. In section 2.3.4 the limits to simulated professional writing are summarised. Section 2.3.5 reviews the concept of a variation of roles and purposes in academic writing for Business, either within the written genre itself with students fulfilling different roles at different parts of the text, or at the level of the task set which requires or encourages students to respond in primarily an academic or professional register. In section 2.3.6 research which has focused on the overall macro-structure or organisation of business reports is presented. Section 2.3.7 focuses on the common linguistic features of business reports identified by researchers in the field. Section 2.3.8 summarises the chapter.

2.3.1 The context of academic business report writing

Much of the earlier research into business report writing is situated in American universities, where Business schools frequently use the 'Harvard Method' in their case teaching (Forman & Rymer 1999a; 1999b; Freedman et al.1994; Freedman & Adam 1996). Forman & Rymer (1999b) describe a teaching situation in which case write-ups are produced on a single page ready for the 'central event' of the oral class discussion. The written form of the case report is produced primarily to enable participation in the spoken debate, and it is this oral contribution that is assessed by the business lecturer.

This situation is different in most UK universities, where seminars or class discussions are used to prepare for the central event of the written piece of coursework (usually an essay or a report). If oral assessment takes place it is usually in small group presentations and recorded so that students receive an individual mark. Whilst researchers in the American context make many interesting points of relevance to business discourse in the UK, it is important to bear these differences in mind when analysing academic writing for Business courses.

2.3.2 Professional workplace reports

If it is accepted that university business tasks are influenced to at least some extent by professional workplace report writing, then it is important to review studies which have analysed the structure and language of workplace documents. Perhaps surprisingly, research into this important area of discourse has been described as 'sparse' (Nathan 2010: 18) with just one major published study (Yeung 2007) into workplace reports identified (Nathan 2010: 18).

Yeung (2007) conducted a study of 22 authentic business reports and found that they are characterised by a 'funnel-shaped' (2007: 156) rhetorical structure which moves towards 'specific answers for specific questions' (2007: 156). She found that section headings are usually topic based (for example, '*Management*' or '*Sales Strategy*') and are shaped by the 'substantive topics at hand' (2007: 156). Yeung (2007: 164) argues that this reflects the aim of workplace business reports to solve practical problems in the real world rather than to address 'epistemic considerations' (2007: 162). Recommendations are classified as 'all important' (2007: 156) in these real-life workplace reports, with little emphasis on research methodology or theoretical models in professional report writing.

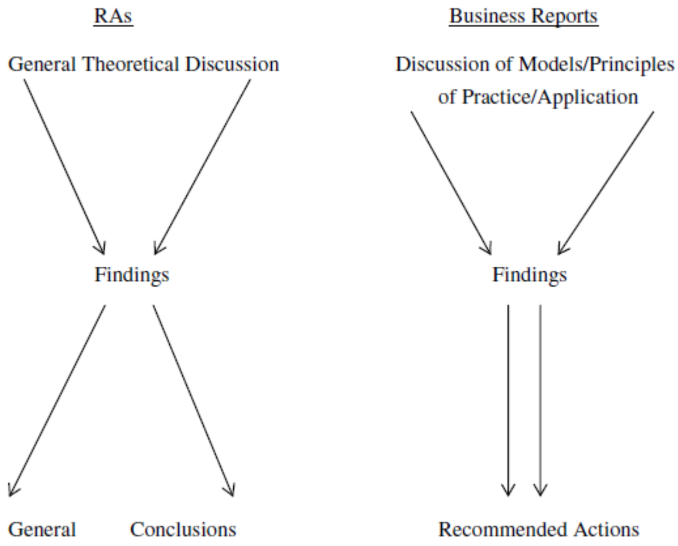


Figure 2.1. Rhetorical patterns of research articles and business reports (Yeung 2007)

Figure 2.1 shows how Yeung characterises the rhetorical differences between research articles (RAs) and business reports, with business reports moving from a general introduction to very specific advice for the company, described as a 'funnel-shaped' (Yeung 2007: 162) structure compared to research articles which generally report on specific findings and then broaden out to more generalised points in the discussion and the conclusion (an 'hour-glass' structure). This overall rhetorical structure of professional business reports shows that these texts are written to provide 'specific answers for specific situations' (Yeung 2007: 162) and have less of a focus on producing generalisable and theoretical results or findings.

Yeung identifies three obligatory sections in business reports: an *introduction*, an *analysis* of key topics affecting the business, and *recommendations* for decision making. The presence of topical and practical, as opposed to theoretical, topics in the analysis is seen as evidence of a pragmatic as opposed to epistemic purpose. Table 2.1 shows the main sections of business reports identified by Yeung presented in contrast to the typical rhetorical structure of research articles (RAs). It can be seen from the table that the business reports in Yeung's study were organised around topical and practical concerns in the Analysis, and that there was a focus on Recommendations for decision making. It is suggested that this reflects the overall purpose of business reports to persuade the reader to *act* rather than to persuade the reader intellectually (Yeung 2007).

RAs	Business reports (full-length)
Abstract	Executive summary List of Recommendations (optional)
Introduction Methods Results and discussions	Introduction Methods (optional) Topical sections containing findings
Conclusion Recommendations for further research (optional)	Conclusion (optional) Recommendations for decision making

Table 2.1. Main sections of research articles and business reports (Yeung 2007)

Yeung's linguistic analysis of workplace reports found that they are characterised by an impersonal, objective style with a high frequency of nominalisation and an emphasis on rational argument. In terms of recommendations, the strength of the advice varies, from hedged and indirect advice through to forceful and direct imperatives (Yeung 2007: 166). The reasons for this difference are not fully explored, but it is suggested that this relates to the 'amount of influence the report writer seeks to wield' (2007: 165). The different options for presenting advice, and the identity or voice that this creates for the writer is explored in more depth in chapter 6 of this thesis.

This section has shown that reports in the business world are written as a stimulus for action, and that the main purpose of the writing is to provide advice in a specific situation. Other concerns such as demonstrating knowledge of theory or describing how information was collected are seen as secondary to this primary aim. This is an important question for this thesis as it relates to the overall purpose of business reports set in the academy. Namely whether these report tasks are designed and set to train potential business-people in their ability to describe real problems and provide practical solutions, or whether their true aim is to demonstrate disciplinary and theoretical knowledge of the subject. The discussion in sections

2.3.3 to 2.3.5 on the communicative purpose, and roles adopted, in academic writing for Business courses should be considered in this context.

2.3.3 Professional elements of academic business reports

The professional focus of many Business writing tasks at university is evidenced firstly by the source and stimulus material of the case study provided as the basis of the student report. This is usually a real-life company (examples from the research site subject modules include *Kodak*, *IKEA* and *Sainsbury's*) although it can also be an invented scenario created by the lecturer or by textbook authors[1]. The use of real businesses as a case study requires student writers to deal with and analyse the unpredictable nature of actual professional business life. Research into business classes has found situations where students are asked to 'slip into the shoes' (Jackson 2002: 268) of the company executives and to analyse the problems facing the company and formulate possible solutions. It should be noted that the case study in most contexts is a single company in a particular context or situation (for example entering a new market or experiencing a recent merger). This element gives business case reports their focused and specific identity. This is in contrast to Business essays, which generally ask students to focus on a range of companies, rather than a specific case.

The requirement for Business writing to reflect professional, workplace documents can also be seen in the format and organisation of the final reports. Business reports need to communicate quickly and efficiently, with a concise and direct style containing headings, sub-headings and visual information with an emphasis on 'showing, not just telling' (Zhu, 2004: 125).

Business tasks at university are also often set as group assignments. This encourages the development of soft skills such as teamwork and delegation, which are crucial attributes in the modern world of work (Zhu 2004). The frequency of team tasks may vary across institutions, and they may be less common in the UK than the 67% of business genres completed in this way in Zhu's study (2004). At the research site many case studies and presentations are set as group assignments [2], but the reports which are the focus of this thesis were all completed individually.

[1] The advantage of created scenarios is that they can be specially created to fit in with particular modules or module learning outcomes without the more random elements of real-life companies.
[2] See chapter 3 (section 3.3) for an example of a group business report task set at the research site.

The presence of *advice* or *recommendations* is a key element in the professional purpose or character of Business report writing. It has been argued that student writing in the case-study[3] or business report genre *always* includes recommendations or suggestions (Nesi & Gardner 2012: 189) and it is in part this focus on practical advice to a real company that gives academic writing for Business its professional and workplace characteristics. This can be contrasted with a typical conclusion to an undergraduate essay in which students often make a general statement about the future but would not usually list specific and detailed advice with target dates and budgets. This difference between typical essays and business reports reflects the 'hour-glass' and 'funnel-shaped' rhetorical structure identified in section 2.3.2 of this chapter (Yeung 2007).

'Transmission elements' are also found in the case study (business report) genre in the BAWE corpus. This is shown through titles which address the simulated addressee (*Report to the Board of Compotech Industries Plc*), in covering letters to the imagined board, and in cover pages marked 'confidential' (Nesi & Gardner 2012: 192). These features demonstrate a concern in certain situations to make the reports look like workplace documents. As all the texts in the BAWE corpus achieved 'successful' grades of 60% and over (at least a '2:1' in the UK Higher Education system) this suggests that these transmission elements were perceived positively by the lecturer audience in these particular academic contexts.

However, the extent to which institutional demands of academic writing at university also need to be fulfilled by student writers has led some researchers to question how fundamental these elements of simulation are, and whether the true purpose of writing a piece of assessment for an academic assessor mean that they are in fact quite superficial and trivial. The next section reviews studies which argue that the academic purpose outweighs any professional element in the reports, before considering research which suggests that there is often a dual-purpose to this form of writing which requires student writers to 'balance and juggle' (Zhu 2004) different voices or identities either in response to different tasks set by lecturers or by adopting different identities in different sections of the same assignment.

2.3.4 Limitations to simulated academic Business writing

Freedman, Adam and Smart (1994) conducted an ethnographic investigation into writing for Business and argue that the students in the study were more concerned with the real audience

[3] Business reports are described as 'case studies' in Nesi & Gardner (2012). In this thesis they are described as (academic) business reports that are based on a case study stimulus.

of the lecturer and demonstrating an understanding of the subject content and theoretical models. Freedman et al. (1994: 205) are dismissive of attempts to simulate real-world business writing, arguing that the tasks they investigated had 'nothing to do with real world action or policy'.

Another limitation to simulation on university courses is the writing process in the workplace, and the communicative purpose of authentic professional reports. Freedman et.al. (1994) argue that the purpose of report writing in real business situations is 'instrumental' in that the main focus is on the action to be taken. They also argue that documents at work are often drafted in a team with the objective to make the final text as well written and effective as possible. This is in contrast to writing at university where the most important aim from a lecturer's perspective is to assess student work, and to have a good range of marks ready for the inspection of external examiners. In other words, a team business report project in which all students drafted a perfect report and achieved a grade of over 90% would most probably be seen as a deficient piece of academic assessment in a British university context and would probably result in the assessment task having to be changed to produce a broader range of assessment grades.

Nathan (2010; 2013) is also sceptical about the importance of simulation or role-play in academic business writing. Defining the essential communicative purpose of business reports as a 'demonstration of an understanding of core business concepts' (2013: 60), he argues that writers generally act in their 'real role' as learners talking to a subject expert and displaying knowledge. He claims that even in situations where an identity is specified, that key epistemic goals can be achieved regardless of whether the explicit role is taken on. Nathan (2010: 176) also found that non-native speakers (NNS) in his study were more likely to take on an imaginary consultancy role than native speakers of English (NS). He suggests that this may be an indication of NNS students not fully understanding the brief and that they may have wasted time and valuable word count on 'superfluous' transmission elements (Nathan 2010: 174).

These limitations to the simulated element of business reports are important, and it is clear that academic writing for university courses has its own institutional and practical constraints which mean that academic business writing differs from actual workplace writing for the reasons outlined above. However, it also seems clear that academic writing for Business does vary from more 'traditional' academic genres such as essay writing. The focus on a single company or situation, and the requirement to give advice or recommendations are indications of a different type of task and overall purpose.

Other research in the field recognises that there is a range of identities that student writers may have to fulfil on different assignments (Forman & Rymer 1999a; 1999b; Gardner 2012a; Miller & Pessoa 2016; 2021; Nesi & Gardner 2012). Some of this research suggests that this variation of communicative purpose occurs *within* the task with writers taking on different roles at different stages of the report (Forman & Rymer 1999a; Miller & Pessoa 2016; 2021), whilst other studies emphasise the importance of the task itself in determining the appropriate register and style of writing (Gardner 2012a; Nesi & Gardner 2012).

2.3.5 Mixed roles within business reports

Forman and Rymer (1999a: 115) view the conflict of communicative purpose as existing *within* many business writing tasks by describing the roles of a *problem solver*, a *manager* and a *disciplinary thinker* (see table 2.2). They link these roles to different parts of the report and refer to the challenges that students may face when trying to balance these different identities. So, for example, in the Analysis section, student writers identify problems in the case as a *problem solver* but also connect this to course theories and concepts as a *disciplinary thinker*. Successful student writers have to balance this epistemic disciplinary identity with a *manager's* readiness to act and give logical advice to the company in their Recommendations.

Roles	Actions	Moves
Problem – solver	Demonstrate analytical skills	Define significant problem(s) in case Propose and analyse alternative solutions
Manager	Show readiness to act in business situations	Make logical recommendations Develop implementation plan
Disciplinary Thinker	Apply academic knowledge to business problems	Connect relevant course materials to case Show understanding of disciplinary theories, tools and principles

Table 2.2. Roles, actions and moves in academic business report writing (Forman & Rymer 1999a)

Balancing these different roles can be a challenge for student writers as it is argued that 'an emphasis on disciplinary knowledge can overwhelm logical analysis and solutions' with many writing tasks 'chiefly an opportunity for students to apply knowledge of theories and models'

(Forman and Rymer 1999: 123). This suggests that there is a role for educators on subject and on EAP modules to design tasks which provide an opportunity for students to demonstrate these different roles in appropriate parts of the report, and to be clear when describing these requirements and roles to student writers.

Miller & Pessoa (2016; 2021) develop the concept of multiple identities present in business report writing by identifying three main roles of *student*, *consultant* and *manager*; along with two less central identities of *consumer* and *consultant* (see table 2.3). Reporting from the case study and applying disciplinary concepts are seen as key functions within the *student* role. A distinction is made between a *consultant* who gives advice from outside the company, and a *manager* who enacts the advice through an implementation plan. In shorter reports without a separate implementation plan such as those analysed in this thesis it may be that the roles of *manager* and *consultant* merge in the Recommendations section of the report.

Roles	Functions
Student	Reporting Comparing options Synthesising Applying disciplinary knowledge Applying case information to other contexts
Consumer *Consultant*	Considering own use of a technology Identifying problems Evaluating Making recommendations
Manager *Researcher*	Making an implementation plan Gathering and analysing data

Table 2.3. Roles and functions in academic business report writing (Miller & Pessoa 2016)

This discussion of varied roles shows that writing for Business courses requires students to take on a pseudo-professional identity in some parts of the report (namely the *Introduction* and *Recommendations*), and to also fulfil an institutional or academic purpose in other sections such as the *Analysis*. In much of the research, this is portrayed as a kind of choice for the students who have to learn to balance these different identities (Zhu 2004: 130). As was seen above, Forman & Rymer (1999) refer to the professional and academic roles that student writers need to balance, with Miller & Pessoa (2016) developing this concept in order to demonstrate some of the requirements of writing as a student in different sections of the report task.

Other research in this field argues that it is the *task* itself which determines the appropriate register or role that students should adopt in their report writing. Nesi & Gardner (2012) differentiate and group certain business tasks and report genres and argue that it is primarily the response to the task set which determines the role and identity taken on by the student writer. This perspective on business report genres shifts the focus from the responsibility of the student writer to switch roles within the report towards the academic subject or EAP staff who set the coursework and explain the task in class.

Gardner (2012a) identifies three genre types within writing for Business: *Company Reports* where students address a business or shareholder and present their writing as a workplace document with a cover page and imagined consultancy identity; *Organisation Analyses* which are based on a company but with no requirement to simulate a consultant identity; and *Single Issue reports* which are more overtly academic and which focus on a theme affecting an industry such as 'green energy'[4]. In this final genre there is no consultant role and no responsibility for the advice given. These business genres are presented as a cline in table 2.4.

REGISTER	MORE ACADEMIC		MORE PROFESSIONAL
BUSINESS GENRES	Single issue report	Organisation analysis	Company report

Table 2.4. Categorisation of business report register (Gardner 2012a)

Gardner (2012a) suggests that it is the task which determines the appropriate role and register to be adopted by the student writer. Students, in response to the task set, will adopt a consultant role if this is required to achieve success or will adopt a more traditional student role if this is needed.

The approach in this thesis is more in line with the interpretation of Gardner (2012a) as the nature of the task itself has been prioritised in determining the overall communicative purpose of the assignment. It is argued throughout this thesis that these differences in overall purpose affect the language used by student writers in terms of the macro-organisation of the reports and the lexico-grammar employed. The categorisation of academic business reports on a cline from the more professional and practical **company reports** to the more academic and epistemic **organisation analyses** (see table 2.4) is an important one for this study as it is argued in

[4] Single issue reports seem to be a less common type of assessment on Business programmes and are not considered in depth in this thesis. The focus in this thesis is largely on the contrast between *organisation analyses* and *company reports*.

subsequent chapters that the EAP assignment can be classed as a more practical and professional company report, whilst the subject task should be seen as a more academic organisation analysis. These business report genres are described in more detail in chapter 3.

2.3.6 Structure of business reports

Research into academic business report writing has also focused on the structure of the genre, and the presence or absence of particular titled sections. Research has also compared the proportion spent by writers on sections in different tasks, as an indication of differing communicative purpose (Nathan 2010: 128).

Report writing handbooks and style guides offer some advice to student writers regarding the structure of reports. Easton (1982: 203) shows alternative ways in which reports can be organised according to the requirements of the task.

1. Summary Purpose Scope Conclusion(s) Recommendations Introduction Body Appendices	4. Principal message Why it was chosen Why others not chosen Evidence supporting the analysis
2. Problem statement Factors causing problems The effects of the problem Examination of the possible solutions and their implications Conclusions Recommendations Appendices	5. The situation in the toolroom What I would do Why I wouldn't close down the factory Action plans The future
3. Title page List of contents List of exhibits Summary of recommendations Background material and facts Statement of problem Analysis Solutions and implementations Appendices	

Table 2.5. Alternative case report structures (Easton 1982)

The report structure shown in figure 2.2 (Mauffette-Leenders et al. 1997) offers less variation than Easton (1982) and is to some extent more prescriptive. It is however clearer and less ambiguous for student writers. The model presented in figure 2.2 is closer in structure to the business reports investigated in this thesis in both the subject and EAP contexts than the more varied models suggested by Easton (1982: 203).

Title page
Table of Contents
Executive Summary
Issue Statement
Data Analysis
Alternatives Analysis
Recommendations
Action and Implementation Plan
Exhibits

Figure 2.2. Case report checklist (Mauffette-Leenders 1997)

Nathan (2013: 62) identifies the following *obligatory* and *optional* 'moves' (Bhatia 1993; 2004; Swales 1990; 2004) in a corpus of business reports submitted as assessed coursework and completed as exams at a UK university. Table 2.6 shows the three obligatory moves of an *Orientation* (*Introduction*), an *Analysis* of the company or case, and an *Advisory* (*Recommendations*) section. Five rhetorical moves (*methodology, options, summary, supplementary information* and *reflection*) are described as optional in Nathan's research.

Rhetorical move	Obligatory (OB) or optional (OPT)	Sample structural components
Orientation	OB	Transmission element, executive summary, introduction, objectives
Methodology	OPT	Critique of theories or frameworks
Analytical	OB	SWOT, Porter's Five Forces
Options and alternatives	OPT	Options analysis, alternative strategies
Advisory	OB	Recommendations
Summary and consolidation	OPT	Conclusions
Supplementary supporting information	OPT	Appendices, references, bibliography
Reflection	OPT	Lessons learned, learning evaluation

Table 2.6. Rhetorical moves in academic business reports (Nathan 2013)

The sample structural components in table 2.6 show how these moves are typically realised in business reports, with Orientation moves containing *transmission elements* or *objectives* and the Analytical move employing business methods and tools such as *SWOT* or *Porter's Five Forces*.

Nathan (2010: 121) found that the proportion student writers allocated to the different sections of the report varied according to the context of production and the Business sub-discipline. In a *Marketing Management* exam, he found that advisory moves made up 69% of the total word count of the corpus, whereas recommendations only accounted for 15% of the coursework task corpus (although ‘options’ also made up 30% of this task). Nathan argues that these differences ‘emphasise significant differences in company report realisations within a similar broad rhetorical structure’ (2010: 130). This is an important point for this thesis, and a similar principle will be applied in the comparison between the subject and EAP reports in chapter 3.

2.3.7 Linguistic features of academic business reports

This section reviews the available research which focuses on linguistic features of academic business case reports. The focus here is on research which has complemented qualitative techniques of interviews and focus groups (Forman & Rymer 1999a; 1999b; Freedman et al. 1994; Freedman & Adam 1996) with a more focused textual analysis.

Analyses of the macro-features of business reports have highlighted the presence of headings, sub-headings, bullet points and visual information. These features give business reports a professional appearance which emphasises direct and succinct communication. The presence of diagrams to visually represent theoretical models such as *Porter’s Five Forces* is seen by Nathan (2010: 132) as a way for student writers to demonstrate knowledge and understanding of business tools in a ‘clear and brief’ way.

A lack of citation has also been identified as a key feature of academic business reports. Focusing on successful students (awarded a grade of 60% and over), Nathan (2010: 134) found that citation was a ‘rarity’ in the corpus, and that most of the facts and figures came from the case provided. It is argued that this is because the frameworks and tools being used (*SWOT*, *PESTEL*, *Porter’s*) are seen as ‘common knowledge’ in the field and as accepted models which do not necessarily need to be defined or justified.

In terms of lexis, business reports contain a high proportion of case specific and specialist business lexis, such as ‘*market*’ ‘*product*’ or ‘*strategy*’. Nathan (2010: 142) also highlights a tendency for business students to use military or sporting metaphor in their writing along with a relatively high proportion of intensification through strong or extreme lexis. He found that this lexis could be realised as adjectives (*fierce, furious*), nouns (a *disaster*) or verbs (to *dictate*). These lexical features mark business report writing apart from traditional academic writing in which student writers are generally advised to be cautious and hedge their claims appropriately.

Yeung (2007: 166) observes the presence of nominalisation as an important feature of professional business reports. She argues that the use of nominalised terms such as *profitability* or *liquidity* help to demonstrate the expert knowledge and professional identity of the writer. These nominalised terms also remove personal involvement or blame and can be classified or given a value in the report.

Research has also been conducted into the use of modality in student business reports. Yeung (2007) analyses the strength of modality and advice provided in authentic business reports. Nathan (2010) shows that the type of modal verb used varied according to the section of the report, with more cautious modality ('*could*', '*would*') found in the Options stage, and stronger modals ('*will*', '*should*') employed in the Advisory moves.

Gruber (2004) also investigates the deployment of modality in student writing for Business. Using an SFL framework he focuses on a small corpus of 13 student papers written in German at Vienna Business School. He argues for the existence of two different 'voices' or 'identities' within the corpus. The 'scholar' voice is characterised by the existence of more abstract participants and relational processes, along with a higher frequency of epistemic modality or 'modalization' used by student writers to hedge claims and express uncertainty and a scholarly distance and detachment from the facts. Other writers in the corpus expressed their ideas through a higher proportion of human participants, deontic modality ('modulation') and material processes. This 'consultant role' is less abstract and is more concerned with advising 'managers what to do in a specific situation' (Gruber 2004: 59). Gruber presents a tension in the research site between these two roles. He found that students were more interested in the practical and 'real-life' solutions, whilst tutors emphasised the value of theory and saw these assignments as an opportunity for students to apply disciplinary concepts to a practical situation.

Gruber's research (2004) is in line with many of the professional and academic tensions highlighted in this chapter. This study is important as it shows how the linguistic tools of SFL can be used to examine and make these difference clear in the lexico-grammar of student report writing.

Nesi & Gardner (2012) use Biber's multi-dimensional analysis (1988; 1998; 2009) to map professional practice writing against other genres of student texts. Focusing on Dimension 4 (the 'persuasive dimension') they find that the professional practice family displays more persuasive features than other academic writing in the BAWE corpus. *Proposals* (+1.3) and

Problem Questions (+1.6) are more persuasive than *Case Studies* (-0.5) and *Design Specifications* (-0.7), but the professional family was found to be more persuasive than other genres such as *Literature Surveys* which scored -3.4 on this dimension.

The USAS system of semantic categorisation (Archer et al. 2002; Rayson 2008) is also used by Nesi & Gardner (2012: 203) to quantifiably demonstrate some of the key meaning groups which characterise these genres. Comparing apprenticeship genres with the whole BAWE collection as a reference corpus it was found that these professional genres scored highly in category X, especially in the subcategories X6 (DECIDING) and X7 (WANTING, PLANNING AND CHOOSING). Case studies, problem questions and proposals were also found to score highly in category S, especially in S6, which indexes words associated with obligation and necessity, along with S8 which reveals lexis connected to HELPING or HINDERING. Case studies were also found to have a high quantity of words in the subcategory A5 (EVALUATION). In the BAWE corpus, the most common words in this subcategory were PERHAPS, MAYBE and LIKELIHOOD.

Keyword searches (Baker 2006; Scott 1997) are another way in which quantifiable features of language can be demonstrated. Using the full BAWE corpus as a reference, it was found that '*will*'; '*be*' and '*should*' emerge as key in the apprenticeship genres as a whole (Nesi & Gardner 2012: 206). They claim that this demonstrates the 'forward-looking and persuasive nature' of this family of genres. Other keywords within Case Studies reflect disciplinary concerns (*market* and *project* in Business; *pain* and *diagnosis* in Medicine), although some examples suggest a concern with the real-life concerns of the profession, and an orientation towards workplace writing, such as '*Mr*', '*your*' or '*patient*'.

In this thesis the corpus-based techniques of keyness are utilised in chapter 4 to compare academic business reports in the EAP and in the subject context. The corpus tool *Wmatrix* (Rayson 2008) is used to identify both open and closed-class key words (Baker 2006; Gledhill 1995; 2000; Scott & Tribble 2006), key part of speech (POS) class and semantic categories (Rayson 2008) in the subject and EAP contexts.

2.4 Conclusion

This chapter has reviewed the available literature on the academic business report genre as part of a wider 'preparing for professional practice' (Nesi & Gardner 2012: 170-212) genre family which also includes academic writing in the applied disciplines of Engineering, Law and Medicine.

A fundamental question when researching academic writing in the applied disciplines is the extent to which the discourse is seen as belonging to the academic or professional sphere, or as a type of writing that exists somewhere between the two worlds. It has been acknowledged in this chapter that there are factors of writing in the academy that mitigate against discerning a purely professional or practical purpose for academic business reports. These include the fact that these reports are produced for assessment by a lecturer and that any advice given to the target company in the case study will not actually be enacted (Forman & Rymer 1999a; Freedman et al. 1994; Nathan 2010; 2013).

However, it has been argued in this chapter that report writing for Business should not be classed as a purely epistemic genre. This can be seen by the fact that the stimulus case study or situation is usually a specific company 'exemplar' (Nesi & Gardner 2012: 189) presented in a particular situation or facing particular difficulties. Transmission elements such as covering letters, cover pages or '*for the attention of*' style notes in the BAWE corpus (Nesi & Gardner 2012: 191-192) of successful student business reports also suggest that students often perceive these writing tasks as reflecting a workplace and practical purpose, and that these elements are frequently evaluated positively by lecturer readers. Finally, the presence of practical and detailed recommendations in business reports (Nathan 2010; 2013; Nesi & Gardner 2012) shows that student writers generally present their reports in the 'funnel-shaped' rhetorical structure identified in authentic business reports (Yeung 2007).

It is therefore the position of this thesis that this practical and purposeful aspect of academic business reports should not be discounted, and that they should not be seen as a purely epistemic or knowledge-displaying genre. It seems that it is more accurate to see academic business reports as a genre which requires students to balance different communicative purposes and identities depending on the section of the report itself (Forman & Rymer 1999a: 115; Miller & Pessoa 2016) or on the task set by the lecturer on the module (Gardner 2012a; Nesi & Gardner 2012) which determines whether student writers complete the set task as a more practical and professional **company report** or as an **organisation analysis** in which the display of disciplinary theoretical knowledge is foregrounded by the student writer and valued by the lecturer reader.

This thesis largely follows Nesi & Gardner (2012) in prioritising the importance of the task set in determining the overall communicative purpose of the report genre which affects the overall structure of the genre and the lexico-grammar used by student writers. It is argued that the case study provided, assignment briefs and instructions given in class largely determine whether students present their work with a practical focus on real-life problems and provide specific and credible solutions, or whether they prioritise a display of theoretical knowledge in their analysis of the company and give less priority to the role-play element of addressing a real company.

This categorisation of the primacy of the task itself in determining the overall communicative purpose to some extent shifts the focus from the student writer attempting to balance these roles and identities within the report, to the responsibility of question writers within the applied disciplines and EAP classes to be clear and specific about the task and whether and how students should approach it as a pseudo-professional or as an epistemic task in which the main aim is to display disciplinary knowledge (Miller & Pessoa 2016; 2021).

This chapter has also reviewed existing literature on the organisation of business reports in both the workplace (Yeung 2007) and in Higher Education (Easton 1982; Mauffette-Leenders et al. 1997; Nathan 2010; 2013). The research of Nathan (2010; 2013) shows that academic business reports are typically organised around the obligatory rhetorical moves of *orientation*, *analytical* and *advisory*. It is shown in chapter 3 that business reports at the research site generally follow these three main moves in both the subject and the EAP context. A more interesting question is the proportion of text that students allocate to each section, and how the analytical move is organised. It is argued that these decisions made by student writers are determined by the overall communicative purpose and genre of the report, and whether this reflects the more practical and professional aim of a **company report** or the more epistemic purpose of an **organisation analysis**.

Common linguistic features of academic business reports have also been reviewed in this chapter (Gardner 2012a; Gruber 2004; Nathan 2010, 2013; Nesi & Gardner 2012). This research has shown that business reports are always visually fragmented by headings and sub-headings, that they contain field-specific lexis and that the lexico-grammar indexes a purposeful and future-facing approach through the deployment of professional lexis and modal verbs. This thesis builds on this research by comparing two different academic business reports in a subject and in an EAP context. The aim of this investigation is to demonstrate whether the language used by student writers varies in response to two different tasks and whether this is an indication of a different genre of business report in the two settings. A further point of investigation is whether pedagogical changes should be made to the tasks in either the EAP or subject context in response to the differences identified.

Chapter 3 – Genre analysis of academic business reports

3.1 Introduction

It was shown in chapter 2 that a tension exists in academic writing for Business, and in other applied disciplines such as Law and Engineering, between the epistemic purpose of displaying knowledge to a lecturer reader and the more practical aim of preparing students in these disciplines for professional practice as business-people, lawyers or engineers. Within the disciplinary area of Business Studies two main genres of business reports have been proposed (Nesi & Gardner 2012: 189-194): a more practically oriented **company report** and a more academic, epistemically focused **organisation analysis**[5].

The aim of this chapter is to investigate differences in the 'communicative purpose(s)' (Askehave & Swales 2001; Swales 1990: 46) of academic Business writing tasks set on the main subject module and the EAP support module described in chapter 1, and how these differences in purpose are reflected in the genres of writing produced by students in these two contexts.

An *English for Specific Purposes* (ESP) or *Swalesian* genre analysis (Bhatia 1993; 2004; 2006; Swales 1990; 1998; 2004) is conducted on two Business academic business report tasks completed by final-year non-native speaking (NNS) Business students in the academic year 2014-2015.

This chapter focuses on the four main rhetorical *Orientation, Analysis, Conclusion* and *Advisory* 'moves' found in business reports completed in both the subject and EAP context. A 'move' is defined as a 'discoursal or rhetorical unit that performs a coherent communicative function' (Swales 2004: 228) which is 'subservient to the overall communicative purpose of the genre' (Bhatia 1993: 31). These moves also show the 'staged' (Martin 1993) nature of genres. In the context of academic reports the main titled sections have been classified as 'moves' in line with the research of Nathan (2010; 2013).

Within each of the four main moves a range of 'steps' are identified in both the subject and the EAP task. Steps are defined as the 'rhetorical strategies' that a writer may use to realise the 'particular communicative intention' of a move (Bhatia 1993: 30). These steps are presented

[5] A third less common case study genre of 'single issue reports' is not considered in this chapter or thesis

in this chapter as options which are available to individual writers within the four main obligatory *Orientation, Analysis, Conclusion* and *Advisory* moves.

This chapter shows that despite similarities at the macro-rhetorical move level the reports produced by students in the EAP and subject setting should be classified as two distinct genres with differing communicative purposes, reflected in both the proportion allocated by student writers to particular rhetorical moves within the genre and by the presence or absence of particular steps within these moves, along with the language used by student writers to complete these steps.

These differences are examined in this chapter by firstly presenting and discussing the assignment briefs in the two contexts in section 3.2 along with comparable assignments at the research site in section 3.3. Approaches to genre analysis, the key concept of communicative purpose and the role of section headings in analysing a visually fragmented genre such as business reports are then considered in sections 3.4 to 3.6 before describing the practical steps of conducting a genre analysis in section 3.7. The corpus created and the methods used in conducting the analysis are described in section 3.8 and results are presented in sections 3.9 and 3.10. Section 3.11 concludes the chapter.

3.2 Report assignment briefs

The assignment briefs for the writing tasks analysed in this chapter and throughout the thesis are shown in figures 3.1 and 3.2. Figure 3.1 shows the task undertaken by student writers in the Business subject corpus in which students were asked to write a report based on the UK company '*Barclaycard*'. This task represents an example of an **organisation analysis** in which the epistemic communicative purpose of demonstrating subject knowledge is foregrounded. It can be seen in figure 3.1 that students are instructed to use '*key frameworks*' and that the required theoretical frameworks are set out in the brief itself (*Porter's 5 Forces; Value Chain; Ansoff*).

The assignment requires you to write a 1750 word original essay / report critically evaluating Barclaycard using the key frameworks of International Business.

Case Study: Barclaycard Case Study

Frameworks:

International Business trade theories (legal, political, cultural, economic)

FDI (Greenfield, JVs, Franchising)

Strategy (Risk, Organization structure, Porter's 5 Forces, Value Chain, Ansoff)

You can use diagrams to explain the frameworks.

Guidelines: Use the theories and frameworks of International Business as an analytic lens to explain the policies of Barclaycard.

Figure 3.1. *Global Business* subject assignment brief

Figure 3.2 shows the report assignment brief set on the EAP module. As in the subject task, students are required to write a report based on a specific company (*Tesco's*). However, in this task the roleplay element is foregrounded with a requirement to take on the identity of a business-person (***imagine*** *you are working as an independent business consultant*) writing to an ostensible company audience (*commissioned by the* ***management board*** *of Tesco plc*). This task satisfies many of the criteria of a **company report** as students are required to focus on the practical problems of the company and to write their reports in the role of pseudo-consultants.

Imagine you are working as an independent business consultant and that you have been commissioned by the management board of Tesco plc to provide them with some advice.

Write a clear and detailed report of 1000-1200 words. The report must contain:

1) a title page
2) an analysis of the current situation and the problems faced by the company
3) recommendations for action
4) all the other main sections used in a business report, as discussed in class
5) a list of references

Figure 3.2. EAP assignment brief

3.3 Comparable business report assignments at the research site

Two other assignment tasks from different third year subject modules are shown in figures 3.3 and 3.4. These tasks are presented to show that the two genres of writing under investigation are not unique or unusual, and that they share many features with similar tasks from different modules at the same university. Although it is outside the scope of this thesis to establish that business report tasks are the **only** written genre encountered by Business students at the research site, investigations of comparable modules certainly suggest that it is the dominant form of continuous written coursework assessment in the Business school at the research site and may well comprise a greater proportion of the genres that the typical Business student at this university encounters than the 21% of total Business tasks found in the BAWE corpus (Nesi & Gardner 2012: 189).

> Each group will choose **one** case study. Working in your group you are required to utilise a number of **relevant management theories, models and concepts** to critically analyse the information contained in your allocated case study, and address the following questions: (original emphasis)
>
> 1. Critically evaluate the organisation's pattern of strategic development at the time of the case study to its current position.
> 2. Critically evaluate the organisations resources and competences and use these to indicate the possible sources of competitive advantages.
> 3. Using appropriate models, evaluate the external business environment in which your organisation operates.
> 4. Carry out a strategic group analysis for the industry/s that your firm is engaged in and identify the important strategic characteristics that differentiate organisations in the industry/s.
> 5. The case invites the development of a longer-term strategy for the organisation's development. What recommendations could be made for long-term strategy development of the organisation?

Figure 3.3. 3rd year group assignment brief

The assignment in figure 3.3 was set as a group task, and this has been identified as a significant feature of Business assignments, as they help to develop the 'soft-skills' of teamwork, management and delegation which are important in the world of business (Zhu 2004). In terms of this task's position on the professional to academic cline, this task is categorised as an **organisation analysis**, as '**theories, models and concepts**' (original emphasis) have been foregrounded and there is no explicit requirement for students to adopt a professional or consultant identity.

Figure 3.4 shows how some assignments on subject modules require students to adopt a business persona, with students instructed to write '*as a marketing consultant*', and this report task contains some elements of a **company report**. However, it can be seen that this assignment brief requires students to also conduct '*desk research*' and use '*relevant international marketing theories*'. This foregrounding of the academic requirements of the task in figure 3.4 suggests that the true communicative purpose is the requirement to demonstrate subject knowledge using appropriate theories and models. Overall, it seems that the task in figure 3.4 is closer to an **organisation analysis** and that the requirement to write ‘as a consultant’ is quite possibly something of a distraction as suggested by Nathan (2010: 174-176).

> As a marketing consultant you have been asked to produce a set of recommendations on the key macro and micro-environmental factors that may influence Peroni’s success in the UK, Germany, Poland and the Czech Republic. You are required to:
>
> 1) Conduct secondary research to collect information about these markets’ environment, using appropriate academic sources of information.
> 2) Produce a report that synthesises the information collected through desk research and critically evaluates the macro-environment in these markets using relevant international marketing theories. The report should contain a set of recommendations to Peroni which identifies opportunities and challenges in each of the markets. Justify your recommendations and, where relevant, use examples to support your argument.

Figure 3.4. 3rd year Marketing module assignment brief

3.4 Approaches to genre analysis

Having described the local context and the motivating factors for the genre analysis in this chapter, this section outlines the main traditions of genre analysis in different fields of Applied Linguistics.

Genre as a concept has different interpretations and traditions within Applied Linguistics (Hyon 1996). The three main traditions that define and seek to explain language in terms of genre are the Systemic Functional Linguistics (SFL) school (Eggins 2004; Martin 1993), the New Rhetoric / Academic Literacies approach (Miller 1994), and the Swalesian / English for Specific Purposes (ESP) tradition (Bhatia 1993; 2004; 2006; Samraj 2008; Samraj & Gawron 2015; Swales 1990; 1998; 2004).

Within Systemic Functional Linguistics (SFL) concepts of genre are most often associated with Martin (1993: 142) who defines genre as a ‘staged, goal oriented, purposeful activity’. Genres and stages in SFL theory are conceived of as broad rhetorical purposes such as ‘analytical exposition’ or ‘narrative’, which are realised through the register variables of field, tenor and mode (Eggins 2004: 54-85). This thesis examines the register variables of field and tenor in student business reports in chapters 5 to 7. However, in this chapter a Swalesian / ESP approach is taken to the genre analysis of student texts, as it seems that the approaches and methods of moves and steps in the ESP tradition are more applicable to the notion of staging in academic writing.

The *New Rhetoric* (Miller 1994) or *Academic Literacies* approach to genre (Coffin & Donohue 2012) emphasises the situations and contexts in which the 'typified rhetorical action' occurs. New Rhetoric approaches to genre analysis are generally interested in the 'life embodied' (Coffin & Donohue 2012; Hyon 1996) in the text, as well as the surface realisations of the text itself. Whilst studies in this tradition may provide valuable information about the situations in which the text is produced, this is often at the expense of the identification of clear linguistic indicators of structure. Much of the early research into business writing (Forman & Rymer 1999; Freedman et al. 1994) follows this rhetorical tradition of research with a focus on interviews and discussions with subject lecturers and student writers. A problem with this more rhetorical approach to analysing genre is that it can result in a lack of linguistic evidence to support the claims made about academic writing. For example, in the research of Forman & Rymer (1999a; 1999b) and Freedman et al. (1994) there is no systematic analysis of the student texts beyond quite superficial comments on surface features such as the presence of headings and sub-headings.

Genre Analysis within the ESP tradition is most associated with the work of Swales (1990; 2001; 2004; 2018) and Bhatia (1993; 2004; 2006) and is the approach to study of genre which is utilised in this chapter. Swales (1990: 58) defines genre as a 'class of communicative events, which share…communicative purposes'. These purposes 'constitute the rationale for the genre', and this 'shapes the schematic structure of the discourse and constrains choice of content and style'. The ESP approach to genre is less theoretically driven than the SFL approach, but there is a shared concern with the *staging* of texts. The most frequently cited example within the ESP tradition being Swales' *CARS* model (*Create a Research Space*). In the CARS model (1990: 141) Swales sets out three *moves* that writers typically complete when writing a Research Article (RA) introduction. For example in *Move 1*, writers generally *establish a territory*. Within each move, there are several *steps* that writers use to complete the overall move, so writers may claim centrality and / or make topic generalizations to help them complete the overall move. In later publications, Swales recognised that these moves may not always appear in the same order, and that some may be cyclical or embedded in academic discourse (Swales 2004).

In this chapter, the principal objective is to examine how the *communicative purpose* of the two tasks shapes the schematic structure and content of the genre. The moves that students use to complete their reports are investigated in relation to the overall communicative aim of the texts. The reports in both assignments are all visually fragmented with clear sections, so the macro-structure of the reports as indicated by the different headings is analysed, along with the steps present within each section. The proportion of the total word count allocated to different stages of the reports is also presented as evidence of different communicative aims in the two tasks.

Section 3.5 considers *communicative purpose* in more depth as a fundamental feature of ESP genre analysis, and a key concept in the genre analysis of the two report tasks.

3.5 Communicative purpose in ESP genre analysis

In this chapter 'communicative purpose' (Swales 1990: 46-48) is prioritised as the main determining factor in establishing the identity and nature of a genre. This leads to a focus on *the task* set for students. It is largely assumed that the main objective of student writers is to satisfy the requirements of the task set and to achieve positive grades from the lecturer reader. However, there is some debate as to whether genre analyses should privilege communicative purpose or text structure (Askehave 1999; Askehave & Swales 2001; Nathan 2010) in the identification and classification of a genre. This section summarises these main arguments and explains why communicative purpose has been prioritised and privileged in this chapter.

Swales (1990: 46) sets out communicative purpose as the 'primary determinant' of genre membership, with 'privileged status' over other possible indications of genre such as linguistic form or overall structure. Swales makes the point that communicative purpose allows us to distinguish the 'real thing' from hoax or parody, for example in fake research articles or news reports, even when these parodies follow the same structure and use the same lexico-grammar and style as the genuine texts for comic effect.

Swales also points out that identifying communicative purpose may not be an easy task, but that the process of establishing the true communicative aim of a text has 'considerable heuristic value' and that this process of research can help to guard against 'facile classifications' based on format or surface linguistic features.

Bhatia (1993: 45-143) follows Swales' definition of communicative purpose as a 'privileged criterion' in his analysis of genres in professional and academic contexts. Focusing on sales promotion and job application letters in professional and business contexts he shows that the two text types broadly follow the same seven steps, by for example, establishing credentials and soliciting a response. He argues that these shared communicative purposes mean that sales promotion and job application letters should be classed as sub-genres of 'the same promotional genre' (Bhatia 1993: 74).

Focusing on academic writing, Bhatia (1993: 76-82) uses the concept of communicative purpose to distinguish Abstracts and Introductions in research articles. He finds that whilst these genres may appear initially similar, they actually satisfy different communicative aims with the abstract designed to give an accurate summary of the article's contents, whilst introductions in research articles 'motivate and justify the publication' (Bhatia 1993: 83).

A similar approach to grouping or distinguishing genres by communicative purpose can be seen in the description of genre families in the BAWE corpus (Nesi & Gardner 2012). In the BAWE corpus, *case study* reports in both Business and Medicine are grouped together as having a shared purpose of analysing an exemplar and providing advice despite being produced in two quite diverse disciplines. In contrast, *Research Reports* and *Methodology Recounts* are viewed as distinct genres with different communicative aims, despite their surface similarities (Nesi & Gardner 2012: 136-154).

It has been argued (Askehave 1999: 16) that communicative purpose is something of a 'slippery notion' that may be difficult to define or identify clearly. Askehave (1999: 20) claims that there may be hidden or dual purposes to genres, and that grouping genres by communicative aims, as in Bhatia's 'promotional genres' (1993: 59) may result in groups that are too general and do not contribute a great deal to a linguistic description of the text. However, in a more recent consideration of communicative purpose (Askehave & Swales 2001) it is argued that communicative purpose is still a 'privileged criterion' (2001: 210) in genre analysis, but that ascertaining a genre's true purpose should be seen as a reward for researchers as they work towards gathering a more complete view of the genre in its context of production.

The concept of 'communicative purpose' requires some explanation and discussion in the pedagogical context of UK Higher Education, as set out in chapter 1 of this thesis. In pedagogical genres, such as the business report tasks completed in the subject and EAP contexts, the communicative purpose is generally set by the teacher and the assessor of the student work. The student writers' purpose in writing is to satisfy the requirements of the lecturer reader and to achieve a good grade in the piece of work. As such, references to communicative purpose in this chapter and elsewhere really refer to the communicative purpose that the writer of the tasks (the lecturers and academic staff) wanted the pedagogical task to achieve.

In the context of this chapter, communicative purpose is seen as a 'privileged criterion' in line with Swales' definition. It has been claimed that the two report tasks (figures 3.1 and 3.2) that are the focus of this chapter and thesis have different communicative purposes, with the purpose of the subject **organisation analysis** (figure 3.1) to demonstrate disciplinary knowledge, whilst the purpose of the EAP **company report** (figure 3.2) is to encourage students to adopt the persona of a business-person and to advise a company facing current difficulties. The aim of this chapter is to demonstrate how these differences are realised by the moves and steps produced by student writers, and how these different communicative purposes affect the overall emphasis of the report in terms of the proportions spent on different sections of the text.

3.6 Section headings as indication of purpose

Research into academic writing for Business has confirmed that case reports are always visually fragmented, with titled sections and sub-sections (Nathan 2013: 61). An analysis of how these section headings are labelled and the proportion of the total text spent on each section is an important first step in the genre analysis of academic business reports.

Section headings have been investigated elsewhere as an indication of genre purpose, and as an insight into the salient features of the genre. Gardner (2012b: 56) describes a consideration of framing devices such as headings as an 'initial stage of genre analysis'. Focusing on reports in Psychology, Engineering and Biology she shows that the proportion of the total word count spent on different parts of the *Introduction*, *Method*, *Results* and *Discussion* (IMRD) structure suggests two different writing genres, with two different overall purposes. Section headings, and relative importance of the sections, are used to differentiate *Research Reports*, which have many citations and long Introductions and Discussion sections, from *Methodology Recounts* which emphasise the Methodology and Results and have far fewer references or discussion. It is argued that these two genres have distinct purposes, with the *Methodology Recount* designed to establish whether students can deploy established techniques, whilst *Research Reports* assess students' ability to carry out full research projects (Gardner 2012b: 58).

Section headings have also been analysed from a SFL perspective as an indicator of genre purpose and the identity of the text genre. Gardner & Holmes (2009) looked at section headings in the BAWE corpus and used the concept of the SFL meta-functions to identify differences in genres of academic writing. They show that *Exercises* in the BAWE corpus tend to have interpersonal headings (e.g. *question 1*; *question 2*), *Lab Reports* generally use textual headings (e.g. *IMRD*) and that *Essays* use ideational headings relating to the topic if present (eg. *The Collapse of the Third Reich*).

Nathan (2010: 128) finds that the proportion of different sections in business reports varies according to the context in which the task is set (as coursework or in an exam setting) and by Business sub-discipline (Marketing or Marketing Management). He identifies a noticeable difference between exam texts, in which 69% of the total word count was advisory and 20% was analytical, and coursework in which the analysis accounted for 38% of the total word count, with the advisory and options moves making up 45% of the total. Nathan argues that these different emphases reflect diverse values and communicative aims in the sub-disciplines of Business Studies.

The studies reported above suggest that section headings can be used when comparing two or more genres, even within the same discipline, to identify differences in communicative aims. The proportion of the total word count spent on different sections, or the headings given to the sections themselves can provide the researcher with an insight into the overall purpose of the text genre, and how knowledge is presented in the text.

3.7 Approaches to conducting a Genre Analysis

This section presents the practical steps which need to be undertaken in analysing a genre.

Table 3.1 shows Bhatia's (1993: 22-36) guide to conducting a genre analysis (1993: 22-36). Although it is presented as a logical 'step by step' process, the reality for most researchers is more recursive, with findings from the linguistic analysis informing views on macro-structure and vice-versa.

Step One:	Place genre text in a situational context, using the researcher's previous experience, background and knowledge of the discourse.
Step Two:	Survey existing literature on the genre. Linguistic analyses of the genre or practitioner advice or manuals within the profession or discipline.
Step Three:	Refine the situational or contextual analysis. Define the writer and audience in more detail.
Step Four:	Select a corpus. Make sure criteria are clearly stated for inclusion in the corpus.
Step Five:	Study the institutional context. The rules and conventions that govern the use of language in the institutional setting.
Step Six:	Linguistic analysis: Level One: Quantitative study of lexico-grammatical features Level Two: Text patterning or textualisation. Form-function correlations. Level Three: Structural interpretation of the text genre. Move structures and different strategies or steps. Regularities which help us to understand the rationale for the genre.
Step Seven:	Consult with a specialist informant to check findings.

Table 3.1. 7 step guide to analysing unfamiliar genres (Bhatia 1993)

Steps one to three and step five have been outlined in chapters 1 and 2 and in the Introduction to this chapter. The focus in the remainder of this chapter is on step four (*the selection and description of the corpus*) and on step six, primarily level three, with a focus on the moves and steps present in the two different tasks. Step seven is described in chapter 8 of this thesis, in which interviews with lecturers and student writers are reported on to inform the linguistic findings of this thesis.

When conducting a genre analysis of texts, it is important to identify how typical, or proto-typical each step is in the corpus. The concept of *obligatory*, *core* or *optional* steps help to classify these rhetorical strategies and to identify how central they are to successful texts in the genre. This chapter uses the calculations in table 3.2 to establish the typicality of steps identified (Huttner 2007: 126).

Obligatory	Present in over 90% of texts
Core	Present in 60- 90% of texts
Optional	Present in 30-60% of texts
Rare	Present in 10- 30% of texts

Table 3.2. Typicality of steps (Huttner 2007)

Finally, as business reports are always visually fragmented with different sections, a key part of the genre analysis is a consideration of the labelling of section headings themselves, particularly within the Analysis move. These are presented as a view into the communicative purposes of the two texts, and an indication of whether the students are approaching the task as a practical and professional **company report** or as a more epistemic **organisation analysis** genre.

3.8 Genre analysis methodology

This chapter is based on a corpus of student writing collected from final year students on an International Business degree in the academic year 2014-2015. In this chapter, student texts which obtained a 1st class grade (70% and over) are analysed as examples of very successful completion of the two tasks. Table 3.3 shows the composition of the genre analysis corpus across the subject and EAP report task.

	1st class subject reports	1st class EAP reports	Total
Number of texts	10	17	27
Word count	18921	21405	40,326

Table 3.3. Composition of genre analysis corpus

The assignment briefs from the subject and the EAP corpus have been presented as an initial indication of communicative purpose in section 3.2. It has been suggested that the subject report should be classed as an **organisation analysis** in which the main purpose of writing is to demonstrate disciplinary knowledge to a lecturer audience. It has also been claimed that the EAP task should be classed as a **company report** in which the practical concerns of the company are prioritised and in which the communicative purpose is to address the problems facing the business. In the EAP task the ostensible audience is more clearly the target company (*Tesco's*) rather than the actual lecturer reader.

As an initial step in the genre analysis the sections present, and the proportions allocated to them by student writers are calculated. The results here are presented quantitatively, and the aim is to show the proportion of the total text dedicated to the different parts of the reports by student writers in the two corpora described in table 3.3. This identifies whether student writers prioritise *analysing* or *recommending* by showing the proportion of the report dedicated to these two sections.

Section headings within the analysis sections of the two reports are then considered. These demonstrate how student writers organise their analysis in the two text types and offer an insight into the different communicative purposes of the tasks.

After the macro-rhetorical move features of the texts have been described in section 3.9, there follows a move and step analysis of the texts in the corpus in section 3.10.

Within the different sections of the report, writing is analysed to demonstrate typical steps that students undertake to conduct an analysis or give advice to the company. The concepts of *obligatory*, *core*, *optional* or *rare* moves are applied to identify prototypical rhetorical strategies undertaken by successful student writers (see table 3.2). This process involved marking up candidate moves and steps on the texts in the subject and EAP corpus by hand and colour coding steps within the broader rhetorical moves of the *Introduction*, *Analysis*, *Conclusion* and *Recommendations*. Their frequency was then calculated in relation to the total number to establish their typicality in the corpus.

3.9 Results of move-level genre analysis

Section 3.9 of this chapter presents the results of the genre analysis of the business reports in the subject and EAP contexts. In section 3.9.1 the sections of the reports are identified in the subject and the EAP texts and the proportion allocated to each section is presented. Section 3.9.2 shows the different section-headings used by report writers in the two contexts in response to the varying communicative aims of the tasks.

3.9.1 Sections of the reports

All the texts in both the subject and the EAP corpora are divided into headings and sub-headings. Tables 3.3 and 3.4 show the headings present in the 1st class reports from both assignments. There are many visible similarities between the subject and EAP reports with the four main moves of *Introduction*, *Analysis*, *Conclusion* and *Recommendations* present in both contexts.

However, there are also variations which suggest differences in the aims of the two assignments. For example, 11 of the 17 1st class EAP texts contain a '*Terms of Reference*' in which the writer addresses the imaginary audience of the company board, and often invent a consultancy company of which they are writing as a representative. These differences are in line with the overall purposes of the two assignments outlined at the start of this section. In the EAP **company report**, the imaginary role and advice are more central to successful student answers. This element is absent from writing in the Business module task.

Table 3.4 shows the titled sections used by successful students in the Business content module. The fact that recommendations were mixed with conclusions in half of the 1st class subject business reports is an important indication of communicative purpose in this **organisation analysis** task. It shows that student writers were able to produce very successful texts without a clear and separate advisory section.

	Title page	Contents	Introduction	Analysis	Conclusion	Recommendations
1			✓	✓	✓	✓ (mixed with conclusions)
2		✓	✓	✓	✓	✓
3		✓	✓	✓	✓	✓
4			✓	✓	✓	✓ (mixed with conclusions)
5			✓	✓	✓	✓ (mixed with conclusions)
6		✓	✓	✓	✓	✓
7			✓	✓	✓	✓
8			✓	✓	✓	✓ (mixed with conclusions)
9			✓	✓	✓	✓ (mixed with conclusions)
10			✓	✓	✓	✓

Table 3.4. Sections of 1st class subject reports

Table 3.5 shows the proportion of the total text allocated to different sections of the report in the 10 first class subject reports. The Analysis section accounted for the highest proportion at 69% of the running total. If we only consider the subject reports with separate Recommendations sections, rather than those which combined this function with an overall Conclusion, it can be seen that Recommendations only accounted for 764 words in the whole subject 1st class corpus, or just 4% of the running text total.

	Introduction	Analysis	Conclusion	Recommendations	Total word count
1	305	1281	499	(mixed with conclusions)	2275
2	215	1183	102	175 (order swapped – recommendations first)	1724
3	157	1358	56	165	1832

4	287	1169	219	(mixed with conclusions) (no headings in report)	1713
5	116	1443	299	(mixed with conclusions)	1806
6	123	1567	110	62	1919
7	286	944	322	262	1876
8	87	1486	328	(mixed with conclusions)	1967
9	301	1084	344	(mixed with conclusions)	1748
10	259	1171	209	100	1812
Total	2136	12887	2488	764	18,672
Total %	11%	69%	12%	4%	

Table 3.5. Proportion of sections in 1st class subject reports

Table 3.6 shows the sections present in the EAP reports.

	Title page	Contents	Terms of reference	Intro.	Procedure	Analysis	Conclusion	Recs.
1	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓		✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓	✓	✓
7	✓		✓	✓	✓	✓	✓	✓
8	✓		✓	✓	✓	✓	✓	✓
9	✓		✓	✓	✓	✓	✓	✓
10	✓	✓		✓	✓	✓	✓	✓
11	✓			✓	✓	✓	✓	✓
12	✓			✓	✓	✓	✓	✓
13	✓	✓	✓	✓	✓	✓	✓	✓
14	✓	✓	✓	✓	✓	✓	✓	✓
15	✓	✓		✓	✓	✓	✓	✓
16	✓	✓	✓	✓	✓	✓	✓	✓

17	✓	✓	✓	✓	✓	✓	✓	✓

Table 3.6. Sections of 1st class EAP reports

Table 3.7 shows the word count and proportion that individual students in the EAP corpus dedicated to the different sections of the reports.

	Terms of reference	Introduction	Procedure	Analysis	Conclusion	Recommendations	Word count
1	47	103	13	545	87	320	1278
2	40	237	52	541	90	276	1238
3	49	138	47	642	95	214	1335
4	24	102	59	611	93	235	1217
5		116	40	766	88	161	1289
6	35	113	23	580	80	329	1260
7	38	86	17	465	155	261	1149
8	30	120	30	540	33	430	1282
9	27	70	25	461	75	361	1109
10		104	92	580	98	150	1104
11		45	17	742	34	368	1314
12		83	26	493	77	381	1185
13		135	57	650	93	115	1142
14	29	125	58	545	80	234	1166
15		97	85	529	156	293	1235
16	61	76	74	441	96	275	1083
17	35	114	48	645	75	270	1295
Total	415	1864	763	9776	1505	4673	20681
Total %	2%	9%	3%	47%	7%	23%	

Table 3.7. Proportion of EAP report sections

The main contrast with the subject reports is the relative proportions of the *Analysis* and *Recommendation* sections in the two corpora. The advisory section accounts for 23% of the total word count in the EAP task, compared to just 4% of the total word count for the students who had given their advice in a separate section. Table 3.7 also shows that the Analysis section was proportionally less important in the EAP task at 47% of the word count total, compared to 69% in the subject task.

These quantitative differences in the relative importance of the different sections are an important indication of differences in communicative purpose in the two tasks. Successful student writers in the subject task prioritised the analysis of the company, as a section in which they could demonstrate subject knowledge to the lecturer reader. Successful writers on the

EAP task placed more emphasis on the Advisory section as an opportunity to demonstrate practical decision-making skills.

3.9.2 Analysis section headings

This section presents section headings in the two genres as an indication of differences in the communicative purposes of the two texts. Tables 3.8 and 3.9 show the headings in the Analysis section of texts in the EAP and subject corpus. The headings used in the 10 1st class Business module reports are shown in table 3.8.

Text	Headings used in Analysis
1	External analysis – PESTEL, Porters 5 Forces, Life Cycle Internal analysis – Value Chain, Bowman's Clock, Ansoff's Matrix
2	External environment – PEST, 5 Forces, BCG Matrix, Strategy Clock (Bowman's)
3	Porter's Five Forces, PESTEL, Value Chain, Ansoff's Matrix
4	SWOT analysis, PESTEL, 5 Forces, Ansoff, Bowman's Clock
5	Product Life Cycle, Porter's 5 Forces, Ansoff's Matrix, PEST analysis
6	External Analysis – PESTEL, Porter's 5 Forces, Life Cycle Internal Analysis – Value Chain, SWOT (just weaknesses and threats) Strategic Choice – Ansoff's Matrx, Bowman's Clock
7	Porter's 5 Forces, Life Cycle, Bowman's Clock
8	External Analysis – Porter's 5 Forces Internal Analysis – Value Chain Strategic Analysis – Ansoff's Matrix
9	External Analysis – Macro environment – PESTEL; Micro environment – Porter's 5 Forces, Life Cycle Internal Analysis – Value Chain Network Strategic Choice – Bowman's Clock, Ansoff's Matrix
10	External Analysis – PESTEL, Porter's 5 Forces, Life Cycle Internal Analysis – Value Chain Strategic Choice – Porter Generic, Bowman's Clock, Corporate Strategy Direction

Table 3.8. Subject report section headings

Table 3.9 shows the section headings used in the Analysis, or Findings, section in the 17 EAP 1st class texts.

Text	Headings used in Analysis
1	Analysis – Financial Position, Management Vulnerability, Intense Competition, Suppliers, Macro-Environment
2	Analysis – International Expansion, Competition, Advertising and Marketing, Management
3	Analysis – Competition, Accounting Scandal, Commercial Income, Delayed Booking of Costs
4	Analysis - Financial Issues, Management and Strategy, Fierce Competition, Consumer Behaviours
5	Findings – Company Accounting and Management, Sincere Service, Big Stores, Competitors
6	Analysis – Management, Business Strategy, Competition
7	Findings – Company Finances, Management, Brand Image, Competition

8	Findings – Profit Scandals, Drop In Profits, Competition, Inappropriate Management Control
9	Findings – Competition, Accounting Errors, Location, Consumer Behaviour
10	Analysis – No separate sub-headings present
11	Findings - Products, Price, Promotion, Place, Trust Issue
12	Analysis - No separate sub-headings present
13	Analysis - Micro analysis: Low-cost competitors, Macro analysis: Social and technology factors, Internal analysis: Tesco's management
14	Analysis - Lack of accounting, efficiency and management, Rising competition, Customers' behaviour
15	Analysis – Revenue drop, Competition, Changes in Customer Behaviour
16	Analysis – Management of Tesco PLC, Hard Competition faced by Tesco, Financial Issues
17	Analysis – External problems – Competition. Internal problems – Brand Image, Company Management.

Table 3.9. EAP report section headings

The Analysis section headings used by students on these two assignments demonstrate important differences between the two text genres. In the subject Business assignment, section headings are directly related to the model being used to analyse the target company. Example 3.1 shows how student writers in the subject task typically use a visual representation of the Business model which is used as an organising tool in their analysis of the target company.

Example 3.1

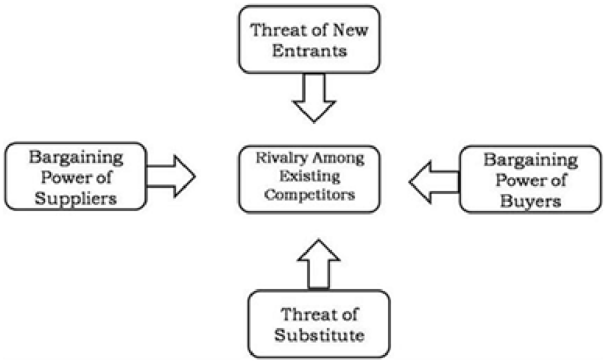


Diagram 1. Porter's Five Forces (Johnson and Scholes 2002).

Bargaining Power of Buyers:

The power of the buyers is medium to high because customers get to choose from the variety choices from the products and services offered by the Barclay Bank. Due to its good differentiation from the competitors, it offers e-banking, insurance services, and free user *benefits to the customers. However, not all cardholders are able to experience all the offers available which depending on the customer's banking relationship with Barclay.*

(Model based analysis section in subject report task)

Subject writers also typically use elements of the model as separate sub-headings. The example above shows how '*Bargaining Power of Buyers*' is used to label one section of the analysis. Other elements of the model (*Threat of Substitutes*, *Threat of New Entrants*, *Bargaining Power of Suppliers*) are used in the full report to make up the '*Porter's Five Forces*' section of the student's analysis.

In the EAP task, section headings are more practical and relate to the actual current problems facing the company. The students identify problematic areas of the business emerging from the source material. These problems relate to the current problems facing the company, and are less theory driven than the writing in the subject task. This focus on practical problems is similar to the topical headings identified in Yeung's (2007) study of workplace company reports. Common problems identified included *Competition*, *Management* and *Accounting*. Sample 3.2 shows how a student writer in the EAP task reports on decisions made by individuals or company policy when attempting to analyse or explain the current difficulties facing the business.

Example 3.2

I. Accounting Errors:

September 22nd, Tesco admitted its overstated profit for the first half of its fiscal year was £850m, not 1.1 billion (Wright 2014). And since its disclosure, the share price dropped significantly by 15%. The grade of credit Rating has dropped a level for its debts (Wright 2014).

(Topical section headings in EAP Analysis section)

The section headings and the consequent analysis undertaken in the EAP reports suggests a more practical approach to the examination of the target company, whilst in the subject writing more abstract concepts such as '*the power of buyers*' are presented and discussed.

3.10 Step-level analysis of the two report genres

The preceding sections have shown how task briefs and section headings can be used to establish generic features of academic writing for Business texts at a UK university, and it has been shown that the different proportions allocated to the *Analysis* and the *Recommendations* move in the two tasks suggest key differences in the overall communicative purpose of the genres. The labelling of sections within the Analysis has also been presented as evidence of two quite different tasks despite overall similarities in the report macro-structure.

This section of the chapter presents a move and step analysis of the reports to show how student writers approached the two tasks. The three main rhetorical moves (*Orientation*, *Analysis* and *Advisory*) proposed by Nathan (2010; 2013) are used as a basis to compare writing in the two genres. As all students included a *Conclusion* in their reports this move has also been analysed and steps within this section are presented and described.

Table 3.10 shows the moves and steps present in the two tasks. The two tasks are shown side by side to give a structural overview of the genres. The different sections are then considered individually, and typical steps within each move are considered. Steps are designated as obligatory, core, optional or rare according to the categories provided in table 3.2.

Move	**EAP task (Tesco's)**	**Subject task (Barclays)**
Orientation	Step 1 (core): Set out imaginary student identity and audience. Step 2A (core): Describe the previous successful situation of the company. Step 2B (obligatory): Describe the difficulties currently facing the company Step 3 (obligatory): Outline the aims of the report and how it will be organised.	Step 1 (obligatory): Present the positive background to the company - foundation and achievements in the market. Step 2 (optional): Describe problems or difficulties facing the company Step 3 (core): Describe the structure of the report and the frameworks used.
Analysis	Step 1A: (obligatory) Present the problem using information from the case study. Step 1B: (obligatory) Explain the effects of the problem on the company or the reasons for the issue.	Step 1A: (optional) Define or explain the model being used. Step 1B: (obligatory) Identify strengths or advantages for the company using a theoretical model.

	Step 1C: (optional) Suggest ways in which the company could solve the problem or improve the situation.	Step 1C: (obligatory) Identify weaknesses or problems facing the company using a theoretical model.
Conclusion	Step 1 (obligatory): Summarise the main difficulties facing the company as described in the analysis section. Step 2 (core): Indicate the need for improvements or changes to improve the situation.	Step 1 (core): Summarise analysis and the company's current position. Step 2 (core): Indicate the need for improvements or changes to improve the situation.
Advisory	Step 1 (obligatory): Advise the company on changes that should be made to improve the current situation. Step 2 (obligatory): Explain how or why these changes would help the company to improve.	Step 1 (obligatory): Give practical advice to the company. Step 2 (rare): Relate advice to the theories and models used in the analysis.

Table 3.10. EAP and subject report move and step analysis

3.10.1. Identification of steps

The broad rhetorical moves were evidenced by the presence of titled sections within the report, namely *Introduction*, *Terms of Reference* or *Procedure* in the Orientation move, *Analysis* or *Findings* in the Analysis move, *Conclusion* and *Recommendations* in the Conclusion and Advisory moves respectively. Candidate steps were identified by lexical and phraseological choices made by individual writers. Examples of these are given in table 3.11 for the EAP reports and table 3.12 for the subject texts.

Orientation step 1 – set out imaginary identity of writer.	*Directors of management board of Tesco plc have requested this report from ZYX Consultancy Company*
Orientation step 2A – describe previous successful situation.	*It has been widely accepted in the UK that Tesco plc is the nation's giant in the retailing market.*
Orientation step 2B – describe current difficulties facing the company.	*However, after the 22nd of September, it is another story. Tesco has been put in jeopardy as a consequence of the accounting scandal. The overall situation is not optimistic at present.*

Orientation step 3 – outline aims and structure of report.	*An analysis will be made about Tesco's status quo and advice will be provided for the future development of Tesco.*
Analysis step 1A – present problem facing the company.	*The Board of directors employs management with impressive CVs and outstanding skills but lack the practical (Financial Times 2014) experience needed to succeed in the retail industry.*
Analysis step 1B – explain the causes and effects of the problem.	*This has resulted in Tesco's management making bad decisions and self-inflicting damage to their own reputation over the years.*
Analysis step 1C – suggest ways to solve the problem.	*As a result, Tesco have to find out more strategies to solve the problems of the out of town big stores.*
Conclusion step 1 – summarise main difficulties.	*Tesco faced a crisis of maintaining its status in the groceries markets recently. The problems of its management and accounting system, the sincere services, the big scale out of town stores and the pressures from its competitors emerged. Those problems all brought negative effects to Tesco and led a decrease of Tesco's profits.*
Conclusion step 2 – indicate need for improvements.	*So in order to let Tesco get right back on track and have a better development, those problems have to be solved. Therefore, it is recommended that Tesco needs to take the following steps.*
Advisory step 1 – present advice to the company.	*Give customers who have used click-and-collect (online) shopping some extra rewards; and do appropriate compensation to the customer that was affected by the products delivery or collection,*
Advisory step 2 – explain or justify advice provided.	*so that the dissatisfaction of customers will reduce.*

Table 3.11. Sample EAP report steps

Table 3.12 shows examples of the steps identified in the subject report corpus.

Orientation step 1 – describe positive background to the company.	*They had and incredible fast grown, in six months they reach 30,000 retailers and in 1966 they reach 1,000,000 Barclaycard holders.*
Orientation step 2 – describe problems or difficulties.	*And with the changing external environment, scale economies transferred and other elements, Barclays on card operation become to weak for some factors, like wrong strategy position, incorrect strategy choice in terms of the temporal environment*
Orientation step 3 – present structure and frameworks used.	*This report will use the PESTEL to analysis the external environment influence to the Barclaycard, and five framework, three aspects, the threat of entry, the threat of substitutes, and competitive rivalry to state the risks of Barclaycard faced.*
Analysis step 1A – define or explain theoretical model.	*To do a good external macro analysis it's useful the Pestle factors, which consist in analyse the Political forces, economic factors, socio-cultural factors and the technological factors which involves the company at the moment.*
Analysis step 1B – identify strengths using theoretical model.	*When Barclaycard started in 1945, they were in 4th position, which is differentiation. They had a high quality and a medium price.*
Analysis step 1C – identify weaknesses using theoretical model.	*As their competition began to grow, they were going down, and if they don't manage well their five forces, there are going to move to 6, which means that they are going to decrease.*
Conclusion step 1 – summarise analysis.	*The company presents few problems, the first of all, which we can see with Pestel's analysis, is the lack of transparency. If their costumers don't think that Barclaycard is transparency, they are not going to buy it.*
Conclusion step 2 – indicate need for improvements.	*So if they don't want to loose costumers, they should do a more transparency system. If they say that they are going to charge an outstanding*

	interest, they have to show their costumers how much is it going to be.
Advisory step 1 – give practical advice to the company.	*Barclays should realize and adjust the input costs.* *So make a core value strategy to make the products develop in a long term.*
Advisory step 2 – relate advice to theoretical model.	*When looking at Bowman's clock Barclaycard should be looking at going into position 3, Hybrid.*

Table 3.12. Sample subject report steps

Table 3.13 shows the steps identified in the EAP texts and table 3.14 shows results from the subject reports. In these tables the steps have been presented in the order in which they were coded in the corpus of student texts. Steps which were identified as occurring within a single paragraph are presented in the table in parentheses. Steps which did not follow the expected order presented in table 3.10 have been presented in <u>*underlined italics*</u>. The second row shows the total number of steps identified of each type along with the complete number of steps in each section.

EAP TEXT NO.	INTRODUCTION	ANALYSIS	CONCLUSION	RECOMMENDATIONS
1	1, (2A;2B), (1;3), 3	(1A;1B), (1A;1B; 1B), (1A;1B), (1A;1B), (1A;1C)	1	1, (1;2), 1, 1, 1
Total steps	1-2 2A-1 2B-1 3-2 Total = 6	1A -5 1B – 5 1C – 1 Total = 11	1-1 Total = 1	1 – 5 2 – 1 Total = 6
2	(3;1), 2A, 2B, 3	(1A;1B;1C), 1A, (1A;1B;1A), (1A; 1B)	2	(1;2), (1;2), 1, (1;2), (<u>*2;1*</u>), 1
Total steps	1-1 2A-1 2B-1 3-2 Total = 5	1A – 5 1B – 3 1C – 1 Total = 9	2 = 1 Total = 1	1-6 2-4 Total = 10
3	(1;3;1), (2A;2B,3) 3	(1A;1B;1B), 1A, 1B, 1B, 1B	1	1, 1, 1, (1;2), (<u>*2;1*</u>)
Total steps	1-2 2A – 1 2B – 1 3-3 Total = 7	1A -2 1B – 5 Total = 7	Total = 1	1 – 5 2 – 2 Total = 7

4	1, (2A;2B;3), 3	(1A;1B;1B;1B), 1A, (1A;1B;1A;1B), (1A;1B)	(1;2)	(1;2), (1;2), (1;2), (1;2), (1;2),1.
Total steps	1 – 1 2A – 1 2B – 1 3-2 Total = 5	1A – 5 1B – 6 Total = 11	1-1 2-1 Total = 2	1-6 2-5 Total = 11
5	(2A;2B;3), 3	(1A;1B;1C), (1A;1B) (1A;1B;1C), (1A,1B,1C)	(1;2)	1, 1, (1;2), 1, 1, 1, 1
Total steps	2A-1 2B-1 3-2 Total = 4	1A – 4 1B – 4 1C – 3 Total = 11	1-1 2-1 Total = 2	1-7 2-1 Total = 8
6	1, (2A;2B;3), 3	(1A;1B;1C;1A;1B), (1A;1B;1A;1B), (1A;1B)	1	(1;2), 1, (1;2), (1;2), 1, (1;2)
Total steps	1-1 2A-1 2B-1 3-2 Total = 5	1A-5 1B-5 1C-1 Total = 11	 Total = 1	1-6 2-4 Total = 10
7	1, (2A;2B), 3	(1A;1B), (1A;1B), (1A;1B;1A;1B), (1A;1A;1B;1B;1A)	(1;2)	(1;2), 1, (1;2), 1, 1, 1, 1, (1;2), 1, (1;2), 1
Total steps	1-1 2A-1 2B-1 3-1 Total = 4	1A-7 1B – 6 Total = 13	1-1 2-1 Total = 2	1-11 2-4 Total = 15
8	1, (2A;2B;3), 3	(1A;1B), (1A;1B), (1A;1B), (1A;1B)	(1;2)	(1;2), *(2;1;2;1;2),* (1;2), (1;2;1), (1;2), *(2;1;2),* (1;2), *(2;1;1)*
Total steps	1-1 2A-1 2B-1 3-1 Total = 4	1A-4 1B-4 Total = 8	1-1 2-1 Total = 2	1-11 2-11 Total = 22
9	(1;3), (2A;2B;3), 3	(1A;1B;1A;1B;1C), (1A;1B), (1B;1A;1B;1A;1B;1A)	1	(1;1;1;2), (1;2;1;1;1;1;2), *(2;1;1;2;1;2;1)*
Total steps	1-1 2A-1 2B-1 3-3 Total = 6	1A-6 1B-6 1C-1 Total = 13	1-1 Total = 1	1-12 2-6 Total = 18
10	(2A;2B;1;3), 3	(1A;1B;1C), (1A;1B), (1A;1C), (1A;1C;1A,1B,1C) (no separate headings within Analysis)	(1;2)	(1;2), (1;2), (1;2), (1;2)
Total steps	1-1 2A-1 2B-1 3-2 Total = 5	1A-5 1B-3 1C-4 Total = 12	1-1 2-1 Total = 2	1-4 2-4 Total = 8
11	(2B;3), 3	(1A;1B;1A;1B), (1A;1B;1B;1A;1B;1A;1B;1A;1B), (1A;1B), (1A;1B;1A;1B;1A;1B), (1A;1B;1A;1C)	(2;1)	(1;2), (1;2), (1;2), (1;2), (1;2), (1;2), (1;2), (1;2)

Total steps	*2B-1* 3-2 Total = 3	1A-12 1B-12 1C-1 Total = 25	2-1 1-1 Total = 2	1 – 8 2 – 8 Total = 16
12	(2B;1;3), 3	(1A;1B;1A;1B), (1A;1B;1A;1B;1C), (1A;1B;1C) (no separate headings within Analysis)	(1;2)	(1;2;1;2) (1;2), *(2;1;2), (2;1;2),* (1;2)
Total steps	1-1 *2B-1* 3-2 Total = 4	1A-5 1B-5 1C-2 Total = 12	1-1 2-1 Total = 2	1-6 2-8 Total = 14
13	(2A;2B;3),3	(1A;1B;1A;1B;1A;1B;1A;1B; 1C), (1A;1B;1C), (1A;1B;1C)	1	1, (1;2), (1;2), (1;2),
Total steps	2A-1 2B-1 3-2 Total = 4	1A-6 1B-6 1C-3 Total = 15	1-1 Total = 1	1-4 2-3 Total = 7
14	1, (2A;2B;3), (1;3)	(1A;1B;1A;1B), (1A;1B), (1A;1B)	1	(1;2), (1;2), (1;2)
Total steps	1-2 2A-1 2B-1 3-2 Total = 6	1A-4 1B-4 Total = 8	1-1 Total = 1	1-3 2-3 Total = 6
15	(2B;2A;3), (3;1;3;1;3)	(1A;1B), (1A;1B), *(1B;1A;1B;1B)*	(1;2)	(1;2), *(2;1), (2;1),* *(2;1),* (1;2)
Total steps	1-2 2A-1 2B-1 3-4 Total = 8	1A-3 1B-5 Total = 8	1-1 2-1 Total = 2	1 – 5 2 – 5 Total = 10
16	1, (2A;2B;3), (3;1)	(1A;1B), (1A;1B), (1A;1B)	(1;2)	(1;2), (1;2), 1, (1;2), (1;2), 1, 1
Total steps	1-2 2A-1 2B-1 3-2 Total = 6	1A-3 1B-3 Total = 6	1-1 2-1 Total = 2	1-7 2-4 Total = 11
17	1, (2A;2B;3), (3;1)	(1A;1B;1A;1B;1A;1B;1A;1C), (1A;1B;1A;1B;1C), (1A;1B)	(1;2)	(1;2), (1;2), (1;2), (1;2), (1;2), (1;2)
Total steps	1-2 2A-1 2B-1 3-2 Total = 6	1A-7 1B-6 1C-2 Total = 15	1-1 2-1 Total = 2	1-6 2-6 Total = 12

Table 3.13. EAP report step distribution

Table 3.14 shows the step-level results of the subject reports.

SBJ TEXT NO.	INTRO	ANALYSIS	CONC.	RECS.
1	(1;3)	1A, (1B;1C), 1A, 1C, 1C, 1C, 1A, (1B;1C), 1A, 1C, (1B;1C), 1A, (*1C;1B*)	1,1,2,1,1,2,1,1,2	1,1,1
Total steps	1-1 3-1	1A-5 1B-4	1-6 2-3	1-3

	Total = 2	1C—8 Total = 17	Total = 9	Total = 3
2	(1;2;3)	1C, 1C, 1C, 1C, 1C, 1C,1C, (1B;1C)	2	1,1,1,1
Total steps	1-1 2-1 3-1 Total - 3	1B-1 1C-8 Total = 9	2-1 Total = 1	1-4 Total = 4
3	(1;3)	(*1C;1B;1C*), (1B;1C), (*1C;1B*), (*1C;1B*), (1B;1C) 1C, (1B;1C), 1B, (1B;1C), (1B;1C), 1B, (1B;1C), 1B	1,2	1,1,1,1,1
Total steps	1-1 3-1 Total = 2	1B-12 1C-11 Total = 23	1-1 2-1 Total = 2	1-4 Total = 4
4	(1;2;3)	(*1C;1B*), (*1C;1B*), 1C, 1B, (1B;1C)	Section missing	1,1,1,1,1,1
Total steps	1-1 2-1 3-1 Total = 3	1B-4 1C-4 Total = 8	Section missing	1-6 Total = 6
5	(1;2)	(1B;1C), 1A, (*1C;1B;1C;1C*), (*1C;1B;1B*), 1A, 1C, 1C	1	1,1,1,1
Total steps	1-1 2-1 Total= 2	1A-2 1B-4 1C-7 Total = 13	1-1 Total = 1	1-4 Total = 4
6	1	1C,1C,1C,1C,1B,(1B;1C), 1B, (*1C;1B*), 1C, (1B;1C), 1B, 1C, (*1C;1B*), (*1C;1B;1B*), 1C, 1B, 1B, 1C, (1B;1C;1B), (1B;1C)	1,2	1,1,1,1,1
Total steps	1-1 Total = 1	1B-14 1C-15 Total=29	1-1 2-1 Total = 2	1-4 Total = 4
7	(3;1)	1B,1B, (*1C;1B*), (*1C;1B;1C;1B*) (1B;1C;1B;1C;1C;1B;1C) (1B;1C;1B;1C;1C;1C)	1	*(2;1)*, 1, (*2;1), (2;1), (2;1)*
Total steps	3-1 1-1 Total = 2	1B-10 1C-11 Total=21	1-1 Total = 1	1-5 2-4 Total = 9
8	(2;3)	(*1C;1C;1C*), (*1C;1B;1C;1C;1B;1B*) (1B;1C;1C), 1B, (1B;1C;1B;1C;1B;1C;1B;1C)	1,2	*(2;1), (2;1), (2;1), (2;1;1;1), (2;1;1), (2;1;1), (2;1;1;1;1)*
Total steps	2-1 1-1 Total = 2	1B-9 1C-12 Total=21	1-1 2-1 Total = 2	1-14 2-7 Total=21
9	(1;2;2;1;3)	1A, (1A;1C;1B;1C;1B;1C) 1A, (*1C;1B;1B;1C;1C;1C*) (1B;1B;1C), (1B;1B), 1A, (1B;1C), 1A, 1A, (1B;1B;1B)	(1;2)	1,1,1,1
Total steps	1-2 2-2 3-1 Total = 5	1A-6 1B-12 1C-9 Total = 27	1-1 2-1 Total = 2	1-4 Total = 4

10	(1;2;1;2;3)	1C,1C,1C,1C, (*1C;1B;1C*), 1C, (1B;1C), 1C, 1C, (1B;1C), (1B;1C), 1C, (1B;1C), (1B;1C), (1B;1C)	(1;2)	1,1,1,1,1,1
Total steps	1-2 2-2 3-1 Total = 5	1B-7 1C-16 Total = 23	1-1 2-1 Total = 2	1-6 Total = 6

Table 3.14. Subject report step distribution

Table 3.15 shows the total steps identified for each text in the EAP corpus. The presence of steps within each move section is shown as a total and as a proportion in order to account for its designation as an obligatory, core, optional or rare step in table 3.10.

EAP Introduction	1	2A	2B	3
	14/17 = 82%	15/17=88%	17/17=100%	17/17=100%
Analysis	1A	1B	1C	
	17/17 = 100%	17/17 = 100%	10/17=59%	
Conclusion	1	2		
	16/17=94%	14/17=82%		
Recommendations	1	2		
	17/17=100%	17/17=100%		

Table 3.15. EAP step frequency

Table 3.16 shows the frequency of steps in the subject reports. These steps are presented as a total and as a proportion as in table 3.15 above.

Subject Introduction	1	2	3	
	10/10 = 100%	6/10 = 60%	7/10 = 70%	
Analysis	1A	1B	1C	
	3/10 = 30%	10/10 = 100%	10/10 = 100%	
Conclusion	1	2		
	8/10 = 80%	7/10 = 70%		
Recommendations	1	2		
	10/10 = 100%	2 / 10 = 20%		

Table 3.16. Subject step frequency

Sections 3.10.2 and 3.10.3 consider the aspects of step variation and rare moves in more detail.

3.10.2 Variation in step structure

Tables 3.13 and 3.14 show that in certain cases there is variation in the order of the steps within the broader rhetorical move. The greatest variation occurs in the subject *Analysis* move in which 17 of the 47 step combinations (36%) have been coded as variations from the expected step order, and within the EAP *Advisory* move where 12 from the total 70 step structures (17 %) are identified as not following the idealised step structure.

In the case of the subject Analysis variations this is often a consequence of using a particular theoretical model to structure the steps. Some business frameworks guide student writers towards describing a negative situation initially (step 1C) followed by a more positive position for the company (step 1B). The example below (3.3) shows how a subject corpus writer uses an element of Porter's 5 Forces (*The Extent of Competitive Rivalry*) to present a negative situation (step 1C) for the company followed by a positive response (step 1B).

Example 3.3

The Extent of Competitive Rivalry

The extent of competitive rivalry is high due to the increase number of financial organizations which categorized by the level of growth rate of the bank industry, the product differentiation from the competitors and concentration in the industry. (Step 1C) In 1965, there were no competitors, making Barclay Bank to develop and keep growing slowly in the industry life cycle plan. In 2002, Barclay decided to differentiate itself from other bank by the product range and introducing 'Nectar' to create brand loyalty. (Step 1B) *In 2003, Barclay faced its biggest competitor which is Llyods TSB with 5 million cardholders.* (Step 1C)

(Subject Analysis step variation)

Within the broader rhetorical advisory move in the EAP corpus it was found that 12 from the total 70 step combinations (17%) did not follow the expected step order of presenting (step 1A) and then explaining (step 1B) the advice to the company. This variation is due to a number of students in the EAP corpus presenting the reason or need for the advice initially before going on to give specific recommendations to the company as shown in example 3.4.

Example 3.4

Bitcoins are becoming more popular as a currency and not a lot of companies accept them here in the UK (step 2) but Tesco can become a pioneer and will gain the share of an untapped market if it starts accepting Bitcoins (step 1).

(EAP advisory move step variation)

3.10.3 Rare steps

As may be expected in an analysis of real student texts, not all writers in the corpus followed the exact steps shown in table 3.10 and certain 'rare' steps were identified, particularly in the EAP reports. Sample 3.5 shows how student 13 in the EAP bank of texts introduces and justifies theoretical models in the EAP task in a manner similar to step 1A in the subject Analysis move.

Example 3.5

Concerning the macro analysis the framework PESTEL is useful to identify the main changes in the environment. In this case, the factors social and technology are the most important modifications in the large retailers market.

(Rare move in EAP corpus i)

Example 3.6 shows how a writer in the EAP corpus includes a step in their conclusion in which they outline the limitations of their report. This was the only example of this step identified in either the subject or EAP corpora.

Example 3.6

However, the limitation of this report is that it does not include all the potential problems and effects.

(Rare move in EAP corpus ii)

Finally, step 2 in the advisory move of the subject corpus has also been categorised as a 'rare' step. In this step students refer to a theoretical model in order to frame or justify their advice to the company. In the subject corpus students 7 and student 8 both include this step. Student 7 (example 3.7) in the subject corpus presents an evaluation based on the model (step 2) followed by practical advice to the company (step 1).

Example 3.7

The threat of new entrants is low so the competition is well known and should be studied. (step 2) Barclaycard should be able to reposition itself accordingly in order to not fall behind any further on the competition. (step 1)

(Rare move in subject corpus i)

Student 8 (example 3.8) in the subject corpus uses elements from the theoretical models as headings (step 2) followed by advice to the company (step 1) relating to this aspect of the framework.

Example 3.8

Porter's Five Forces: buyers (step 2)

- Introduce some non-profitable products bundled with other invisible profitable products against 'honesty tables'. (step 1)

(Rare move in subject corpus ii)

The four main moves of the reports are now presented in turn, to show in more detail how these steps are realised in the corpus.

3.10.4 Orientation move steps

In this section the steps identified in the subject and EAP assignment within the *Orientation* move are presented and described.

3.10.4.1 EAP Orientation move

Step 1 – Set out imaginary identity of writer

The ways in which student writers represent themselves and their audience varies in the subject and in the EAP context. In the EAP task, in line with the features of a **company report** successful writers often construct an imaginary business identity for themselves and their audience (step 1). Example 3.9 shows this step in the 'Terms of Reference' section.

Example 3.9

On November 18th 2014, the management board of Tesco has requested this report from Europa business consultancy in order to provide them with some advice. I am Lucy Knowles, an independent business consultant who is experienced in business consultancy for supermarkets. I am in charge of writing this report which has to be delivered on December 13th 2014.

(Imaginary consultant identity in EAP assignment)

In this example the student writer has created an imaginary identity of '*Lucy Knowles*' (not the student's real name) and an imaginary company (*Europa Business Consultancy*). The audience of the report has also been identified as the '*management board of Tesco*'

The use of dates included in example 3.9 ('*has to be delivered on December 13th 2014*') is also a key feature of the EAP reports. 10 reports from the 17 in the EAP corpus gave the date in the Terms of Reference on which the report was being submitted, frequently matching the coursework deadline. This feature helped to give those reports a professional and business-like identity.

Steps 2A - 2C – Describe the current problematic position of the company and set out the aims of the report

Student writers in the EAP corpus typically problematize the company in their Introduction section. This is generally achieved by contrasting the current predicament with the company's previous success. Students then go on to say how their report will attempt to deal with these issues.

Example 3.10

Tesco, from its establishment in 1919 up until 2013, witnessed a considerable success, making itself Britain's largest superstore as well as the world's third-biggest retailer (Wright 2014). It is often regarded as one of the best admired and managed businesses around the world (step 2A). However, profits have fallen significantly over the past two years, reaching a £850m in first half of 2014 fiscal year, which is at the bottom of ten years (Wright 2014). The decline in profits has been dramatic and spectacular and the company is currently struggling for its life (step 2B). **The purpose of this report is to analyse the main problems and provide some recommendations to help the company address those problems** (step 2C).

(EAP 3 step introduction)

In this three-part introduction (example 3.10), the three different steps (2A to 2C) have been coded. In the section in *italics*, the student portrays the company's previous success (step 2A), contrasted with the 'dramatic' decline in the second, underlined, step (step 2B). The final step in **bold** outlines the main aims of the report (step 2C).

This 3-part structure emerges as 'prototypical' in the EAP corpus, with 14 of the 17 first class introductions following these steps in this order.

Step 3 – Outline aims and structure of report

All 17 reports in the 1st class EAP sub-corpus contained a *Procedure*, but there was considerable variation in the length, with the shortest at just 13 words, and the longest taking up just over 200. The procedure is the section of the Orientation move in which the conflict between the student and professional identity can be clearly seen (Forman & Rymer 1999a; 1999b; Gruber 2004; Miller & Pessoa 2016).

Sample 3.10, from an EAP student's Procedure section, shows that some students were keen to 'get into character' and write as if they were a real-life consultant addressing a real company.

Example 3.10

A lot of different sources were chosen to analyse Tesco's business model. Interviews with senior management taken from different media were considered for this report including an interview with the current Chief executive officer Mr. Dave Lewis's interview with The Telegraph.

Newspaper and online journal articles were carefully evaluated to see the public perception and the media's interpretation of the whole scenario.

Open discussions and analysis was carried out in a professional environment with peers. Their mutually accepted findings have also influenced this report.

(EAP report procedure i)

In the example above, the EAP student writer refers to 'open discussions', which were not in reality conducted, in order to give a professional persona and give life to the 'consultant' role.

More rarely, two students in the EAP corpus displayed disciplinary knowledge by referring to established theories and models as part of their methodology as shown in example 3.11.

Example 3.11

This analysis is in three parts. The first part is about the micro analysis based in the five forces of Porter to evaluate the competition in the market. In second part, PESTEL is used to analyse the macro analysis. Finally, the internal analysis is useful with the value chain to show the weaknesses in the company.

(EAP report procedure ii)

Extract 3.12 shows how some students in the EAP task attempted to balance the work that they really did (studying the source material) with the imaginary professional identity established in the *Terms of Reference* section (meetings between the management board and the imaginary consultancy firm). In reality these meetings did not actually take place.

Example 3.12

The report is based on an accurate study of newspaper articles related to Tesco's present situation. Three articles by The Economist and The Guardian revealed different categories of problems such as competition with hard discount supermarkets, a questionable management of the company and financial issues. Moreover, meetings between the management board of Tesco PLC and Europa business allowed to draw up a clear list of these issues from an internal point of view.

(EAP report procedure iii)

The procedure section in the EAP report corpus is a demonstration of the tensions between the academic and professional roles and requirements in this type of writing task (Forman & Rymer 1999a; 1999b; Miller & Pessoa 2016). These may also be influenced by the role of the teacher in setting the task, or by the student's interpretation of their own role when describing the procedure. This example procedure section demonstrates the demands on students to perform different academic and professional identities within the report (Zhu 2004: 130).

3.10.4.2 Subject Orientation move

The word length of the introductions varies significantly in the subject reports, going from 87 words up to 303. In contrast to the EAP introductions, all 10 1st class reports presented the introduction as one section rather than including separate *Terms of Reference* or *Procedure* sections, and this makes the identification of moves and steps within the section more complicated. However, certain rhetorical similarities can be identified in the 10 introductions in the 1st class subject corpus and these steps are considered below.

In extract 3.13, the subject module student writer introduces the company and presents its initial success, this move has been presented in *italics*. They then describe challenges facing the company due to increased competition and a fall in market share in the <u>underlined</u> step. The final step in the introduction, shown here in **bold**, is to describe the organisation of the report and the frameworks that will be used to analyse the company.

Steps 1 – 3 – Present background to the company and current problematic position. Provide structure of report and frameworks used

> <u>Example 3.13</u>
>
> *This coursework is based on a case study of the Barclaycard. Barclays bank was the first bank in the UK who introduced the credit card in 1966. It all started in the USA in 1950 and the Franklin National Bank in New York developed the first credit card. The Bank of America expand the use of credit cards from 1958. In 1966 Barclays was the first bank in the UK who set up a credit card network based on the Bank of America system. At the end of 1966 there were 1 million cardholders and the next decades Barclays has the largest market share on the credit card market in the UK (step 1).*
>
> <u>In the 90's more competitors enters the market and Barclays develop in those decades a strategy to stay the largest in the market. In 1995 the market share was its highest point (30%), but in 2002 the market share was 16%. What happened in that period in the credit card market? After years of being the largest bank in credit cards it decreased after 1995 because there were more competitors with lower costs for credit cards (step 2).</u>
>
> **What was the reaction of Barclays on these developments. In this essay/report the strategy of Barclays will be analysed by using frameworks. Three frameworks are used to analyse the case study of the Barclaycard. The frameworks are; Industry Life Cycle, the Five Forces by Porter and PESTEL model (step 3).**
>
> (3 step subject orientation move)

However, within the sub-corpus only 5 from the 10 texts followed these steps in this order, and there is greater variation in the structure of the introduction when compared to the EAP introductions. The main step which tends to be excluded is the problematizing element (step 2), <u>underlined</u> above. 5 out of the 10 first class reports did not include step 2.

Another important point to note is the complete absence of any role-playing or consultancy image in the subject reports. None of the 10 1st class texts assumed a consultant identity or addressed their report to the board or management of Barclays, suggesting a more epistemic rather than practical purpose to reports in the subject setting.

3.10.5 Analysis move steps

In this section examples of the steps in the report *Analysis* sections are presented and described. Analysis in the EAP context involves describing and explaining problems facing the company (steps 1A and 1B) with possible solutions optionally suggested in step 1C. Analysis in the subject context is more balanced between positive and negative factors (steps 1B and 1C) with an optional step (1A) used to introduce or define the theoretical model used in the student's investigation of the company.

3.10.5.1 EAP Analysis move

Steps 1A and 1B – Present and explain problems facing the company

Analyses in the EAP corpus are based around practical problems currently affecting the business. Student writers select 3 to 4 main areas where the company is facing problems, and present key facts from the case study or source material to support this analysis. These focus on pragmatic Business problems such as '*competition*' or '*management*', as topical headings which are more commonly found to organise authentic workplace business reports (Yeung 2007).

EAP student writers then typically explain the problem by giving examples, causes or results in step 1B (see example 3.14).

<u>Example 3.14</u>

An additional issue for Tesco is the financial aspect. Some source within the company revealed that the accounts concerning suppliers' payment and costs were incorrect (step 1A). <u>This has led to an overstatement of the profits by £250m, from £850m to £1.1bn. The share price of Tesco on the London Stock Exchange has dropped regularly since the announcement, which resulted in an accumulate slump of 15%.</u> <u>As a result of this development, Tesco has lost 20% of its financial value as a company. (step 1B)</u>

(Cause and effect in EAP Analysis section)

Step 1C – Suggest ways to solve the problem

Optional step 1C in the EAP bank of texts indicates the actions the company could take to solve the problem identified (see example 3.15).

<u>Example 3.15</u>

If Tesco wants to solve the problems of finance and rebuild customers' trust and loyalty, the poor management problem should be solved at first (step 1C).

(Link to advice in EAP Analysis section)

Step 1C is not present in all texts in the EAP corpus, with only 10 students from a total of 17 completing this step. Within the business report it has the function of preparing the reader for the more complete recommendations which come at the end of the text.

3.10.5.2 Subject Analysis move

An investigation into the Analysis section in the Business (Barclays) task reveals that students typically undertake their analysis using a 'problem-solution' or 'strengths – weaknesses' rhetorical structure providing a more balanced overall appraisal of the company (Martin & White 2005) than the EAP texts.

Steps 1B and 1C – Analyse strengths and weaknesses of target company through appropriate theoretical model

Extract 3.16 shows how student writers on the subject task use theoretical models to frame the positive and negative factors affecting the company. In this section of the report the *Product Life Cycle* has been used to analyse the business. This model is used to describe the different phases (*growth*, *maturity*, *decline*) that a company typically goes through in the marketplace. Positive evaluations (step 1B) have been shown in *italics* and negative factors (step 1C) have been <u>underlined</u>.

<u>Example 3.16</u>

The introduction phase took place in 1965, being a success from the beginning, reaching one million credit cards in circulation in less than a year.

The growth phase was developed from the late 1960s until the early 1990s, reaching manage more than nine million credit cards. (step 1B)

<u>Currently, Barclaycard credit cards are among the maturity phase and decline phase, mainly due to increased competition (as the market continues to grow year after year) and the emergence of new payment methods, safer and user friendly. (step 1C)</u>

(Analysis of strengths and weaknesses – *Product Life Cycle*)

In example 3.17 a different subject writer uses the *Porter's 5 Forces* model, to show how the company began in a positive position but is now facing difficulties.

Example 3.17

From 1967 – 1990s, the intensity of rivalry within the industry is low. There are few competitors in the same local market. (step 1B)

From 1990s – 2003, the intensity of rivalry within the industry is high in between UK card issuers. Competitors fight their market share through low rate, promotion like introductory offer transferring outstanding balance from other credit card companies. Barclaycard market share will slump if the company does not manage it well. (step 1C)

(Analysis of strengths and weaknesses – *Porter's Five Forces*)

Step 1A – Define or explain theoretical model used

A less frequent step is for student writers to introduce or define the model being used, and to explain why it is suitable for the situation. If present this step usually takes place at the start of the Analysis. This step is completed by 3 from the 10 texts in the corpus (33.3%) and has therefore been classed as 'optional'. Example 3.17 illustrates an example of this step in the subject corpus.

Example 3.17

The life cycle of a company shows in which moment does the company is (sic.). We can consider six important points of the life in a company: start up, growth, established, expansion, mature and exit (step 1A).

(Defining a theoretical model in subject Analysis section)

3.10.6 Concluding and Advisory move steps

In this section the main steps identified within the broad Conclusion and Advisory moves in the EAP and subject tasks are presented.

3.10.6.1 EAP Conclusions

In the EAP task, all 17 first-class reports contain a brief conclusion of between 32 and 155 words. All of the student writers go on to produce between 5 and 13 recommendations for the company, these were all presented in bullet point format, and some students used sub-headings to organise the advice around the sections presented in the analysis.

Conclusions in the EAP task typically summarise the problems identified in the analysis. 16 of the 17 successful reports in the corpus use the first part of their conclusion to review the main problems found in the analysis (step 1). This is categorised as an obligatory step in the

EAP task. 10 of the texts in the corpus then provide a step (step 2) which indicates the changes that the company needs to make. This functions as a linking step which takes the reader to the subsequent recommendations.

Example 3.18 shows how successful student writers combined these elements. In the example, the section in *italics* shows how students summarise the main problems facing the company (step 1). The underlined step demonstrates how writers transition to the recommendations (step 2).

Steps 1 and 2 – Summarise main problems and indicate need for changes in target company

Example 3.18

Above all, Tesco is at a critical position, as it is suffering from the crisis of internal finance as well as management, and facing the external challenges. In terms of internal aspects, it is undergoing a serious accounting difficulty, besides, the shake-up management situation and poor strategies may further exacerbate its current situation. As for the external challenges, hard discounters diluted Tesco's profits and the changing customer habits led a loss of the company's revenues (step 1). As such, it is necessary for Tesco to take immediate measures to deal with those issues (step 2).

(EAP two-step conclusion)

3.10.6.2 EAP Recommendations

Table 3.10 shows that recommendations in the EAP corpus follow two main steps. Firstly advice to the company is provided in the obligatory step 1. Then in the core step 2 student writers can explain the advice or show how these recommendations will benefit the target company.

Step 1 - Advise the company on changes that should be made

An analysis of the 17 first class reports in the corpus reveals a variety of advice-giving structures, with some students taking a more direct stance and others hedging or distancing themselves from their recommendations. This difference in the strength of advice given was also found in Yeung's analysis of professional business reports (2007).

Three main ways of giving advice emerge from the corpus: structures explicit from the main clause which appear to hedge the advice or minimise the writer's personal responsibility for the recommendation (type 1), a more direct use of '*should*' or other modal verbs implicit to the main clause (type 2), and a very direct use of the imperative (type 3). Examples of these different ways of providing advice are given below.

In extract 3.19, the student writer uses an introductory phrase explicit from the main clause (*It is strongly recommended that*) to distance themselves from the advice provided. This has the effect of making the recommendation seem less personal and more objective.

Advisory type 1 (explicit to main clause)

Example 3.19

It is strongly recommended that the accounting policies in Tesco should be standardised and regulated (step 1).

(Type 1 advice in EAP corpus)

Sample 3.20 shows the student writer taking a more direct stance than in advisory type 1, giving clear advice to the company through the use of a semi-modal verb (*needs to*) in the main clause.

Advisory type 2 (implicit to clause – modal and semi-modal verbs)

Example 3.20

Tesco needs to go back its traditional operating techniques by focusing everything around the customer (step 1).

(Type 2 advice in EAP corpus)

Finally, example 3.21 shows that in advisory type 3 certain students in the EAP corpus use the imperative form to give the strongest and most direct advice to the target company.

Advisory type 3 (imperative structures)

Example 3.21

Build up more smaller and city-centered shops that are suitable for top-up shopping rather than the massive out-of-town supermarkets (step 1).

(Type 3 advice in EAP corpus)

If these structures are presented on a cline from most to least direct (table 3.17) it can be seen that the majority of students in the EAP corpus use the central 'advisory type 2' structures.

Least direct	Direct	Most direct
Explicit to the main clause	Implicit / modal structures	Imperatives
1,2,3	6, 8, 9,10, 11, 12, 13, 14, 15, 16	4,5,7,17.

Table 3.17. EAP report advisory structures

These differences in modality are important for the voice and identity that student writers portray in their business reports (Forman & Rymer 1999a; 1999b; Gruber 2004; Miller & Pessoa 2016). Less direct modal structures encode a more cautious and objective approach, more typically associated with academic writing. In contrast, direct imperatives give the impression of a decisive consultant.

Step 2 – Explain or justify advice provided

In terms of completing the advisory move students often justify or explain the advice given in step 1. Extract 3.21 shows how a student combines their advice to the company (to appoint a more experienced executive) with an explanation of how the measure would help the company to improve.

Example 3.21

- *For Tesco to regain its reputation, it requires strong leadership, and requires a business figure that has worked in the retail industry (step 1). As they will understand the businesses operations and finances whilst deliver strong performance adhering to the organizations values (step 2).*

(Step 2 in EAP advice i)

Other student writers in the corpus give an example to support or back up their recommendation to the company (see example 3.22).

Example 3.22

- *The company can also do some charities to give customers good impressions (step 1). For example, it can donate 10% of its profits the Red Cross (step 2).*

(Step 2 in EAP advice ii)

3.10.6.3 Subject Conclusions and Recommendations

A move and step analysis of conclusions and recommendations in the subject task is less straightforward than in the EAP assignment. As has been shown in the move-level analysis in section 3.9, student writers allocate a smaller proportion to this section in the subject task, with three students in the corpus putting Conclusions and Recommendations together in the final section, and one student in the corpus not giving a clear final section at all. However, some common steps can be identified and they are presented in the following sections. There is firstly a consideration of Conclusions in the subject corpus, followed by an analysis of Advisory steps in the subject task.

3.10.6.4 Subject Conclusions

Steps 1 – 2 – Summarise company position and link to recommendations

6 of the 12 first class assignments in the corpus contain a separate Conclusion with a separate heading. These vary in length from 55 to 321 words, and they generally summarise what has been covered in the Analysis and move towards the Advisory move by indicating that the position of the company could be improved. An example (3.23) from the subject corpus is presented below. Step 1 (summarise the company's position) is shown in *italics*. Step 2 (link to advice) is shown as <u>underlined</u> in the following example.

<u>Example 3.23</u>

To sum up, this report has completed the evaluation of Barclaycard's strategy choices. It is clear that although Barclaycard has maintained the leader in credit card market, there are still a number of in-house risks or weaknesses. As the external environment and industry have been changing all the time, Barclaycard are confronted with adapting its strategies to contemporary conditions (step 1). <u>It is my views that in order to develop or remain its position, appropriate actions are necessary to take. The following are the recommendations I made (step 2):</u>

(Subject conclusion steps 1 and 2)

3.10.6.5 Subject Recommendations

Even though recommendations are proportionally more significant in the EAP task, the results show that 11 out of the 12 first class Barclaycard reports do include recommendations, although these are mixed with Conclusions in 3 cases, leaving 7 reports with a dedicated Advisory move. This section investigates how advice is framed in the Business assignment, and how this differs from the EAP task.

Some successful students in the subject corpus frame their advice with reference to the models that have been used in the main analysis section. Extract 3.24 shows how a subject module writer advises the company through the lens of an analytical Business tool (step 2). The student here combines advice with a demonstration of knowledge of a key business theory (in this case *Porter's Five Forces*). In this example the reference to the model has been put in *italics,* and the advice to the company (step 1) has been <u>underlined</u>.

<u>Example 3.24</u>

The threat of new entrants is low so the competition is well known and should be studied (step 2). <u>Barclaycard should be able to reposition itself accordingly in order to not fall behind any further on the competition (step 1).</u>

(Advisory move in subject report i)

Sample 3.25 shows how a student writer frames the advice in relation to a theoretical model (*Bowman's clock*) by first placing the company in a position in relation to the theory and then giving practical advice.

<u>Example 3.25</u>

When looking at Bowman's clock Barclaycard should be looking at going into position 3, Hybrid (step 2). <u>Offering the Barclaycard's good reputation for a lower price. Increasing their market share to be able to cope with the lower prices (step 1).</u>

(Advisory move in subject report ii)

In sample 3.26, the subject student writer uses sections of the theory as sub-headings but gives practical advice to the company within them using bullet points and the direct imperative form. This is an example of a student writer balancing the disciplinary need to display knowledge with the professional requirement to provide clear advice to the business.

<u>Example 3.26</u>

Porter's Five Forces: existing competitors (step 2)

- <u>Conduct promotions to some extent in case of losing customers who are attracted by benefits from new entrants (step 1).</u>
- <u>Study from card processing specialists about how to gain ground more professional skills or acquire small expertise in the low income segment (step 1).</u>

Porter's Five Forces: substitute (step 2)

- <u>Cooperate with on-line websites or in-shop retailers to create co-branded cards against phone transactions (step 1).</u>

Porter's Five Forces: buyers (step 2)

- Introduce some non-profitable products bundled with other invisible profitable products against 'honesty tables' (step 1).

(Advisory move in subject report iii)

As with the advisory EAP move the linguistic form of advice in the Business subject corpus varies in terms of its directness, with sample 3.26 showing how some students in the subject task use the direct imperative, whilst example 3.25 demonstrates how other subject writers use modals implicit to the clause to give more neutral recommendations. This difference is similar to the variation in modality found in the EAP advisory move.

3.11 Conclusion

In this chapter an ESP genre analysis has been conducted on academic business reports in a subject and an EAP context. This analysis has shown that whilst there are textual similarities at the macro-structural level, there are important differences in communicative purpose which are reflected in the texts produced. These variations indicate two different report genres, with the EAP task classified as a more practical **company report** and the subject task categorised as a more epistemic **organisation analysis**.

The assignment briefs were initially analysed as an indication of communicative purpose. In both tasks students are asked to focus on a specific company and to produce a report, but in the subject task the theories and models are foregrounded. In the EAP task there is no requirement for students to use theoretical models and the consultant role and the company audience is emphasised. These assignment briefs suggest that successful subject report writers need to demonstrate knowledge of appropriate business models and frameworks, whilst EAP writers are required to identify real-life problems and provide practical advice in the role of a decisive consultant.

The initial stage of the genre analysis focused on the section headings used in the reports and the proportions spent on the different sections by the writers. It was found that reports in both the subject and EAP setting were broadly organised around the *orientation – analysis – advisory* moves in line with the findings of Nathan (2010; 2013). However, important differences were identified which suggested differences in the overall communicative aims of the two report genres. Students in the EAP reports often included a '*terms of reference*' step in their orientation move. In this section students indexed their professional identity and explicitly addressed the imaginary company audience. This step was not present in the subject reports. Also, section 3.9 shows that half of the writers in the first-class subject corpus mixed the Conclusion and Recommendations sections of the report and did not have a separate Advisory move. This suggests that recommendations are seen as of less importance in subject reports in comparison to the analysis of the company.

This difference in emphasis and overall communicative purpose is also reflected in the proportion of the total report spent on different moves in the two settings. In the subject task the Analysis move accounts for 69% of the total running word count, with the Advisory move only representing 4% of the total if only separate titled sections are considered. In contrast, the advisory move took up nearly 25% of the total EAP word count, with the Analysis move accounting for around half of the running total. This is a clear indication that student writers in the two tasks prioritised different parts of the report, with subject reports focusing on the analysis sections and EAP writers placing more emphasis on advising the company, and that the lecturer readers also rewarded this different emphasis in the two contexts.

A final step in the move level genre analysis of the reports was to focus on the section-headings in the analysis move as an indication of the overall communicative purpose(s) of the two tasks. These section headings show that writers in the subject task use the theoretical models to organise their analysis and that these models become the headings in the analysis move. In contrast, EAP writers use topical headings such as *Management* or *Competition* to focus on the practical problems facing the company. These different areas of analysis are in line with the categorisation of the EAP task as a practical **company report** as opposed to the more pedagogically focused subject **organisation analysis**.

In section 3.10 these overall differences in communicative purpose were explored in more depth at the step level. Section 3.10 shows that writers on both tasks display a shared concern with focusing on a specific company and analysing the business in its environment. However, in the EAP tasks steps were identified in which student writers explicitly signalled their consultancy identity, and in the subject reports more steps were found which introduced theoretical models, or which related advice given to the frameworks presented. It was also found that the Analysis section in the company reports was balanced between positive and negative evaluations, whilst the EAP report contained more steps which presented the problematic situation of the company.

Overall, this chapter has shown how the genre analytic approach (Bhatia 1993; 2004; 2004; Swales 1990; 1998; 2004) can be used to identify and account for the broad rhetorical features of written texts. It has been shown how a focus on communicative purpose (Askehave & Swales 2000; Swales 1990) allows the researcher to move on from a description of surface similarities to consider how differences in the overall aim of the genre result in differences at the level of text organisation.

The process of conducting a genre analysis is an important step in fully understanding a target text as it allows the researcher to consider the overall purpose of a text and how it is structured at a rhetorical level. However, the analysis conducted is invariably rather broad and is conducted at the level of what is visible to the researcher as they conduct a 'normal reading' of the texts. The approaches and techniques of Corpus Linguistics (Baker 2006; Partington et al. 2013; Scott 1997) and Systemic Functional Linguistics (Eggins 2004; Halliday & Matthiessen 2014; Thompson 2014) allow for a closer and more quantifiable analysis of text at the clause and sentence level after these broad patterns have been established (Flowerdew, J. & Forest 2009; Gledhill 1995; 2000; Martinez 2001). These approaches are used in chapters 4 to 7 of this thesis.

Chapter 4 - Corpus-based analysis of academic business reports

4.1 Introduction

In chapter 3 of this thesis a genre analysis (Bhatia 1993; 2004; 2006; Swales 1990; 2004) of the two business report genres in the subject and the EAP context was conducted. It was found that the overall communicative purposes (Askehave & Swales 2001; Swales 1990) of the two tasks determined the rhetorical structure of the reports, with the more academic subject **organisation analyses** containing a higher proportion of the total word count allocated to the Analysis section of the text in contrast to the more practical EAP **company reports** which dedicated a greater proportion of the report to the Recommendations move. Chapter 3 also showed that within the Analysis move subject writers in the corpus used theoretical models to structure the section, whilst EAP writers used more practical business topics to organise their analysis. Steps within the broad rhetorical moves also reflect the different communicative aims of the two genres. Steps were found in the EAP orientation move which index a consultant identity and the Analysis move of subject report writers was found to be more balanced between positive and negative factors than writing on the EAP task. These evaluative steps were often determined by the theoretical models used by subject writers.

A limitation of a purely genre analytic approach is that it is difficult to make meaningful observations on the actual language used beyond those that can be observed by the researcher as the text is read. In recent years this has led to an increased interest in using the approaches and techniques of corpus linguistics to support genre-based analyses of texts (Baker 2006; Flowerdew, J. & Forest 2009; Gledhill 1995; 2000; Hardt-Mautner 1995; Kanoksilapatham 2007; Orpin 2005; Partington et al. 2013; Stubbs 1996; 2010).

The aim of this chapter is to use the techniques of corpus linguistics to inform and supplement the genre analysis presented in chapter 3. That analysis indicated that the two sets of texts represent distinct genres, but only at the level of move and step. This chapter explores in more detail the differences in lexis between the two sub-corpora. The reports produced in the subject and the EAP contexts are compared to identify statistical or ‘key’ differences (Baker 2006; Scott 1997; 2010) between the genres at the level of the complete text and also within the four main rhetorical *Orientation*, *Analysis*, *Conclusion* and *Advisory* moves. This chapter answers the following research questions.

1) How are the different moves of the business reports realised in the language used by student writers in the subject and EAP corpus?
2) What linguistic evidence can be found in the corpus to demonstrate the consultant or student writer role in the two tasks?
3) How can corpus techniques be used to triangulate results produced using different discourse analytic approaches?

4.2 Corpus-assisted discourse studies

Baker (2006: 10-15) identifies three main advantages to following a corpus-based approach to discourse analysis. The first is that using a corpus can help to reduce researcher bias and can mitigate against claims of 'cherry-picking' data to confirm pre-conceived ideas. A second advantage in using corpora to support textual analysis is that a corpus allows the 'incremental effect of discourse' (Baker 2006: 13) to be observed. Counts of frequency and 'keyness' (Scott 1997; 2006; 2010) can show whether a particular use of language is typical or not and whether there is a cumulative effect or 'prosody' associated with it (Louw 1993; Stubbs 1996). A final important advantage to the use of corpora in discourse analysis is the concept of 'triangulation' (Baker & Levon 2015) in which a corpus is used to aid an investigation into discourse. The corpus can be used by discourse analysts to 'back-up or expand upon' (Baker 2006: 15) their findings.

Marchi and Taylor (2009: 6-7) set out three possible consequences or directions of a corpus-based triangulation. The first is that of **convergence**. This refers to a situation in which the corpus results confirm or provide further evidence for a discourse analytic observation. For example, in this chapter corpus techniques are used to provide statistical evidence of a greater use of modality in the EAP recommendations in comparison to the subject texts, which supports the genre-based categorisation of the EAP task as a **company report**. In this way the corpus is being used to confirm and provide extra examples of an observation made in a preceding genre analysis of the texts. A second alternative is that of **dissonance**. In this case the researcher may find something in the corpus results which seem to be incompatible with the findings from the discourse analysis. This would result in further investigation to establish why the anomaly had occurred or may lead to a revision of the research hypothesis or research questions. The final and potentially most interesting outcome of the triangulation process is that of **complementarity**. In this scenario corpus-based findings are seen as 'parts of the jigsaw puzzle' which add to a more 'complete view of the construct being investigated' (Marchi &

Taylor 2009: 7). This views the corpus investigation as something of a heuristic, which may confirm some findings and expectations, but which may also provide inspiration and impetus for other investigations potentially from different research traditions to probe and investigate the corpus-based findings.

This chapter follows the aims and techniques of the corpus-assisted discourse studies (CADS) approach (Partington et al. 2013). This approach is defined as a 'set of studies into the form or function of language which incorporate the use of computerised corpora in their analysis' (Partington et al. 2013: 10). CADS research focuses on whole texts and is interested in the context of their production, and within this approach corpus techniques are seen as just one tool that can be used to gain a fuller understanding of the texts studied. Another important point is that the aim of much CADS research is to uncover 'non-obvious meanings' (Partington et al. 2013: 11) which indicate important features of texts or differences between genres.

Partington et al. (2013: 12) point out that much of CADS research consists of the 'ad-hoc compilation of specialised corpora' into specific discourse types which are then compared to other specialised corpora or to general reference corpora such as the BNC or The Bank of English. Partington et al. (2013: 12) argue that 'all CADS is comparative' and that it is 'only possible to uncover and evaluate particular features of a discourse by comparing it with others'. Within the CADS approach the corpus linguistic concept of 'keyness' (Scott 1997; 2010; Scott & Tribble 2006; Stubbs 2010) is frequently employed to show what is distinctive about a particular type of discourse. Section 4.3 of this chapter outlines the concept of keyness and considers some of its strengths and limitations as a tool in corpus-assisted discourse analysis.

4.3 Keyness

A keyword in corpus linguistics is defined as an 'item of unusual frequency in comparison with a reference corpus of some kind' (Scott & Tribble 2006: 55). Corpus software such as *Wmatrix* (Rayson 2008) generally applies the statistical measure of log-likelihood to establish whether the frequency of the term is higher or lower than would be expected in the discourse under investigation, and this measurement also normalises counts when the corpora are of different sizes [6].

[6] The question of whether log-likelihood is always an appropriate measure is considered in more depth in the methods section of this chapter.

An important decision to be made when conducting a keyness investigation is the nature of the reference corpus that will be used as a point of comparison with the genre or discourse type being analysed. Four possible approaches to finding an appropriate reference corpus for a keyness study are shown in figure 4.1 (Partington et al. 2013).

1. Simple: Discourse type A compared to discourse type B
2. Serial: Discourse type A compared to discourse type B, discourse type C….discourse type N
3. Multiple: Discourse type A compared to Discourse type (B+C……N)
4. Diachronic: Discourse type A compared to discourse type B, C….N (different time periods)

Figure 4.1. Types of reference corpus comparison (Partington et al. 2013)

The type of reference corpus chosen depends largely on the research questions of the project and the aims of the corpus-based investigation. A simple comparison in which one bank of texts is compared against the other and the process is reversed is most likely to show the maximal difference between the two corpora. Baker (2010: 134) describes how the choice of reference corpus is likely to have an impact on the type of keywords found by providing an example of press reports on terrorism. If these articles are compared against general news articles then keywords are likely to reveal features of 'terror language'. If they are matched to a reference corpus of general English then the keywords would tell us more about the language of the press and the media, and if the comparison is against American texts then the keyword process would reveal features of British discourse. These examples show that the choice of reference corpus depends largely on the aims of the research and that it is not always necessary to use a large corpus as a reference, and that a simple comparison in which two corpora alternate as the reference and study corpus is valid 'as long as the characteristics help address the research question' (Gabrielatos 2018: 253).

Scott and Tribble (2006: 55) claim that a keyword analysis helps to establish the 'aboutness' of a text as it reveals the open-class lexical keywords that characterise the text as opposed to the closed-class grammatical words which are always most frequent in discourse. Baker (2006: 122) also argues that whilst grammatical closed class keywords should not necessarily be discarded, they are 'not always the best way to approach a corpus-based analysis of discourse', and that 'aboutness' lexical keywords are generally the 'most interesting to analyse' (Baker 2006: 127). This has led many researchers in the CADS field to focus on open-class lexical keywords (see, for example, Al-Hejin 2015; Bednarek & Caple 2014; Kim 2014).

Studies which follow an open-class keywords approach often use two corpora to conduct a simple comparison (see figure 4.1) to reveal keywords in the target discourse. They then conduct a more in-depth analysis of concordances and group the keywords around certain themes. In some studies, these themes are pre-existing from other areas of (critical) discourse analysis or from other disciplines. For example, Bednarek and Caple (2014) compare 10 articles on the topic of suicide bombing with 90 articles on other topics and match the emerging keywords to 'news values' such as *proximity* or *novelty* taken from the disciplinary field of Media Studies. A more common approach in this field is to firstly establish the keywords and then for the researcher to group them according to dominant semantic areas (Al-Hejin 2015; Baker & McEnery 2005; Baker 2010; Bassi 2010; Hunter & McDonald 2013; Kim 2014). For instance, Branum and Black (2015) compare newspaper reports on the Edward Snowden affair in three distinct newspapers (*The Guardian*, *The Daily Mail* and *The Sun*). They then interpret and group the keywords into dominant themes in the respective newspapers. For example, they argue that the focus in the Daily Mail on Snowden's lifestyle and sexuality emerging from the keywords should be grouped in a theme of 'lifestyle and personalisation' and should be interpreted as an attempt to discredit and shame Edward Snowden.

Simple comparisons between one bank of texts and another, and a focus on lexical keywords which are grouped into semantic topics can result in interesting studies on a range of stimulating topics. However, as a methodology, there are some drawbacks that need to be considered. The first issue is that this type of comparison will focus on the maximal differences between the texts rather than on any shared features (Baker 2004). Another issue is one of coverage. Any keyness search will produce a large number of candidate terms that could be selected for further investigation. There is a considerable amount of researcher subjectivity (Baker 2004: 353) in choosing which keywords to focus on and how to group them. This process also often assumes a shared world view between the researcher and the reader of the study. For example, not all individuals in society would necessarily share the view that the *Daily Mail* was discrediting Snowden in the Branum and Black study and may see the *Daily Mail's* approach as perfectly valid. A final issue is that a focus on lexical keywords has the potential to reveal features of the discourse that may be obvious or expected and of limited value in uncovering 'non-obvious meanings' (Partington et al. 2013).

It seems that the solution to the first drawback relates to the research question(s) and the aim of the study. If the aim of the research is to uncover differences rather than similarities, then it may be that a simple comparison between corpora is valid. If, however, the aim is to establish what is shared between the genres or discourse types then the corpora could be brought together and compared against a larger reference corpus. The issue of coverage can be at least partly addressed by including closed-class grammatical keywords (Gledhill 1995; 2000; Groom 2005; 2007; 2010; Hunston 2008) in the results and interpretation of the data, and by comparing semantic and part of speech categories across the two corpora (Potts et al. 2015; Rayson 2008). Sections 4.4 and 4.5 review the ways in which a focus on these non-lexical categories can help to increase coverage on the part of the researcher and can lead to findings which uncover deeper meanings in the discourse type or genre.

It is argued in this chapter that an investigation of both open-class keywords to establish the 'aboutness' of a text and of closed-class keywords to investigate distinctive linguistic features is beneficial in a corpus-assisted discourse analysis of texts. Sections 4.4 and 4.5 show how closed-class, semantic and part of speech comparisons can be used to support a discourse analysis of a particular genre.

4.4 Closed-class keywords

Whilst many studies focus on lexical (open class) keywords, an analysis of grammatical (closed class) keywords can also be revealing and may show features that could have been missed by an exclusive focus on lexical items. Groom (2010) argues strongly for an approach to corpus analysis that gives at least equal weight to closed class keywords (CCKWs) as to open class lexical items. As an initial practical problem, he makes the point that a keyword search on any corpus is likely to reveal hundreds or thousands of potential keywords for analysis. Groom (2010) asks how the researcher in this situation is meant to make a principled decision as to which keywords to analyse. In practice, researchers will often make a rather arbitrary decision to implement a cut-off point and focus on the top 20 or top 50 keywords (Groom 2010: 60). However, this approach may mean that researchers miss out on significant items which are just outside the cut-off point.

As an example of this emphasis on closed-class keywords, Groom (2010) investigates the use of the CCKW *'of'* in History research articles. He found that *'of'* is used in five main 'semantic sequences' including a **property + of + phenomenon** (*the urban population of Florence*) grouping and a **process + of + object** (*the building of a new church*) phraseology in which 'of' is the 'central linking preposition in complex noun phrases'. Groom (2010) argues that these key phraseologies would not have been captured by an analysis of OCKWs. As closed-class keywords are also generally spread more evenly amongst texts it is also argued that this approach to corpus keyword analysis can lead to more robust claims even when using fairly small amounts of data (Groom 2010: 73).

Focusing on closed class or grammatical keywords may also be revealing and can potentially inform the analysis of the text or texts that could be missed by only focusing on lexical keywords. Gledhill (1995; 2000) shows how grammatical keywords emerge as key in different sections of medical research articles. It is found that the grammatical keyword *'in'* is used differently in different sections of the articles. So for example, it is often used in Abstracts to provide a measurement (*an increase in*…..), but is more common in fixed expressions in the Discussion section of the articles (*play a role in*…..).

This section has shown that closed-class keywords can provide the researcher with a rich vein of information about the discourse under investigation and that a targeted search based on 'small words' can help to reveal the 'phraseology' and 'workings of the discipline' (Hunston 2008: 293). In this chapter, open and closed-class keywords will be presented in the results section. These will be presented together to demonstrate how the two types of keyword can support an analysis of the student report texts.

4.5 Semantic and part of speech (POS) key categories

Keyness based studies can also increase coverage and reduce the researcher selectivity of choosing certain lexical keywords by widening the comparison to include key semantic and part of speech (POS) categories (Baker 2006; Hou 2019; Potts et al. 2015; Rayson 2008). In the corpus software *Wmatrix* (Rayson 2008) these keyness comparisons are based on a pre-set list of grammatical and semantic categories. These lists and categories are presented in the Methods section of this chapter.

Rayson (2008: 519) shows how semantic and POS tagging can be used to provide a 'macroscopic' view of the discourse which can inform a 'microscopic' analysis of specific linguistic features. Comparing the political manifestos of the Liberal Democrats and Labour parties at the 2001 UK General Election he shows how keywords such as '*would*' in the Liberal manifesto can be supported by analysis at the POS level which shows an over representation of modal verbs (*VM* in the UCREL CLAWS7 Tagset) (Archer et al. 2002) in the Liberal manifesto. Comparisons also reveal that the semantic group labelled '*allowed*' is more frequent in the Liberal manifesto than in the Labour text, indexing a concern for personal freedom.

Focusing on media reports on Hurricane Katrina, Potts et al (2015) show how semantic tags can reveal a shift in emphasis in how an event is reported diachronically over time. They demonstrate how semantic groups reveal a concern with the physical impact of the disaster in the early stages of reporting (semantic groups of *'weather'* and *'damage'*), moving to the response of local charities and finally the economic impact of the hurricane (*'money'* and *'business'*). Interestingly, this study shows how semantic groups revealed by corpus software also require close reading by the analyst. In this study the charitable response had been tagged as indexing a '*happy*' group of meaning. Closer investigation showed that the software had mis-classified '*relief*' as an emotion, indexing '*happiness*', rather than as the act of providing help to those affected by the hurricane, as in the phrase '*charitable relief*'. This study therefore reminds us that semantic tagging should be seen as a clue or stimulus for further investigation, but that the suggested meanings need to be checked and confirmed at the concordance level.

In the context of academic writing for Business an analysis of key semantic categories can show the extent to which students in certain tasks evaluate the target company negatively, or the prevalence of other semantic categories such as '*planning*' or '*deciding*'. Section 4.6 shows how researchers into academic discourse have used the tools of corpus linguistics to inform their analysis of texts produced in the academy.

4.6 Corpus informed studies of academic writing for Business

Recent years have seen a substantial growth in the use of corpora to inform and support the analysis of academic writing and in the field of EAP. Hyland (2001; 2002; 2005; 2008; 2015) uses corpora of student writing to support and provide evidence of a variety of linguistic features connected to stance and engagement. Corpora have also been used to support analyses into citation practices in different disciplinary fields (Thompson & Tribble 2000). Flowerdew, J. and Forest (2009) and Gledhill (1995; 2000) have combined genre analytic and corpus techniques to show how open or closed class items behave in particular stages or sections of academic writing. Gabrielatos and McEnery (2005) use semantic tagging to reveal differences in the use of epistemic modality (tagged as '*A7*' in the USAS system) between native and non-native speakers of English in MA dissertations.

In the specific field of academic writing for Business, corpus-based research has largely focused on the persuasive nature of business writing, and the extent to which this is reflected in the linguistic choices made by students. Nesi & Gardner (2012: 202) found that apprenticeship genres such as case studies (academic business reports) score highly on Biber's 4th 'persuasive' Dimension (Biber 1988; 1998; 2006; 2009) in comparison with other academic writing genres. This marks them out as more persuasive than typical academic prose, and as sharing similarities with professional correspondence.

Nesi & Gardner (2012: 204) also use semantic tagging (Rayson 2008) to compare the semantic choices made by students in the professional practice genres of case studies, design specifications, proposals and problem questions using the whole of BAWE as a reference corpus. They found that apprenticeship genres were higher than average in the USAS (Rayson 2008) category *x6* (deciding) and category *x7* (wanting, planning and choosing). Case Studies scored highly in category *S*, in particular *s6*, which indicates language showing obligation or necessity.

Quantitative results such as these provide a statistical basis for observations about the register of writing student writers employ when completing business assignments. Keyword searches are another way in which important differences can be identified and highlighted. When apprenticeship genres are compared with the complete BAWE corpus as a reference corpus *'will' 'be'* and *'should'* emerge as keywords, demonstrating the 'forward looking and persuasive nature' (Nesi & Gardner 2012: 205) of these genres of writing. The presence of *'your'* and *'Mr'* in the keyword list are also interpreted as indicators of the simulated and professional nature of this genre of writing.

Sections 4.1 to 4.6 of this chapter have outlined some of the ways in which corpus-based techniques, with a particular emphasis on keyness, (Bondi & Scott 2010; Scott 1997) can serve to support and enhance a discourse analysis of texts, particularly when the aim of the analysis is to compare two genres or highlight differences rather than similarities in two banks of texts. Employing corpus techniques can also help to triangulate (Baker & Levon 2015; Marchi & Taylor 2009) observations made using other discourse analytic techniques or may act as a stimulus for further investigation. A range of keyness approaches to include closed-class grammatical words (Gledhill 1995; 2000; Groom 2010; Hunston 2008) and POS and semantic searches (Potts et al. 2015; Rayson 2008) can also be employed to increase the coverage of findings and reveal less obvious but potentially important features of the target discourse.

4.7 Method

4.7.1 The corpus

The composition of the corpus for this chapter is shown in table 4.1 below. 2:1 and 1st class reports have been included in the corpus to provide more coverage of student writing and greater support for the findings presented in this chapter. It was shown in chapter 3 (section 3.2) that the word-limit for the subject task was a maximum of 1750 words whilst the EAP task word length was shorter at between 1000 and 1200 words. As the EAP tasks were shorter, more texts have been included to give roughly equal word counts in the four different categories of context and grade awarded.

	1st class subject reports	2:1 subject reports	1st class EAP reports	2:1 EAP reports
Number of texts	12	13	17	17
Word count	21365	24968	21405	20620 (Total word count: 88358)

Table 4.1. Corpus composition by module and degree classification

The composition of the 1st class subject and EAP corpus is shown in more detail below (table 4.2). This table shows the word length for each first-class text in each corpus. The variation in word length between the student writing in each corpus is discussed below.

Subject text	Word length	EAP text	Word length
1	1840	1	1276
2	2272	2	1968
3	1926	3	1335
4	1724	4	1217
5	1828	5	1289
6	1713	6	1206
7	1936	7	1149
8	2022	8	1282
9	1879	9	1109
10	2003	10	1104
11	1748	11	1314
12	1811	12	1185

		13	1143
		14	1166
		15	1235
		16	1083
		17	1295

Table 4.2. Word length variation in 1st class corpus

It can be seen that there was some variation in world length between the texts in the first class corpus. The shortest subject report (number 6) was 1713 words whilst the longest report (number 2) was considerably over the allocated word-length at 2272 words. This represents a total variation in word-length of 559 words from the shortest to the longest report in the subject context. Within the EAP texts student number 2's report is something of an outlier at 1968 words. This word-length is due to the inclusion of appendices in this student's report. If text number 2 is excluded then the variation in word-length in the EAP reports is 231 words, from the shortest (1104 words) to the longest (1335 words).

Table 4.3 gives the same information for 2:1 reports in the two corpora.

Subject text	Word length	EAP text	Word length
1	2094	1	1125
2	2102	2	1276
3	2014	3	1220
4	2206	4	1316
5	1894	5	1195
6	1727	6	1123
7	2049	7	1064
8	1765	8	1318
9	1865	9	1098
10	1196	10	1246
11	2261	11	1227
12	1957	12	1290
13	1873	13	1114
		14	1260
		15	1224

	16	1270
	17	1244

Table 4.3. Word length variation in 2:1 corpus

Table 4.3 shows that there was greater variation in the word-lengths of the 2:1 subject reports. In the subject report there was a 1065-word difference between the shortest report (text number 10) at 1196 words and the longest (text number 11) at 2261 words. When text number 11 is investigated in the corpus it appears that this student has produced something of a 'short-form' report with notes rather than full paragraphs. If text number 11 is excluded from this count the difference between the next smallest (text number 6) at 1727 words and the longest report is 534 words, which is more similar to the variation found in the subject first-class reports. Within the EAP texts the shortest report was 1064 words and the longest was 1318. This represents a variation in word-length of 254 words from the shortest to the longest report.

The next step was to divide the corpora into the sub-sections present in the business report (*Introduction – Analysis – Conclusion - Recommendations*) (Flowerdew, J. & Forest 2009; Gledhill 1995; 2000) reflecting the three main moves (*Orientation – Analysis – Advisory*) in the reports (Nathan 2010; 2013). However, in the subject assignments, students often mixed Conclusions and Recommendations together, and did not always have separate Recommendations. This explains why total numbers are lower for the subject texts for these two sections. The composition of the corpus is given in table 4.4. The figure in brackets refers to how many texts from the total included this section, and the percentage refers to the total proportion allocated to the section compared to the total word count. Table 4.4 shows that the Analysis section predominates in the subject task, whilst Recommendations were given more prominence by writers in the EAP context (see chapter 3 for more details).

Section of report	Subject assignment (Barclays) Word count (texts present) Word count and proportion of total.	EAP assignment (Tesco's) Word count (texts present) Word count and proportion of total.
Introduction	5,248 (24/25) – 12%	6,643 (34/34) – 17%
Analysis	33,331 (25/25) - 76%	19,673 (34/34) – 51%
Conclusion	2,493 (20/25) - 5%	3,151 (34/34) -8%

Recommendations	2,896 (18/25) – 7%	8,961 (34/34) – 24%
Total corpus size	43,968	38,428

Table 4.4. Corpus composition by report section

Table 4.5 shows the variation present in each section from the shortest word length to the longest in the total 1st and 2:1 report corpora. The proportion of the total word count allocated to the move is shown in brackets.

Section of report	Subject assignment (Barclays)	EAP assignment (Tesco's)
Introduction	Shortest – Text 10 (1st class) – 89 words (4%) Longest – Text 4 (2:1) – 314 words (14%)	Shortest – Text 11 (1st class) – 62 – (5%) Longest – Text 2 (1st class) – 490 words (25%)
Analysis	Shortest – Text 9 (1st class) – 944 words (50%) Longest – Text 11 (2:1) – 1650 words (72%)	Shortest – Text 2 (1st class) – 381 words (19%) Longest – Text 14 (2:1) – 824 words (65%)
Conclusion	Shortest – Text 1 (2:1) – 27 words (1%) Longest – Text 9 (1st class) – 322 words (17%)	Shortest – Text 8 (1st class) – 33 words (3%) Longest – Text 11 (2:1) 162 words (13%)
Recommendations	Shortest – Text 8 (1st class) - 61 words (3%) Longest – Text 1 (1st class) - 308 words (17%)	Shortest – Text 13 (1st class) – 115 words (10%) Longest – Text 11 (1st class) 550 words – (42%)

Table 4.5. Variation in move length

There was quite significant variation within the main rhetorical moves in terms of word-length, and variations were found in both 1st class and 2:1 reports in both the subject and the EAP contexts. For example, the longest Analysis section in the EAP reports accounted for 65% of the total text, with the shortest making up just 19%.

All of the texts were saved as plain text files, and put together onto one document for each section, as well as one plain text document for all of the total reports at the 2:1 and 1st class level. This allows for comparison across the whole texts, and also allows the four main sections of the reports to be compared.

4.7.2 Keyness methodology

This chapter uses *Wmatrix* as the main software tool to compare the two sub-corpora (Rayson 2008). The two banks of writing are compared against each other initially as whole texts and then in each of the sections of the report. In each section the keyword analysis is conducted first with the EAP task compared against the Business module writing, and then the search is reversed to compare the subject bank of texts against the EAP reports. Keywords which emerge as important from the search are then explored using concordance lines and interpreted in light of the rhetorical purpose of the task or section. In addition to analysing lexical open-class keywords, semantic categories and closed-class grammatical keywords are considered in terms of what these can reveal about the two corpora.

The analysis and results presented are based on comparing one bank of texts against the other and then reversing the process. This tells us what is maximally different between the two tasks and is similar to the method used by Baker (2006: 121-149) in his comparison of the pro and anti-fox hunting debates in the British House of Commons.

Closed-class keywords (CCKWs) were selected from the keyword list for further analysis. The analysis of closed-class keywords mainly focuses on verb tense (*is / was*), the use of auxiliary verbs (*has / have*) or the use of pronouns (*I / we / it / they / its / theirs*) in different sections of the report. These CCKWs are explored in concordance lines and interpreted in terms of the overall communicative purpose of the report in the EAP or subject context, or what these different CCKWs can tell us about different sections of the business reports. The aim of this analysis is to reveal 'non-obvious' (Partington et al. 2013) meanings between the two tasks, and to uncover information about the 'epistemology' (Hunston 2008) of the two genres and contexts.

Frequency counts are used in this chapter to separate CCKWs from open-class lexical keywords. As closed class words are always the most frequent words in any stretch of discourse, sorting keywords by frequency means that a list of predominantly closed-class keywords is revealed in *Wmatrix*. The CCKWs can then be investigated in more detail by using the concordance option in the *Wmatrix* software (Rayson 2008).

Part of speech and semantic key categories are analysed using *Wmatrix's* POS and semantic tags (Rayson 2008). Table 4.6 shows an example of the POS categories in the UCREL CLAWS7 Tagset (Rayson 2008). *Wmatrix* allows two banks of texts to be compared to reveal which grammatical categories are significantly more or less likely to appear in the corpus being investigated. The CLAWS system automatically tags texts uploaded to *Wmatrix* to 160 grammatical categories to an accuracy of between 96 and 97 percent (ucrel.lancs.ac.uk/claws).

UCREL CLAWS7 Tagset	
APPGE	Possessive pronoun, pre-nominal (e.g. my, your, our)
AT	Article (e.g. the)
AT1	Singular article (e.g. a)
BCL	Before clause marker (e.g. in order to)
CC	Coordinating conjunction (e.g. and, or)
CCB	Adversative coordinating conjunction (e.g. but)
CS	Subordinating conjunction (e.g. if, because)
CSA	As (as conjunction)
CSN	Than (as conjunction)

Table 4.6. Extract from POS *Wmatrix* tagset

Key semantic categories can also be identified using *Wmatrix* (Rayson 2008) through the UCREL Semantic Analysis System (USAS) (ucrel.lancs.ac.uk/usas). The USAS tagger groups lexis into 21 major discourse fields (such as *E-emotion* or *P-education*). These 21 major discourse fields are then expanded into a total of 232 category labels (Archer et al. 2002). Table 4.7 shows an example of the semantic category A1 (general and abstract terms) and a sample of subcategories in this group.

UCREL Semantic Tagset	
A1	General and abstract terms
A1.1.1	General actions / making
A1.1.1-	Inaction
A1.2	Damaging and destroying
A1.2-	Fixing and mending
A1.2	Suitability
A1.2+	Suitable

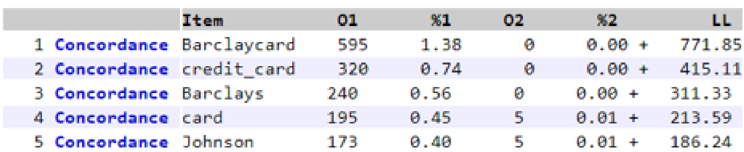
A1.2-	Unsuitable
A1.3	Caution
A1.3+	Cautious
A1.3-	No caution
A1.4	Chance, luck
A1.4+	Lucky
A1.4-	Unlucky

Table 4.7. Extract from *Wmatrix* semantic category tagset

Wmatrix allows for the researcher to upload two corpora and compare the two banks of texts at the word, part of speech, or semantic level. The interface and the three possible searches that can be conducted are shown below (see figure 4.2). It is possible to upload a reference corpus in the second column for the first column to be compared against or a search can be completed using pre-loaded samples of the BNC corpus as a reference.

Figure 4.2. *Wmatrix* interface with word, POS and semantic categories

Wmatrix uses log-likelihood (LL) (Dunning 1993) to present results with a default LL cut-off of 6.63 and a frequency cut-off of 5. Although the utility of log-likelihood when using large ‘mega-corpora’ has been questioned by researchers in the field (Kilgarriff 2005), its use has been defended when dealing with small, specialised corpora of a particular discourse type (Gabrielatos 2018) as is the case in this chapter and thesis. Figure 4.3 shows how results are presented when the subject corpus (01) is compared with the EAP corpus (02) at the word level.



		Item	01	%1	02	%2		LL
1	Concordance	Barclaycard	595	1.38	0	0.00	+	771.85
2	Concordance	credit_card	320	0.74	0	0.00	+	415.11
3	Concordance	Barclays	240	0.56	0	0.00	+	311.33
4	Concordance	card	195	0.45	5	0.01	+	213.59
5	Concordance	Johnson	173	0.40	5	0.01	+	186.24

Figure 4.3. Example results page in *Wmatrix*

The ‘concordance’ option allows the keyword or key category to be seen in the context of the study corpus. Figure 4.4 demonstrates this function. The context can be expanded, or the full text can be retrieved as required.

195 occurrences.			Extend context
by Diner Club (1950) , with that	card	you could pay bills from a lot of pl	1 More | Full
pay with other options and not with	card	. First of all they is a lot of comp	2 More | Full
t of first mover . It was the first	card	in UK , first institutional present	3 More | Full
1 : MasterCard launched first debit	card	Maestro. * From 1991 2003 : Growing	4 More | Full
tole their identity of this kind of	card	, they are moving to another company	5 More | Full

Figure 4.4. Concordance lines in *Wmatrix.*

4.8 Results

This section of the chapter initially presents the results of a keyword analysis of the complete corpora, followed by a comparison of the different sections of the reports. These have been separated in the corpus into the constituent sections to provide four separate sub-corpora made up of the *Introduction*, *Analysis*, *Conclusion* and *Recommendations* sections of the report tasks in the subject and in the EAP context. In each case the EAP task is compared first to the subject assignment, and then the process is reversed.

4.8.1 EAP report keywords

The top 20 keywords in the EAP assignment, when compared to the subject task are provided below (figure 4.5).

		Item	O1	%1	O2	%2	LL
1	Concordance	Tesco	830	2.11	1	0.00 +	1213.85
2	Concordance	Tescos	216	0.55	0	0.00 +	319.58
3	Concordance	2014	264	0.67	22	0.05 +	264.01
4	Concordance	accounting	164	0.42	2	0.00 +	223.58
5	Concordance	stores	111	0.28	0	0.00 +	164.23
6	Concordance	problems	162	0.41	16	0.04 +	152.83
7	Concordance	Tesco_plc	102	0.26	0	0.00 +	150.91
8	Concordance	discounters	98	0.25	0	0.00 +	144.99
9	Concordance	management	172	0.44	25	0.06 +	137.01
10	Concordance	crisis	100	0.25	4	0.01 +	119.23
11	Concordance	economist	72	0.18	0	0.00 +	106.53
12	Concordance	Wright_2014	70	0.18	0	0.00 +	103.57
13	Concordance	Aldi	70	0.18	0	0.00 +	103.57
14	Concordance	report	139	0.35	23	0.05 +	103.12
15	Concordance	Wright	68	0.17	0	0.00 +	100.61
16	Concordance	sales	122	0.31	18	0.04 +	96.43
17	Concordance	Lidl	65	0.17	0	0.00 +	96.17
18	Concordance	supermarkets	62	0.16	0	0.00 +	91.7
19	Concordance	profits	120	0.31	19	0.04 +	91.29
20	Concordance	shopping	66	0.17	1	0.00 +	88.55

Figure 4.5. Top 20 EAP keywords

Many of the keywords in this table are specific to the task, and so should not be seen as overly surprising. For example, the name of the company under analysis (*Tesco* or *Tesco's*) and specific lexis such as *'stores'* or *'supermarkets'*. It can also be seen in figure 4.5 that these lexical items are either absent or exceptionally rare in the subject corpus.

However, other key terms which are less directly connected to the assignment brief point to a less immediately obvious but important difference between the tasks. The high keyness rating of '*problems*' and '*crisis*' indicate a difference in the way that the company is portrayed. It should also be noted that *'problems'* and *'crisis'* do appear in the subject corpus, with a frequency of 16 and 4 occurrences respectively. In other words, this is lexis which could have been used in the subject assignment but which was used statistically less frequently by these writers. The concordance lines in figure 4.6 give an example of how '*crisis*' is used by EAP writers to portray a company with immediate problems and in need of help from the student writer as pseudo-consultant.

ld , is currently facing operating	crisis	. The crisis is mainly due to shrin	31
ntly facing operating crisis . The	crisis	is mainly due to shrinking profits	32
y him in order to get throughe the	crisis	of the company , which will take a	33
es in order to get out its current	crisis	. Therefore , we give the following	34
ction . * After it get through its	crisis	, Tesco should hire senior marketin	35

Figure 4.6. EAP '*crisis*' concordance lines

The keyword '*management*' in the EAP corpus (keyword number 9) suggests that Tesco's problems were often portrayed as being linked to individual actions or mistakes. Other keywords in the top 100 list include '*error*', '*scandal*' and '*mistake(s)*'. The concordance lines for '*mistakes*' in figure 4.7 show examples of how student writers in the EAP corpus focused on human actors (managers) as being at least partly responsible for the company's current predicament.

ch . Commercial income One of the	mistakes	concerns commercial income , which	1
in all , failing to examine these	mistakes	and the lack of supervision of its	2
014) , noted that the unexpected	mistakes	left a bad impression of its inter	3
ified accountants to avoid future	mistakes	to deal with the accounting issue	4
ng practice . Tesco disclosed its	mistakes	on accounting that it overstated i	5
y of accounting fraud and similar	mistakes	. Then , Tesco should change its d	6
llowing the scandal of accounting	mistakes	, Tesco PLCs reliability may now b	7
ctors are responsible for several	mistakes	in managing the company . This can	8
also revealed concrete management	mistakes	. Too many Tesco big stores needed	9
management policy to fix its past	mistakes	and avoid making new ones . - Tesc	10

Figure 4.7. EAP '*mistakes*' concordance lines

This focus on human actors and a judgement of their individual actions suggests that writers in the EAP corpus evaluated the company in terms of human actors making (frequently poor) decisions. The contrast between EAP and subject analysis of key topics is explored in more depth in section 4.8.8 below.

4.8.2 EAP closed-class keywords

If the keyword list is sorted by frequency and over-representation, by excluding under-represented items in the bank of EAP texts, it is possible to reveal mainly closed-class keywords using *Wmatrix* (Rayson 2008). Figure 4.8 shows the top 20 EAP keywords sorted for frequency. This reveals mainly CCKWs in the EAP corpus, along with a number of keywords more specifically linked to the task (*Tesco*, *2014*, *Tesco's*).

		Item	O1	%1	O2	%2		LL
1	Concordance	of	1261	3.21	1328	3.08	+	1.00
2	Concordance	to	1040	2.65	1066	2.48	+	2.32
3	Concordance	Tesco	830	2.11	1	0.00	+	1213.85
4	Concordance	is	511	1.30	460	1.07	+	9.34
5	Concordance	its	417	1.06	216	0.50	+	84.58
6	Concordance	for	339	0.86	357	0.83	+	0.27
7	Concordance	it	335	0.85	284	0.66	+	10.14
8	Concordance	that	322	0.82	297	0.69	+	4.57
9	Concordance	this	305	0.78	288	0.67	+	3.27
10	Concordance	company	264	0.67	151	0.35	+	42.32
11	Concordance	2014	264	0.67	22	0.05	+	264.01
12	Concordance	by	259	0.66	220	0.51	+	7.73
13	Concordance	has	247	0.63	125	0.29	+	52.65
14	Concordance	be	245	0.62	236	0.55	+	1.99
15	Concordance	from	237	0.60	189	0.44	+	10.68
16	Concordance	customers	234	0.60	255	0.59	+	0.00
17	Concordance	are	220	0.56	221	0.51	+	0.83
18	Concordance	Tescos	216	0.55	0	0.00	+	319.58
19	Concordance	on	210	0.53	193	0.45	+	3.10
20	Concordance	as	197	0.50	199	0.46	+	0.65

Figure 4.8. EAP closed-class keywords

In table 4.8 these items have been re-ordered to reveal the 5 closed-class keywords with the greatest difference by log-likelihood in the EAP corpus.

Item	**Log-likelihood**
Its	84.58
Has	52.65
From	10.68
Is	9.34
By	7.73

Table 4.8. EAP CCKWs sorted by log-likelihood

The closed-class keyword with the most significant difference in terms of log-likelihood in the EAP corpus was the more frequent use of '*its*' by EAP report writers to refer to the target company. The concordance lines in figure 4.9 show examples of how student writers used the possessive pronoun '*its*' to describe the company. In section 4.8.4 it will be shown that this contrasts with the subject writers use of '*they*' and '*their*' to refer to the business presented in the case study. I would argue that the use of '*its*' by EAP writers is an indication of a more involved 'consultant' identity in which the company is seen as a real-life entity as opposed to the more distanced and objective stance suggested by the use of '*they*' and '*their*' in the subject reports.

ous development of Tesco in terms of	its	massive sales and profits . However ,	1	More | Full
, Tesco has undergone a 3.6% drop in	its	market share , which was deemed as th	2	More | Full
unters as well . Tesco now is losing	its	consumers in that its poor customers	3	More | Full
now is losing its consumers in that	its	poor customers are turning to German	4	More | Full
and M &S,; indicating the squeeze in	its	sales and profit margins (Anon. 2014	5	More | Full

Figure 4.9. CCKW '*its*' in EAP reports

Figure 4.10 shows examples of the auxiliary verb *'has'* used by EAP student writers to present information about the company through the present perfect aspect. In these extracts this has the effect of emphasising the recent nature of the events affecting the company, and the need for immediate advice to help the business.

on 1 2 2.1 Background information It	has	been widely accepted in the UK that T	1
tember , it is another story . Tesco	has	been put in jeopardy as a consequence	2
sis 3 4 4.1 Financial Position There	has	been a financial crisis in Tesco , es	3
andal . During the past year , Tesco	has	undergone a 3.6% drop in its market s	4
92% in the pre-tax profits this year	has	exposed Tesco to a more risky positio	5
2014) . Therefore , a tough problem	has	fallen on how to remedy the accountin	6
nagement Vulnerability Breaking news	has	reported the change in Tescos managem	7
tant business parts in the UK . This	has	exerted much pressure on the reshuffl	8
like German markets Aldi and Lidl ,	has	swept over the country , putting Tesc	9
ip with Suppliers An underlying fact	has	implied that the profits overstatemen	10

Figure 4.10. CCKW *'has'* in EAP reports

The closed-class keyword *'is'* in the EAP corpus also emphasises the current nature of the problems facing the company as shown by the concordance lines in figure 4.11.

ly accepted in the UK that Tesco plc	is	the nations giant in the retailing ma	1
r , after the 22nd of September , it	is	another story . Tesco has been put in	2
ting scandal . The overall situation	is	not optimistic at present . 2.2 Purpo	3
at present . 2.2 Purpose This report	is	intended for Tescos board of manageme	4
n . Irrespective of this fiasco , it	is	reported that rising profits can appe	5
cording to Felsted (2014a) , there	is	suspension of three more senior manag	6
ment members . However , the problem	is	that Tescos ten board executives all	7
new discounters as well . Tesco now	is	losing its consumers in that its poor	8
t the profits overstatement of Tesco	is	concerned with the inextricable relat	9
Wright (2014) has reckoned that it	is	quite late for Tesco and its counterp	10

Figure 4.11. CCKW *'is'* in EAP reports

The presence of *'is'* and *'has'* as CCKWs in the EAP task suggests a fundamental difference in the purpose or epistemology present in the academic writing task. In the EAP task student writers portray the company as in immediate danger and facing current difficulties to emphasise their role as imagined consultants providing assistance to a company in danger. The use of the

CCKWs *'is'* and *'has'* helps the student writers to construe this involved and dynamic character, as a key part of the role-playing element of the **company report** genre.

The final closed-class keywords found to be significant in the EAP reports (*'from'* and *'by'*) can be at least partly explained by their use in certain fixed expressions used by EAP report writers, particularly in the Orientation moves of the report. Figure 4.12 gives examples of how EAP writers use *'from'* to show the imaginary consultancy company from which the report had been requested and delivered.

Tesco PLC has requested this report	from	Baobab &; Co Consultancy in order to	11	More | Full
McNally , the Director of Tesco PLC	from	S.H.D consultancy to address problem	12	More | Full

Figure 4.12. CCKW *'from'* in EAP reports

Figure 4.13 shows examples of how *'by'* was used EAP report writers to state the date by which the report was to be completed in lines 1,2 and 9 or who the report had been requested by in lines 6 and 8.

ems . The report was to be submitted	by	the 12th December 2014. 2 Introductio	1	More | Full
n commissioned to deliver the report	by	12th of December . 2.0 Introduction T	2	More | Full
s 2nd largest food retailer measured	by	revenues (Tesco PLC 2012) . The ret	3	More | Full
chain was first established in 1919	by	Jack Cohen and the first Tesco store	4	More | Full
dure To determine the problems faced	by	Tesco , I conducted a SWOT analysis w	5	More | Full
g these problems . It was authorized	by	the professional consultant in Dark K	6	More | Full
ion of Tesco and analyze its problem	by	focusing on two aspects : competition	7	More | Full
nce ? This report has been requested	by	Tesco plc in order to address problem	8	More | Full
r business . The report is completed	by	10th December 2014. 2 . Introduction	9	More | Full
ent situation and the problems faced	by	Tesco . The report is to be delivered	10	More | Full

Figure 4.13. CCKW *'by'* in EAP reports

The uses of *'from'* and *'by'* in the EAP reports provide further evidence for the consultant identity required by the **company report** genre. The concordance lines reveal an attempt by EAP report writers to index a professional identity of a consultant writing a report for a 'real' company.

4.8.3 Subject report keywords

In this section, the process is reversed, with the bank of successful subject tasks compared to the EAP corpus. The top 20 subject report keywords when compared to the EAP bank of texts are provided in figure 4.14.

		Item	O1	%1	O2	%2		LL	LogRatio
1	Concordance	Barclaycard	595	1.38	0	0.00	+	771.85	10.09
2	Concordance	credit_card	320	0.74	0	0.00	+	415.11	9.19
3	Concordance	Barclays	240	0.56	0	0.00	+	311.33	8.78
4	Concordance	card	195	0.45	5	0.01	+	213.59	5.15
5	Concordance	Johnson	173	0.40	5	0.01	+	186.24	4.98
6	Concordance	cards	125	0.29	0	0.00	+	162.15	7.83
7	Concordance	credit_cards	122	0.28	0	0.00	+	158.26	7.80
8	Concordance	Scholes	141	0.33	4	0.01	+	152.21	5.01
9	Concordance	2003	89	0.21	0	0.00	+	115.45	7.34
10	Concordance	new	292	0.68	79	0.20	+	111.45	1.75
11	Concordance	banks	83	0.19	0	0.00	+	107.67	7.24
12	Concordance	bank	79	0.18	0	0.00	+	102.48	7.17
13	Concordance	market	379	0.88	138	0.35	+	95.92	1.33
14	Concordance	Barclay	69	0.16	0	0.00	+	89.51	6.98
15	Concordance	Whittington_2012	72	0.17	1	0.00	+	84.31	6.04
16	Concordance	debit	55	0.13	0	0.00	+	71.35	6.65
17	Concordance	high	160	0.37	39	0.10	+	68.34	1.91
18	Concordance	ansoff	52	0.12	0	0.00	+	67.46	6.57
19	Concordance	Barclaycards	51	0.12	0	0.00	+	66.16	6.54
20	Concordance	forces	73	0.17	5	0.01	+	64.95	3.74

Figure 4.14. Top 20 subject report keywords

Again, some keywords will be of little surprise in these results. The top four spaces are occupied by the name of the company, and the main focus of the case study (*credit cards*). However, other keywords reveal important differences with the EAP task. The presence of *'Ansoff'* and *'forces'* show that theoretical models are more likely to be used in the subject task, as they refer to important theories in Business (*'forces'* refers to *'Porter's Five Forces'*, an important analytical framework in Business Studies). Other terms such as *'new'* or *'high'* are also used frequently and are worthy of further investigation. A search for common collocates using the corpus software *Antconc* (Anthony 2012) shows that '*new*' is often used with '*entrants*' (see figure 4.15). This is a key element of the *Porter's Five Forces* theoretical business model.

3	47	0	47	6.97061	entrants

Figure 4.15. Collocate with '*new*' in subject reports

4.8.4 Subject report closed-class keywords

In the analysis of EAP closed-class keywords in section 4.6.2 it was shown that the keywords *'is'* and *'has'* demonstrate the immediate nature of the more practical **company reports** produced in the EAP context. The more objective and detached 'academic' persona of writers in the subject **organisation analysis** can be evidenced by the presence of two sets of keywords in the subject corpus: '*was /were*' and '*they / their*'. Figure 4.16 shows that *'was'* and '*were'* are statistically key in the subject tasks in comparison with the EAP reports.

47	Concordance	was	310	0.72	151	0.38 +	42.45	0.91
14	Concordance	were	143	0.33	75	0.19 +	15.82	74.06

Figure 4.16. Keywords *'was / were'* in subject reports

The concordance lines in figure 4.17 show that *'was'* is used by writers in the subject corpus to describe and analyse the events in the case study. This use of the past tense distances the student writing from the events and make the students' analysis seem more objective and less connected to immediate problems facing the company. The use of the past tense ('*was*' / '*were*') in comparison to the use of the present tense and present perfect aspect in the EAP task reflects an important difference in the assignment task given to students in the two contexts. In the EAP setting students were asked to focus on a company in immediate danger, whilst in the subject task assignment the events in the case study had occurred at least ten years previously.

rom retailers when Barclaycard brand	was	launched exemplified the capacity of	30
. - The influence of customer power	was	high as shown in the increased pressu	31
is novel concept to the world but it	was	not until 1965 that Barclays Bank ado	32
g the First Mover but to see if that	was	enough , this report will critically	33
e-Cycle In 1965 when the Barclaycard	was	introduced it was at its Introduction	34
en the Barclaycard was introduced it	was	at its Introduction or Development st	35
ot yet accepted the concept so there	was	not much competition for the company	36
s to early 2000s however the company	was	in its Maturity stage as in 2003 the	37
s strongest competitor Lloyds Bank ,	was	behind at 5 million cards (Johnson ,	38
hough the growth of the market share	was	decreasing at a rate from 28% in 1996	39
8% in 1996 to 16% in 2002 , Barclays	was	still the market leader . The maturit	40

Figure 4.17. *'Was'* in subject reports

The keywords *'they'* and *'their'* also serve to distance the student writers in the subject corpus from the events in the case study. Figure 4.18 shows that both words emerge as key in the subject corpus, and that they were used statistically more frequently than in the EAP task.

8	Concordance	they	259	0.60	116	0.30 +	43.68	103.83
38	Concordance	their	215	0.50	169	0.43 +	2.13	16.14

Figure 4.18. *'They / Their'* in subject corpus.

The concordance lines in figure 4.19 show examples of how *'they'* is used by subject writers in the corpus. Referring to the company in the case study as *'they'* has the effect of distancing the writer from the object of study and making the analysis more objective (Nathan 2010: 153). This is in line with the overall purpose of epistemic **organisation analyses** described in chapters 2 and 3 of this thesis. I would argue that the use of *'they'* or *'their'* marks the target company as an object of study for the demonstration of disciplinary knowledge as opposed to a real entity facing actual problems.

position , thats why in that moment	they	could be unsuitable , they were begi	30
t moment they could be unsuitable ,	they	were beginning something that could	31
at could not have success . In 2003	they	are not more in diversification , we	32
on or Product development . First ,	they	launched new products but in the sam	33
less fraud , but at the same time ,	they	are protecting the situation that th	34
y are protecting the situation that	they	have on the market . Conclusion and	35
good moment , when Barclays born ,	they	did nt have many competitors ; they	36
they did nt have many competitors ;	they	had a good idea when they made a fra	37
etitors ; they had a good idea when	they	made a franchise of Bank of America	38
that Barclaycard is transparency ,	they	are not going to buy it . So if they	39
hey are not going to buy it . So if	they	do nt want to loose costumers , they	40

Figure 4.19. Concordance lines for *'they'* in subject corpus

4.8.5 Keyness comparison of tense use

A comparison of parts of speech (POS) across the two corpora can also be used to further investigate some of the significant differences suggested by the presence of key lexical items above. As many of the 'closed-class' lexical items suggest differences in the verbal or tense system (*is / was / has*), a comparison was made between the two corpora for 'verbs' as shown in the *Wmatrix* drop down menu shown in figure 4.20.

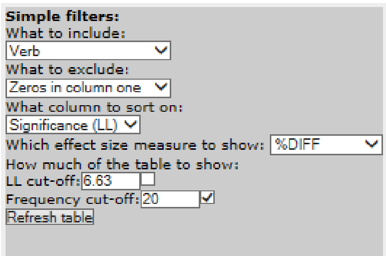


Figure 4.20. Dropdown part of speech menu in *Wmatrix*

Figure 4.21 shows the results for key verb structures across the two corpora where 01 is the EAP corpus and 02 is the subject bank of texts. Positive numbers show verb and tense structures statistically more likely to occur in EAP writing, whilst minus numbers reveal structures that are more prevalent in the subject reports. The item codes are matched to the UCREL CLAWS7 Tagset (see table 4.6) to indicate the verbal or tense structure being used.

	Item	01	%1	02	%2		LL	%DIFF
1 List1 | List2 | Concordance	VVD	395	1.00	695	1.61	-	58.56	-37.74
2 List1 | List2 | Concordance	VHZ	270	0.69	147	0.34	+	48.90	101.20
3 List1 | List2 | Concordance	VBDZ	151	0.38	311	0.72	-	42.95	-46.81
4 List1 | List2 | Concordance	VVN	959	2.44	767	1.78	+	42.49	36.96
5 List1 | List2 | Concordance	VBN	93	0.24	44	0.10	+	22.67	131.53
6 List1 | List2 | Concordance	VVZ	353	0.90	275	0.64	+	18.13	40.61
7 List1 | List2 | Concordance	VBDR	75	0.19	143	0.33	-	15.82	-42.55
8 List1 | List2 | Concordance	VV0	620	1.58	548	1.27	+	13.43	23.94
9 List1 | List2 | Concordance	VHI	29	0.07	64	0.15	-	10.51	-50.36
10 List1 | List2 | Concordance	VBZ	512	1.30	461	1.07	+	9.34	21.66
11 List1 | List2 | Concordance	VHD	59	0.15	105	0.24	-	9.23	-38.45
12 List1 | List2 | Concordance	VVI	1250	3.18	1222	2.84	+	8.00	12.05
13 List1 | List2 | Concordance	VH0	139	0.35	106	0.25	+	7.97	43.65
14 List1 | List2 | Concordance	VM	565	1.44	536	1.24	+	5.69	15.47
15 List1 | List2 | Concordance	VVG	654	1.66	643	1.49	+	3.79	11.42
16 List1 | List2 | Concordance	VBG	21	0.05	36	0.08	-	2.75	-36.10
17 List1 | List2 | Concordance	VBI	245	0.62	236	0.55	+	1.99	13.72
18 List1 | List2 | Concordance	VDD	20	0.05	31	0.07	-	1.49	-29.33
19 List1 | List2 | Concordance	VBR	221	0.56	221	0.51	+	0.92	9.54

Figure 4.21. Key POS verbs in EAP (01) and subject (02) corpus

This part of speech comparison largely confirms the differences that were suggested by the lexical keywords in sections 4.8.1 to 4.8.4. The most significant difference in terms of log-likelihood in this table is in the verb category *'VVD'*, which is the past tense of lexical verbs in the UCREL CLAWS7 Tagset. Figure 4.21 shows that the past tense (*VVD*) is statistically more likely to occur in the subject corpus. Examples of past tense usage in the subject corpus are shown below (figure 4.22).

about the interest rate.They	distrusted	that the outstanding balances	50
they demanded.Then government	made	a inquiry . Barclays was inqui	51
der consumed in the shop , he	used	the card and the bank should p	52
mbursed immediately . So bank	took	responsibility to reimburse th	53
the phenomenon about it . It	seemed	that Barclays have a weak capa	54
ces the five forces framework	introduced	credit card BankAmericard comp	55
tion processing , the issuers	launched	the debit card as the saying t	56
ive than the credit card , it	meant	that debit card may more favor	57

Figure 4.22. *VVD* usage in subject reports

The next most significant difference between the two corpora is in the verb category 'VHZ' which represents *'has'* in the UCRELS tagset. This is often used as an auxiliary verb to form the present perfect in the EAP reports and it helps to give the EAP **company reports** a more immediate message in contrast to the more objective and distanced subject **organisation analyses**.

2 2.1 Background information It	has	been widely accepted in the UK t	1
r , it is another story . Tesco	has	been put in jeopardy as a conseq	2
4 4.1 Financial Position There	has	been a financial crisis in Tesco	3
. During the past year , Tesco	has	undergone a 3.6% drop in its mar	4
n the pre-tax profits this year	has	exposed Tesco to a more risky po	5

Figure 4.23. *VHZ* usage in EAP reports

This section has shown how a part of speech keyness comparison can be used to confirm or inform findings made at the (closed-class) keyword level. This technique of POS comparison is repeated in the more in-depth investigation of the reports' Analysis sections (section 4.8.8 to 4.8.10).

4.8.6 Key semantic categories

A comparison of semantic categories is another way in which important differences between the two corpora can be identified or confirmed. A search for semantic categories can also identify and reveal lexical items which may have been missed by the analyst in a simple keyword search (Baker 2006; Potts et al. 2015; Rayson 2008). Semantic categories which emerge as key in the EAP corpus of writing in relation to the subject texts are given in figure 4.24.

1	List1	List2	Concordance	Z3	1314	3.34	613	1.42 +	328.85	1.23	Other proper names
2	List1	List2	Concordance	Q2.2	789	2.01	305	0.71 +	268.11	1.50	Speech acts
3	List1	List2	Concordance	A12-	383	0.97	97	0.23 +	209.34	2.11	Difficult
4	List1	List2	Concordance	I1.3-	203	0.52	57	0.13 +	100.80	1.96	Cheap
5	List1	List2	Concordance	I2.1	745	1.89	467	1.08 +	92.19	0.81	Business: Generally
6	List1	List2	Concordance	A5.3-	98	0.25	10	0.02 +	91.33	3.42	Evaluation: Inaccurate
7	List1	List2	Concordance	O4.5	101	0.26	16	0.04 +	76.82	2.79	Texture
8	List1	List2	Concordance	F1	121	0.31	26	0.06 +	75.56	2.35	Food
9	List1	List2	Concordance	S7.1+	525	1.34	326	0.76 +	66.87	0.82	In power
10	List1	List2	Concordance	T1.1.2	186	0.47	71	0.16 +	64.35	1.52	Time: Present; simultaneous
11	List1	List2	Concordance	I2.2	1609	4.09	1309	3.04 +	64.30	0.43	Business: Selling
12	List1	List2	Concordance	T1.3	409	1.04	240	0.56 +	61.27	0.90	Time: Period
13	List1	List2	Concordance	X2.2	42	0.11	1	0.00 +	53.94	5.52	Knowledge
14	List1	List2	Concordance	W4	35	0.09	2	0.00 +	38.82	4.26	Weather
15	List1	List2	Concordance	N2	37	0.09	3	0.01 +	37.32	3.76	Mathematics
16	List1	List2	Concordance	A5.1	91	0.23	33	0.08 +	33.76	1.59	Evaluation: Good/bad
17	List1	List2	Concordance	N5.2+	61	0.16	17	0.04 +	30.51	1.97	Exceed; waste
18	List1	List2	Concordance	S7.1++	20	0.05	0	0.00 +	29.59	5.45	In power
19	List1	List2	Concordance	F2	20	0.05	0	0.00 +	29.59	5.45	Drinks and alcohol
20	List1	List2	Concordance	N3.2+++	94	0.24	39	0.09 +	28.73	1.40	Size: Big
21	List1	List2	Concordance	A10+	147	0.37	79	0.18 +	27.45	1.03	Open; Finding; Showing
22	List1	List2	Concordance	S6+	379	0.96	281	0.65 +	24.91	0.56	Strong obligation or necessity
23	List1	List2	Concordance	I3.2	37	0.09	8	0.02 +	23.00	2.34	Work and employment: Professionalism
24	List1	List2	Concordance	G2.2-	41	0.10	11	0.03 +	21.27	2.03	Unethical
25	List1	List2	Concordance	E6+	35	0.09	8	0.02 +	20.84	2.26	Confident
26	List1	List2	Concordance	X2.2+	163	0.41	102	0.24 +	20.28	0.81	Knowledgeable
27	List1	List2	Concordance	A5.2-	20	0.05	2	0.00 +	18.78	3.45	Evaluation: False
28	List1	List2	Concordance	X4.1	94	0.24	50	0.12 +	17.97	1.04	Mental object: Conceptual object
29	List1	List2	Concordance	S1.1.2+	73	0.19	36	0.08 +	16.41	1.15	Reciprocal
30	List1	List2	Concordance	M2	163	0.41	110	0.26 +	15.75	0.70	Putting, pulling, pushing, transporting

Figure 4.24. Key semantic categories in EAP reports

Figure 4.24 shows that explicit evaluation emerges as a key semantic category in the EAP reports. This can be seen in the three evaluation categories of *evaluation: inaccurate* at number 6, *evaluation: good / bad* at number 16, *evaluation: false* at number 27 and in categories such as *difficult* at number 3 or *unethical* at number 24. The examples in figure 4.25 from the *'evaluation:inaccurate'* category show that EAP writers in the corpus are often clear and explicit in their criticism and evaluation of the company.

uppliers payment and costs were	incorrect	. This has led to an overstateme	30
decrease in sales . Some major	errors	have been made in the management	31
ors are responsible for several	mistakes	in managing the company . This c	32
so revealed concrete management	mistakes	. Too many Tesco big stores need	33
ent might have been caused by a	mistake	but can also result from a delib	34
is misstatement . An accounting	mistake	might be a consequence of comple	35
nagement policy to fix its past	mistakes	and avoid making new ones . - Te	36
candal was caused by a material	mistake	and if it is not actually the ca	37
petitors but the reality is the	wrong	market strategies made by Tesco	38
lost many customers due to the	wrong	market strategy . It is not hard	39
eaders . Furthermore , a costly	mistake	that Tesco made in this Septembe	40

Figure 4.25. *Evaluation:inaccurate* EAP concordance lines

This section has shown how the concept of *keyness* (Baker 2006; Rayson 2008; Scott 1997) can be used to find and explore differences between two banks of texts in a quantifiable way to show statistically significant variation across two corpora. It has shown how both open-class lexical keywords, and closed-class grammatical terms can be used to discover differences between texts, which can be explored further with concordance lines. *Wmatrix* also allows researchers to compare key parts of speech and semantic categories across two banks of data. These can be used to support or further probe open or closed class keywords found in the initial comparison.

Following on from the global analysis of the two reports in sections 4.8.1 to 4.8.6 the remainder of this chapter investigates business reports in the subject and EAP context in the four main rhetorical moves of the *Introduction*, *Analysis*, *Conclusion* and *Recommendations*. Differences in the four main parts of the reports will be presented and discussed using the techniques of keyness comparison outlined above.

4.8.7 Keyness in Orientation move

4.8.7.1 Keywords in EAP Introductions

A keyword comparison of the sub-corpus of EAP and subject task introductions is given in figure 4.26.

		Item	O1	%1	O2	%2	LL	LogRatio
1	Concordance	Tesco	127	2.03	0	0.00 +	145.50	7.62
2	Concordance	problems	62	0.99	3	0.06 +	51.70	4.00
3	Concordance	Tesco_plc	43	0.69	0	0.00 +	49.26	6.06
4	Concordance	Tescos	40	0.64	0	0.00 +	45.83	5.95
5	Concordance	report	94	1.50	17	0.35 +	40.87	2.10
6	Concordance	is	113	1.81	25	0.52 +	40.37	1.81
7	Concordance	retailer	30	0.48	0	0.00 +	34.37	5.54
8	Concordance	procedure	30	0.48	0	0.00 +	34.37	5.54
9	Concordance	data	28	0.45	0	0.00 +	32.08	5.44
10	Concordance	management	34	0.54	1	0.02 +	31.53	4.72
11	Concordance	research	25	0.40	0	0.00 +	28.64	5.27
12	Concordance	board	24	0.38	0	0.00 +	27.50	5.21
13	Concordance	reference	21	0.34	0	0.00 +	24.06	5.02
14	Concordance	articles	21	0.34	0	0.00 +	24.06	5.02
15	Concordance	terms	20	0.32	0	0.00 +	22.91	4.95
16	Concordance	*	20	0.32	0	0.00 +	22.91	4.95
17	Concordance	has	66	1.06	15	0.31 +	22.89	1.77
18	Concordance	2014	23	0.37	1	0.02 +	19.70	4.15
19	Concordance	situation	35	0.56	5	0.10 +	18.26	2.44
20	Concordance	profits	21	0.34	1	0.02 +	17.58	4.02
21	Concordance	accounting	14	0.22	0	0.00 +	16.04	4.44
22	Concordance	1919	14	0.22	0	0.00 +	16.04	4.44
23	Concordance	some	37	0.59	7	0.14 +	15.45	2.03
24	Concordance	third	13	0.21	0	0.00 +	14.89	4.33
25	Concordance	requested	13	0.21	0	0.00 +	14.89	4.33
26	Concordance	consultancy	13	0.21	0	0.00 +	14.89	4.33

Figure 4.26. EAP report introduction keywords

This comparison reveals important differences in Introductions across the two tasks. The prevalence of the keyword *'problems'* suggests that the company in the EAP assignment is usually portrayed as facing difficulties. This is an indication that the company is often problematized in the introduction to the EAP company report. This provides the author with an appropriate context for the recommendations later in the text. This supports the findings presented in section 4.8 of this chapter which demonstrated that *'mistakes'* and *'crisis'* emerge as keywords in the EAP business reports.

A closer investigation of concordance lines showing collocates of *'problems'* (see figure 4.27) shows examples of how student writers in the EAP corpus use this word in their Introductions to the report. It should be noted that the company is described as 'facing problems' in the EAP assignment brief.

1	8	problems faced by
2	6	problems faced by Tesco
3	6	problems of Tesco
4	6	the problems faced
5	6	the problems faced by
6	6	the problems faced by Tesco

Figure 4.27. Collocates of keyword *'problems'* in EAP introductions (i)

The company is typically described as '*facing problems*', and the student writer / consultant is writing in order to *'address'* or *'analyze'* these difficulties (see figure 4.28).

19	2	address problems in
20	2	address problems in their
21	2	address problems in their business
22	2	address problems that
23	2	address problems that the
24	2	address problems that the company
25	2	address their companys problems
26	2	address those problems

Figure 4.28. Collocates of keyword *'problems'* in EAP introductions (ii)

A concordance level investigation of the keywords *'board'* (keyword number 12) and *'consultancy'* (keyword number 26) show that successful students on the EAP task often construe a pseudo-professional identity for themselves and their audience (the board of Tesco in this case) (see figure 4.29 for examples of the keyword *'consultancy'* in the EAP texts).

13 occurrences.		
they face . Innovative Business	Consultancy	has been commissioned to deliver
ed this report from Baobab &; Co	Consultancy	in order to analyse and address t
Director of Tesco PLC from S.H.D	consultancy	to address problems that the comp
co requested this report to NARA	Consultancy	in order to resolve problems in t
this report from Europa business	consultancy	in order to provide them with som
t who is experienced in business	consultancy	for supermarkets . I am in charge
equested this report from Holmes	Consultancy	in order to improve their busines
ed this report to Pearson Aranda	consultancy	on Tescos business management . T
ss report from Reliable Business	Consultancy	in order to address the current s
oard of Tesco PLC from Universal	Consultancy	(London) in order to analyse th
ventional supermarket . Universe	Consultancy	was to deliver this report by the
ired a business report from GoFe	Consultancy	in order to distinguish problems
. Procedure Tesco required GoFe	Consultancy	to make a report during the perio

Figure 4.29. Keyword *'consultancy'* in EAP introductions

These concordance lines provide examples of how students often construe an imaginary identity for themselves in the EAP **company report**. The examples above include *Holmes Consultancy* and *Reliable Business Consultancy*. It should be noted that these were not provided to students in class or on the assignment brief and are an example of successful students assuming a pseudo-consultant identity to produce a report which fulfilled the communicative aims of the EAP **company report** task.

4.8.7.2 Keywords in subject Introductions

Figure 4.30 shows keywords in subject report orientations in comparison to EAP introductions.

		Item	O1	%1	O2	%2	LL	LogR
1	Concordance	Barclaycard	87	1.80	0	0.00 +	144.41	
2	Concordance	credit_card	54	1.12	0	0.00 +	89.63	
3	Concordance	Barclays	41	0.85	0	0.00 +	68.05	
4	Concordance	credit_cards	26	0.54	0	0.00 +	43.16	
5	Concordance	strategic	30	0.62	2	0.03 +	37.12	
6	Concordance	1965	18	0.37	0	0.00 +	29.88	
7	Concordance	bank	17	0.35	0	0.00 +	28.22	
8	Concordance	industry	21	0.43	1	0.02 +	27.87	
9	Concordance	using	16	0.33	0	0.00 +	26.56	
10	Concordance	case_study	16	0.33	0	0.00 +	26.56	
11	Concordance	barclaycards	13	0.27	0	0.00 +	21.58	
12	Concordance	frameworks	12	0.25	0	0.00 +	19.92	
13	Concordance	bank_of_America	12	0.25	0	0.00 +	19.92	
14	Concordance	external	20	0.41	3	0.05 +	18.82	
15	Concordance	will	51	1.05	25	0.40 +	17.01	
16	Concordance	cards	10	0.21	0	0.00 +	16.60	
17	Concordance	card	10	0.21	0	0.00 +	16.60	
18	Concordance	Johnson	10	0.21	0	0.00 +	16.60	
19	Concordance	Barclay	10	0.21	0	0.00 +	16.60	
20	Concordance	launch	9	0.19	0	0.00 +	14.94	

Figure 4.30. Open-class keywords in subject orientations

It can be seen in figure 4.30 that content specific lexis dominates (*Barclays, credit cards*) but other keywords indicate a different epistemological emphasis in this section when compared to the EAP report introductions. The presence of '*strategic*', '*frameworks*' and '*external*' suggests that subject introductions may focus more on the theories and models to be used in the report than is shown in the EAP texts.

The more overtly academic nature of the subject module **organisation analysis** is also demonstrated by the presence of the keywords *'case study'*, *'using'*, and *'will'*. These keywords suggest that students on this task approach the company in the case study as an opportunity to show their awareness of and competence in using appropriate business theories and frameworks rather than as a stimulated real-life company. Example concordance lines for the subject keyword '*using*' in the subject report introductions can be seen in figure 4.31.

any Barclaycard will be analysed by	using	various internal and external analyt	1
potential threats will be analysed	using	various analytic frameworks . 2 . Ba	2
external environment of Barclaycard	using	some elements of the PESTEL framewor	3
ations and the market opportunities	using	relevant frameworks such as Porters	4
is to analyse Barclay credit card ,	using	the international business trade the	5
every moment outside the company ,	using	the Pestle factors as an macro analy	6
ne , we can do a Strategic choice ,	using	the Ansoff method to know in which S	7
ernal and also strategic choices by	using	Porters Five Forces , PESTEL Framewo	8
rd business and its environments by	using	the internal analysis with the S W O	9
rd as a product of Barclays Bank by	using	strategic theories and business conc	10
will involve analaysing the company	using	the different frameworks divided in	11
lly and over 1 million Britons were	using	the Barclaycard at the end of 1966 .	12
report are to evaluate the threats	using	three frameworks and to give some ap	13
ces ; followed by internal analysis	using	Value Chain ; finally use Ansoff to	14
vels of the 1970s . In this essay ,	using	different frame work , the strategy	15
egy of Barclays will be analysed by	using	frameworks . Three frameworks are us	16

Figure 4.31. Keyword *'using'* in subject introductions

Figure 4.31 shows all 16 occurrences of *'using'* as a keyword in the subject corpus at the concordance level. All but one of the instances refer to the student writer '*using*' a particular theory or framework to analyse the company, with just one student at line 12 referring to British customers *using* the credit card.

The keyword '*case study*' at number 10 in the subject introductions also indicates a contrast with the EAP report task. It was shown in section 4.8.7.1 how EAP students used keywords such as *'board'* and *'consultancy'* in their introductions to foreground their imaginary consultant identity. The use of the keyword '*case study*' (see figure 4.32) in the subject **organisation analyses** minimizes this role-playing element and presents the company as an object of study rather than as a real business.

16 occurrences.			Extend context
otential risks and threats . The	case study	is about the origins and evolutio	1 More | Full
ket position on the basis of the	case study	Barclaycard : still the king of p	2 More | Full
into the future of Barclay . The	case study	begins with the history starting	3 More | Full
future . 4. 1 . Introduction The	case study	Barclaycard : still the king of p	4 More | Full
012 .) The key-point within the	case study	is how long a business can have a	5 More | Full
t has been set up to analyse the	case study	Barclaycard : still king of pla$t	6 More | Full
Introduction The following is a	case study	analysis of the policies of Barcl	7 More | Full
t Barclaycards operations . This	case study	will examine the external environ	8 More | Full
d make shopping easier . 9 . The	case study	reviews the development of Barcla	9 More | Full
more varied and complete . This	case study	speaks about the development of t	10 More | Full
have made . 2 Introduction : The	case study	presented us the background of cr	11 More | Full
ince 1967 . The timeline of this	case study	takes place since 1967 until 2003	12 More | Full
e problems . 11 Introduction The	case study	explores the different steps of t	13 More | Full
ven in a way to help solving the	case study	issues . In a purpose of non-cash	14 More | Full
on This coursework is based on a	case study	of the Barclaycard . Barclays ban	15 More | Full
ameworks are used to analyse the	case study	of the Barclaycard . The framewor	16 More | Full

Figure 4.32. Keyword '*case study*' in subject introductions

The closed-class keyword *'will'* is also used by writers in the subject **organisation analyses** in a more conventional academic way (Gruber 2004; Nesi & Gardner 2012) to structure the report and signal this structure to the lecturer reader. By saying at the start of the report which frameworks and theories *will* be used, the student writer is signalling their awareness of the appropriate models and demonstrating learning to the real academic audience of the lecturer. Ten representative examples of the subject keyword *'will'* are provided in figure 4.33.

ic options available to Barclaycard	will	be evaluated for understanding their	1
this report the company Barclaycard	will	be analysed by using various interna	2
ext chapter these potential threats	will	be analysed using various analytic f	3
reats and weaknesses of the company	will	be identified and it will become cle	4
e company will be identified and it	will	become clear whether it is necessary	5
sider in their internal processes I	will	examine the value-chain-framework .	6
ays strategic choices . Finally , I	will	conclude my findings and expand on w	7
ts at the end of 1966 . Barclaycard	will	, 40 years after the launch , contin	8
industry and Barclaycards services	will	be analysed with the Life Cycle Mode	9
rclaycards strengths and weaknesses	will	be highlighted with the SWOT-model a	10

Figure 4.33. Keyword *'will'* in subject Introductions.

In six of the ten example uses of *'will'* in figure 4.33 subject writers use the passive to introduce their overview and structure of the business report with just two students at lines 6 and 7 using the active voice *'I will examine'* and *'I will conclude'*. The use of the passive foregrounds the importance of the theoretical models and frameworks in line with the epistemic communicative aims of the subject **organisation analysis** reports.

4.8.8 Analysis move keywords

This section presents a keyword comparison of the Analysis section of the subject and the EAP reports. This will follow the procedure used in section 4.7 of comparing the EAP texts to the subject corpus and then reversing the process.

The results of a keyness comparison of the Analysis section of the EAP reports (01) with the Analysis in the subject texts (02) are provided below (see figure 4.34).

		Item	01	%1	02	%2		LL	Lo
1	Concordance	Tesco	392	2.12	1	0.00	+	759.42	
2	Concordance	Tescos	105	0.57	0	0.00	+	206.90	
3	Concordance	2014	126	0.68	9	0.03	+	190.56	
4	Concordance	discounters	73	0.40	0	0.00	+	143.85	
5	Concordance	stores	69	0.37	0	0.00	+	135.96	
6	Concordance	accounting	71	0.38	2	0.01	+	123.44	
7	Concordance	Wright_2014	61	0.33	0	0.00	+	120.20	
8	Concordance	Aldi	58	0.31	0	0.00	+	114.29	
9	Concordance	Lidl	56	0.30	0	0.00	+	110.35	
10	Concordance	supermarkets	52	0.28	0	0.00	+	102.47	
11	Concordance	sales	82	0.44	16	0.05	+	89.31	
12	Concordance	shopping	45	0.24	0	0.00	+	88.67	
13	Concordance	profits	77	0.42	14	0.05	+	86.68	
14	Concordance	Wright	37	0.20	0	0.00	+	72.91	
15	Concordance	management	63	0.34	13	0.04	+	66.74	
16	Concordance	has	146	0.79	87	0.28	+	61.11	
17	Concordance	prices	68	0.37	20	0.06	+	58.36	
18	Concordance	retail	39	0.21	4	0.01	+	53.97	
19	Concordance	hard	48	0.26	9	0.03	+	53.27	
20	Concordance	price	85	0.46	39	0.13	+	49.53	

Figure 4.34. Keywords in EAP Analysis section

The keywords in figure 4.34 suggest that student writers on the EAP task focus mainly on practical business problems facing the company, as shown by lexis such as '*stores*', '*supermarkets*', *'accounting', 'shopping', 'sales'* and '*price*'.

If the keyness search is reversed, with the subject texts in column 01 and the EAP texts in column 02, the following results are revealed (see figure 4.35).

		Item	O1	%1	O2	%2		LL	LogR
1	Concordance	barclaycard	405	1.31	0	0.00	+	378.56	
2	Concordance	credit_card	243	0.78	0	0.00	+	227.14	
3	Concordance	Barclays	172	0.56	0	0.00	+	160.77	
4	Concordance	card	169	0.55	3	0.02	+	133.64	
5	Concordance	Johnson	136	0.44	2	0.01	+	110.16	
6	Concordance	cards	108	0.35	0	0.00	+	100.95	
7	Concordance	Scholes	106	0.34	1	0.01	+	89.71	
8	Concordance	new	245	0.79	34	0.18	+	89.20	
9	Concordance	credit_cards	84	0.27	0	0.00	+	78.52	
10	Concordance	2003	77	0.25	0	0.00	+	71.97	
11	Concordance	banks	71	0.23	0	0.00	+	66.37	
12	Concordance	Whittington_2012	68	0.22	1	0.01	+	55.0	
13	Concordance	Barclay	54	0.17	0	0.00	+	50.48	
14	Concordance	bank	53	0.17	0	0.00	+	49.54	
15	Concordance	debit	50	0.16	0	0.00	+	46.74	
16	Concordance	market	291	0.94	78	0.42	+	45.06	
17	Concordance	the	2617	8.45	1263	6.84	+	38.68	
18	Concordance	transaction	39	0.13	0	0.00	+	36.45	
19	Concordance	threat	93	0.30	12	0.07	+	35.94	
20	Concordance	visa	37	0.12	0	0.00	+	34.58	
21	Concordance	government	37	0.12	0	0.00	+	34.58	
22	Concordance	issuers	36	0.12	0	0.00	+	33.65	
23	Concordance	technological	33	0.11	0	0.00	+	30.85	
24	Concordance	political	33	0.11	0	0.00	+	30.85	
25	Concordance	transactions	40	0.13	1	0.01	+	29.96	

Figure 4.35. Keywords in subject Analysis section

These results show that in addition to the task-specific lexis of the company and its main activities (for example *credit cards*, *Barclays* and *banks*), on the subject task *'new'* (number 8), *'threat'* (number 19), *'technological'* (number 23) and *'political'* (number 24) also emerge as key terms. This lexis is used in the application of two key business frameworks. *Porter's Five Forces* in the case of *new* and *threat*, whilst a *PESTEL analysis* includes an analysis of the *political* and *technological* factors affecting the company.

These differences suggest a difference in *register* of student writing in the two tasks (Gruber 2004; Halliday & Matthiessen 2014; Thompson 2014). In the EAP company report, student writers use concrete participants to construe a practical consultant identity, whilst the more abstract participants in the subject task reflect a more traditional 'academic' register (Gruber 2004). Figures 4.34 and 4.35 demonstrate how student writers use the keywords *'management'* (number 15 in the EAP keyword list) and *'threat'* (number 19 in the subject list) in the Analysis section of their reports in the EAP and subject context. These keywords have been selected as they are present in both corpora and are not specific to the task. They are presented as examples of differences in how student writers represent the company and its position.

co back on the right track . 2.2	Management	Vulnerability Breaking news has r
as reported the change in Tescos	management	directors . Apart from the new ch
ssure on the reshuffle of Tescos	management	members . However , the problem i
e direct experience of retailing	management	(Wright 2014) , under which cir
g events concerning accounting ,	management	and marketing are recommend . In
longer consumer oriented. 4.1.4	Management	Tescos management has been the fa
riented. 4.1.4 Management Tescos	management	has been the face of news for qui
. The Board of directors employs	management	with impressive CVs and outstandi
ry . This has resulted in Tescos	management	making bad decisions and self-inf
d Strategy : The unstable senior	management	condition of Tesco is another ele

Figure 4.36. *'Management'* in EAP report Analysis

Figure 4.36 gives examples of how *'management'* in the EAP task is often portrayed in terms of human actors (*directors* or *members*), rather than as an abstract concept. These actors are also frequently negatively evaluated in the EAP texts, described as as making '*bad decisions*' or as having *'impressive CVs'* but lacking practical experience. Table 4.9 shows that four of the nine examples in figure 4.36 have been classed as representing 'management' as concrete human actors with five lines representing 'management' as an abstract concept. The example at lines 6 and 7 (*Tesco's management has been the face of news for some time*) is something of a borderline case, as it seems that it could refer to the individuals who manage the company or to a more abstract concept of running the company.

Line	**'Concrete' uses of *management***	**Line**	**'Abstract' uses of *management***
2	*Tesco's management directors*	1	*Management vulnerability*
3	*Tesco's management members*	4	*Experience of retailing management*
8	*Management with impressive CVs*	5	*Management and marketing are recommend (sic)*
9	*Management making bad decisions*	6/7	*Tesco's management has been the face of news*
		10	*The unstable senior management condition*

Table 4.9. Concrete and abstract uses of '*Management*' in EAP reports

In contrast, *'threat'* in the subject corpus is used in a more abstract way with relational process types (Halliday & Matthiessen 2014) to describe the position of the company using a theoretical model or framework. Examples of this from the subject corpus are given in figure 4.37. This figure shows that in six of the seven examples taken from the subject corpus '*threat*' is used in a fixed noun phrase related to the use of the theoretical model *Porter's Five Forces* (*Threat of competition / substitutes / competitive rivalry*). In line 6 '*threat*' is used in a more general sense, although the presence of 'competition' in the following clause suggests that *'threat'* is also being used in relation to Porter's model in this instance. In these six instances the keyword 'threat' is used with a relational process (*to be*, or *to become*) and is then given a value by the student writer (*slow*, *higher*, *low*, *high*) in four of the example concordance lines in figure 4.37.

```
Gold card in the Uk market too . -  Threat  of competition are slow because Bar
 other substitutes so it will be a  threat  of substitutes but could also have
other bank company so it will be a  threat  of competitive rivalry . On the oth
ion of BarclayCard in detail . The  threat  of new entrants is always higher wh
cceptable medium of exchange , the  threat  of new entrants became low as other
 entered the market . There was no  threat  anymore , there was competition ! T
, Scholes , and Whittington 2012 )  Threat  of substitute products Threat of su
12 ) Threat of substitute products  Threat  of substitute products is high beca
```

Figure 4.37. *'Threat'* in subject report Analysis

Keywords in the Analysis section of the two reports suggest that the evaluation of the company and the actors within the company varies in the two tasks. In the EAP task individuals are often identified and described as making bad decisions. In contrast, in the subject task keywords are more closely linked to theoretical models which evaluate the internal actions of the company and the external environment in a more abstract way.

4.8.9 Analysis move closed-class keywords

In figure 4.38 keywords in the subject 'Barclaycard' task are sorted for frequency to highlight the closed-class keywords in the Analysis section of the student reports. A number of these CCKWs (*'was'*, *'new'* and *'they'*) were presented in the overall comparison of the two corpora so will not be discussed in detail here.

Instead this section focuses on the most statistically significant CCKW (*'the'*) and the 16th most significant CCKW (*'which'*) and investigates what these two closed-class keywords reveal about how analysis is conducted in the subject task and how this differs from analysis in the EAP texts.

1	Concordance	the	2617	8.45	1263	6.84 +	38.68	23.45
2	Concordance	and	943	3.04	499	2.70 +	4.64	12.59
3	Concordance	in	839	2.71	392	2.12 +	16.22	27.51
4	Concordance	to	771	2.49	428	2.32 +	1.38	7.32
5	Concordance	barclaycard	405	1.31	0	0.00 +	378.56	1307168
6	Concordance	market	291	0.94	78	0.42 +	45.06	122.27
7	Concordance	for	278	0.90	163	0.88 +	0.03	1.61
8	Concordance	was	254	0.82	83	0.45 +	24.73	82.32
9	Concordance	new	245	0.79	34	0.18 +	89.20	329.31
10	Concordance	credit_card	243	0.78	0	0.00 +	227.14	7843010
11	Concordance	customers	211	0.68	124	0.67 +	0.01	1.38
12	Concordance	with	199	0.64	106	0.57 +	0.88	11.85
13	Concordance	they	177	0.57	75	0.41 +	6.38	40.60
14	Concordance	Barclays	172	0.56	0	0.00 +	160.77	55514307
15	Concordance	card	169	0.55	3	0.02 +	133.64	3256.22
16	Concordance	which	162	0.52	92	0.50 +	0.14	4.91
17	Concordance	from	147	0.47	65	0.35 +	4.15	34.74
18	Concordance	high	138	0.45	34	0.18 +	24.97	141.82
19	Concordance	Johnson	136	0.44	2	0.01 +	110.16	3951.29
20	Concordance	were	126	0.41	56	0.30 +	3.45	34.05

Figure 4.38. Closed-class keywords in subject report Analysis sections

The presence of '*the*' as the most significant CCKW in the subject corpus suggests that student writers on this task analyse the company through a greater reliance on noun-phrases rather than verbal structures. Examples from the subject corpus are given below to investigate how subject writers used noun-phrases in their analysis of the company and the extent to which these nouns were used as concrete or abstract participants.

The 10 concordance lines in figure 4.39 from the subject corpus provide examples of how the keyword *'the'* was used by student writers in their Analysis sections.

(1) (1sts) External analysis .	The	external analysis consist in know whi	1
al analysis consist in know which is	the	situation of the environment outside	2
st in know which is the situation of	the	environment outside the company to un	3
situation of the environment outside	the	company to understand the problem tha	4
nt outside the company to understand	the	problem that it could have . To do a	5
d external macro analysis its useful	the	Pestle factors , which consist in ana	6
e factors , which consist in analyse	the	Political forces , economic factors ,	7
factors , socio-cultural factors and	the	technological factors which involves	8
technological factors which involves	the	company at the moment . 1 . Political	9
1 . Political (legal) forces . At	the	beginning of the company , they did n	10

Figure 4.39. Closed-class keyword *'the'* in subject report Analysis

Table 4.10 divides the use of '*the*' by subject writers in the Analysis section according to the degree of abstraction or technicality expressed. The less technical examples refer to the '*company*' (Barclaycard) or to the '*problem*' it could face. The six uses of '*the*' classed as more abstract or technical are connected to Business theories or frameworks. These frameworks often focus on either the internal (*Value Chain*) or external environment

(*PESTEL*). The first three references to the (external) environment can be seen as evidence of subject writers using disciplinary models to present and analyse abstract concepts affecting the company. The final three uses of '*the*' relate to the disciplinary PESTLE model.

Line	**Concrete / less technical**	**Line**	**Abstract / more technical**
4	*The company*	1	*The external analysis*
5	*The problem that it could have*	2	*The situation of the environment*
9	*The company at the moment*	3	*The environment outside the company*
10	*The beginning of the company*	6	*The Pestle factors*
		7	*The political forces*
		8	*The technological factors*

Table 4.10. Uses of '*the*' in subject Analysis sections

Table 4.10 shows how the closed-class keyword '*the*' can be used by subject writers to introduce more abstract or discipline-specific concepts such as '*the political forces*' or '*the situation of the environment*' suggesting an important epistemological difference between writing in the two contexts. These potential differences in the ways in which student writers analysed the company in the subject and the EAP context are further explored by investigating the CCKW '*which*' and the key part of speech NN1 ('*single common noun*') in the following sections of this chapter.

The presence of *'which'* in the subject closed-class keywords list also suggests a discourse in which the student writer is explaining and demonstrating knowledge of more complex disciplinary theories and concepts. Examples of how writers in the subject corpus use *'which'* to explain and define key terms and concepts in their reports are provided below (see figure 4.40).

e external analysis consist in know	which	is the situation of the environment	1
sis its useful the Pestle factors ,	which	consist in analyse the Political for	2
ctors and the technological factors	which	involves the company at the moment .	3
ertising a zero per cent for ever ,	which	was nothing like that . That was a p	4
he life cycle of a company shows in	which	moment does the company is . We can	5
Those cards Business . Those cards	which	are International Cards . Their Oper	6
1945 , they were in 4th position ,	which	is differentiation . They had a high	7
es , there are going to move to 6 ,	which	means that they are going to decreas	8
nsoff Ansoff methods is for know in	which	strategic position the company is .	9
k compared to the other competitors	which	led the Barclays market share declin	10

Figure 4.40. Closed-class keyword *'which'* in subject report Analysis

In table 4.11 uses of the CCKW '*which*' have been classified according to their degree of abstraction or technicality. Four uses of '*which*' have been classed as less technical whilst in six of the instances '*which*' is used by the student writer to explain or define an abstract or disciplinary term to the reader, such as the *PESTLE* factors or a position (4 or 6) on the theoretical model '*Bowman's Clock*'.

Line	Less technical	Line	More technical
4	*Which was nothing like that*	1	*Which is the situation of the environment*
5	*In which moment does the company is (sic)*	2	*The Pestle factors which consist in analyse (sic)*
6	*Those cards which are international cards*	3	*The technological factors which involves the company*
10	*Which led the Barclays maket share decline (sic)*	7	*4th position, which is differentiation*
		8	*Move to 6, which means that they are going to decrease*
		9	*Ansoff methods is for know (sic) in which strategic position the company is*

Table 4.11. Uses of '*which*' in subject Analysis sections

The more abstract and technical discourse indicated by these closed-class keywords is investigated in more depth from a key part of speech (POS) perspective in section 4.8.10 below.

4.8.10 Analysis move key parts of speech

A comparison of key parts of speech in the Analysis section of the two tasks can be used to further investigate the nature of the discourse in the subject reports. Figure 4.41 shows the top 5 key POS categories in the subject Analysis sections.

1	List1 | List2 | Concordance	NN1	5841	18.85	2737	14.83	+	110.43	27.14
2	List1 | List2 | Concordance	ZZ1	94	0.30	7	0.04	+	50.79	700.05
3	List1 | List2 | Concordance	MC2	56	0.18	2	0.01	+	38.89	1568.18
4	List1 | List2 | Concordance	AT	2636	8.51	1275	6.91	+	38.19	23.17
5	List1 | List2 | Concordance	VBDZ	255	0.82	83	0.45	+	25.10	83.04

Figure 4.41. Key parts of speech in subject Analysis sections

It can be seen that the most significantly key part of speech in the subject task is tagged as 'NN1', which signifies a 'single common noun' in the UCREL CLAWS7 tagset (Rayson 2008). The concordance lines in figure 4.42 show how these nouns are frequently abstract concepts, such as the '*threat of substitute products*' (line 5) or '*hard pressure*' (line 6).

roanalysis . It means the	competitiveness	that the company has in th
competitiveness that the	company	has in the market deriving
at the company has in the	market	deriving of its attractive
he market deriving of its	attractiveness	. The following is a Five
Forces of Barclaycard : *	Threat	of substitute products or
oducts or services : hard	pressure	. They were a lot of subst

Figure 4.42. Abstract concepts in subject Analysis sections

The closed-class keywords '*the*', '*which*' and the key part of speech NN1 (single common noun) have been presented in sections 4.8.9 and 4.8.10 as indications of a more abstract discourse in the subject reports, in which student writers refer to and evaluate less concrete concepts in comparison to the EAP **company reports**. This is in line with the communicative purpose of an **organisation analysis**. Student writers in the subject context are demonstrating their awareness of and ability to use disciplinary models and frameworks rather than their ability to identify and analyse practical problems facing the company.

4.8.11 Keywords in report Conclusions

This section compares key terms in the Conclusions in the two tasks. As above, we begin with a comparison of EAP against Business task conclusions (figure 4.43) and then reverse the process to compare subject reports against the EAP texts (figure 4.44).

1	Concordance	Tesco	73	2.45	0	0.00 +	84.52	6.84
2	Concordance	problems	41	1.38	5	0.21 +	24.06	2.68
3	Concordance	accounting	17	0.57	0	0.00 +	19.68	4.74
4	Concordance	management	24	0.81	2	0.09 +	16.97	3.23
5	Concordance	its	55	1.85	16	0.69 +	14.22	1.43
6	Concordance	Tescos	12	0.40	0	0.00 +	13.89	4.23
7	Concordance	discounters	11	0.37	0	0.00 +	12.74	4.11
8	Concordance	crisis	10	0.34	0	0.00 +	11.58	3.97
9	Concordance	company	28	0.94	6	0.26 +	10.60	1.87
10	Concordance	therefore	9	0.30	0	0.00 +	10.42	3.82
11	Concordance	sales	9	0.30	0	0.00 +	10.42	3.82
12	Concordance	situation	7	0.24	0	0.00 +	8.10	3.46
13	Concordance	immediate	7	0.24	0	0.00 +	8.10	3.46
14	Concordance	challenges	7	0.24	0	0.00 +	8.10	3.46
15	Concordance	Tesco_plc	7	0.24	0	0.00 +	8.10	3.46
16	Concordance	we	6	0.20	0	0.00 +	6.95	3.23
17	Concordance	retail	6	0.20	0	0.00 +	6.95	3.23
18	Concordance	reputation	6	0.20	0	0.00 +	6.95	3.23
19	Concordance	facing	6	0.20	0	0.00 +	6.95	3.23
20	Concordance	all	6	0.20	0	0.00 +	6.95	3.23
21	Concordance	needs	15	0.50	3	0.13 +	6.08	1.97

Figure 4.43. Keywords in EAP report conclusions

The conclusions in the EAP company report clearly indicate the problematic current position of the company, with '*problems*' (2), '*crisis*' (8) and '*challenges*' (14) showing that the organisation is in a difficult situation, requiring the advice of an expert consultant (the student writer). Other lexis is used to move towards the recommendations about to be given by the writer in the next section. '*Therefore*' (10), '*immediate*' (13) and '*needs*' (21) are used by the writers to lead into the final and important advisory section. The keyness of '*we*' is an indication of the professional identity of the student writers in this task (Nathan 2010: 153). Examples of this are shown in figure 4.44.

```
nst the threat . 7 . In conclusion ,   we   can see that Tesco PLC is experiencin
r the situation . For that purpose ,   we   advise the company to take the follow
 and sustain its customers . Hence ,   we   recommend the following methods . 9 T
he companys reputation . Therefore ,   we   advise Tesco to take immediate action
se Tesco to take immediate action as   we   aim to assist Tesco in overcoming its
oid similar problems in the future .   We   therefore advise the management board
```

Figure 4.44. Keyword '*we*' in EAP conclusions

A search for keywords in the subject assignment reveals the following key terms (figure 4.45).

1	Concordance	Barclaycard	44	1.88	0	0.00 +	72.35	6.81
2	Concordance	Barclays	14	0.60	0	0.00 +	23.02	5.16
3	Concordance	credit_card	12	0.51	0	0.00 +	19.73	4.94
4	Concordance	risk	10	0.43	0	0.00 +	16.44	4.67
5	Concordance	UK	11	0.47	1	0.03 +	12.36	3.81
6	Concordance	they	17	0.73	4	0.13 +	12.13	2.44
7	Concordance	some	13	0.56	2	0.07 +	11.91	3.05
8	Concordance	card	7	0.30	0	0.00 +	11.51	4.16
9	Concordance	countries	6	0.26	0	0.00 +	9.87	3.94
10	Concordance	value	5	0.21	0	0.00 +	8.22	3.67
11	Concordance	product	5	0.21	0	0.00 +	8.22	3.67
12	Concordance	premium	5	0.21	0	0.00 +	8.22	3.67
13	Concordance	or	5	0.21	0	0.00 +	8.22	3.67
14	Concordance	maintain	5	0.21	0	0.00 +	8.22	3.67
15	Concordance	debt	5	0.21	0	0.00 +	8.22	3.67
16	Concordance	bank	5	0.21	0	0.00 +	8.22	3.67
17	Concordance	another	5	0.21	0	0.00 +	8.22	3.67
18	Concordance	Barclaycards	5	0.21	0	0.00 +	8.22	3.67
19	Concordance	was	16	0.69	6	0.20 +	7.47	1.77
20	Concordance	using	4	0.17	0	0.00 +	6.58	3.35

Figure 4.45. Keywords in subject conclusions

Students writing on the subject task often use '*they*' (keyword number 6) to summarise the main information provided in the analysis. The concordance lines in figure 4.46 indicate that the company is also often portrayed as facing difficulties in this task, as the company is often described as *failing* or *struggling*. The use of the past tense in the verbs ('*struggled*', '*failed*') in combination with the keyness of '*was*' (number 19) in the conclusion suggests a difference in how the company is portrayed in comparison to the EAP **company report**. This shows that the company is not described as being in current difficulties and is presented as an object of study rather than as a current problem requiring a practical solution.

```
rom 1999 are 195 million pounds and   they  increased to 381million pounds in 20
s in 2003 . So it cant be said that   they  are close to making a loss . Looking
market share of an estimated 16% so   they  would be hit for approximately 72mil
e in the 1990s due to the fact that   they  kept their premium pricing strategy
 market Barclaycard kept doing what   they  did when they were the only player i
ycard kept doing what they did when   they  were the only player in the market ,
g premium prices . In the meanwhile   they  failed to counter the tactics of the
r to keep their market share . When   they  failed to do so they lost their edge
t share . When they failed to do so   they  lost their edge and the advantage of
ds the competition was setting . If   they  keep running after the competition t
 keep running after the competition   they  could head for decline of the indust
ging Barclaycard credit cards since   they  started to market in 1965 , analyzin
e share of the credit card market .   They  had a great market share and could p
e franchise with VISA . Furthermore   they  were able to generate high profits b
rds was too expensive . Furthermore   they  struggled because of stricter legal
rices but when the rivalry got high   they  started to segment other customer gr
```

Figure 4.46. Keyword '*they*' in subject conclusions

The keyword '*they*' in the subject Conclusions contrasts with the keyword '*we*' in the EAP texts. The use of '*they*' in the subject tasks suggests a distance from the company and a perception of the case study as a detached object of study, in comparison to the more involved position indicated by the keyword '*we*' in EAP conclusions.

4.8.12 Advisory move keywords

Both sets of reports finish with a Conclusion and / or a Recommendations section. It was found in chapter 3 that this section is given much more emphasis in the EAP (Tesco) task compared to the subject (Barclaycard) assignment. Table 4.12 shows that student writers in the EAP 2:1 and 1st class corpus dedicate around a quarter of the total word length to recommendations, whilst this is under 10% in the subject assignments.

8,961 words / 38,428 total = 24% of total assignment length in EAP ('Tesco') task
2,896 words / 43,968 total = 7% of total assignment length in Business ('Barclays') task

Table 4.12. Proportion of reports allocated to recommendations

In this section the two tasks are compared using the *WMatrix* part of speech (POS) tagger on to demonstrate differences in the use of modal verbs in the two tasks.

Figure 4.47 provides results for modal verb (VM) keyness when the EAP and subject Recommendations are compared.

7	List1 | List2 | Concordance	VM	289	3.42	71	2.60 +	4.44	0.39

Figure 4.47. Key part of speech (VM) in EAP report tasks

This comparison shows that modal verbs are significantly more likely to occur in the EAP **company report** compared to the subject **organisation analysis** task. The modal verbs most frequently used by writers in the EAP corpus are given in figure 4.48 below.

Word	POS	Frequency	Relative Frequency
should	VM	110	1.30
can	VM	42	0.50
will	VM	40	0.47
could	VM	34	0.40
would	VM	25	0.30
must	VM	16	0.19
might	VM	11	0.13
may	VM	10	0.12
shall	VM	1	0.01

Figure 4.48. Most frequent modal verbs in EAP Recommendations

Concordance lines (figure 4.49) reveal how student writers in the EAP corpus frame their advice to the company.

over from the bad circumstance , I	would	like to recommend the following poi
Market Strategies : Tesco Company	should	offer low prices to customers inste
ast . I recommend that the company	should	stopped sightless expanding and aim
e customers . Competition : What I	would	like to recommend first on this par
ial superiority . Secondly , Tesco	can	cultivate the loyalty of customers
he establishment of manager groups	will	help Tesco to operate business well
o deal with financial issues which	may	avoid the company from making great
own stores . Consumer satisfaction	must	be at the heart of the companys str
loyee to motivate them in which it	could	grant them job security and job sat
nd monthly award for best employee	could	encourage the employees to be produ
yees to be productive . Hence , it	could	boost up the companys sales and pro
s sales and profit . * The company	should	have a review on the product lines
otions for the best seller product	would	bring possible concentration of the
the business . As a result , this	could	increase the sales and the companys

Figure 4.49. Modal verbs in EAP Recommendations

A POS search with the subject recommendations compared to the EAP advisory sub-corpus reveals certain features indicative of a less direct approach to recommendations (figure 4.50).

1	List1 | List2 | Concordance	PPHS2	23	0.84	29	0.34 +	9.74	1.30
2	List1 | List2 | Concordance	RGT	5	0.18	2	0.02 +	6.86	2.96
3	List1 | List2 | Concordance	VBI	39	1.43	74	0.88 +	5.82	0.71

Figure 4.50. Key parts of speech in subject Recommendations

The first significant difference is in the use of the third-person plural pronoun (PPHS2 - '*they*') which suggests a less direct and more objective approach to the advice given to the company. Another contrast is shown by the relatively high use of the '*infinitive be*' (VBI). Examples of how the *infinitive be* is used in the subject advisory sub-corpus are provided in figure 4.51.

ugh the investment is necessary , to	be	rational to distribute the cost , it
he changing environment also can not	be	neglect . If most of your competitors
ive them motivation to work hard and	be	loyal to the bank . Besides , governm
% interest rate . Barclaycard has to	be	more responsive and flexible in adapt
ments and advance mechanisms need to	be	derived to muffle the affects of defa
needs to change their strategies and	be	more dynamic . Dynamic strategies kee
eir customer base network . It would	be	a difficult decision but Barclaycard
competition is well known and should	be	studied . Barclaycard should be able
ould be studied . Barclaycard should	be	able to reposition itself accordingly
ium service and expertise . It would	be	recommended to cleanse their name by

Figure 4.51. '*Infinitive be*' in subject Recommendations

Figure 4.51 gives examples of how the '*infinitive be*' is used by subject to give recommendations using passive structures ('*should be studied*' at line 8) and in less direct structures ('*necessary to be rational*' at line 1). In combination with the use of the keyword '*they*' highlighted above this gives a less direct force to the recommendations when compared with the more direct modal verbs used in the EAP corpus.

4.9 Conclusion

This chapter has employed a keyness analysis of open and closed-class keywords, key parts of speech and key semantic categories to reveal important differences in the language used by students on the two tasks in the main sections of the report. In the introductory stage it was found that reports in the EAP corpus often problematize the situation of the company, as evidenced by the presence of the keywords *'problems'* and *'crisis'*. This combined with the predominance of present tenses and key lexis such as *'board'* or *'consultancy'* confirm the professional and practical register of the EAP **company reports**. Students writing on this task take on a professional identity and seek to provide solutions to current problems. Keywords in the subject **organisation analysis** corpus index a more academic approach to the task. Reference to key *'frameworks'* and the *'case study'* itself marked out these introductions as written in a more traditional academic voice.

In the Analysis section, it was found that students on the EAP task tend to refer to concrete participants in their examination of the company (*supermarket, store*) and that the subject task used more abstract participants and relational processes to apply the theoretical models. Closed-class keywords in the subject Analysis move (*'the'* and *'which'*) suggest the presence of a more abstract discourse than the EAP task, and this was supported by the presence of nouns as the most significant key part of speech in the subject task.

Keyword analyses of the Conclusions revealed that in the EAP task students indexed their professional identity as evidenced by the keyword '*we*'. Concordance lines from the subject task revealed many verbs in the past tense as well as the keywords '*they*' and *'was'*. This meant that there was not the immediate need for recommendations as was found in the EAP assignment. This factor also reinforces the 'academic' register of the writing, as opposed to the immediate and professional purposes seen in the EAP task.

Finally, parts of speech were compared in the Recommendation sections of the reports. It was found that modal verbs were statistically more common in the EAP task, with students giving direct advice to the company. The high occurrence of *'they'* and the '*be*-infinitive' in the subject task gave a less direct tenor to the advice in the Business module corpus.

This chapter has shown that conducting a keyness analysis from closed-class, semantic and part of speech perspectives can enhance a genre-based analysis of texts and can provide wider support for findings than is possible through single open-class lexical items. The presence of a keyword (*'crisis'*), a key semantic category ('*evaluation*') or a key POS ('*single common noun*' or '*modal verbs*') suggest important differences between the two report genres. These differences can then be explored at the clause level to reveal differences in the lexico-grammar in the genres. This shows how corpus-based research can be used in a 'complementary' way to support genre-based findings and to motivate further research into the discourse (Marachi & Taylor 2009).

In chapters 5 to 7 a number of the findings from this chapter are explored at the level of the clause using functional and APPRAISAL frameworks. In chapter 5 the Analysis section of the student reports is investigated in more depth in order to probe the extent to which the company is presented in a concrete or abstract way in the two report genres. Chapter 6 focuses on the interpersonal feature of modality to explore how student writers provide advice to the company. Chapter 7 focuses on how student writers evaluate the company and how the theoretical models used influence their appraisal of the business.

Chapter 5 - Comparison of register in report Analysis move

5.1 Introduction

Chapters 1 to 4 of this thesis have shown that there is a conflict in academic writing for Business and other applied disciplines between the epistemic aims and requirements of the academy, and the practical action-oriented focus of the professions. Previous chapters have used the tools of genre analysis and corpus linguistics to demonstrate these tensions and have presented the subject task as an example of a more academic **organisation analysis** and the EAP task as a more practical **company report.**

In this chapter the approaches and techniques of Systemic Functional Linguistics (SFL) (Eggins 2004; Halliday & Matthiessen 2014; Thompson 2014) are used to explore how these differences in purpose are realised by writers in these genres at the level of the lexico-grammar. The aim of this analysis is to identify whether, at the level of the clause, the differences in communicative purpose identified in chapter 3 between the practical EAP reports and the subject academic texts result in variations in register in the two contexts.

From an SFL perspective language is seen as fulfilling three overarching functions, or 'metafunctions' (Halliday & Matthiessen 2014: 30). Language is used to make sense of our experience and to portray the 'goings on' in the world through the 'ideational' or 'experiential' metafunction. Language is also used to interact with others, to build relationships and to influence other people's behaviour. This is the 'interpersonal metafunction'. The 'textual metafunction' governs the way in which we organise our message so that it fits in with other messages and is coherent and cohesive. Halliday (2014: 31) states that these three metafunctions exist together simultaneously in every example of discourse and that the 'entire architecture of language is arranged along functional lines'.

The overall purpose and setting of the discourse is described in SFL terms as the 'context of culture' (Halliday & Matthiessen 2014: 32) and Eggins (2004: 54-85) shows how genre can be analysed within the SFL framework to describe the overall purpose and staging of a text [7]. These broader rhetorical and generic purposes are investigated at a more local level through the 'context of situation' (Halliday & Matthiessen 2014: 32). An investigation at this local

[7] In this thesis genre has been explored through the Swalesian ESP approach in chapter 3. See section 3.4 for a discussion of the different approaches to genre analysis and why the Swalesian approach was utilised in this thesis.

clausal level reveals the *register* of the discourse through the contextual variables of experiential field, interpersonal tenor and textual mode. Field is defined by Halliday as ‘what’s going on in the situation’ in terms of the ‘nature of the social and semiotic activity’ and ‘the domain of experience this activity relates to’ (2014: 33). This register analysis is conducted at the level of the clause. Chapter 6 investigates interpersonal ‘tenor’ choices made by student writers in the two report tasks in the advice given to the target company and shows how these choices help to construe a different voice or identity for writers in the Recommendations section of the reports. In this chapter an investigation of the *field* of discourse is conducted with a focus on the Analysis sections of the student reports.

The decision was made to focus on the Analysis section as this is the part of the report in which student writers describe the ‘flow of events’ or the ‘goings on’ (Halliday & Matthiessen 2014: 213) relevant to the company. It is also the part of the report in which student writers use Business frameworks such as *PESTEL* or *Porter’s Five Forces* in the subject reports or describe practical problems such as *Management* or *Competition* in the EAP writing task. It was therefore expected that this section of the reports would reveal the most important experiential differences in the two genres. Section 5.2 below explores how an analysis of the experiential metafunction (field) can reveal linguistic variation in two texts written on the same topic but for a different audience and with a different communicative purpose (Thompson 2014: 133-139).

5.2 Variations in register

A study of the experiential metafunction is conducted by undertaking a transitivity analysis which categorises the process types (verbal groups), participants (nominal groups) and circumstances (adverbials or prepositional groups) to reveal the field of a discourse. The purpose of this analysis is to investigate how events are represented in a given text, and this type of analysis can be used to show whether these events are presented as dynamic actions competed by human actors or as generalisable ‘things’ which are compared or given a value.

Process types are divided into verbs which account for inner and outer experience (Halliday & Matthiessen 2014: 211). Descriptions of outer experience show dynamic things which happen and things that people do, in SFL terms these are represented by **material processes**. Representations of inner experience are formed through **mental processes**. **Relational processes** are formed as we ‘learn to generalise and relate one fragment to another’. These three process types are described by Halliday as the ‘cornerstones of the grammar’ (Halliday

& Matthiessen 2014: 300) with the majority of clauses in most texts consisting of material and relational clauses. Three ‘subsidiary process types’ (Halliday & Matthiessen 2014: 300) of **behavioural**, **verbal** and **existential** clauses are also present in the grammar. The mixture and proportion of these process types reveals the register (field) of a text through a transitivity analysis of process type and participants.

Participants are labelled according to the process type in which they are acting. Material processes have an **actor** (the boy) and a **goal** (the ball) in the example sentence *‘the boy kicked the ball’* or a **scope** in the example *‘the man crossed the room’*. Relational processes contain a **carrier** and an **attribute** if the process is relational as in the example *‘the room is red’*. If the relational process is identifying then the participants are labelled as a **token** *‘my brother’* and a **value** *‘the tall one’* in the example sentence *‘my brother is the tall one’*. Relational processes can be distinguished by the test of reversibility. Identifying relational processes can be reversed, whilst attributive processes cannot be reversed in natural unmarked English.

Process Type	**Participant Role**	**Participant Role**
Material	Actor	Goal / Scope
Relational (attributive)	Carrier	Attribute
Relational (identifying)	Token	Value
Existential		Existent
Mental	Senser	Phenomenon
Verbal	Sayer	Verbiage

Table 5.1. Process type and participant roles

One way in which differences in the register variable of field can be exemplified is to compare texts which have been written on the same topic, but which have been produced for a different audience. For example, Thompson (2014: 131-136) compares transitivity choices in two texts on the topic of medical advances in *The Daily Mail* newspaper and in a Medical research article. Two illustrative extracts are given in figures 5.1 and 5.2. Figure 5.1 shows how field in the Daily Mail article is made up of human actors (*dentists* and *noisy sleepers*). These actors enact dynamic material processes in the newspaper article as shown by the use of the past tense and present perfect aspect (*have invented, made*).

3 *[Actor]* Dentists *[Pr: material]* have invented *[Goal]* a device which is said to reduce significantly the disturbing sounds made by noisy sleepers.
[Actor] which (= device) *[Pr: material]* is said to reduce *[Circumstance: degree]* significantly *[Goal]* the disturbing sounds made by noisy speakers
[Scope] sounds *[Pr: material]* made *[Actor]* by noisy sleepers

Figure 5.1. Daily Mail ‘snoring’ extract (Thompson 2014)

Figure 5.2 shows that a text on a similar topic in a medical journal contains a higher proportion of relational processes. These relational processes are given in the simple tense and the effect is to make more generalised and less dynamic statements about the topic. Human participants are less frequent in the medical journal, and if present they are more commonly shown as carriers or as circumstances rather than actors in the main process.

1 *[Token/Identified]* Various epidemiological studies *[Pr: relational: identifying]* show *[Value/Identifier]* that an increasing number of children suffer from allergic disorders.
   [Carrier] an increasing number of children *[Pr: relational: attributive]* suffer from *[Attribute]*allergic disorders

Figure 5.2. Medical journal extract (Thompson 2014)

The approach to analysing transitivity patterns in texts in figures 5.1 and 5.2 involves initially analysing the whole clause and categorising the process and participants in the main clause. Following this, embedded clauses are ‘pulled out’ and relabelled. This means that both finite and non-finite verbs are categorised and labelled with a process type. Whilst this approach adds to the complexity of the analysis it seems that it also gives a fuller account of the events and the representations of reality in the texts. This chapter follows Thompson’s approach to an analysis of transitivity with participants and processes in both main and ranking clauses counted and categorised.

Thompson (2014: 135) then presents a quantitative overview of the process types in the two extracts (table 5.2). This shows that material processes are nearly twice as frequent in the newspaper article compared to the journal text, and that relational processes are much more frequent in the journal article, accounting for 47% of the total processes compared to 24% in the newspaper text.

	Newspaper (%)		*Journal (%)*	
Material	21	(42)	9	(24)
Mental: cognition	4	(8)	7	(18)
Relational: attributive	8	(16)	10	(26)
Relational: identifying	4	(8)	8	(21)
Verbal	11	(22)	4	(11)
Behavioural	2	(4)	0	(0)
Total	50	(100)	38	(100)

Table 5.2. Process type distribution in newspaper and medical journal (Thompson 2014)

The final step is to group and quantify the participants in the two texts. Thompson finds that there is an ‘orientation towards people’ in the newspaper text with the ‘snorers’ and their partners appearing in a wide variety of participant roles, especially in the more dynamic roles of actor and goal. In contrast in the medical journal more abstract concepts such as *treatment* and *research* are more frequently presented as participants. The passive voice and nominalization are often used in the medical journal to depersonalize and make the topic less dynamic and less driven by human actors.

This example shows how two texts on a similar theme or topic produced for a different audience and context can construe the ‘goings-on’ in the world, or the field of discourse, in two quite distinct ways. In SFL terms the Daily Mail text would be classed as a congruent and ‘everyday’ representation of the world, whilst the medical journal uses nominalization, the passive voice and grammatical metaphor to present a metaphorical or non-congruent picture of events (Halliday & Martin 1993; Halliday & Matthiessen 2014: 659-732; Martin 2008). Section 5.3 discusses this important concept and outlines its importance for the analysis of the texts in this chapter.

5.3 Congruent and abstract discourse

An area of interest within SFL register analysis is the extent to which a text represents a common-sense (congruent) or a technical (metaphorical) view of the world (Eggins 2004: 94-99; Halliday & Martin 1993; Halliday 1998; Martin 1993).

Discourse in the Sciences, Education and bureaucracy is ‘associated with’ ideational metaphors (Halliday & Matthiessen 2014: 709) in which processes (*press*) or qualities (*hot*) are reconstrued as nominalised participants (*pressure* or *heat*). This is described as a process of ‘reifying’ the discourse (Halliday & Matthiessen 2014: 710) as these nominalised things can act as a referent and can be evaluated as a carrier in a relational process, with a further potential for ‘classification and characterisation’ (Halliday & Matthiessen 2014: 714). These nominalised forms are also presented as inarguable and as a ‘given’ piece of information (Halliday & Martin 1993).

The main point of investigation in this chapter is whether the writing in the EAP task can be categorised as congruent (Thompson 2014: 234-246) in that it is mainly concerned with dynamic human actors, such as *managers* or *customers* completing real-life actions or making real-life mistakes construed through material processes taking place in the real-world. This presents the company as a dynamic field of action in which events take place and real people do things (Halliday & Matthiessen 2014: 224-225). This chapter also investigates whether writing in the subject corpus is more 'reified' (Halliday & Matthiessen 2014: 710) with a greater frequency of abstract disciplinary concepts which are evaluated in a more timeless and synoptic fashion (Halliday & Martin 1993; Liardet 2016) through the use of relational processes. In the subject business reports these abstract concepts are often an element of the theoretical model used to analyse the company, such as *'the bargaining power of consumers'* or *'the intensity of competitive rivalry'* in the *Porter's Five Forces* framework. These theories and frameworks are presented as a form of 'taxonomy' (Eggins 2004: 107; Martin 1997; Woodyard-Kron 2008) in which elements of the model or framework are given a value or defined in relation to each other.

Whilst the use of nominalised and metaphorical language is often associated with language development and as evidence of a more sophisticated discourse (Derewianka 2003; Donohue 2012; Liardet 2016; Halliday & Matthiessen 2014: 710), it is argued in this chapter that it is more connected to the communicative aim of the student writing. Student writers respond to the task set on the module and the expectations of the lecturers as explained in their classrooms to produce the kind of writing that they believe will be rewarded with high grades. In other words, being successful in each context may mean producing more congruent writing in the EAP **company report**, and more abstract discourse in the subject **organisation analysis**.

5.4 Analysis of participants in business discourse

An important step in analysing how the field of a given discourse affects the lexico-grammar of a text is to categorise and quantify the participants present, or the 'entities in the world' (Thompson 2014: 92) and the role they play in representing the events presented. Section 5.1 showed that in SFL terms these participants are linked to the process in which they are present. So, for example, material processes contain **actors** and **goals** (or a **scope** or a **beneficiary**). However, it is also often desirable to further categorise participants within these types. A potential step in this kind of analysis is to show whether these participants are concrete or abstract, and whether the terms are technical or general (Eggins 2004: 103-109; Thompson 2014: 136-137).

Martin (1997) presents a network of 'Thing Types' which can be used to categorise participants in an analysis of the ideational metafunction. This network allows researchers to categorise participants according to the levels of abstraction and technicality in the discourse. Although there may be an element of subjectivity in distinguishing, for example, technical 'inflation' from institutional 'regulation', classifications such as this allow researchers to build up a more complete picture of participants in their description of a register of discourse.

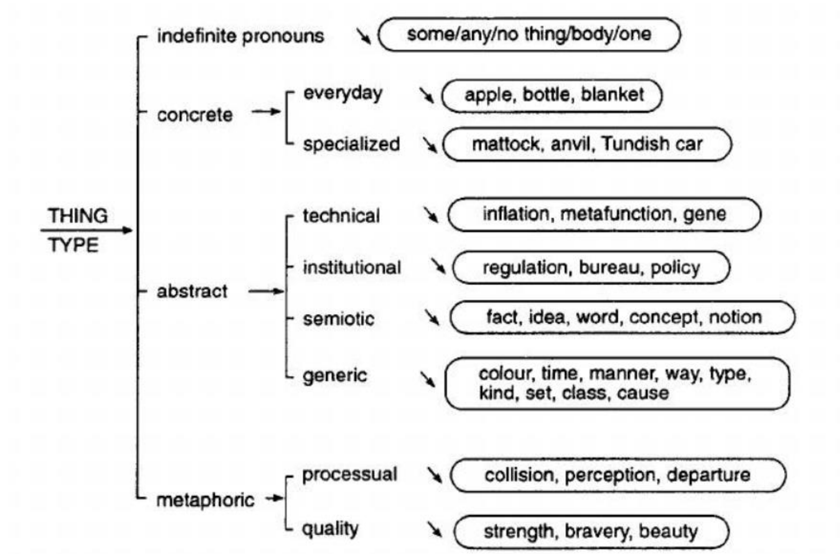


Figure 5.3. Martin's (1997) network of Thing Types

In this chapter an adapted classification of thing types is presented to account for the participants in the two report genres. Table 5.3 shows how participants have been categorised. The main concern is to distinguish between concrete and abstract participants and to identify more or less technical abstract participants in the student reports. Technical terms can be identified as those that are either defined, or which are presented in taxonomic relations to others (Eggins 2004: 103-109; Woodyard-Kron 2008: 239). In the context of these business reports the concept of taxonomic relationships is important as the elements of the theoretical business models are often presented in relation to each other. So for example, in the SWOT analysis framework, an internal '*strength*' of the company is presented in relation to an internal '*weakness*', and external '*opportunities*' are balanced against external '*threats*'.

Participant category	**Examples from report corpora**
1) Concrete – business specific	Tesco's, Barclaycard, Dave Lewis
2) **Concrete – business generic**	**Consumers, shoppers, managers**
3) *Concrete – report based*	*Report, I, we (report writer)*
4) Abstract – business general and semi-technical	Share price, inflation, internet payments

5) **Abstract – business technical**	**Customer loyalty, market share, the power of buyers, internal / external analysis, PEST factors**
6) *Abstract – general report based*	*Problem, idea, solution*

Table 5.3. Adapted 'thing type' classification for Business reports (i)

The process of classifying participants is a very useful and illuminating step in describing the field of a given discourse, and it is key in many of the analyses of register and field in the SFL approach (Eggins 2004; Halliday & Matthiessen 2014; Thompson 2014). However, it seems that there is at least some degree of subjectivity when deciding whether a given term is generic, technical or semi-technical. An example from Business Studies could be a term such as *inflation*. A non-business expert may have a working definition of what inflation is but may not have an in-depth knowledge of how it is calculated, or which products are measured in order to arrive at an inflation rate, or the exact factors that could lead to it rising or falling. Inflation could therefore be classed as either a semi-technical or a technical term according to the classifications in table 5.3. This point is made not to devalue the process of doing this kind of analysis, but merely to show that there is often some subjectivity about where a given participant should be placed.

5.5 Example comparison of register

The examples below show two extracts selected from the Analysis sections of successful 1st class writers in the subject (example 5.1) and the EAP corpus (example 5.2). They are presented here as samples of how student writers analyse and evaluate the company in the two different contexts and provide a basis for a discussion of the ideational representation of the company in the two tasks. Example 5.1 is taken from a subject report Analysis section. Abstract or non-concrete participants have been shown in **bold**. Relational and existential processes have been underlined. Concrete participants have been double-underlined and material or non-relational and existential processes have been presented with a dashed underline.

Example 5.1

1.2.1 Five Forces.

*In a market where **the supply of credit cards** has increased significantly over time (more than 1300 different credit cards in the UK in 2003), **the threats facing Barclaycard** have varied since its inception (1960s) where **the greatest threat** was **the potential entry of competitors** like BancAmericard, or American Express, or **variation in the method of payment** (cash, checks ...). Since being **a market with low offers**, **the rivalry** was scarce, so that neither users nor suppliers could negotiate **the terms of the agreements** with issuing banks. Currently, there is **excess supply**, so **the threat of entry by potential competitors** is very small, but on the contrary, that **oversupply** causes the user to have more **bargaining power** and can be unfair according to your convenience. Similarly, **the existing risk of substituting the way of payment**, has increased due to **the development of new payment methods**, such as mobile phone, or online. Furthermore, **the high competition in the market**, forcing companies to lower their **costs** to get **market share**, which prevents Barclaycard increase its **market share** to be geared to a higher quality service than **the competition**.*

(Sample Analysis section from 1st class subject report)

The 25 participants identified in the subject analysis section are provided in table 5.4. 17 (68%) of these have been classified as 'abstract' participants. Some of these participants, such as '*variation in the method of payment*' can be classified as nominalised as the connection to the process 'vary' can be clearly seen, and an unpacked version ('*payment methods vary*') can be more easily imagined. In other cases such as '*the terms of the agreements*' a connection to a process is less easily identified. Therefore, in this example, and in this chapter, these participants have been classified as 'abstract' as a group which includes both nominalised and non-nominalised abstract participants.

Example 5.1 demonstrates that concrete participants also feature in subject analyses but often not as the actor or carrier in the main clause. For example, in the first clause *'more than 1300 different cards'* is given as bracketed extra information. In other cases the concrete participants are presented as an expanding clause (Halliday & Matthiessen 2014: 460-503) shown either as an example to demonstrate the abstract situation presented in the main clause (*like BankAmerica card* in line 4) or as a consequence (*so that neither users or suppliers could negotiate* in line 5).

Abstract participants	**Concrete participants**
the supply of credit cards	*more than 1300 different credit cards*
the threats facing Barclaycard	*BancAmericard, or American Express*

the greatest threat ***the potential entry of competitors*** ***variation in the method of payment*** ***a market with low offers*** ***the rivalry*** ***the terms of the agreements*** ***excess supply*** ***the threat of entry by potential competitors*** ***oversupply*** ***bargaining power*** ***the existing risk of substituting the way of payment*** ***the development of new payment methods*** ***the high competition in the market*** ***costs*** ***market share*** ***the competition***	*cash, checks* *issuing banks* *the user* *mobile phone, or online* *companies* *Barclaycard*
Total abstract participants - 17	Total concrete participants - 8

Table 5.4. Abstract and non-abstract participants in sample subject analysis

The 18 processes identified in the sample subject Analysis section are given in table 5.5. Of the 18 processes identified, 8 have been classified as relational or existential processes, representing 44% of the total in the section, with 10 processes or 56% classified as material.

Relational and existential processes	**Material processes**
Was *Being* *Was* *there is* *is* *causes* *to have* *can be*	*has increased* *have varied* *could negotiate* *has increased* *forcing* *to get* *to lower* *prevents* *increase*

	to be geared to
Total relational / existential processes: 8	Total material processes: 10

Table 5.5. Process types in sample subject analysis

In this example the subject student writer is mainly concerned with discussing and describing abstract *things* (Halliday & Matthiessen 2014: 707-715; Thompson 2014: 234-246). Once these things have been established, they can be presented as inarguable. So, for example, in the first sentence *'the supply of credit cards'* is taken as a given piece of information that can be evaluated and described as something that is growing or shrinking, or as something that is more or less successful. The student's writing is also characterised by long participants with abstract head-nouns such as '*the threat of entry by potential competitors'* which are then post-modified ('*is very small*'). This use of an abstract participant has several effects on the discourse. Firstly, it 'binds up' many actions and participants that would take a number of clauses to express congruently. It also demonstrates to the lecturer reader that this student is able to use abstract theoretical concepts in their writing. Finally, once the concept is bound up as a noun it allows the writer to give it an attribute, in this case as something that is '*small*' or not a threat to the company.

These abstract participants could be broken down or 'unpacked' (Thompson 2014: 240-241) to show how the clause would be expressed congruently. So, for example, *'the potential entry of competitors'* could be expressed as *'many companies exist in the market and they could come and take the company's market share'*. Whilst the congruent version can be seen in some ways to be more transparent and less ambiguous, it is also less efficient in terms of condensing information and is less amenable to categorisation and evaluation.

In terms of a transitivity analysis, a sample clause from the extract is presented in table 5.6. The nominalised 'carrier' ('*the threat of entry by potential competitors*') is given an attribute in the clause through the use of a relational:attributive process. This has the effect of removing human activity from the discussion of the company and makes the student's analysis more static and reified.

the threat of entry by potential competitors	*is*	*very small*
Carrier	Process: rel, attrib	Attribute

Table 5.6. Relational processes in sample subject report analysis

Example 5.2 is an extract from an EAP report Analysis section. This extract analyses the topic of '*Management and Strategy*'. Concrete participants have been shown in **bold**. Material processes have been underlined, relational or existential processes have been dash-underlined and abstract participants have been double-underlined.

Example 5.2

4.2Management and Strategy:

*The unstable senior management condition of Tesco is another element that posed a huge impact on Tesco's direction and development. **Executives** came and left after **they** carried out inappropriate strategies, **new ones** were attempting to use risky policy to resolve Tesco's crisis but appeared to fail. **The Economist** (2014) reported that **Terry Leahy** invested too much on **large out-of-town stores** as well as entered into foreign market without cautious assessment, and later **Philip Clarke** rise prices in order to earn more profits during the recession. Consequently, it caused a huge slump in sales and a loss of customers, especially in its home market. In addition, **Tesco's executives** failed to follow its brand policy 'pile it high, sell it cheap' (**Jack Cohen** citedby **The Economist**, 2014), which may be a key point to compete with **other retailers** and to identify its brand image*

(Sample Analysis section from 1st class EAP corpus)

Table 5.7 categorises the 24 participants identified in this student Analysis section. 13 participants (54%) have been classified as abstract and 11 (46%) are categorised as concrete. This contrasts with the subject Analysis in which 68% of participants were classed as abstract. These concrete participants are also often presented as the actor in the main clause rather than as an example or consequence in an expanding clause as was found in the subject text.

Abstract participants	**Concrete participants**
The unstable senior management condition of Tesco	***Executives***
	They
another element that posed a huge impact on	***new ones***
Tesco's direction and development	***The Economist***
inappropriate strategies	***Terry Leahy***
risky policy	***large out-of-town stores***
Tesco's crisis	***Philip Clarke***
foreign market	***Tesco's executives***

<u>*prices*</u> <u>*more profits*</u> <u>*the recession*</u> <u>*a huge slump in sales and a loss of customers*</u> <u>*home market*</u> <u>*its brand policy 'pile it high, sell it cheap'*</u>	***Jack Cohen*** ***The Economist*** ***other retailers***
Total abstract participants: 13	Total concrete participants: 11

Table 5.7. Participants in sample EAP analysis

In table 5.8 the material / non-relational process types identified in the sample EAP Analysis section are provided.

Relational processes	**Material and non-relational processes**
<u>*is*</u> <u>*may be*</u>	<u>*came and left*</u> <u>*carried out*</u> <u>*were attempting to use*</u> <u>*to resolve*</u> <u>*appeared to fail*</u> <u>*reported*</u> <u>*invested*</u> <u>*entered*</u> <u>*rise*</u> <u>*to earn*</u> <u>*caused*</u> <u>*failed to follow*</u> <u>*cited by*</u> <u>*to compete*</u> <u>*to identify*</u>
Total relational processes: 2	Total non-relational processes: 15

Table 5.8. Process types in sample EAP analysis

Of the 17 processes identified, just two (12%) have been categorised as relational and 15 (88%) have been classed as material or non-relational (*reported* and *cited* would be classed as verbal processes). This is in marked contrast to the subject Analysis section in which a more equal split between relational (44%) and non-relational (56%) processes was identified. As a result, discourse in the EAP Analysis section appears more dynamic and congruent with a greater emphasis on human actors taking real-life actions in contrast to the more reified and abstract discourse in the subject Analysis section.

An example transitivity analysis of a sample clause in the EAP corpus is shown in table 5.9 (lines 4-5 in example 5.2). In this case a named human participant (*Terry Leahy*) is presented along with a material process (*invested*). This is an example of how the field of discourse in the EAP context is construed by concrete actors and dynamic actions, in contrast to the more abstract participants and relational processes found in the example subject Analysis section.

Terry Leahy	*invested*	*too much*	*on large out-.of-town stores*
Actor	Process:material	Circumstance	Goal

Table 5.9. Material processes in sample EAP analysis

This section has shown that in the selected examples from the corpus the student writing in the subject context contains a high proportion of abstract participants such as '*the potential entry of customers*' or '*rivalry*' which are given a value such as '*low*' or '*scarce*' through the use of a relational:attributive process. The selected example from the EAP corpus shows a higher proportion of concrete actors such as '*executives*' or named business-people completing dynamic actions through the use of material and other non-relational processes. In the following sections of this chapter a larger number of texts are analysed in each corpus to establish whether this register is typical of writing in each context, and the extent to which variation occurs according to individual writers or the theoretical model used in the subject analysis sections.

5.6 Method

In order to compare process and participant types between the subject and EAP texts, five first class texts were chosen from each corpus. These texts were selected as well-written examples of the genre which contained the main sections expected in a business report, namely an *Introduction*, an *Analysis* divided into clear headings and a *Conclusion* and *Recommendations* section (although in two of the subject business reports the Conclusion and Recommendations were combined into one 'Conclusion' section). The texts selected from the two corpora and the word lengths of the texts selected are provided in table 5.10. As can be seen, the subject texts are longer than the EAP assignments, so frequency data are presented as percentages in the results section (5.7) of this chapter.

	1	2	3	4	5	TOTAL
Subject	2,272 (no.2 in corpus)	1,811 (no.5 in corpus)	1,937 (no.7 in corpus)	2,022 (no.8 in corpus)	1,879 (no.9 in corpus)	9921
EAP	1,276 (no.1 in corpus)	1,238 (no.2 in corpus)	1,206 (no.6 in corpus)	1,314 (no.11 in corpus)	1,142 (no.13 in corpus)	6176

Table 5.10. Composition of transitivity corpus

5.6.1 Analysis of process and participant type

The sample texts were then analysed at the level of the clause. This process was completed manually, by reading through each text and transferring each clause over to a new document. The main verb in each clause was identified and was categorised into the main process types in SFL theory, namely material, relational, existential, mental or verbal (Halliday & Matthiessen 2014; Thompson 2014). At this step participants in the clause were also identified and labelled according to the categories in table 5.11.

Process Type	**Participant Role**	**Participant Role**
Material	Actor	Goal
Relational (attributive / identifying)	Carrier / Token	Attribute / Value
Existential		Existent
Mental	Senser	Phenomenon
Verbal	Sayer	Verbiage

Table 5.11. Process type and participant role labels

The aim of the analysis was to account for every process (verb) in each clause of the ten sample texts across the two corpora, whether they were functioning as the verb in a main clause or a dependent or embedded clause. In the analysis, main clauses were labelled initially with embedded clauses then separated and categorised according to process type. Table 5.12 demonstrates how the clause level analysis was carried out. The main clause has been labelled as a mental process type (*'see'*). The embedded clause has been labelled as the phenomenon of the first main clause (following Thompson 2014: 131-139). The embedded clause has then been 'pulled out' and relabelled (Thompson 2014: 132). In the quantification of process types these embedded clauses have been given equal weight as the main clause, so in the example below the sentence would be counted as having two processes; one mental and one material. Table 5.12 demonstrates some of the borderline or ambiguous cases (Gwilliams & Fontaine 2015) found when conducting this type of analysis. In this example the circumstantial element '*to a very risky position*' has been categorised as a circumstance of location with the company moving to a very risky position. However, it seems that this circumstance also carries an attributive meaning as it assigns a value ('risky') to the company's position. This disconnection between the semantic and syntactic aspects is discussed in more detail in section 5.6.2 below.

At Bowman's clock	*we*	*see*	*that they are moving to a very risky position*
Circ.	**Senser**	**Process:mental**	**Phenomenon**
	they	*are moving*	*to a very risky position*
	Actor	**Process: material**	**Circ.Location:place**

Table 5.12 Main and embedded clause analysis

The process types were counted in each of the sections (*Introduction, Analysis*, *Conclusion* and *Recommendations*) across the two corpora. The results section presents the total process types found in all sections across the two tasks, before focusing more explicitly on the Analysis sections in the two corpora.

5.6.2 Semantic and syntactic disconnections

An analysis of the experiential metafunction in real texts is likely to reveal certain 'fuzzy' (Halliday & Matthiessen 2014: 223) instances in which process types appear ambiguous or which could potentially belong in two different categories. These borderline cases can even result in disagreement between 'highly trained SFL linguists' (Gwilliams & Fontaine 2015: 9) in the allocation of process types. In the case of this thesis some of these ambiguities may also come about as the texts have been written by non-native speakers of English.

Gwilliams and Fontaine (2015) discuss a distinction between syntactic rules which can aid the categorisation of process type, and semantic streams of information which seem to more satisfactorily capture the meaning of the clause. They advocate a transparent approach to these ambiguities and suggest that in certain cases double-coding should be used if there is a conflict between the syntactic and semantic information in the clause.

Table 5.13 shows an example of a potential disconnect between the syntactic and semantic aspects of a clause. In this example '*the company entered the growth stage*' would be categorised syntactically as a material process with the company moving to a place (or 'scope'). However, it seems that the meaning of the clause is to attribute a positive evaluation ('*growth*') to the company.

From 1960's to 1990's	*the company*	*entered*	*the growth stage*
	Carrier	**Process: rel:attrib**	**Attribute**
Circ.	**Actor**	**Process: material**	**Scope**

Table 5.13. Semantic and syntactic categories

These borderline and ambiguous cases in which semantic or syntactic classifications may be possible are considered in more detail in section 5.7.5 of this chapter, where the impact of different theoretical models on the register (field) of student discourse is presented.

5.6.3 Analysis of participant type

The final step in the experiential analysis presented in this chapter is to investigate the participant types in a sample of Analysis sections in the subject and EAP corpus. The framework adapted from Martin's Thing Types (1997) is used to code a sample of Analysis sections from the corpus.

Participant category	**Examples from report corpora**
1) Concrete – business specific	Tesco's, Barclaycard, Dave Lewis
2) **Concrete – business generic**	**Consumers, shoppers, managers**
3) *Concrete – report based*	*Report, I, we (report writer)*
4) Abstract – business general and semi-technical	Share price, inflation, internet payments
5) **Abstract – business technical**	**Customer loyalty, market share, the power of buyers, internal / external analysis, PEST factors**

Table 5.14. Adapted 'thing type' classification for Business reports (ii)

These categories are used to code participants in three theoretical business models of *the Life-cycle*, *PESTEL* and *Porter's Five Forces*, and in the EAP categories of *Management* and *Competition*. Table 5.15 demonstrates how this analysis was conducted in conjunction with the identification of process types in the student reports. This example shows how four participants have been identified and that they have all been classed as abstract. The *external environment* has been classified as a **technical abstract** participant as it is part of the taxonomy of analysis in the business reports. Although it is not often defined it is usually presented in relation to the *internal environment*.

	The external environment	is	complex	in the credit card industry.	
	Carrier	**Process: rel, attrib**	**Attribute**	**Circ.**	
In the political aspect (circ:location), accounting (sic) to Hacialioglu and Batiz-Lazo (2004) statement (circ:angle:source),	the government	made	inquiry	involve in the interest rate	
Circ.	**Actor**	**Process: material**	**Goal**	**Circ:matter**	

Table 5.15. Sample subject participant and process type analysis

The results for the analysis of participant types in the sample texts are presented in sections 5.7.8 and 5.7.9 of this chapter.

5.7 Results

The results section of this chapter is organised as follows. Section 5.7.1 presents the overall transitivity profile of the ten texts in the two corpora. In section 5.7.2 results are briefly presented from the non-Analysis sections of the student reports (the Introduction, Conclusion and Recommendations) before considering the Analysis sections in more depth in section 5.7.3. Variation by individual student in the subject corpus is discussed in section 5.7.4 and the impact of theoretical business models on the Field of subject analyses is presented in section 5.7.5. Section 5.7.6 presents results from the EAP Analysis sections and variation by individual EAP writer is briefly considered in section 5.7.7.

Sections 5.7.8 and 5.7.9 present the results from the participant sample texts. In section 5.7.8 participants in the subject theoretical models of the *Life Cycle*, *PESTEL* and *Porter's Five Forces* are reviewed and in section 5.7.9 participants in the EAP Analysis sections of *Management* and *Competition* are considered.

5.7.1 Overall process type comparison

Table 5.16 shows the distribution of process types in the five sample texts in the corpora. A total of 989 clauses were categorised in the subject corpus, with 636 clauses analysed in the EAP texts. The results are presented as percentages in order to take account of this difference.

	SUBJECT TEXTS		EAP TEXTS	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
MATERIAL	556	56	395	62
RELATIONAL:ATTRIBUTIVE	278	28	145	23
RELATIONAL:IDENTIFYING	21	2	29	5
EXISTENTIAL	25	3	10	2
MENTAL	84	8	43	6
VERBAL	22	3	14	2
TOTAL	986	100	636	100

Table 5.16. Total subject and EAP process type distribution

Table 5.16 reveals that material and relational processes emerge as the most common process types in both corpora. The high proportion of material processes across the two tasks reflects the practical nature of business tasks and suggests a shared interest in the two genres of the actions of individuals and businesses. However, the EAP tasks contain a higher proportion of material processes at 62% of the total, compared to 56% in the subject task. It can also be seen that relational processes are more common in subject writing, with 28% of all writing in the subject corpus categorised as 'relational:attributive' compared to 23% in the EAP assignments. These variations suggest a slight overall difference in emphasis at the level of the clause.

In section 5.7.2 the different moves of the reports are presented in order to establish whether process type distribution varies according to the different sections.

5.7.2 Process type by report section

The transitivity profile in the different sections of the report tasks is given in table 5.17. It shows that material and relational process types dominate in both the subject and the EAP corpus, but that material processes occur less frequently in the subject text Analysis sections. Relational process types appear to be similar in the report Analyses in the subject and EAP texts, but it will be shown in section 5.7.4 and section 5.7.5 that there is variation between individual student writers in the corpus and that the theoretical model used also has an impact on the register of writing.

	SUBJECT INTRODUCTION		EAP INTRODUCTION	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
MATERIAL	73	67	55	57
REL:ATTRIB	16	15	25	26

REL:IDENT	4	3	5	5
EXISTENTIAL			1	1
MENTAL	16	15	9	10
VERBAL			1	1
	109	100	96	100
	SUBJECT ANALYSIS		**EAP ANALYSIS**	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
MATERIAL	343	53	189	60
REL:ATTRIB	202	31	85	27
REL:IDENT	12	2	17	4
EXISTENTIAL	21	4	6	1
MENTAL	44	7	21	6
VERBAL	20	3	11	2
	642	100	317	100
	SUBJECT CONCLUSION		**EAP CONCLUSION**	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
MATERIAL	100	56	29	57
REL:ATTRIB	48	27	12	23
REL:IDENT	5	3	5	10
EXISTENTIAL	4	2	1	2
MENTAL	20	11	4	8
VERBAL	2	1		
	179	100	51	100
	SUBJECT RECS		**EAP RECS**	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
MATERIAL	40	71	122	76
REL:ATTRIB	12	22	23	14
REL:IDENT			2	1
EXISTENTIAL			2	1
MENTAL	4	7	9	7
VERBAL			2	1
	56	100	160	100
CLAUSE TOTAL	986		624	

Table 5.17. Overview of process type by section in subject and EAP reports

In section 5.7.2 of this chapter, process type distribution in the Introduction, Conclusion and Recommendations report sections will be briefly considered, before a more detailed focus on the Analysis sections of the two tasks in section 5.7.3.

5.7.2.1 Transitivity analysis of report Introductions

The total process type distribution in the Introduction sections of the five subject and EAP reports is shown in table 5.18. It can be seen that material processes dominate in both tasks, but that the EAP reports contain a higher proportion of relational processes than writing in the subject context. Writing on the subject task contains a greater percentage of mental processes than writing in the EAP context.

	SUBJECT NUMBER	SUBJECT PERCENTAGE	EAP NUMBER	EAP PERCENTAGE
MATERIAL	73	67	55	57
REL:ATTRIB	16	15	25	26
REL:ID	4	3	5	5
EXIST			1	1
MENTAL	16	15	9	10
VERBAL			1	1
	109	100	96	100

Table 5.18. Process type in EAP and subject report introductions

In the following section, these differences will be explored, focusing initially on subject Introductions before considering the EAP texts.

It can be seen that material processes dominate in the introductory section to student reports in the subject corpus. Student writers use this section to provide background to the report and describe key events in the recent history of the company (see table 5.19).

After that,	*Bank of America*	*in 1958*	*launched*	*BankAmerica*
Circ.	**Actor**	**Circ.**	**Process: material**	**Goal**

Table 5.19. Material processes in subject report introduction

Material processes are also used in the introduction to describe what the writer will do in the report in order to conduct the analysis. In these cases the actor participant (*'we'*) is actually the student writer (see table 5.20). This shows that in the introduction student writers in the subject corpus use material processes to describe the actions of the company, and their own actions as researchers in writing the report and conducting their analysis.

	we	*are going to analyse*	*the Life Cycle*	
	Actor	**Process: material**	**Goal**	
and		*use*	*the Porter Five Forces analysis*	*as an microanalysis.*
		Process: material	**Goal**	**Circ.**
After that	*we*	*are going to do*	*an internal analysis of the company*	
Circ.	**Actor**	**Process: material**	**Goal**	

Table 5.20. Researcher *'we'* in subject report introduction

In a similar way, mental processes are also used to describe the feelings and thoughts of 'real' people in the context of the case study (see table 5.21).

In the first half of the 20th century	*people*	*began to knew (sic)*	*another methods to pay*

Circ.	**Senser**	**Process:mental, cognitive**	**Phenomenon**

Table 5.21. Mental processes in subject report introduction (i)

Mental processes are also used to describe the cognitive process of the writer, and this is often shared with the reader through the presence of the participant '*we*' (see table 5.22).

In 1988	*we*	*could consider*	*that a duality was introduced*
Circ.	**Senser**	**Process:mental, cognitive**	**Phenomenon**

Table 5.22. Mental processes in subject report introduction (ii)

These uses of mental processes are in many ways similar to the variation noted with material processes above. In some cases the student writer is ascribing thoughts and ideas to actors in the 'real world' of the case study, in other cases the student is describing their own internal mental process and inviting the reader to share it.

Introductions in the EAP corpus are also dominated by material processes, demonstrating a shared concern with the actions and events affecting the target company.

Table 5.23 shows an example of how material processes in the EAP reports often construe physical actions undertaken by the company and how the company has reached its current position.

	The chain	*was first established*	*in 1919*	*by Jack Cohen*
	Goal	**Process: material**	**Circ.**	**Actor**
and	*the first Tesco store*	*opened*		*in 1929 (circ. location:time)in Edgware, London (circ. location:space) .*
	Goal	**Process: material**		**Circ.**

Table 5.23. Material processes in EAP report introduction

Material processes in the EAP introductions also represent the actions of the student writer in completing the report (see table 5.24).

An analysis	*will be made*	*about Tesco's status quo*
Goal	**Process: material**	**Circ.**

Table 5.24. 'Researcher' material process in EAP report introduction

This shows that student writers in the EAP introductions also use material processes to describe real world activity, such as the company's actions, but also to describe their own actions as student writers.

Relational:attributive clauses emerge as a key difference between the two sets of texts. These are frequently used in the EAP texts to ascribe a negative attribute to the company as shown in table 5.25.

The overall situation	*is*	*not optimistic*	*at present.*
Carrier	**Process: rel, attrib**	**Attribute**	**Circumstance**

Table 5.25. Relational:attributive processes in EAP report introduction

The use of these relational processes to ascribe a negative attribute to the company help to set the scene for the student's report in the EAP context and provide a reason for the subsequent analysis and recommendations. This is in line with the actional purpose and practical response to a problem typical of **company reports**.

5.7.2.2 Transitivity analysis of report Conclusions

The next section of this chapter analyses the transitivity patterns of the Conclusion and Recommendations sections of the student reports in the subject and EAP corpus. It should be noted that only three students (texts 2, 4 and 5) in the subject corpus included a separate Conclusion and Recommendations section, whilst the other two texts in the subject corpus presented one final 'conclusion' section which was part summary of the report, and part advice given to the company. As a result, only texts 2, 4 and 5 have been analysed in this section.

Table 5.26 presents process types in the Conclusions of the five EAP and the three subject reports. Figures are broadly similar between EAP and subject writing in this part of the report. Conclusions in both tasks contain mainly material clauses with a smaller proportion of relational:attributive clauses. Other process types remain marginal in both tasks.

	SUBJECT NUMBER	SUBJECT PERCENTAGE	EAP NUMBER	EAP PERCENTAGE
MATERIAL	100	56	29	57
RELATIONAL:ATTRIBUTIVE	48	27	12	23
RELATIONAL:IDENTIFYING	5	3	5	10
EXISTENTIAL	4	2	1	2
MENTAL	20	11	4	8
VERBAL	2	1		
	179	100	51	100

Table 5.26. EAP and subject report Conclusions process type comparison

Tables 5.27 and 5.28 present example clauses from subject report Conclusions. It can be seen that material processes are a key feature of this section of the student reports. The extract in table 5.27, from student 5 in the subject corpus, shows how student writers in this section refer to the actions of the company and summarise how these activities impacted on the position of the business.

	Barclaycard	*kept doing*	*what they did*
	Actor	**Process: material**	**Goal**
when	*they*	*were*	*the only player in the market,*
	Carrier	**Process: rel, attrib**	**Attribute**
which		*was charging*	*premium prices.*
		Process: material	**Goal**
In the meanwhile	*they*	*failed to counter*	*the tactics of the competition*
Circ.	**Actor**	**Process: material**	**Goal**
who		*were taking*	*market share*
Actor		**Process: material**	**Goal**

Table 5.27. Material processes in subject report conclusion

One feature of Conclusions in the subject corpus is for some students to use the theoretical tools presented in the Analysis section of their report. An example of how a student writer in the subject corpus uses elements of the *Porter's Five Forces* model (*entrance of customers*) to summarise their evaluation of the company's position is given in table 5.28.

When	*we*	*analyze*	*the 5 forces,*
	Senser	**Process:mental**	**Phenomenon**
	we	*can see*	*that something is wrong.*
	Senser	**Process:mental**	**Phenomenon**
	something	*is*	*wrong.*
	Carrier	**Process: rel, attrib**	**Attribute**
	They	*have*	*less entrance of the costumers than at the beginning*
	Carrier	**Process: rel, attrib**	**Attribute**
because	*there*	*are*	*more companies coming,*
		Process:existential	**Existent**

Table 5.28. Use of theory in subject report conclusion

Table 5.29 gives an example of how writers in the EAP corpus use relational processes to describe the negative current position of the company and material process types to present the actions that have negatively affected the business.

Tesco	*is*	*in a negative position in the market*	*now*
Carrier	**Process: rel, attrib**	**Attribute**	**Circ.**
it	*has been confronted with*	*many problems.*	

Goal	Process: material	Actor	
The disclosed accounting errors	*have deeply (circ:manner) impacted*	*on Tesco*	*in terms of the declining sales, profits and market share,*
Actor	**Process: material**	**Circ:Location**	**Circ:Manner**

Table 5.29. Relational process types in EAP conclusion

5.7.2.3 Transitivity analysis of report Recommendations

Table 5.30 presents process types in the three subject texts with separate advisory sections, and the five EAP reports, all of which included a discrete recommendations stage in the report. The difference in the total number of clauses (160 EAP clauses to 56 in the subject corpus) is partly explained by the fact that there are fewer subject texts, but also because Recommendations account for a smaller proportion of the total report in the subject corpus.

	SUBJECT NUMBER	SUBJECT PERCENTAGE	EAP NUMBER	EAP PERCENTAGE
MATERIAL	40	71	122	76
RELATIONAL:ATTRIBUTIVE	12	22	23	14
RELATIONAL:IDENTIFYING			2	1
EXISTENTIAL			2	1
MENTAL	4	7	9	7
VERBAL			2	1
	56	100	160	100

Table 5.30. Overview of process type in EAP and subject report recommendations

The data show that material processes dominate in this section of the report in both contexts, accounting for over 70% of the total clauses in both the subject and the EAP setting. This reflects the fact that this section of the report has action as its focus and sets out activities that the company should undertake to improve its position. An example of material processes used to present advice to the company is given in table 5.31.

the value chain of Barclaycard	*should be revised.*	
Goal	**Process: material**	
Cost	*can be cut*	*in marketing and sales*
Goal	**Process: material**	**Circ.**

Table 5.31. Material processes in subject Recommendations

Table 5.32 shows an example of material processes in the Recommendations section of an EAP report in the corpus.

It is recommended that	*Tesco*	*diversified (sic)*	*their activities*	*in their superstore*
Mood Adjunct	**Actor**	**Process: material**	**Goal**	**Circ.**
	such as	*propose*	*a coffee place or a game room.*	
		Process: material	**Goal**	
		Change	*the shopping experience*	
		Process: material	**Goal**	

Table 5.32. Material processes in EAP Recommendations

Recommendations are considered in more depth from an interpersonal perspective in chapter 6. It will be shown that the issue of congruence or metaphorical modes of expression is also a key factor in how student writers present their advice to the company, and the identity that this creates for themselves as writers.

This section concludes the transitivity analysis of process types in the Introduction, Conclusion and Recommendations section of the reports in the EAP and subject corpora. Section 5.7.3 of this chapter moves on to consider the Analysis move in more detail.

5.7.3 Transitivity study of Analysis section

The Analysis section of the report is the part of the text in which student writers can demonstrate their ability to read and understand real-life business situations and apply their subject or business knowledge to explain reasons for the company's strengths or weaknesses. Chapter 3 of this thesis that subject writers dedicate a larger proportion of their writing to the Analysis section, and that they generally organise their analysis using headings taken from the theoretical models (e.g *Political, Economic, Social* from the *PESTEL* model), whilst in the EAP corpus the analysis takes up proportionally less of the total, with the Recommendations section accounting for more of the total word count. Section headings in the EAP texts were found to be more practical or topical (e.g. *Management* or *Competition*) and not organised around theoretical models.

This section presents the results of a transitivity study of the Analysis section of the two tasks. Process types are compared between the two tasks initially, followed by a presentation of differences within the two corpora in terms of variation by student writer in section 5.7.4 and in terms of the theoretical models used in section 5.7.5.

Differences by process type in the Analysis sections of the reports between the two corpora are provided in table 5.33. It demonstrates that writers in the EAP texts used material processes slightly more frequently than subject task writers, with Analysis in the subject task featuring more relational:attributive clauses. Other process types emerge as fairly marginal across the two corpora. Therefore, the results in this section focus on the different proportions of material and relational process types present in the student writing in the two tasks.

	SUBJECT ANALYSIS		**EAP ANALYSIS**	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
MATERIAL	343	53	189	60
RELATIONAL:ATTRIBUTIVE	202	31	85	27
RELATIONAL:IDENTIFYING	12	2	17	4
EXISTENTIAL	21	4	6	1
MENTAL	44	7	21	6
VERBAL	20	3	11	2
	642	100	317	100

Table 5.33. Process type in EAP and subject report Analysis sections

5.7.4 Variation by individual subject writer

The results show that there was a slight overall preference for subject writers to use fewer material and more relational processes in their Analysis sections in comparison to Analysis in the EAP corpus. However, considerable variation can also be seen within the corpus. This variation exists both between different student writers, and according to the theoretical models used by student writers in their Analysis.

Table 5.34 shows the five Analysis sections of writers in the subject corpus. The table shows the processes categorised as **relational:attributive** or as **material** as a percentage of the total. The table shows that texts 2, 4 and 5 are closest to the average in terms of their use of relational verbs, though there is some variation in their use of material processes. Text 1 emerges as an outlier however, as it contains far more relational processes than the average.

	Text 1	**Text 2**	**Text 3**	**Text 4**	**Text 5**
REL:ATT	52%	37%	41%	37%	39%
MATERIAL	35%	51%	39%	54%	49%

Table 5.34. Variation of process type use by subject writer

Table 5.34 demonstrates that different writers made different choices in their analysis of the company. Text 1 contains a higher proportion of relational processes, which are used to ascribe values to the company as shown in table 5.35. In this case, the carrier is a congruent ‘they’ to refer to the company ‘*Barclaycard*’ and the attributes are non-concrete and abstract. In the first two clauses the attribute can be classed as technical or semi-technical and relates to disciplinary concepts or models. The last attribute is less technical, but still serves to classify and categorise the company in a static and ‘synoptic’ way. The overall effect of this analysis in text 1 is to categorise and place the company in its business environment rather than focus on its actions.

	they	*were*	*in the Diversification position*
Circ.	**Carrier**	**Process: rel, attrib**	**Attribute**
	they	*had*	*the three characteristics of the diversification*
	Carrier:possessor	**Process: rel, attrib**	**Attribute:possessed**
	they	*were*	*in the most risky position*
	Carrier	**Process: rel, attrib**	**Attribute**

Table 5.35. Relational processes in subject Analysis section

Other writers in the corpus evaluate and analyse the company using material processes to focus on the actions and events affecting the company. The following example (table 5.36) from text 4 in the subject corpus shows how some subject business report writers in the corpus focused on the actions of the company. Text 4 contained the highest proportion of material process types in the subject Analysis corpus.

In year of 2001	*(they)*	*abolished*	*their annual fees,*	
Circ.	**Actor**	**Process: material**	**Goal**	
		to retain	*their customer*	*and (sic) with its Nectar loyalty scheme.*
		Process: material	**Goal**	**Circ.**

Table 5.36. Material processes in subject Analysis section

Variations between student writers remind us that individual writers make choices when they are analysing the company. The data also suggest that the theoretical model being used by the writer influences the process types evident in the analysis itself. Section 5.7.5 considers this variable in the subject analyses, by focusing on three theoretical models (*Life Cycle*, *PEST* and *Porter’s Five Forces*) used by students as a framework to analyse the company.

5.7.5 Variation in process type by theoretical model

This section considers the role of different theories or models in the subject corpus and how this affects the register of student writing. The results show that different models affect the ways in which student writers represent the company. It is suggested in this section that some theoretical models lead to a more abstract representation of the company whilst other models are used to construe a more concrete portrayal of the business.

The five subject texts analysed in this chapter and the theoretical models used in their Analysis sections are provided in table 5.37.

Number in corpus	Theoretical models used
1	PEST, Porter's Five Forces, Life Cycle, Bowman's Clock, Ansoff's Matrix
2	PEST, Porter's Five Forces, Life Cycle, Bowman's Clock, Value Chain, , Porter's Generic, Corporate Strategy
3	Life Cycle, Porter's Five Forces, Ansoff's Matrix, PEST
4	PEST, Porter's Five Forces, Life Cycle, Value Chain, SWOT, Ansoff's Matrix, Bowman's Clock
5	Porter's Five Forces, Life Cycle, Bowman's Clock

Table 5.37. Theoretical models in subject Analysis section

This section focuses on three models that are used by nearly all of the writers in the sub-corpus; a *Life-Cycle analysis*, a *PEST* analysis, and *Porter's Five Forces*. Table 5.37 shows that these models were used by most of the students in the sub-corpus, apart from the *PEST* analysis which was not conducted by student 5.

The distribution of process type in the three theoretical models used by subject writers in their Analysis sections is shown in table 5.38. The *Life Cycle* and *Porter's Five Forces* models represent the widest divergence in terms of the proportion of material or relational processes in the student analysis. In the *Life Cyle* model 64% of all clauses have been classified as material compared to 40% in the *Porter's Five Forces* framework. 45% of all *Porter's* clauses have been categorised as relational compared to 28% in the *Life Cycle* analyses.

	LIFE-CYCLE NUMBER	%	PEST NUMBER	%	PORTER's FIVE FORCES NUMBER	%
MATERIAL	85	64	58	48	76	40
RELATIONAL:ATTRIBUTIVE	34	26	36	30	83	43

RELATIONAL:IDENTIFYING	3	2	2	2	4	2
EXISTENTIAL	3	2	6	5	9	5
MENTAL	4	4	13	10	16	8
VERBAL	3	2	7	5	3	2
TOTAL CLAUSES	132	100	122	100	191	100

Table 5.38. Process type distribution in *Life-Cycle*, *PEST* and *Porter's Five Forces*.

Table 5.38 shows that there is considerable variation in process type when student writers in the business sub-corpus employ different theoretical models to analyse the company. In sections 5.7.5.1 to section 5.7.5.3 the three models will be compared using examples from the sub-corpus to demonstrate differences in the representation of the company as revealed by a transitivity analysis of the student texts.

5.7.5.1 *Life-cycle* model: Concrete and abstract analysis in business report writing

The *life-cycle* analysis is used by Business student writers to chart the progress of the company, in terms of its growth, maturity and eventual decline. This life-cycle is presented as a natural process through which businesses travel, with companies having to respond in different ways at different stages of the cycle. As the model is portrayed in terms of 'movement' many of the clauses have been categorised as 'material' even though the 'goal' is abstract (*the growth stage, the shakeout stage*). Table 5.39 shows an example of this analysis. The first two clauses have been 'dual-coded' to show the syntactic material and the semantic relational process types.

There seems to be some overlap with relational:attributive processes in many of these examples, as *the growth stage* is attributing a quality to the company. This is in itself a 'metaphorical' use of a material process. This is an example of the ambiguous or borderline cases discussed in section 5.6.2. Other material processes are more clearly material and 'concrete' as in the example below that Barclays '*introduced*' their Gold Card, or that other competitors '*entered*' the market.

From 1960's to 1990's	*the company*	*entered*	*the growth stage*
	Carrier	**Process: rel:attrib**	**Attribute**
Circ.	**Actor**	**Process: material**	**Scope**
and	(they)	*slowly moved*	*to the shakeout stage*
	Carrier	**Process: rel:attrib**	**Attribute**
Circ.	**Actor**	**Process: material**	**Goal** **Circ.Location**

as	*Barclay's*	*introduced*	*their Gold Card, ATM Machines and other complementary products*
Circ.	**Actor**	**Process: material**	**Goal**
		to increase	*their market share*
		Process: material	**Goal**
while	*other competitors*	*entered*	*the market.*
	Actor	**Process: material**	**Scope**

Table 5.39. *Life Cycle* model in subject report Analysis

5.7.5.2 *PEST* analysis: Concrete analysis in business report writing

A PEST or a PESTEL (*political, economic, social, technological,* and optionally *environmental* and *legal*) analysis is used by Business students to analyse the factors external to the company which may increase or decrease the company's chance of success. It is commonly used in Business studies as a way to analyse potential new markets overseas. Table 5.40 demonstrates that uses of material processes in a *PEST* analysis are less abstract than in the *Life-Cycle* model and that they are often used to show the actions of companies or governments and how these affected the target company.

	Barclays Bank	*had taken*	*a very big risk*	
	Actor	**Process: material**	**Goal**	
when	*it*	*introduced*	*the credit card*	*in UK*
Circ.	**Actor**	**Process: material**	**Goal**	**Circ.Location**
	by	*investing*	*a heavy amount of money*	
		Process: material	**Goal**	
	to get	*consumers*	*to adopt*	*the concept of Plastic money*
	Process: material	**Actor**	**Process: material**	**Goal**

Table 5.40. *PEST* in subject report Analysis

5.7.5.3 *Porter's Five Forces*: Abstract analysis in business report writing

In terms of the impact of the theoretical model being used, Table 5.38 showed that the use of *Porter's Five Forces* led to the highest use of relational process types in the business subject corpus. *Porter's Five Forces* is used to analyse the competitive environment facing the company in terms of the possibility of new competitors entering the market, or the chance of consumers choosing alternative providers of the service. The following example (table 5.41), from text 4 in the subject corpus, shows how this model is frequently used to give abstract participants (the '*intensity of rivalry within the industry'*) a value or an attribute ('*low*')

From 1967 – 1990s	*intensity of rivalry within the industry*	*is*	*low.*	
Circ.	**Carrier**	**Process: rel, attrib**	**Attribute**	
	There	*are*	*few competitors*	*in the same local market.*
		Process:existential	**Existent**	**Circ.**
From 1990s – 2003,	*the intensity of rivalry within the industry*	*is*	*high*	*in between UK card issuers.*
Circ.	**Carrier**	**Process: rel, attrib**	**Attribute**	**Circ.**
	Competitors	*fight*	*their market share*	*through low rate, promotion like introductory offer*
	Actor	**Process: material**	**Goal**	**Circ.**

Table 5.41. *Porter's Five Forces* in subject report Analysis

The use of relational process types has the effect of moving the analysis away from the immediate action of the company and allows writers to evaluate the company using bound up abstract concepts rather than describing the precise actions of the business. The discourse is less dynamic and has to some extent been 'reified' (Halliday & Matthiessen 2014: 710).

This concludes the study of transitivity in the subject Analysis sections. It can be seen that the results are less clear-cut than those presented in the somewhat idealised differences between metaphorical subject and congruent EAP discourse in section 5.4 of this chapter. It has been shown that there is significant variation between student writers in terms of how they chose to represent the company in their report Analysis, with some writers using more relational processes and some using more material process types (see section 5.7.4). It has also been shown in section 5.7.5 that some theoretical models (such as *Porter's Five Forces*) lead to a more metaphorical analysis of the company, whilst others such as the *Life Cycle* may be employed through seemingly more congruent material processes, even if these material processes are in fact themselves metaphorical and are used to attribute a value to the company.

5.7.6 Transitivity profile of EAP Analysis sections

Table 5.42 shows the total process types identified in the EAP report Analysis sections in comparison to the subject Analyses. A comparison of clauses in the analysis section reveals that material processes are slightly more frequent in EAP writing at nearly 60% of total clauses, in comparison to 53% in the subject texts.

	EAP TOTAL	EAP PERCENTAGE	SUBJECT TOTAL	SUBJECT PERCENTAGE
MATERIAL	189	57	343	53
REL:ATT	85	26	202	31
REL:ID	17	6	12	2
EXISTENTIAL	6	2	21	4
MENTAL	21	6	44	7
VERBAL	11	3	20	3
	329	100	642	100

Table 5.42. EAP Analysis process type distribution

An example of how EAP writers tend to focus on actions undertaken by the company which account for their current position in the marketplace is provided in table 5.43.

Suppliers	*often offer*	*incentives*	*for Tesco*
Actor	**Process: material**	**Goal**	**Beneficiary**
	to expand	*sales*	
	Process: material	**Goal**	
so as to	*earn*	*more profits.*	
Circ.	**Process: material**	**Goal**	

Table 5.43. Material processes in EAP Analysis section

5.7.7 Variation by individual EAP writer

Table 5.44 shows that, as with the subject report writers, there were differences in process type use in the EAP Analysis corpus by student writer. Overall, the data suggest that there is less variation amongst writers in the EAP sub-corpus, possibly as a consequence of the greater degree of teacher-led guidance and model texts in the EAP classroom compared to subject modules, as all of the writers exhibit a higher proportion of material compared to relational processes. Text 3 emerges as the least relational and the most material of the five writers, with text 5 using more relational clauses than the average.

	T1	**T2**	**T3**	**T4**	**T5**

REL:ATT	26%	27%	22%	28%	35%
MATERIAL	50%	56%	70%	58%	52%

Table 5.44. Variation of process type use by EAP writer

The following extract from student 3's analysis (table 5.45) shows how the company is analysed in terms of human participants and material processes. The writer discusses the actions of 'executives' in the company and names a specific manager (Chris Bush) as part of their analysis. Analysing the company in this way leads to a more congruent style of writing as the student is concerned with the actions of real human participants.

	Eight executives, including the UK managing director Chris Bush,	*have been suspended.*		
	Goal	**Process: material**		
	They	*falsified*	*financial information which involved management fraud.*	
	Actor	**Process: material**	**Goal**	
which		*involved*	*management fraud.*	
Carrier		**Process: rel, attrib**	**Attribute**	
Maybe	*some of the executives*	*deliberately booked in*	*revenue*	
Modal adjunct	**Actor**	**Process: material**	**Goal**	
		to cover up	*the increasingly desperate state of their finances.*	
		Process: material	**Goal**	

Table 5.45. EAP material process use

Table 5.46 shows an extract taken from text 5 in the EAP sub-corpus. This Analysis section contains the most relational and the lowest number of material processes of the five texts in the EAP sub-corpus. This student was one of the few writers in the EAP group who used a theoretical model to organise their analysis (*Porter's Five Forces*). This results in writing which is less concrete and is more abstract. Participants in the student's analysis are abstract (*the competition rivalry*) rather than concrete (*executives*) and the student writer categorises or gives a value to these abstract concepts (*is very high*) in contrast to the human participants and actions seen in EAP text 3.

In term of the micro environment,	*we*	*can use*	*the 5 forces of Porter*	
Circ.	**Actor**	**Process: material**	**Goal**	
		for (sic) analyse	*it*	
		Process: material	**Goal**	
Especially	*the competition rivalry*	*is*	*quite significant*	*(in) this market.*
	Carrier	**Process:rel, attrib**	**Attribute:**	**Circ:Location**
	The competition in the large retailers	*is*	*very high.*	
	Carrier	**Process:rel, attrib**	**Attribute:**	

Table 5.46. Relational processes in EAP Analysis section

As with the variations in the subject Analysis sections, these differences between individual students remind us that language users make different choices from the language system and do not always construe the field in the same way. It is also a reminder that congruence or metaphoricity is best seen as a 'cline' (Halliday & Matthiessen 2014, Thompson 2014), and that any given discourse is rarely fully congruent or abstract.

This concludes the register analysis of the subject and EAP tasks as revealed by a transitivity study of process and participant type. In sections 5.7.8 and 5.7.9 below a sample of participants are coded according to the network of Thing Types proposed in section 5.3.

5.7.8 Participants in subject and EAP Analysis sections

In this section, participant types across the three theoretical models (*Life-cycle, PESTEL* and *Porter's Five Forces*), and the EAP categories of *Management* and *Competition* are categorised according to the six participant types shown in Table 5.47.

Participant category	**Examples from report corpora**
1) Concrete – business specific	Tesco's, Barclaycard, Dave Lewis
2) **Concrete – business generic**	**Consumers, shoppers, managers**
3) *Concrete – report based*	*Report, I, we (report writer)*
4) <u>Abstract – business general and semi-technical</u>	<u>Share price, inflation, internet payments</u>

5) **Abstract – business technical**	**Customer loyalty, market share, the power of buyers, internal / external analysis, PEST factors**
6) *Abstract – general report based*	*Problem, idea, solution*

Table 5.47. Adapted 'thing type' network for Business reports (iii)

In this section the three theoretical models of the *Life Cycle*, *PEST(EL)* and *Porter's Five Forces* are analysed in terms of the participant type used by student writers in their reports. The aim of this analysis is to establish whether participants in the three different models can be classed as more concrete or as more abstract. Examples from the subject report Analysis corpus are shown to demonstrate these differences.

5.7.8.1 Participant type in *Life Cycle* Analysis sections

Table 5.48 shows how participant types were coded in the *Life-Cycle* sections of the subject student Analysis report sections.

Student text	1	2	3	TOTAL	PERCENTAGE
Concrete business specific	11	2	21	34	38%
Concrete business generic	2	3	11	16	17%
Concrete – report based				0	
Abstract – business general and semi-technical	6		14	20	23%
Abstract – business technical	2	2	14	18	20%
Abstract – report based			2	2	2%
	21	7	60	88	100

Table 5.48. Participant type in *life-cycle* analysis

The *life cycle* analysis is the most 'material' in terms of process type, although a closer investigation reveals that this is at least in part due to the way in which the company is portrayed as 'moving' from one stage to another. As a result, this model could be described as material but not necessarily congruent, as the ‘goal’ or ‘destination’ is often an abstract or technical concept which acts to evaluate the position of the company in the marketplace.

The example in table 5.49 shows how the concrete / specific actor (*Barclays*) is described as entering or moving to two abstract and technical goals (*the growth stage* and *the shakeout stage*). Extracts such as this help to explain why participant types are quite evenly spread in this model between concrete and more technical abstract concepts.

From 1960’s to 1990’s	the company (concrete – business specific)	*entered*	***the growth stage* (Abstract – business technical)**
	Actor	**Process: material**	**Goal**
	Carrier	**Rel:attrib**	**Attribute**
and		slowly (circ.manner) moved	to **the shakeout stage (Abstract – business technical)**
		Process: material	**Circ.Location**
		Rel:attrib	**Attribute**
as	Barclay’s(concrete – business specific)	introduced	their Gold Card, ATM Machines(concrete – business specific) and **other complementary products** *(***Concrete – business generic)**
	Actor	**Process: material**	**Goal**

Table 5.49. Concrete and abstract *Life-Cycle* participants

5.7.8.2 Participant type in *PEST(EL)* Analysis sections

Table 5.50 shows the distribution of participant type in the PEST(EL) sections of subject report Analyses.

Student text	1	2	3	TOTAL	PERCENTAGE
Concrete business specific	11	13	17	41	31%
Concrete business generic	2	5	16	23	17%
Concrete – report based	-	-	1	1	1%
Abstract – business	8	19	33	60	45%

general and semi-technical					
Abstract – business technical	4	1	2	7	5%
Abstract – report based	1	-	0	1	1%
	26	38	69	133	100

Table 5.50. Participants in *PEST(EL)* analysis section

PEST(EL) analyses demonstrate a lower frequency in the instances of abstract / technical participants than Life-Cycle analyses, and in conjunction with the fairly high proportion of material processes noted above (48% of the total), this serves to make PEST(EL) sections the least abstract of the three models being compared here. Table 5.51 is an example of how writers using this model analyse specific concrete participants as carriers or actors with general and semi- technical abstract concepts as attributes or circumstances.

At the beginning of the company,	They (concrete business-specific)	didn't have	any political problem, Abstract – business general and semi-technical
Circ.	**Carrier**	**Process: rel, attrib:possess.**	**Attribute**
but around 2003	They (concrete business-specific)	began to have	some of them Abstract – business general and semi-technical.
Circ.	**Carrier**	**Process: rel, attrib:possess.**	**Attribute**
	All	started	with the 'white paper' (concrete business-specific)
		Process: material	**Circ:accomp.**
that	the government (concrete business-specific)	introduced	
Goal	**Actor**	**Process: material**	

Table 5.51. Concrete *PEST* participants

5.7.8.3 Participant type in *Porter's Five Forces* Analysis sections

Table 5.52 presents participant type distribution in the Analysis sections of student reports in which *Porter's Five Forces* was used.

Student text	1	2	3	NUMBER	PERCENTAGE
Concrete business specific	10	8	16	34	16%
Concrete business generic	38	16	22	76	37%
Concrete – report based			1	1	1%
Abstract – business general and semi-technical	15	21	18	54	26%
Abstract – business technical	5	15	19	39	19%
Abstract – report based	2		1	3	1%
	70	60	77	207	100

Table 5.52. Participant distribution in *Porter's Five Forces* analysis

Table 5.52 shows that *Porter's Five Forces* analyses contain a high proportion of abstract / technical participants, which combine with the high proportion of relational process types (43% of the total) to produce analyses which are more abstract than the previous two models (*Life-Cycle* and *PEST*). The Five Forces model encourages students to evaluate the company against abstract concepts, and writing using this model is less concerned with the immediate actions of the company or individuals inside the business.

The example in table 5.53, from text number 2 in the subject corpus, shows how writing using Porter's model is characterised by abstract and technical concepts (*the threat of new entrants*) which often act as the carrier in the clause. These technical abstract concepts could be 'unpacked' as *'new companies could come into the market. They could compete with Barclays'*. By expressing these concepts abstractly student writers are able to ascribe a value to the participant, such as '*high*'.

Before 1990,	**the threat of entrants (Abstract – business technical)**	is	high, (Abstract – business general and semi-technical)	
Circ.	**Carrier**	**Process: rel, attrib**	**Attribute**	

because	the market (Abstract – business general and semi-technical)	is	fresh, (Abstract – business general and semi-technical)	
Circ.	**Carrier**	**Process: rel, attrib**	**Attribute**	
	the Barclay bank (Concrete – business specific)	is	**the first mover (Abstract – business technical)**	in this sector. (Abstract – business general and semi-technical)
	Token	**Process: ident.**	**Value**	**Circ.**

Table 5.53. Abstract *Porter's Five Forces* participants

This section has shown that participant types in the subject corpus vary according to the analytical model being used. It has been shown that *PEST(EL)* analyses are the most congruent in the corpus, often describing concrete actors and events, and how these impact on the company. Participants in the *Porter's Five Forces* model are often abstract concepts which are specific to the subject discipline. It has been argued that participants in the *Life Cycle* are to some extent ambiguous as the goals of the material processes are often abstract and metaphorical.

In the following section, participants in the EAP corpus are analysed, in order to compare the distribution of participant types across writing on the two tasks.

5.7.9 EAP report participant profile

In this section the Analysis section of the EAP reports is described in terms of the participant roles used by student writers in their analysis of the target company. The focus in this section is on *Management* and *Competition*, as these were two common Analysis section headings presented by EAP writers on this task.

5.7.9.1 Participant type in EAP analysis of *Management*

Table 5.54 shows the participant types selected by the three EAP students in the sub-corpus who focused on *Management*.

Student text	1	2	3	NUMBER	PERCENTAGE
Concrete business specific	8	6	8	22	46%
Concrete business generic					

Concrete – report based					
Abstract – business general and semi-technical	12	5	9	26	54%
Abstract – business technical					
Abstract – report based					
	20	11	17	48	100%

Table 5.54. Participant type in EAP *Management* analysis

Analyses of '*management*' in the EAP corpus contain a much higher proportion of concrete and specific participants, and a lower proportion of abstract:technical participants in comparison to analyses in the subject corpus. The example in table 5.55 shows that these participants are occasionally named as actors or as carriers ('*Dave Lewis*') in the EAP corpus. In combination with the high proportion of material processes (57% of the total) in EAP analysis sections (see table 5.42), this leads to a less abstract register compared to writing in the subject texts.

	Breaking news (Abstract – business general and semi-technical)	has reported	the change in Tesco's management directors. (Abstract – business general and semi-technical)	
	Sayer	**Process:verbal**	**Verbiage**	
Apart from	the new chief executive Dave Lewis (Concrete – business specific)	coming into	power, (Abstract – business general and semi-technical)	
	Actor	**Process: material**	**Goal**	
	some existing chief directors (Concrete – business specific)	have been suspended		due to the crisis. (Abstract – business general and semi-technical)
	Goal	**Process: material**		**Circ.**

Table 5.55. Congruent EAP analysis of *Management*

Table 5.56 shows the dispersion of participant role in the EAP students' analysis of Management. It can be seen that the participant in the 'subject' role of actor, carrier or sayer was classified as 'specific-concrete' in 70% of the participants identified. In 90% of participants identified the 'object' role of goal, attribute or verbiage were classed as 'general-abstract'.

	Concrete – specific		Abstract – general and semi-technical	
Actor / Carrier / Sayer	14	70%	6	30%
Goal / Attribute / Verbiage	2	10%	17	90%
Circumstance	6	66%	3	34%

Table 5.56. Participant roles in EAP analysis of *management*

5.7.9.2 Participant type in EAP analysis of *Competition*

The participant types selected by EAP student writers who focused on *Competition* are shown in table 5.57.

	1	2	3	NUMBER	PERCENTAGE
Concrete business specific	10	8	16	34	48%
Concrete business generic	5	2	9	16	23%
Concrete – report based					
Abstract – business general and semi-technical	7	7	7	21	29%
Abstract – business technical					
Abstract – report based					
	22	17	32	71	100%

Table 5.57. Participant type in EAP *Competition* analysis

Analyses of '*competition*' in the EAP corpus are also dominated by concrete participants, although these are often generic participants rather than the named individuals in the analyses of the company's management. Table 5.58 shows an example of concrete participants (*Aldi, Lidl* and *Tesco*) as participants in sections on competition, but that less specific concrete and abstract participants are also present (*hard discounters, consumers, threat, market position*).

The appearance of 'hard discounters', like German markets Aldi and Lidl (Abstract – business general and semi-technical)	has swept	over the country, (Abstract – business general and semi-technical)	
Actor	**Process: material**	**Cir.Location**	
	putting	Tesco and other conventional supermarkets (Concrete – business specific)	under threat (Abstract – business general and semi-technical)
	Process: material **Process: rel, attrib**	**Actor** **Carrier**	**Circ.Location** **Attribute**
Tesco's market position (Abstract – business general and semi-technical)	stands	at a middle level of price and quality products (Abstract – business general and semi-technical)	for **consumers (Concrete – business generic)**
Carrier	**Process: rel, attrib**	**Attribute**	**Circ.**

Table 5.58. Example of participant type in EAP analysis of *Competition*

5.8 Conclusion

The aim of this chapter was to investigate whether the overall communicative aims of the EAP **company report** and the subject **organisation analysis** resulted in a different register of student writing at the level of the clause. The registerial variations in field in the two contexts have been explored through a transitivity analysis of process and participant type with a focus on the Analysis sections of the reports in the two tasks.

Selected example Analysis sections presented in section 5.5 of this chapter demonstrated a clear difference in register between the two tasks, with writing in the EAP task showing many of the features of congruent discourse with a higher proportion of concrete actors and material process types in contrast to the chosen subject Analysis section which contained more relational processes and abstract participants. These extracts showed that in certain cases writing on the subject **organisation analysis** was more reified and synoptic in comparison to a more actional and practical register in the EAP **company report**.

However, the transitivity analysis undertaken in section 5.7 on a wider range of texts did not reveal such a clear-cut difference between writing in the two contexts, and differences identified in material and relational process type use between the two genres were quite minor. It was therefore not proven that writing on the EAP task was consistently more concrete and material, or that student writing in the subject task was always more relational and abstract.

Although a significant difference in process and participant type was not fully established at the global level between the two genres, it was shown in section 5.7 that there were important variations in student writing in both the subject and the EAP settings. Sections 5.4.7 and 5.7.7 showed that the extent to which individual students used material or relational processes in their analysis of the company varied in both corpora. Section 5.7.5 showed that variations also exist according to the theoretical business model used by subject writers in their analysis of the company. It was found that some theoretical models such as *Porter's Five Forces* are more abstract and relational, whilst others such as *PEST(EL)* are more congruent and characterised by the use of material processes and concrete actors. It has been argued in this chapter that other models such as the *Life Cycle* result in a register that is somewhat 'fuzzy' or 'indeterminate' (Halliday & Matthiessen 2014: 223) with seemingly material processes such as '*moved (to)*' or '*entered*' being used to attribute an abstract value to the company ('*the growth stage*'). These findings suggest that the register of student writing may vary within a business report according to the theoretical model being used.

This chapter has shown how the tools and methods of systemic functional linguistics can be used to describe and analyse student writing for Business in both an EAP and subject setting. A study of process types and participants has shown how variation can exist between subject and EAP writing, but also between individual students and at the level of the theoretical model used by Business writers. For EAP practitioners an awareness of these differences can help tutors to explain how students should present their ideas in different sections of the report and when using different frameworks or models. In chapter 9 of this thesis, a pedagogical intervention is presented in which an EAP task was brought closer to the disciplinary assignments observed at the research site. A transitivity analysis is conducted which shows how student writing changed in response to the revised task and pedagogical implications are set out.

Chapter 6 - Modality and interpersonal metaphor in report Recommendations

6.1 Introduction

Chapter 5 of this thesis considered differences in register (field) in the Analysis sections of student business reports in the EAP and subject contexts. It was found that in the subject module Analysis sections there was a tendency for student writers to 'package up' verbal processes into more abstract participants (Halliday & Martin 1993; Martin 2008). These more abstract participants such as the *'power of buyers'* are often linked to particular theoretical models recognisable to the lecturer reader and therefore satisfy the primary communicative purpose of **organisation analyses** in demonstrating disciplinary awareness and knowledge. These abstract participants are often used by subject writers in conjunction with relational process types to evaluate or categorise the abstract 'thing' under discussion in the student report.

In contrast, EAP writing was found in certain situations to be more concrete or congruent, with a higher proportion of concrete human actors and material processes used to describe business activity in a dynamic and practical way. It was argued in chapter 5 that this can lead to a different type of analysis being conducted by student writers in the subject and the EAP contexts, with a more 'reified' timeless form of discourse evident in the subject texts and a more 'dynamic' practical style of writing in the EAP context (Halliday & Matthiessen 2014: 710). It was argued that despite similarities in the overall macro-generic structure of the reports in the two settings, these lexico-grammatical differences encode a quite different representation of the company at the experiential level of field (Halliday & Matthiessen 2014; Thompson 2014).

This chapter moves on from this discussion of field to consider the role of the interpersonal metafunction in constructing a role or identity for the student writer and the real or ostensible reader of the business report. This aspect is explored through the SFL concepts of MOOD and MODALITY, principally through 'proposals' which are used to elicit a non-linguistic action from the addressee (classified as 'goods and services' in SFL theory) (Eggins 2004: 176-183; Halliday & Matthiessen 2014: 177; Thompson 2014: 71).

The section of the business report in which writers seek to influence actions on the part of the addressee is in the advisory *Recommendations*. This chapter therefore focuses on this section of the student texts. It is argued in this chapter that the linguistic resources of MODALITY selected by the student writer have a significant impact on the 'voice' or 'key' of the student writer, in terms of a cautious academic or decisive professional construal of writer identity (Coffin 2002; Gruber 2004; Martin & White 2005).

The rest of this chapter is organised as follows. Section 6.2 gives an overview of SFL theories of interpersonal metaphor and its impact on discourse. Section 6.3 reviews key studies which have explored variations in modality resources and the impact on discourse of these variations. In Section 6.4 the concept of a 'modality key' is introduced as a concept to account for how different writers in the corpora construe their identity in their reports. The method of analysis and the Recommendations sub-corpus are described in Section 6.5, with results presented in section 6.6. Finally, implications for teaching and learning on the EAP and subject modules are considered in section 6.7.

6.2. Interpersonal metaphor: Congruent and metaphorical realisations

In SFL theory modality is defined as construing the 'region of uncertainty that lies between '*yes*' and '*no*'' (Halliday & Matthiessen 2014: 176). When we interact, we either exchange *information*, or *things* (goods and services), and we either provide or ask for these commodities. The exchange of information is classed as **propositions**, whilst the exchange of goods and services is categorised as **proposals**. A primary difference between propositions and proposals is that in propositions language is the primary or 'constitutive' element whilst proposals seek to affect the behaviour of the addressee and may often have a non-linguistic response such as the acceptance or compliance of the listener, with language serving an 'ancillary' function (Thompson 2014: 46). Table 6.1 shows the four basic speech roles of **statement** and **question** for information and **offer** and **command** for goods and services. Modality in the area of propositions is classed as **modalization** in SFL theory. This has been classed as the semantic space between 'yes' and 'no'. **Modulation** refers to the semantic space between *'do'* and *'do not'* when negotiating proposals (Halliday & Matthiessen 2014: 176).

In terms of the MOOD of the utterance, these semantic speech roles map on to corresponding unmarked or congruent mood selections such as the declarative mood for **statements** and the interrogative mood for **questions**. In **commands** the unmarked or congruent mood is the imperative (*'Give me the pen'*).

However, in certain cases these natural pairings may not always match up, particularly in the speech act of **command** which has been classified as the speech act in which 'the greatest variation in lexico-grammatical forms' (Thompson 2014: 49) is found. Commands are often realised metaphorically through the use of declaratives ('*You should give me the pen*') or through interrogatives ('*Can you give me the pen?*'). Taverniers (2003: 19) makes the point that 'non congruent forms are more often used to express the command function' in English.

	Information	Goods and services
Provide	Statement	Offer
Request	Question	Command

Table 6.1. Speech roles in interpersonal discourse

In everyday conversation, this difference is usually accounted for in terms of the roles and respective power of the speaker and the listener (Eggins 2004). For example, it may be quite normal for a teacher to instruct a student to 'open your book' but would be more likely to be expressed metaphorically if the request comes from a student to a teacher.

It should be noted that in interpersonal metaphor there is a tendency to expand the clause to increase the 'meaning potential' through 'new patterns of structural realization' (Halliday & Matthiessen 2014: 699). So, in the example above, the congruent command of '*open your book*' could be expressed metaphorically as '*would you possibly mind opening your books?*'. This can be contrasted with the process of ideational metaphor discussed in chapter 5 in which the tendency is to down shift verbal processes to nominalised participants (Halliday & Matthiessen 2014: 707-731).

However, in the context of business academic report writing it seems that the issue is not so much one of 'politeness' (Brown & Levinson 1987) as is generally the case in spoken discourse but is connected to the overall purpose of the report and the identity which the student writer is aiming to project to the reader (Forman & Rymer 1999a; Gruber 2004; Miller & Pessoa 2016). In the context of business reports, the use of the congruent imperative to issue a command presents an image of a decisive and business-like consultant, whilst metaphorical commands presented as questions would appear overly polite and indecisive.

6.2.1 Interpersonal metaphor: Orientation and value of proposals

When commands are expressed metaphorically (ie. not as imperatives), a basic distinction can be drawn firstly in the 'orientation' of the utterance (Halliday & Matthiessen 2014: 691) between subjective and objective modality, and modality expressed *implicitly* inside the clause or *explicitly* outside the clause. Examples of the four variants are shown in table 6.2.

Imperative	*Reduce prices in store*
Implicit subjective	*The company should reduce prices in store*
Implicit objective	*The company is advised to reduce prices in store*
Explicit subjective	*We advise the company to reduce prices in store*
Explicit objective	*It is recommended that the company reduces prices in store*

Table 6.2. *Orientation* in modulated clauses

The distinction between subjective and objective modulation is easier to establish when it is occurs explicit to the main clause. The use of the 1st person pronoun '*we*' in the explicit subjective example in table 6.2 clearly shows the subjective nature of the advice provided. The distinction is less obvious with implicit modulation. In this chapter clauses where the predicator has been expanded through the use of the passive (*the company is advised to*) have been classed as objective, whilst clauses with a modal auxiliary (*the company should.*) are classified as subjective. The use of the passive distances the advice from the speaker in the implicit objective example in table 6.2 in a way that is not seen in the implicit subjective use of the modal auxiliary.

Another variable in interpersonal metaphor is in the **value** placed on the modulation. This can be classified as low, median or high (Halliday & Matthiessen 2014: 697). Table 6.3 gives examples of these values in positive and negative proposals.

	Proposal positive	Proposal negative
High	*You must do that* *You're required to do that*	*You can't do that* *You're not allowed to do that*
Median	*You should do that* *You're supposed to do that*	*You shouldn't do that* *You're not supposed to do that*
Low	*You can do that* *You're allowed to do that*	*You needn't do that* *You're not required to do that*

Table 6.3. *Value* in modulated clauses

Thompson (2014: 70-79) argues that **orientation** and **value** can be usefully explored in terms of evaluating a speaker's commitment and responsibility for the advice being given or the obligation being placed upon the listener. These resources can be used to either highlight the personal nature of the metaphorical command in subjective utterances or to reduce the writer's personal commitment to the suggestion when realised objectively.

6.3 Research into variations in modality

Whilst a number of studies in the area of MOOD and modality variation provide interesting analyses of variation between languages (Chen 2017; Racher 2017) and in different legal and academic contexts (Cheng & Cheng 2015; Recski 2005; Yang et al. 2015), two studies in particular have been influential in the development of the concept of modality keys for student business report writers in this thesis. In this section the research of Yu and Wu (2016) and Gruber (2004) will be discussed in more detail and implications will be drawn for the research presented in this chapter.

An analysis of translations from a foreign language into English offers a fruitful comparison of how the deployment of modality resources can construe a different identity or 'voice' for the person or text being translated. Yu and Wu (2016) conducted a study of four different translations of the 'Platform Sutra', which is a seventh century collection of sermons and conversations by the Chan master Huineng who lived between 638 and 713AD. In Yu and Wu's study, four translations of the original text are compared. Two translations were conducted by American scholars (*Thomas Cleary* and *Heng Yin*), and two were completed by Chinese academics (*Wong Mou-Lam* and *Cheng Kuan*). The study aimed to compare the four translations of these historical texts to establish how the translators employed the resources of modality to construe the identity of the historical spiritual figure.

Yu and Wu (2016: 9-12) found that the two American translators (Cleary and Heng) portrayed Huineng as a more 'direct and powerful' figure who gave more unqualified declarative statements as opposed to the Chinese translators (Wong and Cheng) who employed more resources of modalization to present a more cautious image of the Chan master. Yu and Wu (2016: 10) compare a sermon in which Huineng defines key concepts in his teaching. In the Cleary and Heng translations it is said that they *'are'* like a lamp, whilst Wong translates that they *'may be*' analogous to a lamp.

In terms of commands, Yu and Wu (2016: 11) found that the American translators favoured the imperative as a congruent realization of the instruction to a much greater degree than the Chinese translators who used indicative clauses or the less direct 'let us' jussive form of the imperative. The two American translators (Cleary and Heng) translated around 70% of commands as imperatives, compared to just 32% in Cheng's translation. An example of commands from the source text (Yu & Wu 2016: 13) has the Master Huineng say to a student *'Try to quote him'* in Cleary's translation, whilst in Wong's work this is realized as a interrogative (*'Will you please repeat it?'*), and in Cheng's translation as a modulated declarative (*'You can cite for me some of his teachings'*).

Yu and Wu's study (2016) shows that the deployment of different modality resources can result in a very different portrayal of the same phenomenon. In the American translations, Master Huineng is portrayed as an authoritative and certain figure, who is sure in his pronouncements and direct in his commands. In the Chinese translations Huineng is portrayed as gentler and more sympathetic. His teachings are presented as being open to discussion, and his commands are less forceful and direct. This study also shows how resources of modalization and modulation can be grouped together to suggest a voice or key deployed by the writer.

Gruber (2004) investigates the deployment of modality resources in the academic writing of Business students at Vienna Business University. Gruber analyses 15 texts written in German and makes several points relevant to this chapter. He compares the use of modalization and modulation by the student writers (although he uses the terms epistemic and deontic modality respectively) and argues that the use of modalization and more abstract participants amongst some of the writers in his study construes a more traditional 'academic' (Gruber 2004: 45) identity, with these writers concerned with guiding the reader through various propositions and commenting on their truth or worth. In contrast, other student writers (on the same task) use modulation and talk about human actors in order to adopt the 'role of consultants who tell readers (the ostensible audience of 'management') what to do with employees in a concrete situation' (Gruber 2004: 59).

Gruber (2004) finds that within the same corpus, and in the same response to the same task, different students adopted different roles, with some taking on a more traditional student role and some construing a more decisive consultant voice. He argues that this represents a basic tension on Business courses, with lecturers and some students more interested in the theoretical aspect of the subject, and some student writers presenting their ideas in a more practical and decisive way.

The question of how academic or professional teaching and learning can or should be within these applied disciplines was discussed in more depth in chapter 2 of this thesis. For the purposes of this chapter however, Gruber's principal finding is that varying degrees of modalization or modulation within Business student writing, combined with the relative frequency of abstract and concrete participants, construe different writer identities, of either a traditional 'academic' voice or that of a more decisive and practical 'consultant'.

This thesis varies from and builds on Gruber's study by focusing more specifically on business reports. Gruber does not spell out the exact genre of the student writing in his study but he refers to modalization and modulation throughout the texts, which suggests that he did not study clearly divided reports with distinct advisory sections. He also does not analyse modalization or modulation through the concepts of orientation or value. Analysing the use of modulation in this way helps to further clarify the role that the student writer is construing, as it helps to establish the personal commitment or responsibility for the advice given to the company.

In chapter 3 of this thesis a genre analytic approach was used (Bhatia 1993; 2004; Swales 1990; 2004) to establish that Recommendations were usually present in the business reports of students in the EAP and the subject context. It was found in chapter 3 that Recommendations accounted for a far higher proportion of the total word count for student writers in the EAP context (around 25% of the running total) compared to subject writers (where Recommendations accounted for less than 10% of the total word count). This was explained in terms of the overall communicative purpose of the reports, in which the Analysis and use of appropriate academic theories was classed as the primary communicative purpose of subject **organisation analyses**, with Recommendations seen as a secondary or less important overall aim of the report.

The aim of this chapter is to explore in more depth at the clause level how advice is realised in the student reports. Student writers use their Recommendations primarily to request action (or 'goods and services') from the business which has been presented in the case study. Semantically, they are therefore issuing **commands** as a primary speech act in this section of the report. However, many students in both the EAP and the subject context choose not to express these commands congruently as imperatives, but instead use metaphorical declarative clauses subjectively or objectively in order to vary their personal commitment and responsibility for the proposals being given to the company. Student writers in business reports choose whether to write as a blunt and decisive 'consultant' or as a more cautious 'adviser', and this difference can be most clearly seen in the Orientation move of the reports through aspects such as logos or invented names, and in the Recommendations section of the report (Forman & Rymer 1999a; Gruber 2004; Miller & Pessoa 2016; 2021). The use of different modality resources within the Recommendations section helps to construe either a cautious academic, or a direct and practical professional identity for the student writer. This is explored in more depth in section 6.4 below through the concept of 'key' (Coffin 2002; Martin & White 2005; Myskow 2017; White 2006)

6.4 Advisory 'keys' and writer identity

It is proposed in this chapter that the distribution of modality resources within the Recommendations section of the student reports help to enact different 'voices' or 'keys' for the student writers. Martin and White (2005: 161-180) describe 'key' as the 'regular selection of options from the appraisal system' which combine to form different journalistic identities such as *reporter* or *writer*, *correspondents* or *commentators*. Coffin (2002) also identifies different keys amongst History students (*recorders*, *appraisers*, *interpreters* and *adjudicators*). The essential difference between these journalistic and historical keys is the range of evaluative resources which can be used within each role or identity and this concept is revisited in chapter 7 of this thesis. The aim in this chapter is to adapt these concepts to construct 'keys' based around modality rather than APPRAISAL resources.

This chapter proposes four **advisory keys** which emerge from an analysis of the interpersonal resources of student writers in the reports' Conclusion and Recommendations sections. These keys are categorised according to the interpersonal resources student writers use when giving advice to the company. The four advisory keys and their main features are given in table 6.4.

	Modality features
Cautious adviser	High instances of modalization Low instances of modulation
Objective adviser	Moderate use of modalization Objective modulation both internal and external to the clause
Subjective consultant	Moderate use of modalization Subjective modulation both internal and external to the clause
Direct consultant	Low occurrence of modalization High instances of the imperative

Table 6.4. Features of four advisory keys in student business reports

These different keys help student writers to construe a particular stance towards the target company in the case study and to form a different type of identity for themselves as writers in the report. **Advisers** would be expected to present possibilities to the company through the resources of modalization and fewer instances of modulation. **Consultants** are characterised by their willingness to take personal responsibility for advice given through subjective modulation or through the congruent form of the imperative. Consultants are less likely to present arguable propositions through modalized clauses, but to give advice in stronger and more direct ways through modulated proposals or the imperative form.

The results section of this chapter (section 6.6) presents examples of these different keys in the EAP and the subject corpora. Extracts are given from the student reports to demonstrate how these different identities are construed and the effect that this has on the discourse of the Recommendations in the business reports.

6.5 Method

In order to investigate the distribution of modality resources in the subject and EAP report tasks a sub-corpus of report Conclusions and Recommendations was constructed. Ten 1st class reports were taken from the subject and EAP texts and the Conclusion and Recommendations sections were separated and copied onto a new word document.

Table 6.5 gives the composition of the modality sub-corpus in terms of the total word count of the ten texts, and the total number of clauses analysed. It can be seen that there was quite substantial variation between the writers, in terms of the total words allocated to the conclusion and recommendation sections, and the clauses analysed for each student. However, the total word count and total clauses analysed for the ten texts in each task are similar. In the results section occurrences of modality are expressed as a proportion of the total to take account of these differences.

Subject text	Number in corpus	Word count	Clauses analysed	**EAP text**	Number in corpus	Word count	Clauses analysed
1	1	496	76	**1**	1	409	40
2	2	277	40	**2**	2	368	50
3	3	221	24	**3**	3	305	33
4	4	219	25	**4**	4	328	37
5	5	299	36	**5**	5	249	38
6	6	172	18	**6**	6	355	33
7	7	584	67	**7**	7	412	30
8	8	328	28	**8**	8	464	32
9	9	340	15	**9**	9	436	28
10	10	310	28	**10**	10	248	16
TOTAL		3,261	357	**TOTAL**		3,574	337

Table 6.5. Conclusion and Recommendations sub-corpus

Once clauses had been separated in the sub-corpus, an analysis of MOOD was conducted (Eggins 2004: 141-187) in order to identify clauses which had employed the resources of either modalization or modulation. These clauses were then counted and expressed as a proportion of the total. The results were then compared across the two corpora to establish how writers in the two tasks employ modality to either express (un)certainty or to modulate commands to the company.

Once this analysis had been completed the texts within each corpus were grouped according to the four advisory keys given in table 6.4. In section 6.6 examples are given to demonstrate how student writers use these different voices to modalize propositions or modulate proposals (commands) to the target company.

6.6 Results

This section of the chapter presents results from the EAP and subject corpora. The aim of this section is to show how modality resources are used by writers in the two tasks, in terms of the type of modality employed (**modalization** or **modulation**), and the **responsibility** that the writers take for the advice in modulated clauses or for the discussion of probability in modalized clauses (**subjective** or **objective** modality **implicit** or **explicit** to the clause). In the first part of the results in sections 6.6.1 and 6.6.2 the two corpora are shown together to demonstrate key differences between student writing in the tasks in terms of modality across the two corpora. In section 6.6.3 examples from student writing are shown in order to focus on how different modal meanings are expressed, and the impact that this has on the identity of the student writer and the audience of the report. Section 6.6.3 shows how these modality resources can be mapped onto modality identities or 'keys' that student writers adopt in their business reports.

Tables 6.6 and 6.7 show results from a modality analysis of the two corpora. Subject results are shown first and demonstrate the total instances of clauses categorised as modalization or modulation. The results also show whether the modality was expressed as implicit or explicit to the main clause, and whether the modality was realized objectively or subjectively.

6.6.1 Subject results

Table 6.6 shows that 33% of the total clauses in the Conclusion and Recommendations sections of the subject reports included some expression of modality. Modulation accounts for a higher proportion of modal clauses than modalization (75% and 25% respectively), and the most common way in which this is expressed is through modal auxiliaries implicit to the main clause (*The company should* or *The company might*). These are categorised in the corpus as implicit / subjective instances of modality. Imperative structures account for nearly a quarter of the total modal clauses, although as will be seen the majority of these came from a single student report (subject text 8).

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	IMPERA (MODU.)	TOTAL
MODALIZATION	28 (28/118 = 24%)	2				30/118 -= 25%
MODULATION	40 (40/118 = 34%)	11 (11/118 = 9%)		9 (9/118 = 8%)	28 (28/116 = 24%)	88/118 = 75%
MODALITY TOTAL						118/357 = 33%

Table 6.6. Total modality usage in subject corpus

6.6.2 EAP Results

The total clauses in the EAP corpus which included an expression of modality are provided in table 6.7, broken down into clauses expressing modalization and those containing modulation. The results also show whether modality in these clauses was expressed implicit to or explicit from the main clause, and whether the modality was given subjectively or objectively.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	IMPERA (MODU.)	TOTAL
MODALIZATION	39 (39/146 = 27%)	3	1	2		45 / 146 = 31%
MODULATION	49 (49/146 = 34%)	5	4	7	36 (36/146 = 25%)	101/146 = 69%
MODALITY TOTAL						146 / 337 = 43%

Table 6.7. Total modality usage in EAP corpus

These results show that a higher proportion of the total clauses in the EAP corpus contain an expression of modality in comparison to the subject texts. 43% of the clauses analysed in the Conclusions and Recommendations sections of the EAP texts have been categorised as containing instances of modality, compared to 33% in the subject texts.

Overall proportions of modality are similar across the two corpora. Modalization accounts for just over 30% of total modality in the EAP corpus, with modulation representing just under 70% of total modal clauses. These figures are broadly the same as the proportions in the subject corpus.

6.6.3 Advisory key results

In table 6.8 texts in the subject and EAP corpora are categorised according to the four advisory keys given in table 6.4.

	EAP texts	Subject texts
Cautious adviser	2,8,9	7
Objective adviser	1	2,3,4
Subjective consultant	3,6,10	1,5,10
Direct consultant	4,5,7	6,8,9

Table 6.8. Advisory keys in subject and EAP reports

These results show that the four keys were found in both the subject and the EAP task. Interestingly, it can be seen that EAP writers were in fact more likely to be 'cautious advisers' than subject writers, and that 'direct consultant' voices were just as common in subject discourse as on the EAP task.

In the following section examples of the four advisory keys from the EAP and the subject corpus are presented.

6.6.3.1 The 'cautious adviser' key

Student writers categorised as 'cautious advisers' utilize the resources of modalization more than modulation. The Conclusions and Recommendations of cautious advisers are more likely to evaluate the possible consequences of particular courses of action to the company and to use a higher proportion modalization resources than the other keys in order to speculate on the probability of propositions, such as whether particular events will occur or whether a particular course of action might help the target company.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	Impera (modu)
MODALIZATION	7	1			
MODULATION	4	1		1	2

Table 6.9. Modality resources in EAP text 2

Table 6.9 shows that EAP text 2 employs a high proportion of modalized clauses in their Recommendations. These are generally modal finites implicit to the main clause and have the effect of making this writer's advisory section more cautious and less direct than the other keys present in the corpus. In the two clauses in table 6.10 the student writer speculates about the effect of the possible changes, by discussing the strong possibility of the effects through the modal 'will'. The student writer here is evaluating a **proposition** or information, rather than directing action through a **proposal** or command (Halliday & Matthiessen 2014; Thompson 2014).

This	*will not*	*only*	*minimize*	*costs*		*Implicit subjective modalization*
Subject	Finite	Adjunct	Predicator	Complement		
MOOD			RESIDUE			
but	*(it)*	*will*	*be*	*an advantage against competitors*		*Implicit subjective modalization*
	(implied subject)	Finite	Predicator	Complement		
MOOD			RESIDUE			

Table 6.10. Modalization in EAP text 2

Text 8 in the EAP corpus has also been categorized as a 'cautious adviser' due to the high proportion of modalization resources in the Conclusion and Recommendations of the report.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	Imperatives (modulation)
MODAL	8				
MODUL	9	1	1		

Table 6.11. Modality resources in EAP text 8

The data in table 6.11 show that student 8 in the EAP sub-corpus also uses modalized clauses in their Conclusion and Recommendations section. Table 6.12 gives an example of how this writer uses modalization to evaluate and discuss the likelihood of their advice being successful, and possible implications of the advice given.

One of the companies objective	*should*	*be to maximize*	*shareholders wealth,*		*Implicit / objective modulation*
Subject	Finite	Expanded predicator	Complement		
MOOD		RESIDUE			
this	*will*	*also (adjunct) attractive*	*other investors*	*to invest in Tesco PLC.*	*Implicit / subjective modalization*

		(attract)			
Subject	Finite	Adjunct + Predicator	Complement	Adjunct	
MOOD		RESIDUE			
This	*will therefore*	*increase*	*the shares*		*Implicit / subjective modalization*
Subject	Finite	Predicator	Complement		
MOOD		RESIDUE			

Table 6.12. Modalization in EAP text 8

Text 9 in the EAP corpus is also noticeable for its high proportion of modalized clauses.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	Imperatives (modulation)	Mixed
MODAL	11			1		3
MODUL	6	1		2		

Table 6.13. Modality resources in EAP text 9

The example clauses from EAP text 9 (table 6.14) show how this writer uses modalization to evaluate and discuss the possible implications of the advice. This has the effect of making the writer appear careful and cautious in the way they present their advice to the company.

bundling sales	*might*	*increase*	*the number of sales.*			*Implicit / subjective modalization*
Subject	Finite	Predicator	Complement			
MOOD		RESIDUE				
increase of market share	*might*	*help*	*Tesco*	*win*	*in the market battle.*	*Implicit / subjective modalization*
Subject	Finite	Predicator	Complement	Complement	Adjunct	
MOOD		RESIDUE				

Table 6.14. Modalization in EAP text 9

6.6.3.2 The 'objective adviser' key

Objective advisers in the business report corpus use objective modal structures both implicit and explicit to the main clause to distance themselves from the advice being given. Implicit to the clause this is achieved by an 'expansion of the predicator', often in the passive voice, an example of which would be '*The company is advised to increase its marketing budget'*. Explicit to the clause this would again be in the passive voice and a typical realisation would be '*It is recommended that the company increases its marketing budget*'. The effect of presenting advice in this way is to reduce the personal responsibility of the writer for the advice given.

Total numbers in this category are smaller, possibly due to the increased complexity of forming grammatically correct objective sentences. However, subject text 4 in the subject corpus has been identified as a report which contains a high proportion of implicit / objective advice to the company.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	Impera (modu)
MODALIZATION	3				
MODULATION	3	5		1	

Table 6.15. Modality resources in subject text 4

Subject text 4 is noticeable for containing a high proportion of implicit / objective modulation (see table 6.16). This has the rhetorical effect of distancing the writer from the advice given, and making the recommendations seem less personal.

the value chain of Barclaycard	*should*	*be revised.*	*Implicit / objective modulation*
Subject	Finite	Expanded predicator	
MOOD		RESIDUE	

Table 6.16. Objective modulation in subject text 4

In the EAP corpus, student text 1 has been classified as an 'objective adviser'. Table 6.17 shows that implicit / objective modulation was the most common realization of modality in this student report.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	Impera (modu)	Mixe d
MODALIZATION	3	1				
MODULATION	1	8		1		3

Table 6.17. Modality resources in EAP text 1

Text 1 in the EAP corpus is noticeable for the high proportion of objective modulation in their Recommendations section. This is generally achieved through the use of passive forms within the clause as shown in table 6.18.

Therefore,	*a thorough overhaul*	*should*	*be implemented*	*in Tesco's accounting procedure*	*Implicit / objective modulation*
	Subject	Finite	Expanded Predicator	Adjunct	
	MOOD		RESIDUE		

Table 6.18. Objective modulation in EAP text 1

The effect of a high proportion of these structures in this text's advice is to distance the writer from the recommendations, and to make the advice seem more of an objective fact rather than the personal responsibility of the writer.

Also, three instances in EAP text 1's writing have been coded as 'mixed' modality. These are occasions in which the student writer has employed both implicit and explicit modality in the same clause, as in the example below.

It is strongly recommended that	*the accounting policies in Tesco.*	*should*	*be standardised and regulated.*	*Mixed modulation*
Adjunct:mood	Subject	Finite	Expanded predicator	
MOOD			RESIDUE	

Table 6.19. Mixed modulation in EAP text 1

This instance in table 6.19 has been coded as objective, as the expanded predicator and the use of the passive in the mood adjunct serve to distance the writer from the advice given. However, modality is present both explicit to the main clause in the adjunct, and implicit in the clause through the modal finite. In these cases, the modality has been coded as 'mixed' as it is difficult to separate or give more rhetorical force to either the explicit or implicit structures.

6.6.3.3 The 'subjective consultant' key

The 'subjective consultant' key has been categorised above as one which employs a high degree of subjective modulation, both implicit (*the company should change its marketing strategy*) and explicit to the main clause in its advice to the company (*I / we recommend that the company changes its marketing strategy*). In both cases the writer takes more personal responsibility for the advice than in the objective voice outlined above.

Overall numbers from the corpus show that subjective / implicit advice was the most common structure selected by student writers, accounting for around a third of the total clauses in both corpora.

Table 6.20 shows how student 1 from the subject corpus uses subjective advice implicit to the clause to construe the voice of a 'subjective consultant'.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	IMPERA (MODU.)
MODALIZATION	4	1			
MODULATION	9				

Table 6.20. Modality resources in subject text 1

All of student 1's use of modulation has been coded as implicit / subjective. Examples of this use of modality resources are shown in table 6.21.

For not decline,	*they*	*should*	*innovate*	*Implicit subjective modulation*
Adjunct	Subject	Finite	Predicator	
	MOOD		RESIDUE	

Table 6.21. Implicit subjective modulation in subject text 1

The use of 'may' emerges as problematic in subject text 1, as this would normally be coded as modalization. However, it has been categorised as modulation as the context of the report makes it clear that this is a proposal and that this is an action that the target company should undertake in order to improve its current position (see table 6.22).

they	*may*	*put*	*cheaper*	*their credit cards*	*Implicit subjective modulation*
Subject	Finite	Predicator	Complement	Complement	

Table 6.22. Use of '*may*' in subject text 1

Subject text 5 has also been categorised as an example of a 'subjective consultant'. Table 6.23 shows that 90% of the total use of modulation in the report has been classed as implicit / subjective.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	Impera (modu)
MODALIZATION	2				
MODULATION	9	1			

Table 6.23. Modality resources in subject text 5

Subject text 5 is noticeable for the high proportion of modulation evident in the report, and the low instances of modalization. Most of these clauses contain modal auxiliaries (implicit / subjective) as shown in table 6.24.

the company	*needs*	*to change*	*their strategies*	*Implicit subjective modulation*
Subject	Finite	Predicator	Complement	
MOOD		RESIDUE		

Table 6.24. Implicit subjective modulation in subject text 5

The following examples show the ‘subjective consultant’ key in the EAP corpus. Table 6.25 shows how the writer of EAP text number 3 employs a high proportion of implicit / subjective modulation in the Conclusion and Recommendations section of their report.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	Impera (modu)
MODALIZATION				1	
MODULATION	8			3	

Table 6.25. Modality resources in EAP text 3

EAP text 3 is strongly propositional in its language, and this writer only modalizes their information once. Their proposals are usually expressed through implicit / subjective modulation, as shown in table 6.26.

Tesco	*should*	*conduct*	*a research of its internal supply chain*	*Implicit subjective modulation*
Subject	Finite	Predicator	Complement	
MOOD		RESIDUE		

Table 6.26. Implicit subjective modulation in EAP text 3

The implicit / subjective modulation in EAP text 3 increases the commitment (Thompson 2014) of the writer to the advice given. In these implicit / subjective clauses the advice is presented as coming directly from the writer rather than as an objective fact in the world.

6.6.3.4 The ‘direct consultant’ key

The final advisory key evident in the Recommendations section of the business report relies on the imperative Mood as the most congruent and direct way to realize commands. ‘Direct consultants’ present their advice as a list of instructions to the company, often formatted with bullet points in the main body of the report.

The following extracts show examples of the ‘direct consultant’ voice in the subject corpus. Table 6.27 shows how the student writer of subject text 8 uses the imperative in their recommendations to the company.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	Imperatives (modulation)_	TOTAL
MODALIZATION		1		1		24/28= 86%
MODULATION		1			21	

Table 6.27. Modality resources in subject text 8

Subject text 8 contains the highest proportion of imperatives in the subject corpus. The examples in table 6.28 show how this student gives their advice to the company as a string of imperatives. This is the most congruent and direct way to make a command for goods and services and to direct the company to take action. It should be noted that the use of *'its'* rather than *'your'* or *'the company's'* may seem rather unusual to a proficient reader, and this may be a reflection of the fact that this report was not written by a native speaker of English.

Enhance	*the level of security*	*in its IT applications.*	*Imperative*
Predicator	Complement	Adjunct	
RESIDUE			
Outsource	*its services*	*to other card issuers.*	*Imperative*
Predicator	Complement	Adjunct	
RESIDUE			
Respect	*privacy*	*of merchants'customers*	*Imperative*
Predicator	Complement	Adjunct	
RESIDUE			

Table 6.28. Congruent imperatives in subject text 8

Although subject text 6 contains many fewer clauses in total than subject text 8, it also contains a high proportion of imperative clause types as shown in the table 6.29.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	Imperatives (modulation)_
MODALIZATION	1				
MODULATION	3				3

Table 6.29. Modality resources in subject text 6

Table 6.30 shows how student number 6 in the subject corpus uses imperative structures to give clear and direct advice to the target company.

Re-evaluate	*the pricing position*	*on the annual percentage rate.*	*Imperative*
Predicator	Complement	Adjunct	
RESIDUE			

Table 6.30. Congruent imperative use in subject text 6

Within the EAP corpus, texts 4, 5 and 7 have been classed as 'direct consultants', with their advisory sections containing a high proportion of imperative forms. It can be seen in table 6.31

that EAP text number 4 contains many congruent imperatives in its advice to the target company.

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	Impera (modu)
MODALIZATION	3			1	
MODULATION	4			1	8

Table 6.31. Modality resources in EAP text 4

Table 6.32 gives an example of how the writer of EAP text number 4 presents their advice as congruent imperatives to the company. This creates the identity of a decisive consultant giving clear direction to the business.

Hire	*experienced managers*	*on the financial sectors*
Predicator	Complement	Adjunct
RESIDUE		
Offer	*and economic products*	
Predicator	Complement	
RESIDUE		

Table 6.32. Congruent imperatives in EAP text 4

The use of imperatives here has the effect of making the writer appear very clear and direct. This 'no-nonsense' approach fits the persona of a pseudo-consultant giving unambiguous advice to the company.

6.7 Conclusion

This chapter has applied the SFL concept of interpersonal metaphor to the Conclusion and Advisory sections of student business reports in the subject and EAP corpora in order to account for the ways in which students present their advice to the company, and the effect that this has on the identity they construe for themselves and for the audience of the report. It has been shown in this chapter that the SFL concept of orientation in modulated clauses is highly applicable to student business reports as a way to classify and describe the writer's commitment and responsibility for the advice given to the company. In the context of the student reports in this corpus orientation was a more observable difference than value as there was less variation in the value of modulation expressed.

The concept of four modality ‘keys’ in academic business report writing has also been presented in this chapter (Coffin 2002; Martin & White 2005; White 2006). These keys are adopted by student writers as they construe an identity for themselves, as either a cautious adviser who weighs up the different options available to the company, or as a tough ‘no-nonsense’ consultant who gives clear and unambiguous advice (Forman & Rymer 1999a; Gruber 2004; Miller & Pessoa 2016; 2021).

The results suggest that these four voices can be found in both the EAP and subject corpus, so the hypothesis that EAP writers of **company reports** would be more direct and subject writers of **organisation analyses** would be more cautious has not been fully evidenced in the results in this chapter. Instead, it seems that the four keys represent more of an option or choice open to all student writers. In the EAP class, it may be that more explicit attention on the effect of advising in these different voices could be beneficial. Students could compare the different voices and could be asked to identify which keys could be more appropriate in different situations. Interviews with academic Business staff could also be conducted in future research in order to establish whether subject experts have a view on how advice should be presented in academic business reports. Some of these questions are considered in chapters 8 and 9 of this thesis, and this is an area in which consultation between EAP and subject lecturers could be beneficial. There may be a role for EAP lecturers in encouraging subject teachers to focus more attention on the advisory section of the report and to consider how students should present this section and how the language used construes different identities or ‘keys’ as student writers present their recommendations to the target company.

Chapter 7 - Appraisal in academic writing for Business

7.1 Introduction

In chapter 4 a comparison of the subject and EAP business writing corpora was conducted utilising the concept of 'keyness' (Baker 2006; Scott 2006; Stubbs 1996) in order to establish differences between the business report tasks in the subject and the EAP context. A key difference found in chapter 4 was the prevalence of more direct or 'inscribed' (Martin & White 2005) evaluative terms in the EAP corpus. Section 4.8.1 showed how lexical items such as '*crisis*' or '*mistake(s)*' are a feature of the EAP business reports, with concordance lines revealing a preference for these 'mistakes' or 'crises' to be attributed to the human actors of individual managers or to the corporate body of the company. However, these *inscribed* (Martin & White 2005: 67) instances of lexical evaluation were not found to be prevalent in the subject texts. In the subject corpus (see section 4.8.3) lexical items such as *'Ansoff'* or Porter's *'Forces'* were shown to be key, with concordance lines revealing that these terms related to the theoretical and disciplinary models used by subject student writers to evaluate the company in the Analysis section of the business report.

In chapter 4 *Wmatrix* (Rayson 2008) was also used to compare semantic categories across the subject and EAP corpora of business reports. It was shown that three separate semantic 'evaluation' categories (*Evaluation:Inaccurate; Good / Bad* and *False*) emerge as key in the EAP writing compared to the subject texts.

These corpus findings suggest that the ways in which the companies presented in the case studies are evaluated and appraised differ in the subject and in the EAP contexts despite similarities at the macro level of generic organisation. Although reports in both contexts contain an Analysis section, the findings in chapter 4 suggest that the ways in which the company and the actors within it are evaluated may vary.

This chapter uses the APPRAISAL model (Martin & White 2005) to explore these differences in the Analyses sections of the subject and EAP corpora of Business reports. The focus in this chapter is on the APPRAISAL resources of APPRECIATION and JUDGEMENT in the context of academic writing for Business. These two resources are described as the 'institutionalisation of feelings' (Martin & White 2005: 45) and are the most common ATTITUDE resources used in academic writing, in which evaluations are generally expressed more objectively and less frequently as an expression of feeling or emotion.

Student writers in the business report corpus analysed in this thesis tend not to refer to sources extensively, a finding in line with other research into Business reports (Nathan 2010; 2013). As a result this chapter does not consider the other main APPRAISAL resource of ENGAGEMENT as student writers in both the EAP and the subject corpus tend not to attribute evaluation to other writers or quote from sources to any great extent. Student writers in the EAP and the subject corpus also do not generally display their own personal emotion in response to the case study. Therefore AFFECT, the other main resource of ATTITUDE in APPRAISAL theory (Martin & White 2005: 45-52), is not explored in this chapter.

This chapter introduces a model of APPRECIATION:VALUATION which shows how Business students evaluate entities either **internal** to or **external** from the company presented in the case study. This distinction between external and internal is a dominant paradigm in Business Studies, with many of the frameworks and models in the discipline reflecting this view of the world. For example, in a *SWOT analysis*, the strengths and weaknesses identified in the analysis are internal to the company whilst the opportunities and threats exist externally in the wider business environment (CIPD 2020).

Other frameworks and theories are presented in their entirety as either focusing on the external environment or on the internal actions of the target company and are not internally split in the same way as the SWOT framework. A *PEST(EL)* analysis is used by Business students to focus on the political, economic, social, technological, environmental and legal factors external to the company, and *Porter's Five Forces* is used to evaluate the relative strengths and weaknesses of competition or buyer power in the business environment existing outside the company. Other frameworks focus on the internal actions and decisions of the company. Examples of this in the corpus include the *Value Chain* analysis, *Ansoff's Matrix* and *Bowman's Clock*. In these three frameworks the students' focus is on the action of the company itself in response to the external business environment.

This distinction between the external environment and the internal actions of the company is an important feature of Business disciplinary discourse in terms of how knowledge is presented to Business students and in terms of how these learners are expected to organise their own writing. The model of APPRECIATION:VALUATION presented in this chapter takes account of this difference and also shows how the APPRAISAL framework can be adapted in order to encapsulate how events and phenomena are perceived and evaluated in particular disciplinary settings.

The results section (7.7) of this chapter presents an APPRAISAL profile of writing for the EAP and for the subject task. The extent to which writers evaluate the target company positively or negatively is considered, as well as how frequently student writers use APPRECIATION resources to evaluate phenomena or things (real or abstract) in the company's environment, or JUDGEMENT to evaluate the performance of human actors within the company. The extent to which students in the two tasks evaluate events internal or external to the company is also quantified.

After the results have been presented two different evaluative 'keys' (Coffin 2002; Martin & White 2005; White 2006) will be described for writers on the two tasks. Evaluation keys show how particular evaluative resources tend to converge in particular contexts (Martin & White 2005), or as a feature of more successful academic writing (Coffin 2002).

In common with the other chapters of this thesis the focus and attention of this chapter is on the differences between the EAP and the subject texts rather than their similarities. The discussion section (7.8) of this chapter will question the extent to which these differences should be seen as a limitation of the current EAP tasks in the research setting, or whether these differences in appraisal and evaluation should be seen as features of a different, but equally valid, type of academic writing in a Business context.

7.2 Appraisal theory: Background and key principles

This section outlines the 'guiding principles' of how the APPRAISAL model (Martin & White 2005) will be applied in this chapter. The first guiding principle is that appraisals are frequently not made explicit in all contexts. The second key concept is that the context and the culture in which the text was produced affect the things or people that are evaluated and the ways in which these people or objects are appraised. Finally, the concept of 'prosodic evaluation' is outlined in section 7.2.3. Section 7.3 gives an overview of the APPRAISAL framework with a focus on the 'semantic regions' (Martin & White 2005: 42) of APPRECIATION and JUDGEMENT.

7.2.1 Inscribed or invoked appraisal

A central issue when researching appraisal in discourse is the extent to which the researcher prioritises and values explicit and countable instances of evaluation or interpersonal intrusion into the text by the author. The research of Biber (1988; 1998; 2006) and Hyland (2005) centres on countable and quantifiable language items such as adverbials, self-mentions, hedges or boosters, which indicate the author's stance or identity in the text. The advantage of this approach is that these items can be clearly found and counted in a large corpus, and replicable findings can be established in the comparison of different genres or of different individual speakers or writers.

However, a limitation to this approach is that evaluation is often subtle and not overtly inscribed (Hunston 1994; 2000), and that in certain contexts such as academic writing it may be more effective when the writer's evaluation is not overly direct. This approach to researching evaluation calls for a much closer reading of texts to discern the evaluative acts taking place in the discourse.

Martin and White (2005: 67) also recognise that not all instances of evaluation are explicitly inscribed. They argue that attitudes can be explicitly **inscribed** or can be **invoked**. Within invoked attitudes there is a cline which represents the 'degree of freedom' readers have to align themselves with the value in the text. The strongest form of invoking an attitude is to **provoke** a reaction. Within invoked attitude readers can also be invited to share a value expressed. These invitations can be **flagged**, or at a weaker level can be **afforded** to the reader.

7.2.2 Dominant ideologies in Business discourse

Much of the research into evaluation and appraisal (Coffin 2002; Hunston 2000; Martin & White 2005) recognises that how things or people are evaluated depends on the situation and context in which the appraisal takes place. This means that the same evaluative term may also have different evaluative meanings in different contexts. For example, in team sports, if an attacking player is described as a 'risk-taker' this may be seen as a positive attribute. However, this would generally be seen as a negative assessment of a defensive member of the team.

These ideological and cultural assumptions are shared between the writer and the reader in the discourse act of evaluation, and it is this factor that makes evaluation and appraisal an interpersonal (Halliday & Matthiessen 2014) act of communication. Figure 7.1 gives some of the proposed shared goals and assumptions of academic writing for Business courses. It can be seen that these values naturalise a capitalist and 'neo-liberal' view of the world in which the success of the company presented in the case study is assumed to be the desirable goal and objective of the report. These shared values have been observed through my own experience of teaching EAP to Business students and through discussions and interaction with Business subject lecturers.

Goals and assumptions of Business discourse

1) It is taken for granted that the company needs to be successful and that success is measured financially. Student writers in business reports do not question whether it is good for a large company to become increasingly profitable.

2) The needs and concerns of management and the board are prioritised over those of workers. Academic business report writers address the top-level of the company and respond to their concerns. The concerns of everyday workers are rarely mentioned unless these threaten the success of the company.

3) The needs of the company outweigh the needs of the local community or the environment. Student writers rarely question the impact of expansion on other businesses or the local environment unless this affects the success of the company.

Figure 7.1. Shared assumptions and values in academic Business writing

This chapter shows that whilst the ways in which students evaluate the company and its activities may differ between the EAP **company report** and the subject **organisation analysis**, the underlying assumptions as to the overall goals of the discourse remain largely the same. The underlying value or goal is the success of the company or organisation presented in the case study. This overall aim seems to be taken for granted and largely assumed by the lecturers and students in an academic Business context.

Example 7.1 demonstrates these assumed values and goals in student business reports. In this example a situation is described where competitors offer a better deal for credit card customers. This development may be positive for customers, or for society in general, but in the student's report it is evaluated negatively as something that has the potential to damage the profitability of the company presented in the student's case study (Barclaycard).

Example 7.1.

The result was a price war in the 90's. A lot of new entrants offers credit cards for a lower price than the Barclaycard. They tried to get customers through low rates on outstanding balances. Barclaycard kept their rate on 5 percent. But a lot of customers still used the Barclaycard (brand loyalty).

(Assumed 'goal' in Business report writing)

These values and assumptions are rarely spelt out or critiqued on Business courses, but these ideological views underpin the production of the reports and the values of report writers and readers of the texts in both the subject and the EAP setting.

7.2.3 Evaluative prosodies and units of meaning

A final key issue in APPRAISAL analysis is the concept of evaluative prosody and the ways in which appraisal is realised in a text. Firstly, as the APPRAISAL system is a semantic one (Hood 2004; Martin & White 2005; Thompson 2014b), occurrences of particular types of ATTITUDE can take different grammatical forms. For example, an item could be described as a *successful product* or as *a great success* and both would be coded as APPRECIATION:VALUATION. It has also been argued that these evaluative meanings 'flow across stretches of discourse' resulting in 'prosodies of interpersonal meaning' (Hood 2004: 32).

Sample 7.2 demonstrates evaluative prosody in the subject report corpus. In this extract, the initial evaluation of Barclaycard as the 'market leader' (in **bold**) sets up a string of positive APPRAISALS (underlined). Some of these evaluations are inscribed (*Barclaycard is still the market leader in credit cards*) whilst some are invoked by the context and the overall goal of the discourse (*It differentiating (sic.) its product range.*).

Example 7.2

But in 2003 the Barclaycard was still the market leader. *A few factors helped the Barclaycard to remain the leader in the market. It differentiating its product range. This means a lot of different cards instead of a few. (Student Card, Classic Card, Barclaycard Gold etc.) Also people had multiple cards instead of a single credit card. The Barclaycard was also linked to the Visa Network and this network growth to the most used credit card in the world. The managers were able to avoid the price competition and set up a brand loyalty. And finally Barclaycard scrap the annual fee just like its competitors. This means they became more competitive in price. That's why Barclaycard is still the market leader in credit cards with 16 per cent of the market share.*

(Evaluative prosody in subject reports)

The purpose of section 7.2 has been to outline two of the guiding principles of how evaluation will be applied in this chapter. In section 7.3 an outline of the APPRAISAL system (Martin & White 2005) is provided, with a particular focus on the ATTITUDE values of JUDGEMENT and APPRECIATION. In section 7.4 a new model of APPRECIATION:VALUATION in academic writing for Busines is proposed. Section 7.5 outlines the concept of EVALUATIVE KEY (Martin & White 2005: 161-209) and its relevance to academic writing for Business.

7.3 The APPRAISAL system

The APPRAISAL system of modelling evaluative language has developed within the SFL concept of the interpersonal metafunction (Halliday & Matthiessen 2014), which is encoded grammatically in the register of discourse through tenor variables. These choices of MOOD and MODALITY reflect the roles and relationship between the writer and reader and were examined in chapter 6 of this thesis. The system of APPRAISAL has a semantic rather than a lexico-grammatical orientation (Machen-Horarick & Isaac 2014: 67) and aims to account for the whole 'system of evaluative choices and their function in discourse' (Thompson 2014b: 47).

This is achieved by investigating how the speaker or writer demonstrates their personal feelings (AFFECT), their evaluation of people's behaviour (JUDGEMENT) (Martin 1995; Page 2003; Painter 2003) and of physical and abstract things (APPRECIATION). These three forms of evaluation are categorised as sub-types of ATTITUDE (Ngo & Unsworth 2015). The APPRAISAL system also accounts for how the speaker uses and interacts with previous voices (*ENGAGEMENT*), and the strength or specificity of their views (*GRADUATION*).

In the APPRAISAL framework these ATTITUDE resources are sub-divided into greater degrees of delicacy (Martin & White 2005: 56). APPRECIATION is sub-divided into REACTION (*did it grab me? did I like it?*), COMPOSITION (*did it hang together? was it hard to follow?*) and VALUATION (*was it worthwhile?*). Of these APPRECIATION resources, REACTION is the closest to AFFECT in encoding a personal reaction and COMPOSITION relates to the textual metafunction to evaluate how clear and well organised the object of appraisal is. Much of the research into academic writing based on the APPRAISAL model has focused on VALUATION, as this aspect of APPRECIATION evaluates the worth or value of phenomena from a non-aesthetic perspective (Lancaster 2014; 2016; Lee 2008; 2015). Section 7.3.1 describes the importance of the APPRECIATION: VALUATION resource in more detail and discusses how this resource can be applied to the field of academic writing for Business.

The ATTITUDE resource of JUDGEMENT of individual behaviour is divided into 'social esteem' and 'social sanction' (Martin & White 2005: 52). These are broadly divided in terms of severity, with judgements of 'esteem' (*normality*, *capacity* and *tenacity*) more likely to be made in oral gossip or used in a humorous way. Judgements of 'social sanction' (*veracity* and *propriety*) are more serious and are more likely to be written down in laws or regulations, with penalties or consequences for transgression.

Research using the APPRAISAL framework in the context of journalistic discourse (White 2006), academic writing for History (Coffin 2002) and argumentative essay writing (Lee 2008; 2015) has focused on the interplay between APPRECIATION and JUDGEMENT and the effect that this has on the relative success of student writers (Lee 2008; 2015), or how this variation is regularised into predictable ‘voices’ or ‘keys’ in particular discoursal contexts (Martin & White 2005; White 2006). Coffin’s research (2002) shows how in certain contexts these two concepts are intertwined, as she finds that ‘voices’ with particular configurations of APPRAISAL resources were also more successful in achieving high grades.

This chapter follows this research by also focusing on the ATTITUDE resources of APPRECIATION and JUDGEMENT in academic business discourse. Section 7.3.1 reviews research which has focused on the deployment of these two resources in academic writing and argues that the choice made by writers to either JUDGE individuals or EVALUATE phenomena reflects the overall purpose of the task provided.

7.3.1 APPRECIATION and JUDGEMENT in academic writing

Within the literature on APPRAISAL in academic writing there appears to be something of a disagreement over the relative importance of APPRECIATION and JUDGEMENT in developing a suitably critical academic voice or stance. The work of Coffin (2002), which identifies evaluative keys in successful academic writing for History identifies JUDGEMENT as an important feature of a critical, rather than overly descriptive, view of historical events. In contrast, focusing on writing for Education Studies, Hood (2004: 30) argues that analyses of ATTITUDE in successful academic writing indicate a ‘strong preference for ATTITUDE: APPRECIATION’ rather than the resources of AFFECT or JUDGEMENT. Hood (2004: 30) claims that this frequent encoding of evaluation as APPRECIATION reflects the ‘nominalized, objectified nature’ of much academic discourse, and makes a contrast with less experienced student writers who frequently included resources of AFFECT to show their personal feelings on the topic in question and resources of JUDGEMENT to make ethical evaluations of individual behaviour.

Hood (2004: 31) also finds that there is a difference between student and professional writers in the type of APPRECIATION resources employed. Student writers in her study tended to encode APPRECIATION as REACTION (*‘how did it grab me’* in Martin & White’s categorization of APPRECIATION types 2005: 56). This is the realization of APPRECIATION closest to AFFECT in the Appraisal framework. In contrast, professional published writers tended to encode APPRECIATION as VALUATION, for example by making invoked negative APPRECIATION evaluations of teaching approaches as ‘traditional’ (NEGATIVE APPRECIATION:VALUATION) and inscribed positive evaluations of ‘purposeful’ or ‘meaningful’ (POSITIVE APPRECIATION:VALUATION) teaching activities or techniques.

This discussion over the relative importance of APPRECIATION or JUDGEMENT is an important one as it is a potential indication of the different communicative purposes of the business report task in the EAP and the subject setting. In chapter 5 of this thesis it was found that EAP writing in the corpus is characterized in certain situations by ‘congruent’ material processes and human actors, whilst subject writing employed more relational processes and abstract participants to construct a more ‘metaphorical’ and less dynamic view of the company.

This chapter broadly follows Hood’s (2004: 30) view of APPRECIATION:VALUATION as a more typical ‘academic’ approach to evaluation, and her argument that use of this resource presents evaluation as more objective and less subjective. Resources of JUDGEMENT are more likely to focus on individual actors within the company and present a more dynamic and potentially subjective view of events presented in the case study. Martin and White (2005: 45) describe JUDGEMENT as ‘feelings institutionalised as proposals’ and APPRECIATION as ‘feelings institutionalised as propositions’. This definition suggests that writers who deploy the resources of JUDGEMENT are more likely to evaluate the congruent actions of individuals, whilst the resources of APPRECIATION may be used by student writers to evaluate more abstract events and phenomena relevant to the case study.

In this chapter the business report writing of students on the subject and the EAP module is compared in terms of the balance between JUDGEMENT of individual actors within the company and the APPRECIATION:VALUATION of events and phenomena affecting the business. The aim of this analysis is to establish whether the **company reports** produced by EAP writers are more focused on the JUDGEMENT of actions of individuals within the company compared to the **organisation analyses** of subject writers who may be expected to employ more resources of APPRECIATION:VALUATION in order to evaluate more abstract concepts and phenomena through the use of theoretical models.

7.4 A model of APPRECIATION:VALUATION for Business academic writing

A key paradigm in Business Studies is the concept of events and phenomena being either external from, or internal to the company. Section 7.1 of this chapter showed how different models and frameworks used in Business studies evaluate events external to the company (for example in a *PESTEL* analysis) or focus on the internal policy and decisions made inside the business through *Value Chain* or *Ansoff* analyses.

The following extract (Example 7.3) shows how a student writer in the subject corpus uses the concept of external and internal analysis to structure their report, and also how they connect certain models and frameworks to an external analysis (*Porter's Five Forces* and *PESTEL*), and others to internal or strategic analyses of the company (*Value Chain* and *Ansoff*).

> Example 7.3
>
> *This paper intends to analyse the company based on the external, internal and also strategic choices by using Porter's Five Forces, PESTEL Framework, Value Chain Diagram and Ansoff Framework.*
>
> (External and internal focus in student reports)

This chapter proposes an adapted APPRECIATION:VALUATION model which reflects how student writers evaluate the external environment and the internal performance of the company. In line with the overall goal of the discourse (see section 7.2.2), broadly defined as the assumed aim of the success of the company, these internal or external events or phenomena will be categorised as either positive (helpful for the success of the company) or negative (actually or potentially damaging for the success of the company). The aim of this analysis will be to establish how Business students evaluate the target company and how this is influenced by the use of particular theoretical models.

7.5 Evaluative keys

An important concept within APPRAISAL theory is the observation that aspects of evaluative positioning become 'conventionalised' in particular contexts to construct particular 'authorial identities or personas' (Martin & White 2005: 161). Described as analogous to 'register' in SFL terms, White's research (Martin & White 2005: 173) identifies two main 'voices' in media discourse, of **reporter** and **writer** differentiated in terms of their use of APPRAISAL resources. It was found that 'reporters' did not enact unmediated inscribed JUDGEMENT or authorial affect and were more likely to attribute these aspects of APPRAISAL to other sources. 'Writers' on the other hand, were more likely to make unmediated APPRAISAL and to write in a more openly subjective fashion. 'Writers' were further divided into **correspondents** who made judgements of social esteem but not sanction, and **commentators** who have freer access to a wider range of appraisal resources including JUDGEMENT:SANCTION.

Coffin (2002) applies this concept of 'key' to secondary school writing in the academic discipline of History. She differentiates between **'recorders'** who deliver a factual account of the past without expressing judgement of the historical actors, and **appraisers** (further divided into **interpreters** and **adjudicators**) whose subjective voice was more visible through instances of unmediated inscribed JUDGEMENT. Coffin's research differs from the journalistic keys of Martin and White by arguing that 'appraisers' are more successful as historians than 'recorders' as opposed to being simply different but equally valid ways of writing in the discipline of History.

Chapter 6 of this thesis proposed four 'modality keys' grouped around the identities of **advisers** or **consultants** (see section 6.4). In the results section of this chapter (7.7) two 'evaluative keys' will be presented based around the dominant APPRAISAL resources used by writers in either the EAP or the subject corpus. These keys are distinguished by the overall balance between positive and negative appraisal, and the extent to which the writers on these tasks employ the resources of APPRECIATION or JUDGEMENT in their evaluation of the company. The two keys also account for the extent to which writers evaluate entities and phenomena internal to the company or in the external environment, and whether these evaluations were generally positive or negative. The conception of key presented in this chapter is closer to Martin & White's (2005: 173) view of journalistic keys in that these keys are presented as different conventionalised responses to different stimulus tasks, rather than one key being necessarily better or more advanced than the other as found in Coffin's History voices (2002).

7.6 Method

In order to account for the use of APPRAISAL resources in the two corpora, the Analysis sections of five successful (first class) were taken from the subject and the EAP corpora (10 texts in all). These texts were selected as clear and well-written examples of the report tasks.

The composition of the APPRAISAL sub-corpus is provided in table 7.1.

EAP text number	Number in corpus	Word-length of Analysis	Subject text number	Number in corpus	Word-length of Analysis
1	1	547	1	2	1281
2	2	381	2	3	1446
3	4	611	3	5	1361
4	5	766	4	9	943
5	14	545	5	10	1485
		2850			6516

Table 7.1. Composition of APPRAISAL sub-corpus

Table 7.1 shows that, in line with the findings of chapter 3 of this thesis, the Analysis sections of the subject reports are longer in terms of word-length than the EAP tasks. This is partly explained by the longer word-length of the task set in the subject context, but also by the relative importance attached to the Analysis section by subject writers compared to Recommendations. In terms of the findings in this chapter, results will be presented as a proportion of the total occurrences of particular types of APPRAISAL in order to account for the differences in total word count between the two tasks.

Once the Analysis texts had been selected, a 'top-down' (Martin & White 2005: 71) coding of the texts was conducted by highlighting and underlining clauses in the text which appraised or evaluated either the company or the environment. As the main purpose of an Analysis section of a Business report is clearly to evaluate the company, a methodological challenge was to decide which sections of the Analysis were **not** evaluative in nature. An example of this 'top-down' process of coding a subject module report is shown below (example 7.4). The clauses classified as evaluative have been underlined.

Example 7.4

At the beginning Barclaycard had as we can see in the Exhibit behind, the 28% of the market share, but a years ago, they lost their market share, the reason was that they began to have less entrance of costumers because more companies were coming with better conditions to them, so they changed to other banks.

(Top-down APPRAISAL coding of subject report)

Once the evaluative phases of text had been highlighted they were classified as either positive or negative evaluations within the APPRAISAL resources of APPRECIATION:VALUATION or JUDGEMENT. Within the JUDGEMENT system the evaluation was classified as either being within the 'esteem' categories of normality, capacity or tenacity or within the 'sanction' realisations of veracity or propriety. The evaluations were also coded as being either internal evaluations of the company itself or relating to events in the external environment. An example of this coding process can be seen in extract 7.5.

Example 7.5

- **Intensity of competitive rivalry: hard pressure. (-app:val:ext)**

At the beginning Barclaycard had as we can see in the Exhibit behind, the 28% of the market share (+app:val:int), but a years ago, they lost their market share (-app:val:int), the reason was that they began to have less entrance of costumers (-app:val:int), because more companies were coming with better conditions to them (-app:val:ext), so they changed to other banks (-app:val:ext).

(Example of APPRAISAL coding of subject text)

This extract shows that this section of text has been coded as containing six examples of APPRECIATION:VALUATION of events which are either positive or harmful to the company. Some events are classified as internal to the company (*its market share*), with others categorised as occurring in the external environment (*companies coming with better conditions*).

These highlighted phases were brought over to a separate document and matched to the categories shown in table 7.2.

APPRAISED ITEM	APP’N -	APP’N +	EXT	INT	JDG -	JDG +

Table 7.2. APPRAISAL categories

Table 7.3 shows how the six evaluative extracts were matched to the corresponding APPRAISAL categories.

Intensity of competitive rivalry: hard pressure.	-app:valu		EXT	
Barclaycard had 28% market share		+app;valu		INT
they lost their market share	-app:valu			INT
Less entrance of customers	-app:valu			INT
more companies were coming with better conditions to them,	-app:valu(t)		EXT	
they changed to other banks.	-app:valu(t)		EXT	

Table 7.3. Subject APPRAISAL analysis

Clauses in which the appraisal is invoked rather than inscribed are marked with a 't' (see appendix 4A). These evaluations are counted equally in the quantitative counts of evaluation in both reports with no more weight given to an inscribed than an invoked appraisal of the company.

Following this, the APPRAISAL instances identified were copied over to an Excel spreadsheet in order to enable a quantification of the different categories in the two corpora. These counts are used to provide an APPRAISAL profile of the two tasks in the Results section of this chapter.

7.6.1 Borderline cases: APPRECIATION and JUDGEMENT

In common with most discourse analyses of real texts there are some fuzzy areas and borderline cases which could be disputed or coded in a different way. For example, in figure 7.6 'less entrance of consumers' has been coded as an internal problem affecting the company. However, it could also be argued that the consumers are outside the company and should be classed as an external problem. The decision was made to code this as an internal evaluation as customers are seen in business as belonging to the company and as something that the business has rather than an event occurring in the external environment.

Another potential borderline case is the space between an APPRECIATION of an event and a JUDGEMENT of an action. This may be particularly the case in Business writing in which students often describe the company, rather than individual actors within the business, taking actions or making decisions. It could be argued that there is a borderline in Business appraisals between APPRECIATION:VALUATION and JUDGEMENT:CAPACITY. For example, in figure 7.6 the phrase *'more companies were coming with better conditions to them'* has been coded as a negative external APPRECIATION:VALUATION for the business provided in the case study, but it could also arguably be coded as a positive JUDGEMENT on the CAPACITY of the different companies who have acted smartly in the market. The distinction between internal and external events described positively or negatively is a factor in this categorisation. In the subject business reports phenomena external to the company is often described negatively as a 'threat' to the company, so the 'companies coming' has been classified as a negative event in the external environment. The overall goals and values (Hunston 1994; 2000) of the reports as outlined in section 7.2.2 are also important for this distinction. In business reports the presumed goal is the success of the company or organisation provided in the stimulus case study. All evaluations made by the student writers should be measured against this overall objective. Therefore, this example has been coded as a negative VALUATION for the target company as opposed to a positive JUDGEMENT of the actions of the company's competitors.

7.7 Results

In this section results from the APPRAISAL analysis of the subject and EAP corpora are presented. These results are presented initially as an overview in of the APPRAISAL profile of writing in the subject and EAP contexts. Following this overview, there is a consideration of the impact of disciplinary frameworks and models on students' evaluation of the company. Finally, two alternative evaluative keys (**consultant** and **analyst**) are presented based on the regular occurrence of different APPRAISAL resources by writers on the two Business writing tasks.

7.7.1 Subject APPRAISAL profile

The overall results for APPRAISAL resources deployed by student writers on the subject task are provided below (see table 7.4). The results are presented as raw frequencies and then as a percentage of the total instances of APPRAISAL identified in the five texts.

NEG.APP EXT.	NEG.APP INT.	POS.APP. INT.	POS. APP. EXT.	NEG. JDG. PROP. INT.	NEG. JDG. VER. INT.	NEG. JDG CAP INT.	POS. JDG. CAP. INT.	TOT.
115	18	43	32	2	4	11	57	282
41%	6%	15%	11%	1%	2%	4%	20%	100%
		Total App	73%			Total Jdg	27%	
		Total Pos.	46%			Total Neg	54%	
		Total Ext.	55%			Total Int.	45%	

Table 7.4. Subject APPRAISAL profile

The appraisal profile for student writers on the subject module firstly shows a fairly even balance of positive (46%) and negative (54%) evaluations of the company presented in the stimulus case study. Table 7.4 also shows that most of the negative evaluations in the subject corpus are presented as *external* to the company. The following example (table 7.5), taken from text number 2 in the subject sub-corpus shows how the external environment is often shown as a threat to the company. In this case the subject writer uses *Porter's Five Forces* to evaluate the external risks to the company.

But in those two decades there was a high threat of new entrants	-app:valu	EXT
they wanted some market share.	-app:valu	EXT
The result was a price war in the 90's.	-app:valu(t)	EXT
A lot of new entrants offers credit cards for a lower price than the Barclaycard.	-app:valu(t)	EXT
They tried to get customers through low rates on outstanding balances.	-app:valu(t)	EXT

Table 7.5. Negative external APPRECIATION in subject corpus

In contrast to the negative evaluations of the external environment, student writers in the subject corpus often evaluated the *internal* performance of the company positively, with positive internal APPRECIATIONS more frequent at 15% of the total evaluations compared to 6% negative internal APPRECIATION:VALUATION. An example of how student writers in the subject corpus balance the negatively evaluated external environment with a positive evaluation of the target company is given below (table 7.6).

Even when competition arrived	-app:valu		EXT	
Barclaycard was able to remain a premium brand with a loyal customer base.		+app:valu		INT
However, during the mid and late 1990's other banks noticeably started chipping away their market share by taking their share of customers	-app:valu		EXT	

Table 7.6. Positive internal APPRECIATION in subject corpus

In terms of JUDGEMENT it can also be seen that writers in the subject corpus frequently expressed positive evaluations of the CAPACITY of the target company. Table 7.4 shows positive JUDGEMENTS of CAPACITY accounted for 20% of the total evaluations compared to just 7% coded as negative.

Table 7.7 shows how student writers in the subject corpus often made positive appraisals of the CAPACITY of the target company to make intelligent business decisions in order to achieve an advantage over external rivals.

from its introduction in 1965 up until the 1990's Barclaycard grew immensely organically	+app:valu	INT	
by making alliances with food retailer, department stores, merchants etc.		INT	+JDG:CAP
They expanded their reach and network and heavily invested in technology to support their services.		INT	+JDG:CAP
Their marketing campaigns were intense and	+app:valu	INT	
the acquired position allowed them to charge premium prices for their services.		INT	+JDG:CAP

Table 7.7. Positive internal JUDGEMENT in subject corpus

Student evaluations in the subject corpus are also quite evenly balanced between evaluating events and phenomena external to the company, and actions and events within the company itself. Table 7.4 shows that subject student writers evaluate external phenomena slightly more frequently, at 55% of total evaluations coded, compared to 45% of evaluations which focus on events or phenomena within the company.

Overall, this analysis of student evaluations shows that subject report writers in this study tend to balance positive and negative appraisals of the company and evaluate both the external environment and the internal actions of the target company. Also, student writers in the subject corpus frequently evaluate the external environment negatively as a real or potential threat to the assumed goal of company success. Positive judgements were often made on the CAPACITY of the company to respond to these external dangers.

7.7.2 Impact of disciplinary models

Section 7.7.1 has shown that the use of particular disciplinary models has an impact on how subject writers appraised the company in terms of the balance between positive and negative evaluations of events external or internal to the company. Table 7.8 demonstrates how the models of *Porter's Five Forces* and the *Industry Life Cycle* influenced the subject writers' evaluations across the five texts in the appraisal sub-corpus. These two models have been selected as those which had the greatest number of total appraisals present and which displayed the greatest contrast between external and internal evaluation in the appraisal sub-corpus.

	TOTAL	+APP	-APP	+JDG (CAP)	-JDG (CAP)	TOTAL CLAUSES

Porter's 5 Forces						
EXT	78 (76%)	13 (17%)	65 (83%)			
INT	24 (24%)	7 (29%)	7 (29%)	10 (42%)		102
Life cycle						
EXT	25 (33%)	8 (24%)	17 (76%)			
INT	50 (67%)	19 (38%)	7 (14%)	22 (44%)	2 (4%_	75

Table 7.8. APPRAISAL profile of *Porter's Five Forces* and the *Industry Life Cycle*

Table 7.8 shows that there is a marked contrast between the two models in how they represent phenomena and events affecting the target company. It can be seen that *Porter's Five Forces* is used predominantly to evaluate external phenomena, and that in 83% of cases these are evaluated negatively. Example appraisals from text number two in the subject sub-corpus are given below (table 7.9). In these extracts three external events to the company have been presented as invoked negative appraisals which represent a threat or challenge to the company using the *Porter's Five Forces* concept of the force of buyers in the market.

The force of the buyers is great,	-app:val(t)	EXT
there are a lot of competitors in the credit card industry	-app:val(t)	EXT
Every bank or financial institution has its own credit card.	-app:val(t)	EXT

Table 7.9. *Porter's Five Forces* negative external appreciation:valuation

In contrast, the *Industry Life Cycle* is primarily used by subject writers to appraise the internal events and actions of the company and displays a more even balance between positive and negative evaluations than the *Five Forces* model. An example of how student number 4 in the subject sub-corpus deployed the *Life Cycle* model to positively evaluate the actions of the company through positive JUDGEMENT appraisals of the CAPACITY of the company is given below (see table 7.10).

by making alliances with food retailer, department stores, merchants etc.	+JDG:CAPA	INT

They expanded their reach and network	+JDG:CAPA	INT
and heavily invested in technology to support their services.	+JDG:CAPA	INT

Table 7.10. *Industry Life Cycle* positive internal judgement:capacity

This section has shown how the use of particular disciplinary models has a marked effect on how events and phenomena affecting the target company are represented, with certain models such as *Porter's Five Forces* used to appraise the often negative events or threats external to the business through APPRECIATION:VALUATION resources. Other disciplinary frameworks form the basis of internal analyses of the company and may often be more balanced between positive and negative JUDGEMENTS on the CAPACITY of the company to respond to challenges in the market.

This view of events as external or internal to the company is an important element of Business epistemology and the APPRAISAL framework is a useful tool to investigate and describe how particular Business models influence the ways in which events are represented by Business student writers.

7.7.3 EAP APPRAISAL profile

The APPRAISAL profile of writing in the EAP report Analysis sections presented in table 7.11 shows several key differences to the subject task in terms of how the target company is evaluated.

NEG.APP EXT.	NEG.APP INT.	POS.APP. INT.	NEG. JDG. PROP. INT.	NEG. JDG. VER. INT.	NEG. JDG CAP INT.	NEG. JDG TEN. INT.	POS. JDG. INT. CAP.	POS. JDG. EXT. CAP.	TOT.
42	32	3	11	14	41	1	1	6	151
28%	21%	2%	7%	9%	27%	1%	1%	4%	
	Total App	51%					Total Jdg	49%	
	Total Pos	7%					Total Neg	93%	
	Total Ext	32%					Total Int	68%	

Table 7.11. EAP APPRAISAL profile

The first key difference between writing on the two tasks is that evaluation in the EAP report is far more negative in comparison to subject discourse. Table 7.11 shows that 93% of evaluations identified in the EAP student reports have been categorised as a negative appraisal of the company. This is in marked contrast to the more balanced evaluations of the company observed in the subject Analyses and suggests an important difference in terms of how writers approached the evaluation and analysis of the company in the two contexts.

Another important difference between the two corpora is that the EAP module writers focus much more on the internal actions of the company, and much less on the external events and phenomena which affect the company. Table 7.11 shows that 68% of the APPRAISALS coded in the EAP corpus focus on the actions taken within the company, and only 32% of student evaluations focus on events and phenomena outside the business. In comparison, 55% of total subject evaluations appraised events external to the company (see table 7.4).

In terms of APPRECIATION resources, table 7.12 gives an example of how EAP students evaluate the company negatively in terms of events internal to the company, and when they appraise phenomena and events external to the business. This is in contrast to the subject module task in which student writers tend to give a negative APPRECIATION of the external environment but present a more balanced view of the internal situation of the company.

a financial crisis in Tesco	-app:val	INT
vulnerable to active retail competitors such as Asda, Sainsbury's and Morrison's.	-app:val	EXT

Table 7.12. Negative internal and external APPRECIATION in EAP Analyses

Another key difference which emerges from an APPRAISAL analysis of the two tasks is that student writers in the EAP task use the resources of JUDGEMENT much more frequently than writers in the subject context. It can be seen in table 7.11 that there is a nearly even distribution between APPRECIATION (51%) and JUDGEMENT (49%) in the EAP task, compared to 27% of JUDGEMENT instances identified in the subject task. It also demonstrates that EAP writers also use a wider range of JUDGEMENT resources than writers on the subject task. These JUDGEMENTS are made in the less serious 'SOCIAL ESTEEM' categories of CAPACITY and TENACITY, but also in the more serious and 'regulatory' (Martin & White 2005: 52) arena of 'SOCIAL SANCTION', with negative evaluations of the PROPRIETY and VERACITY of actors within the target company and these JUDGEMENTS are overwhelmingly negative. Examples from the corpus of negative JUDGEMENTS across the different categories of SOCIAL ESTEEM and SOCIAL SANCTION are presented in table 7.13.

Tesco's ten board executives all lack the direct experience of retailing management	INT	-JDG:CAPACITY (SOCIAL ESTEEM)
Executives came and left	INT	-JDG:TENACITY (SOCIAL ESTEEM)

some existing chief directors have been suspended due to the crisis.	INT	-JDG:PROPRIETY (SOCIAL SANCTION)
with the intention of manipulating the consumer	INT	-JDG:VERACITY (SOCIAL SANCTION)

Table 7.13. JUDGEMENT ESTEEM and SANCTION evaluations in EAP reports

Overall, it can be seen that there is a marked difference between the ways in which subject writers and EAP writers evaluate the target company in their case study tasks. Section 7.8 presents the re-occurrence of these evaluative resources in the two corpora as constituting different evaluative 'keys' (Martin & White 2005: 164), which are indicative of the more academic **organisation analysis** subject task and the more practically oriented EAP **company report.**

7.8 Evaluative keys in academic business report writing

This section proposes two evaluative 'keys' for writing in the two genres, defined as 'configurations of linguistic options in a particular social setting' (Martin & White 2005: 162). These relate broadly to the two business report genres of the primarily epistemic subject **organisation analyses** and more practically oriented EAP **company reports**.

These have been labelled as **consultant** and **analyst** keys, analogous to Martin and White's journalistic keys (2003; 2005; 2006) and Coffin's *voices* of History writing (2002). Table 7.14 sets out the main APPRAISAL features of the two keys identified in the EAP and subject corpora. The more practical **consultant** key is more frequent in the EAP corpus, whilst the more balanced **analyst** key is predominantly found in responses to the subject task.

	consultant	High frequency of social sanction and social esteem JUDGEMENT (CAPACITY, VERACITY and PROPRIETY) of human actors and their actions within the target company. High frequency of negative APPRAISAL. High frequency of internal APPRAISAL of the company. Negative JUDGEMENT:CAPACITY of the company.
Business report writing key		
	analyst	High frequency of APPRECIATION (SOCIAL VALUATION) *internal* and *external* to the company. A balance of positive and negative APPRAISAL.

		A balance of internal and external APPRAISAL of the company. Positive JUDGEMENT:CAPACITY of the company.

Table 7.14. *Consultant* and *analyst* keys in academic business reports

Consultants in the EAP corpus evaluate the company in a more decisive and blunt managerial key (Forman & Rymer 1999; Gruber 2004; Miller & Pessoa 2016) by focusing on the material actions of human actors internal to the company. As was shown in section 7.7.3 they are critical of the target company and tend to make negative JUDGEMENTS of the actors within it. This key reflects the communicative purposes of **company reports** in which the focus is on practical problems facing the company, and the role of actors within the company in creating these situations.

In contrast, **analysts** in the subject **organisation analysis** task use the resources of APPRECIATION more frequently to evaluate phenomena and events both internal and external to the company. Evaluations made are more balanced between positive and negative, and where JUDGEMENTS are made these are frequently positive evaluations of the CAPACITY of the company to respond to a negative external threat.

7.9 Conclusion

This chapter has conducted an APPRAISAL analysis on a sample of five 1st class Analysis sections from the subject and the EAP corpora and has found a range of differences in the ways in which student writers in the two contexts evaluate the target company. Using the APPRAISAL approach (Martin & White 2005) reveals and makes clear important differences between report writing in the two contexts and is a demonstration of how this method can enable researchers to understand how writers in particular disciplinary contexts construe and evaluate the world around them.

It was found in this chapter that writers in the EAP context were highly negative and critical in their evaluation of the company, and that this evaluation was predominantly about internal actions and events in the target business. It was found that EAP writers not only make negative JUDGEMENTS on the CAPACITY of actors within the company in the realm of SOCIAL ESTEEM, but also use the resources of SOCIAL SANCTION to negatively evaluate the PROPRIETY and VERACITY of the company and the human actors within it. These evaluative resources coalesce into a blunt and decisive ‘consultant’ key, which is more in line with the requirements of a practical **company report**.

In contrast, subject writers are more balanced in their evaluation of the company. This balance can be seen in terms of the positive and negative appraisals made, and also through a more equal balance between internal and external factors. Subject writers were also far more likely to use the resources of APPRECIATION to evaluate phenomena and events rather than the actions of human actors internal to the company. This regular deployment of evaluative resources across the five texts was classified as an ‘analyst’ key. This more balanced key was more suitable for the **organisation analysis** task set on the subject module.

There are a number of reasons why two such distinct keys have been observed in the subject and the EAP contexts. Some of these factors are connected to the particular task set, whilst others are connected to the nature of teaching and learning in the subject and the EAP modules.

The first factor to consider is the role of theoretical models and frameworks in shaping the appraisals made in the two contexts. Many business analytical models shape the evaluations made by making students consider external factors (*Porter’s Five Forces*) or internal events (*Life Cycle*). These models appear to guide student evaluations on the subject module and seem to lead to a more negative view of the external environment, which is often evaluated as a threat. This view of the outside world as a problem for the company seems to lead students to a more positive view of the target company which responds to these external dangers. In the absence of a prescribed model in the EAP task it appears that student writers tend to focus on the internal actions of the company, and to evaluate these negatively.

Another factor that seems to have shaped the EAP evaluation is the nature of the case study set on the module in this particular academic year. The target company (*Tesco’s*) was facing an accounting crisis, and it may be that this particular problem led to some of the negative JUDGEMENTS of VERACITY and PROPRIETY seen in the EAP task.

These differences in evaluation resources represented by the **consultant** and **analyst** key are connected to the broader question addressed in this thesis regarding the nature of EAP teaching and learning. Namely whether any changes should be made to the EAP task to encourage writers to approach the case study as more careful **analysts** rather than blunt and direct **consultants**. This question is considered more fully in chapter 9 in which changes to an EAP task are presented and discussed, but it seems that EAP tasks would benefit from requiring students to use evaluative frameworks in their writing. The use of these models would require

EAP students to evaluate events outside the company, and to use the resources of APPRECIATION to evaluate more complex phenomena rather than the actions of individuals. This requirement in the English language classes could require the learners to think more deeply about their subject and could help to prepare them to write more successfully in their subject module tasks.

Chapter 8 - Student and lecturer views on academic writing for Business

8.1 Introduction

Focus groups and interviews can be used by researchers to provide a more grounded and 'thick' description of language in use. Discussions with 'specialist informants' (Bhatia 1993: 34) have been recommended in genre analyses as a way to check findings and provide 'validity' to an investigation into a given genre (Bhatia 1993: 34). It has been argued that the process of discussing findings with expert and experienced users of the genre is an important aspect in moving towards 'explanation' as opposed to 'mere description' (Bhatia 1993: 34).

Much of the previous research reported on in this thesis, especially in chapters 1 and 2 (Conrad 2018; Dannels 2000; Forman & Rymer 1999; Gruber 2004; Herrington 1985; Nesi & Gardner 2012) uses focus groups and interviews as a way to explain or exemplify features of academic genres. These 'voices' from the classroom are often presented to support a wider point made in the study concerning the genre or task analysed. For example, Freedman et al (1994: 204) use a comment from a student writer that the lecturer '*wants to see you've understood the issues*' to support their argument that business case tasks are epistemic and focused on a demonstration of disciplinary knowledge, rather than practical and oriented towards action.

Much of the earlier research (Anson & Forsberg 1990; Forman & Rymer 1999; Freedman et al 1994; Herrington 1985) into academic and professional written genres uses interviews and focus groups as the main or even the only source of information, with often fairly minimal exemplification from actual student texts. However, in recent years, with the growth of corpora and access to electronically stored texts, focus groups and interviews have increasingly been used in more of a supporting role to help explain or interpret the linguistic data gathered in the research process (Conrad 2018; Dannels 2000; 2003; Nesi & Gardner 2012).

This chapter reports on three focus groups held between 2015 and 2017 with the three main 'participants' in the production of the student texts reported on in this thesis; namely the Business subject lecturers, the EAP lecturers and the students enrolled on the modules in which the report genres were written. [8] This chapter argues that these three key groups in the

[8] The student interviewees were writers of the same piece of coursework in a subsequent academic year, not the writers of the actual Business reports in this thesis.

‘discourse community’ (Swales 1990: 24-27) do not necessarily share common values and do not always have the same views on the communicative purpose(s) of the writing tasks set. The aim of this chapter is to report on the focus groups and interviews held as a way to confirm some of the findings set out in chapters 2 to 7 of this thesis regarding the overall communicative purposes and features of the writing tasks in the subject and EAP contexts, but also to challenge some of the assumptions that may have been held at the research site, largely in the EAP team, about the nature of academic writing for Business. These findings helped to inform changes made to EAP assessment at the research site. These changes are described in chapter 9 of this thesis.

8.2 Specialist informants

Bhatia (1993: 34-36) lays out some of the justifications for using ‘specialist informants’, and also provides guidance for researchers in how they should approach these meetings and discussions in order to maximise their effectiveness. This is presented as the final genre analysis ‘step’ in Bhatia’s framework for genre analysis (1993: 22-36), although as was argued in chapter 3 this process may in fact be more circular than linear for many researchers, with findings from interviews and focus groups prompting re-examination of the textual data. Practical considerations, such as finding interview participants and arranging interview times with busy teaching staff, may also make this process more complicated and less linear in many cases.

Bhatia (1993: 35-36) identifies three characteristics for appropriate specialist informants. Namely, that they should:

1) Be a competent and trained specialist member of the disciplinary culture in which the genre is routinely used.
2) Have a feel for the specialist language used and be prepared to talk about it openly.
3) Be in a position to explain clearly what expert members of the disciplinary culture do when they exploit language in order to accomplish their generic goals.

In addition to the ideal characteristics for informants, Bhatia (1993: 36) also sets out some advice for the researcher conducting the genre analysis. He states that researchers should:

1) Have a good idea of what they are looking for, with some hypotheses formed based on an initial analysis.
2) Formulate their questions in the least-biasing way possible.

3) Be prepared to refine or reframe questions.
4) Record and transcribe discussion sessions and send these back to informants for confirmation.
5) Consult a second informant to validate data from the first interview.

In this chapter, 'specialist informants' have been categorised as all of the individuals involved in the setting and writing of the academic tasks in the EAP and the subject contexts. Whilst it could be argued that the student writers are not necessarily 'competent and trained specialist members' (Bhatia 1993: 35) of the discipline, it seems that it is necessary to include their views on the genres they are asked to produce in this Higher Education setting, particularly when their views on the written genres appear to contradict some of the assumptions that teaching staff may have about the tasks.

8.3 Discourse community in the local context

Interviews and focus groups are an effective way to examine the concept of *discourse community* (Swales 1990: 24-27) in the context in which a given genre is produced. A discourse community is conceived of as an essential forum in which genres are created and developed. According to Swales (1990: 24-27) a discourse community:

1. Has a broadly agreed set of common public goals.
2. Has mechanisms of intercommunication among its members.
3. Uses its participatory mechanisms primarily to provide information and feedback.
4. Utilizes and hence possesses one or more genres in the communicative furtherance of its aims.
5. In addition to owning genres, has acquired some specific lexis.
6. Has a threshold level of members with a suitable degree of relevant content and discoursal expertise.

In this thesis, the discourse community in which the Business reports have been produced is presented as the teaching staff and student writers on the subject and EAP Business modules. The student writers participate in both modules concurrently, and the aim of this chapter is to examine the extent to which the subject and EAP contexts can be said to form a coherent discourse community. In this chapter, interviews and focus groups are used to question the extent to which the EAP and subject settings can be said to have a 'broadly agreed set of common public goals' which is the first and arguably most important of Swales' criteria for a coherent discourse community.

Swales himself (1990: 320) concedes that his conception and definition of a discourse community may to some extent be 'removed from reality' and overly 'utopian' and refers to the possibility of 'conflictive discourse communities' (1990: 32) as a possible area for future study. This chapter shows that whilst the different participants in a discourse community may not be in open conflict, the goals of the modules and how they are perceived by the writers of the texts may show something of a tension over an acceptance of common goals. This chapter shows that the existence of a coherent discourse community within a university programme, in which students engage in different disciplinary contexts (ie. language and content classes) concurrently, is not something that should be taken for granted, and is something that may need to be worked towards as a final goal.

8.4 Student and lecturer perspectives in academic writing research

As outlined in section 8.1 of this chapter, research into academic writing often uses the 'voices' of the participants in the writing process, generally the students who have produced the final text and the lecturers that have set the assignments, as evidence of the 'discourse community' (Swales 1990: 24-27) in which the genres are produced. In this section more detail is given as to how researchers into academic writing in the disciplines have used these voices in their research.

Nesi & Gardner (2012) present student and lecturer extracts to support wider points made about academic writing tasks at UK universities. So, for example, they report the voice of a Psychology lecturer (2012: 65) to make the, presumably 'off the record', point that writing the 'explanation' genre does not require '*novel thinking*' and that 1st year students can gain a 1st class grade without '*really being clever or any good at Psychology*' as long as their description is clear and accurate. This rather perfunctory opinion of explanation tasks given by a lecturer is mirrored by a student who describes a Chemistry explanation task as '*quite a dull essay really*' (Nesi & Gardner 2012: 65). These voices allow researchers to bring in a less formal and more 'real-life' way of describing and analysing academic tasks and can help the research ‘come off the page’ for the interested reader, especially when these insights are linked to linguistic evidence from corpora or discourse analyses of the texts.

Student and lecturer voices have also commonly been used in research into academic writing for Business and for other applied subjects such as Engineering. Although some of this research lacks a thorough linguistic analysis, many of the points made by student writers and lecturer assessors are of interest and offer an insight into the purposes of the assignments and how they are perceived by students and lecturers.

A common use of student voices in research into Business writing and writing for other applied subjects is to demonstrate that the true purpose of this writing is epistemic and theoretical, rather than practical and focused on action. For example, Freedman et.al. (1994) use a variety of student quotes to show that the students did not see their presentation task as a simulated workplace task, but that they perceived of themselves very much as students talking to a university lecturer. Freedman et. al. (1994: 202-204) show that when students were presenting they often switched from talking about *‘our profits’* in their role as pseudo-managers to saying *‘they will need to’*, reflecting a more objective academic ‘student’ stance towards the company as an object of study. Whilst presenting, students also used shared classroom experiences with their audience (*‘we did this in Economics 250’*) and expressed shared empathy with other students as fellow presenters (*‘those questions were rough’*). Student spoken extracts are also used by Freedman et.al. (1994) to demonstrate how students perceived their true audience as a lecturer (*‘he just wants a reasonable answer’*) who would grade them rather than as an imaginary management board.

Dannels (2000; 2003) also uses student and lecturer voices to critique academic tasks for Engineering as being overly theoretical and not concerned enough with practical Engineering requirements. Student writer quotations such as *‘we design for the prof’* (2000: 22) and *‘we’re graded on the end result and getting along with the adviser’* (2000: 23) are used to support her claim that students learn to be ‘students and not professionals’ (2000: 23) in academic Engineering design tasks.

Gruber (2004) uses interviews to explain some of the conflicts in business report writing found in his main study. The results of his student discussions show that the majority of the Business students hoped to work as managers or consultants in the future, and Gruber claims that this could account for the high level of direct deontic modality (modulation) in their report texts. Gruber’s interviews (2004: 61) also reveal a rather critical stance from the student writers towards their studies and Business lecturers. The students in his study complained about the overly ‘theoretical’ character of their training and expressed a desire for a more ‘practice-oriented’ course of studies.

For many researchers into writing for applied subjects at university the main thrust of the argument and the main message from the student and lecturer ‘voices’ is that these are primarily academic writing tasks and are not practical enough in their focus. The extracts from the interviews in the interviews or focus groups (Dannels 2000; 2003; Freedman et. al. 1994; Gruber 2004) focus on the conflict between a professional and academic identity in these assignments and are used by these researchers to provide support for the argument that writing for applied subjects is overly epistemic, and that the classroom-based nature of the tasks acts as a limitation on producing authentic professionally oriented texts.

The results in this chapter offer something of a counter argument to some of these claims. It will be seen that some student writers in this study actually preferred to approach their Business writing tasks in an ‘academic’ way rather than writing as a pseudo-professional. The interview conducted with a Business lecturer also revealed quite a strong commitment to academic theories and models in business report writing tasks.

8.5 Method

This chapter reports on 3 focus groups held between October 2015 and March 2017. The discussion with the EAP teaching team took place in October 2015 and 4 lecturers on the EAP module took part, whilst I led the discussion and provided prompts. Focus groups with students were conducted in February 2016 and took the form of semi-structured discussions taking place after class. Finally, an interview was conducted with a senior member of the Business lecturing team in March 2017.

It should be noted at this point that whilst these interviews were based on the same modules, and around similar tasks to those analysed in this thesis, they were not conducted with the same students who had actually written the assignments in the subject and EAP corpora. Also, the Business lecturer, whilst aware of the module and the task, had not actually delivered this subject module and this same assessment.

The dates of the interviews and numbers of participants are given in table 8.1.

Date	Participant group	Number of participants	Duration of interview
October 2015	EAP lecturers	4 EAP lecturers	1 hour
February 2016	Student writers	3 Students	20 minutes
March 2017	Subject lecturer	1 Business lecturer	40 minutes

Table 8.1. Details of semi-structured interviews

The focus groups with the EAP team and the Business lecturer took the form of a semi-structured interview using slides as prompt questions. The questions asked and the structure of the focus groups are shown in table 8.2.

Stage of focus group	**Actions taken or questions asked**
Welcome and ethical procedures	Show purpose of the session (to investigate writing for Business, to compare EAP and subject writing) Sign consent forms and hand out participant information forms Inform participants the focus is on observation of difference, not to be overly critical
Discuss case study writing	Show participants some background on case study writing Show that some case study writing is more 'professional' (company reports) and some is more 'academic' (organisation analyses)
Focus on the task brief	Prompt questions: ▸ What differences can you see in the two task briefs? ▸ Who is the audience in the two tasks? ▸ What identity is being given to students in the two tasks? ▸ What guidance is given about the structure of the report? ▸ Which report would you say is more 'professional' and which is more 'academic?'
Focus on the introduction	Prompt questions: ▸ What differences can you see in the introductions of the two tasks? ▸ How are the writer and the company represented in the introductions? ▸ How do the writers outline the structure of the rest of the report in the two tasks? ▸ What is the purpose of the 'terms of reference' section? Why is it missing in the Global Business task?
Focus on the analysis	Prompt questions:

	- Which assignment uses more words / a higher proportion of the writing on the analysis? Why? - How are the two analysis sections organised? - What do the headings tell you about the purpose of assignment? - What is the role of visual information or models in the Business assignment? - How are students using data or information in the two tasks?
Focus on the conclusion and recommendations	Prompt questions: - In which assignment are recommendations prioritised? - Are there any differences in the format of the recommendations? - Who are the recommendations addressed to?
Focus on the overall purpose	Prompt questions: - Do you think the two assignments have the same purpose? What do you think students have to do to be successful? - Which of these best describes; A) The EAP task; B) The subject task? - *To demonstrate knowledge of business theories and concepts by applying them to a real life example.* - *To analyse the main problems facing a company and to give practical advice to help improve the situation*
Focus on future directions	Prompt questions: - Do you think either assignment could be improved by looking at the other? How? - Is it the role of EAP tutors to (a) prepare students for assignments as they are or (b) look to suggest improvements to subject assignments?

Table 8.2. Interview questions for EAP team and Business lecturer

To aid the discussion the EAP teaching team and the Business lecturer were given the assignment brief and a sample 1st class report from both the EAP and the Business subject corpus. This material was emailed in advance of the focus group, and also printed and handed out for discussion around the table.

The questions presented in table 8.2 show that the interview sessions were quite guided and structured, and it is possible that there was too much guidance and that the participants were to some extent being led to give certain answers. In reality, despite the structure and the questions, the participants in the focus groups often gave quite unexpected answers and took the discussion in quite different directions. These often unexpected responses were in fact often the most interesting. For example, the critique of the EAP task offered by the student writer in the Results section below led me to reconsider the EAP assignments that we set for our students.

Less time was available for the discussion with student writers, as the focus groups took place after class in the 20 minute space before the students' next lesson. The questions for the student writers were more open and less guided. They were asked to compare the requirements of the subject and the EAP assignment and to compare what they had to do, or what they believed they had to do in order to succeed on the two assignments. Three attempts were made to conduct a focus group with three different classes, although only one class gave a substantial response to the questions and the results from this class have been reported on in this chapter.

In all the focus groups the discussion was recorded using a hand-held voice-recorder and the main points made in the conversations are summarised in appendices 5 to 7. Extracts from these interviews have been selected in this chapter.

8.6 Results

In this section the results of the 3 focus groups conducted from 2015 to 2017 will be presented focusing firstly on the EAP focus group, followed by the interview with the Business lecturer and finally the group of student writers.

As much of the discussion is based around the assignment briefs for the subject and the EAP task, they are provided here as a reminder for the reader. Figure 8.1 shows the Business subject module task.

> The assignment requires you to write a 1750 word original essay / report critically evaluating Barclaycard using the key frameworks of International Business.
>
> Case Study: Barclaycard Case Study
>
> Frameworks:

International Business trade theories (legal, political, cultural, economic)

FDI (Greenfield, JVs, Franchising)

Strategy (Risk, Organization structure, Porter's 5 Forces, Value Chain, Ansoff)

You can use diagrams to explain the frameworks.

Guidelines: Use the theories and frameworks of International Business as an analytic lens to explain the policies of Barclaycard.

Figure 8.1. *Global Business* subject module assignment brief (ii)

Figure 8.2 shows the EAP assignment task completed by students in the same semester.

Imagine you are working as an independent business consultant and that you have been commissioned by the management board of Tesco plc to provide them with some advice.

Write a clear and detailed report of 1000-1200 words. The report must contain:

1) a title page
2) an analysis of the current situation and the problems faced by the company
3) recommendations for action
4) all the other main sections used in a business report, as discussed in class
5) a list of references

Figure 8.2. EAP module assignment brief (ii)

8.6.1 EAP focus group

In the focus group (see appendix 5) the EAP team were rather critical of the assignment brief set on the Business subject module. Criticisms of the subject task itself included the fact that the assignment is labelled as a '*report / essay*' which would be potentially confusing for students in terms of generic structure. The Business assignment brief was also critiqued for a lack of clarity in the instructions to the student writers. The clarity of the command words to the students (*evaluate* / *explain*) was questioned and the EAP tutors felt that student writers would be confused and that it would be unclear to them what type of text was expected.

Coherence and organisation of the student writing itself was also a major concern for the EAP tutors. The structure of the Business subject report is rather robustly criticised as being a '*total mess*', '*very confusing*', and '*quite incoherent*'. From the EAP group only one lecturer recognised that the subject module writer had used the theoretical models to organise their analysis. The criticisms offered by the other EAP lecturers suggest that these tutors did not recognise a valid communicative purpose for the subject tasks, despite these reports having been awarded a 1st class grade. The use of the models and theories in the subject writing was seen as something of a '*tick-box*' exercise and the EAP lecturers felt that students were not explaining why they were using this particular model or why it was important.

Connected to this issue of coherence and organisation was a common criticism of the academic skills and practice of student writers on the subject module. There was some confusion in the EAP team as to why students had not referenced or explained why they were using particular diagrams or models. There was some discussion as to what constituted 'common knowledge' in the discipline of Business, and also some surprise that students on Business courses could achieve first class grades whilst only referring to one or two key texts.

Overall, the EAP teaching team took quite a critical stance towards the Business subject assignment and felt that the subject brief could be improved by looking at the EAP assignment task as it was felt that this was written more clearly than the subject brief. Whilst there was some recognition that elements of the EAP task could also be confusing for student writers, such as the conflict between writing as a consultant and also providing background information that would be known to the company, there was also some resistance to the idea of bringing the EAP class closer to the subject assignment as some EAP tutors felt that they would not be able to explain the disciplinary models and theories adequately.

8.6.2 Business subject lecturer interview

The interview with the subject lecturer (see appendix 6) was more balanced between criticisms of both the subject assignment and the EAP task. It should be noted that the lecturer interviewed was not the module leader of the Business module in which the subject assignment was written, and had not written the assignment brief himself, although he was a senior and experienced member of the Business teaching team. He agreed to some extent with the criticisms of the EAP team in section 8.6.2 that there were too many '*typos*' on the Business assignment task and that the '*quality of the wording*' could have been improved. He also felt that there were too many frameworks suggested in the Business subject task, and that this could lead to a kind of '*tick-box*' report in which students '*don't do any of them very well*'. The Business lecturer also felt that the case study in the Business task was probably too old for students and this would make it less easy to relate to, making the point that even '*10 years is a lifetime ago*!' for young university students.

However, the subject lecturer also offered some suggestions and criticisms of the EAP assignment. The first was that the EAP writing should include some visual information such as graphs or illustrations, making the point that '*time is short in business*' and that visuals help a writer convey his or her message more directly (Yeung 2007; Zhu 2004). A more fundamental critique of the EAP task was that a model or framework was not used in the analysis section. The use of models was described as the '*basis of what we teach*' and that the use of models and theories helps to '*sharpen our analysis*'. The Business lecturer suggested that business models and theories should be included on the EAP assignment in order to help student writers '*think more deeply and push their critical skills*' to make the task more of an '*academic report*'.

The Business subject lecturer had a rather different view on academic skills such as referencing and wider reading to the EAP team. His view was that if the case study was well chosen by the lecturer that it should contain all of the information necessary for writing the report. He felt that students should be able to achieve a very good mark by just using the case study and that wider reading was not a requirement of this kind of writing task.

The subject lecturer's views on the overall rhetorical structure and proportions of the report are in line with the findings in chapter 3 of this thesis regarding the communicative purpose of academic Business reports in the subject context. The subject lecturer clearly felt that the Analysis was the most important section of Business subject reports and that students achieved their grades based on their ability to apply theory to the facts of the case. Advice to the company was described as the '*sugar on the top*' of the report, and that Recommendations were not a central feature of Business report tasks. He also expressed a view that many students lacked the real-life business experience to give innovative and clear advice to the company.

The subject lecturer finished the interview on the positive note that an ideal assignment could be a combination of the EAP task and the subject task investigated in this thesis. He agreed that giving students a clear structure in the brief was a good idea and helpful for student writers. He also expressed the view that a more recent case study would be motivational for the students, but he felt that the use of appropriate models or theories should be specified in the EAP assignment brief. This concept of a 'hybrid model' report based on the best features of the subject and the EAP task led to changes in assessment in a 2nd year EAP module at the research site and is presented in chapter 9 of this thesis.

8.6.3 Student writer focus group

The interviews held with student writers (see appendix 7) were more fragmentary and is less clear than the data available for the two teaching groups. This is partly explained by the time available for these meetings, as they were held after the normal lesson before students left for their next class. The fact that I held the focus groups as their teacher as well as researcher may also explain why some students were reluctant to participate.

The first observation is that students approach these tasks primarily with the objective of achieving academic success through higher marks. Positive evaluations or criticisms of tasks by student writers are often framed in terms of whether the task helped them to achieve good marks or not.

In contrast to the students interviewed in Gruber's (2004) study, the student writers in this focus group seemed to prefer academic subject approach of using models to analyse the case study, stating that the '*theories were easier*' (than the practical EAP task). This student felt that the subject task was easier to understand as they '*could write the theory and it would be okay*'. In contrast the more practical EAP task was seen as more challenging and that it was '*hard to understand what you wanted from us*'.

This apparent preference for approaching the business report tasks with a more traditional 'academic' approach also extended to the issue of using older case studies. This was actually seen as a positive point by student writers as they could search for information more easily and form their advice to the company based on events that had already happened.

These findings suggest that many student writers in this context are quite happy to complete their business reports in an academic context, writing as students for a lecturer audience. The concept of writing as a pseudo businessperson seems to be rather challenging or confusing for some of these student writers and may feel that they are not '*qualified enough*' to give practical advice or analyse real-life Business problems.

8.7 Conclusion

Focus groups and interviews are an extremely useful tool for researchers and teachers aiming to understand and explain the production of high-value texts in an institutional context. Discussing the texts with the producers and instructors allows the researcher to verify or check the linguistic analysis undertaken. Interviews may also challenge some of the presumptions or beliefs which individuals may build up over time. For example, discussions with the EAP tutors revealed a rather negative view towards the use of models and theories. However, student writers valued the opportunity to use these frameworks and found it easier to understand the task when their use was required. I had always presumed that finding an up-to-date case study or finding a business in a current crisis was important. However, student writers did not seem overly concerned that the case was in the past and commented that in many ways this made the task more achievable.

The recorded discussion with the Business lecturer was a very positive experience and shows the advantages for EAP lecturers of meeting subject experts and talking about the requirements of their discipline (Bhatia 1993: 34-36), and whether the EAP provision helps to prepare students to achieve them. Comments made in this interview suggest that tasks in this university context could be improved through a process of dialogue between the EAP and the subject provision. As suggested by the subject lecturer, this might involve including a requirement for students to use visual data and a theoretical model in the EAP task. Subject tasks could be improved by choosing more recent case studies (even if not 'immediate') and by making the structure clearer to the student writers in the brief.

The use of 'specialist informants' (Bhatia 1993: 34-36) in this chapter has made two main contributions to this thesis. Firstly, these interviews and focus groups helped to confirm the generic categorisation of the EAP task as a practical **company report** and the subject task as a more epistemic **organisation analysis.** This was evidenced by the Business lecturers view that the Analysis was the most important section of the report, with Recommendations seen as '*sugar on the top*' of the report. Student writers also recognised a difference in the two tasks and perceived the subject task as requiring the demonstration of subject knowledge in contrast to the more practical requirements of the EAP assignment.

The interviews and focus groups conducted also challenged the concept of a unified discourse community made up of the EAP and subject teaching teams and student writers in both contexts. The EAP teachers were highly critical of the subject task in terms of the assignment brief itself and the reports produced by subject student writers whilst the subject lecturer felt that the EAP task was lacking a theoretical focus as it did not require the use of a disciplinary framework or model. Finally, some student writers expressed an element of confusion over the practical EAP assignment and felt that the requirements to achieve a good grade were less clear than in the subject setting. These findings suggest that there was something of a 'gap' between the two contexts and that improvements could be made to the assessment in both contexts. Chapter 9 of this thesis shows how the findings of this chapter helped to inform changes to an assessment task on a 2nd year EAP module at the research site.

Chapter 9 – Pedagogical implications[9]

9.1 Introduction

This chapter describes how changes were made to a 2nd year EAP for Business module across two academic years (2016-2017 and 2017-2018). These changes were made at the research site, and I was the 'module leader' of the programme. This meant that I was able to implement the changes with a fair degree of freedom, and I was able to put into practice many of the findings of the research presented in this thesis in chapters 1 to 8.

In the first year of the module (2016-2017) numbers were very low, with only 6 students enrolled on the module. In the second year numbers were higher, with around 25 students on the 'January starters' cohort described in this section. This module was introduced by the university in 2016 in order to enrol international students onto a '2+2' programme, in which students complete twoyears of study in their home country and two years in the UK. Students on this module were required to complete a 1000-1200 word report, accounting for 50% of their full module grade.

9.2 Changes made to assessment

In the first year of the 2nd year module the report coursework task was set up as a **company report** in a similar way to the 'Tesco' EAP task analysed throughout this thesis. In this case, HMV was chosen as a stimulus company. It was felt that this would be an engaging company for young adult learners, and it is also a business that is facing considerable difficulties due to a general decline in High Street shopping, and a more specific switch from physical media such as CDs or DVDs towards streaming or online providers such as Spotify for music, or Netflix for films and television series.

[9] This section is based on an article written for the *Journal of English for Academic Purposes* (JEAP) in the special edition on *Halliday's Influence on EAP* published in 2019 (Henry 2019).

Figure 9.1. Original EAP task classroom material

Figure 9.1 gives an insight into how the HMV coursework task was set up in the class. Students were asked whether they had seen the shop in the UK and were asked to discuss reasons why this kind of store might be in difficulty. A graph was shown in class to show the rather dramatic decline in physical media over the last decade, with a corresponding growth in the digital market. A news report from *YouTube* was shown to set up the context, and finally an article from The Economist (2013) was presented as a 'case study'.

Figure 9.2 shows the original EAP assignment brief delivered to students.

Imagine you are working as an independent business consultant and that you have been asked by the board of HMV to provide them with some advice.

Write a clear and detailed report of 1000-1200 words. The report must contain:

1) a title and contents page
2) all other main sections used in a business report, as discussed in class
3) an analysis of the problems faced
4) recommendations for action
5) a list of references

Figure 9.2. Original EAP assignment brief

It can be seen that the original version of the task demonstrates many of the characteristics of a **company report.** The focus was on a company in immediate danger, and students were asked to produce a report to the company as a consultant to analyse these difficulties and make appropriate suggestions. In this version of the task there was no requirement for the student writers to analyse the company through particular frameworks or models.

In the second year (2017-2018) I made changes to the assignment in order to bring it closer to the type of reports that I had observed on their main subject modules (Flowerdew, J. 2016; Hyland 2002). Students on the 2+2 programme concurrently take a module on *Cross-Cultural Management*, and this module was chosen as an accessible and interesting aspect of Business Studies.

The material presented in figure 9.3 shows how the focus of classroom teaching changed in order to prepare students for the revised version of the task.

1 **Power distance** is the extent to which a culture accepts that power in organizations is distributed unequally. High power distance equates with steep organizational hierarchies, with more autocratic leadership and less employee participation in decision making (see Figure 5.2 for examples).

2 **Uncertainty avoidance** is the degree to which members of a society feel uncomfortable with risk and uncertainty. High uncertainty avoidance (Japan, Argentina, France) will be reflected in the high priority placed on rituals, routines, and procedures in organizations and society in general. Countries with low uncertainty avoidance (Denmark, UK, India, US) tend to emphasize flexibility and informality rather than bureaucracy.

3 **Individualism** is the extent to which people are supposed to take care of themselves and be emotionally independent from others (see Figure 5.2 for examples).

4 **Masculinity** is the value attributed to achievement, assertiveness, and material success (Japan, Mexico, Germany, UK) as opposed to the stereotypical feminine values of relationships, modesty, caring, and the quality of life (Sweden, Netherlands, Denmark), according to Hofstede.

Figure 9.3. Hofstede's *4 dimensions of culture*

Figure 9.3 gives an example of how the classroom stimuli changed from journalistic sources to the use of set International Business textbooks on the target module (Collinson et al. 2012). In this class Hofstede's cultural dimensions were presented to students, and the concepts and subject vocabulary were defined and discussed. Following on from this, students were asked to apply the theories to the 'real-life' examples in figure 9.4. This worked as a useful discussion point and 'check' that the students had understood the main principles of Hofstede's framework.

Situation	**Aspect of theory / theories**	**Countries where this might happen or might be a problem**
A successful saleswoman is given a 5% bonus, but the rest of her team is not.		

A senior manager asks you to come and play golf at a country hotel at the weekend. You had planned to spend the weekend with your family.		
One of your employees has asked for an extra 5 days holiday as it is his father's 80th birthday.		

Figure 9.4. Application of academic theories to business situations

The stimulus case study was then distributed in the class (see figure 9.5). This case study was taken from the students' main International Business textbook (Collinson et al. 2012) as opposed to the journalistic sources in the original version of the assignment. It should also be noted that the events in this case study occurred over 20 years ago, and that the situation described (a merger involving Swedish, American and Italian managers) had clearly been chosen as a situation that exemplified cultural differences at work, showing authoritarian, individualist, 'masculine' [10] American managers in conflict with more egalitarian and democratic Swedish staff.

CHAPTER 5 INTERNATIONAL CULTURE 153

ACTIVE LEARNING CASE

Cultures clash as big pharma gets bigger

A series of international mergers has made Pfizer one of the largest pharmaceutical firms in the world. In the process the firm has had to incorporate, integrate, and adapt to a wide range of different national cultures as it has absorbed new acquisitions into its expanding organization. We start the story with the merger of two firms, Pharmacia AB of Sweden (with operations in Italy) and Upjohn Company of the United States, which went through a steep cultural learning curve over 20 years ago, before being acquired in turn by Pfizer. tight budget control, and frequent staffing updates, which clashed with the Swedish organization style. Swedish managers would leave meetings disgruntled, having been overruled by US executives keen to push their vision of the merged company.

The Swedes' own ways of doing things had already clashed with the Italian style of management, following the takeover of Farmitalia (part of Montedison) by Pharmacia in 1993. Italians are used to a distinctive division between workers

Figure 9.5. *Pharmacia and UpJohn* case study

The revised assignment brief (see figure 9.6) shows that many of the requirements remained unchanged from the original task. However, in the revised version students were required to use *appropriate theories and models* in their analysis of the case study.

Imagine you are working as an independent business consultant and have been asked to write a report to give advice to the newly merged company. The report should focus on two areas: - An analysis of the *cultural difficulties* facing the company (italics added) - Recommendations on how to address these issues

[10] A 'masculine' or 'feminine' culture here is not the same as gender. So, for example, it is possible to be a female in a 'masculine' culture, or a male in a more 'feminine' culture.

Write a clear and detailed report of 1250 words. The report must contain: 1) a title and contents page 2) the main sections used in a business report, as discussed in class 3) an analysis of the main problems facing the company *using appropriate theories and models* (italics added) 4) recommendations for action which address the issues raised in (3) 5) a list of references

Figure 9.6**.** Revised EAP assignment brief

This revised version of the report task brought the requirements closer to that of an **organisation analysis**, by requiring students to demonstrate a knowledge of, and ability to apply, the cross-cultural theoretical theories and frameworks of Hofstede and Trompenaars to the situation presented in the case study. Section 9.2.1 summarises some of the resulting changes between the two versions of the task in the lexico-grammar of the students' writing. Section 9.2.2 considers the extent to which this change represents a complete realignment towards the subject task, or whether it can be seen as something of a 'hybrid' model. Arguments for and against further changes are considered in section 9.3.

9.2.1 Effect on student writing

In order to explore changes in student writing across the two versions (2016-2017 & 2017-2018) of the task, a small corpus was constructed of the Analysis sections of the reports (Henry 2019). I chose to focus on the Analysis as this is the main section in which the 'field' of the discourse is construed through the use of appropriate participants, processes and circumstances. Table 9.1 shows the composition of the corpus analysed by Henry (2019). In 2016-2017 only a small cohort of 6 students completed the original task on this EAP module, and from this group only 3 texts achieved a grade of over 60%. In 2017-2018 a larger cohort of around 20 students completed the module, and 3 texts which achieved a grade of over 60% were selected as examples of successful writing on the revised task. This provided a roughly equal bank of data of successful writing for each version of the task across the two academic years (2016-2017 and 2017-2018).

ORIGINAL TASK	'ANALYSIS' WORD COUNT	CLAUSES	REVISED TASK	'ANALYSIS' WORD COUNT	CLAUSES
Text 1	531	56	Text 4	637	66
Text 2	664	74	Text 5	542	53
Text 3	705	78	Text 6	638	66

TOTAL	1900	208	TOTAL	1817	185

Table 9.1. Corpus composition

Process and participant types were categorised in the two banks of texts according to Halliday's (Halliday & Matthiessen 2014: 211-359) transitivity categories (see Table 9.2).

Process Type	**Participant Role**	**Participant Role**
Material	Actor	Goal / Scope
Relational (attributive / identifying)	Carrier / Token	Attribute / Value
Existential		Existent
Mental	Senser	Phenomenon
Verbal	Sayer	Verbiage
Behavioural	Behaver	Behaviour

Table 9.2. Process type and participant roles

Participants were also categorised according to whether they were concrete or abstract in nature. Concrete participants were categorised as either specific or general. Abstract participants were coded as either general or technical. The coding of abstract participants was to some extent subjective, as some Business terms, such as 'inflation' could arguably be seen as general terns that have a more technical meaning for subject experts (Eggins 2004: 103-109; Martin 1997; Woodyard-Kron 2008).

This process of analysis was similar to, and was motivated by, my analysis in chapter 5 of this thesis. However, it should be noted that the texts under discussion in this section were written some years after the texts in the main corpus of this thesis.

Although the study in Henry (2019) was based on a small number of texts, it provides evidence that student writing changed across the two years of the study. Table 9.3 shows how the process types across the two years changed in response to the two different tasks. It can be seen that students in the HMV (2016-2017) version of the report used far more material processes than in the adapted task, and that in the adapted Pharmacia (2017-2018) task students used more relational processes.

	ORIGINAL (HMV) TASK	**ADAPTED (PHARMACIA) TASK**
Material	138 (67%)	81 (44%)
Relational: attributive	37 (18%)	69 (37%)
Relational: identifying	6 (3%)	6 (3%)

Existential	5 (2%)	1 (1%)
Verbal	15 (7%)	15 (8%)
Mental	7 (3%)	13 (7%)
Total clauses	208	185

Table 9.3. Process type distribution in original and revised report task

Table 9.4 shows that whilst concrete participants remained common in both versions of the task, there was a greater use of abstract technical participants in the revised task.

	ORIGINAL (HMV) TASK PARTICPIPANT TYPE	**ADAPTED (PHARMACIA) TASK PARTICPIPANT TYPE**
Concrete - specific	92 (27%)	112 (35%)
Concrete - generic	99 (29%)	39 (12%)
Abstract – general	134 (39%)	120 (37%)
Abstract - technical	18 (5%)	52 (16%)
Total participants identified	343	323

Table 9.4. Participant type distribution in original and adapted task

Figure 9.7 shows a typical extract of student writing in the original (2016-2017) HMV version of the task, along with the coding of the participants and process types.

Student 1) Very few HMV customers (***ACTOR – CONCRETE GENERIC***) today buy (***PR:MATERIAL***) music (***GOAL - ABSTRACT GENERAL***).

Student 2) People (***ACTOR – CONCRETE GENERIC***) can choose (***PR:MATERIAL***) the song which they like (***GOAL - CONCRETE SPECIFIC***).

Student 3) Most of them (***ACTOR – CONCRETE GENERIC***) will choose (***PR:MATERIAL***) Amazon, Apple or Spotify (***GOAL - CONCRETE SPECIFIC***).

Figure 9.7. Sample student writing in original EAP task

Figure 9.8 shows how student writing changed in the revised version of the task. It can be seen that students used more relational processes and abstract participants to attribute values through the use of relevant models and theories.

Student 1) The United States (***CARRIER: POSSESSOR: CONCRETE SPECIFIC***) has ***(PR: RELATIONAL: ATTRIBUTIVE***) a higher masculinity score (***ATTRIBUTE: POSSESSED: ABSTRACT TECHNICAL***) of 91 ***(CIRC.)***

Student 2) The US (***IDENTIFIED: POSSESSOR: CONCRETE SPECIFIC***) is ***(PR: RELATIONAL: IDENT.***) one of the most Universalist countries ***(IDENTIFIER:***

	ABSTRACT TECHNICAL) in the world. ***(CIRC.)***
Student 3)	Italy (***CARRIER: CONCRETE SPECIFIC***) scored (***PR:RELATIONAL: ATTRIBUTIVE***) 50% (***ATTRIBUTE: ABSTRACT TECHNICAL*****)** in a power distance category. ***(CIRC.)***

Figure 9.8. Sample student writing in revised EAP task

These differences in student writing across the two years of the module suggest that the change in the task resulted in some important differences in the lexico-grammar of the writing produced by the students, as the field of discourse was construed in quite different ways in the two versions of the assignment. In the original HMV task students generally referred to the people and actions relevant to the company through a 'congruent' register characterised by concrete participants and material processes. In the revised task, students used a more abstract register characterised by relational processes and abstract participants in their analysis of the company.

In section 9.2.2 the implications of these changes to the EAP module assessment are considered further. The extent to which this revised task constitutes a complete alteration, or whether it is something of a 'hybrid' task, is considered.

9.2.2 A hybrid model of assessment?

Section 9.2.1 has shown how changes made to teaching and learning in the EAP for Business module, and in particular in the assessment task set, resulted in a different register of student writing in response to the assignment set. Student writing in response to the revised task was less concrete and more abstract (Derewianka 2003; Donohue 2012; Halliday & Matthiessen 2014; Liardet 2013). Students attributed values to more abstract concepts derived from disciplinary models by using relational processes, rather than human actors completing actions realised through material actions. It could be argued that these changes moved the EAP in the direction of a more 'academic' **organisation analysis**, as opposed to a more practical **company report** in the original version of the report.

This section considers the extent to which these changes can be seen as a complete realignment to the subject tasks described in this thesis, or whether the new task can be seen as a kind of 'hybrid' with some of the positive features of the EAP task retained. This calls into question the role and purpose of EAP modules and tutors in relation to subject modules. In other words, is it the role of EAP modules to exactly replicate subject tasks, or is there a role for EAP professionals to interpret or even improve subject assignments? This second interpretation suggests that there is a role for EAP teams and subject teams to engage in discussions relating to coursework tasks in order to clarify the communicative purpose(s) of the writing and to make the tasks clear and engaging for the student writers (Flowerdew, J. 2016). Many of the changes made to the EAP task discussed here were influenced by the discussions and focus groups held with the teachers and students on the subject and the EAP module described in chapter 8, and by the research undertaken for this thesis as a whole. It is hoped that this demonstrates the value of engaging in research for practising EAP teachers, and how the process of research can have a real and tangible impact on the material that EAP teachers present in class, and the tasks we ask our students to complete.

The following sections consider the areas of the assignment brief, writer identity, the use of a model or models, the organisation of Analysis in the reports and the role of Recommendations in the revised reports to show how the revised report really constitutes a 'hybrid' model rather than a complete realignment to the subject tasks observed.

9.2.2.1 Revised EAP assignment brief

Section 9.1 showed how students in the revised 'Pharmacia' EAP task were asked to engage with academic cross-cultural theories in their analysis of the case study, and how this affected the register of writing produced. However, it should be noted that the first line of instructions to students retained some of the 'role-play' **company report** elements of the original HMV task.

> **Imagine** you are working as an **independent business consultant** and have been asked to write a report to **give advice to the newly merged company**.

Figure 9.9. Company report elements in revised EAP task

Figure 9.9 shows that students in the revised task were still required to take on a professional identity and to address their report to the 'newly-merged' company. This shows that successful students in the revised task would have to integrate the academic requirements of the task with a real world 'consultant' identity.

9.2.2.2 Student identity in revised EAP task

In response to the revised brief successful student writers in the EAP task maintained some of the 'transmission elements' more typical of company reports. Figure 9.10 shows an example of an imagined consultancy brand used by a successful EAP student writer.

Figure 9.10. Imaginary consultancy identity in revised EAP task

This ‘professional’ as opposed to a purely ‘academic’ identity was also evident in student introductions in the revised task. The following sample shows how a successful writer addressed their report to the imagined audience of the company, rather than to the real lecturer reader and assessor.

<u>Example 9.1</u>

This report was requested by Pharmacia and Upjohn companies, to reflect on the problems that they are facing from the recent merger.

(Addressing company audience in revised EAP task)

9.2.2.3 Use of disciplinary models in revised EAP task

As reported in chapter 8 both the subject lecturer and the EAP team felt that the *Barclays* subject task, which has been provided as the main example of disciplinary writing in this thesis, contained too many theoretical frameworks and models and that this resulted in something of a ‘check-list’ approach to the writing of the report. However, the subject lecturer also expressed the view that a report which was not supported by theoretical models at all would be too descriptive and would not be a proper academic Business report. Chapter 8 also reported on the views of students who expressed a view that they actually liked using theories and models as this was clearer to them in terms of the requirements of the task.

The three student analyses reported in Henry (2019) all used the theories and frameworks of Hofstede and / or Trompenaars (Collinson et al. 2012) in their analysis, and this allowed them to analyse and explain the issues presented in the case study with more clarity and in more depth. This example shows that subject concepts and theories can be integrated into EAP tasks, and that this is hopefully more useful and beneficial for the writers of these texts. The decision to focus on a smaller number of key theories rather than a long list also suggests a way in which subject reports could be changed to make the task more focused, or as a manageable way in which EAP teaching staff can bring a theoretical element into EAP Business writing tasks without overwhelming staff or students with a surplus of disciplinary frameworks.

9.2.2.4 Section headings in revised EAP task

Arguably one of the most important factors which show that the revised EAP task was something of a 'hybrid' genre was the way in which student writers organised their Analysis sections. As was shown in Chapter 3 of this thesis, all of the student writers in the subject Barclays task used elements of the theoretical model as headings to organise their Analysis, so for example in a *PESTEL* analysis, *Political* and *Economic* were used as the first two headings in the student report.

However, in the revised EAP *Pharmacia* task, students produced more practical topical headings such as *Management Style* and used the theoretical model to explain or discuss differences in behaviour presented in the case study. Example 9.2 shows how a successful writer on the revised EAP task uses Hofstede's theories to support their analysis of the practical facts of the case study.

Example 9.2

2.1 Management styles

One of the main problems that workers of the merged company face, is how their colleagues from different countries approach managing the place. For example, the Swedes aren't too pleased with the American centralized command-and-control structure. Swedish organization style is mostly based on team work. Responsibilities are distributed, and trust is a key point between all the workers. However, Americans are used to a more controlled structure in the office. The managers are accustomed to provide frequent reports and updates to the superiors.

According to Hofstede's (Hofstede Insights, 2018) country comparison chart, Sweden has one of the lowest levels of masculinity, only 5%. This means that they value relationships, modesty, caring and the quality of life over material success and achievement. On contrast both USA and Italy have pretty high level of masculinity, 62% and 70%, respectively (Hofstede Insights, 2018). That may explain why Swedish side of Pharmacia AB weren't pleased with American, Upjohn Company, style of management.

(Analysis section on revised EAP task with topical heading)

It could be argued that encouraging the students to identify practical issues in the case study and then use an appropriate theory to explain or analyse the issue results in a more critical and less descriptive discussion of the case study. However, it can be seen that it varies from the way in which Business reports are often structured on subject modules. This is an area that could be fruitfully discussed with Business lecturers in future research, as asking students to focus on topics rather than elements of the theory as section headings results in a more practical focus in which the theory or framework has a supporting and exploratory role. Subject lecturers could be invited to discuss the benefits or possible drawbacks of organising student reports in this way.

9.2.2.5 Recommendations in revised EAP task

Recommendations remained central in the revised EAP 'Pharmacia' task, and this can be seen as another indication that this task was something of a 'hybrid' genre rather than a complete realignment to observed features of subject report writing.

Table 9.5 shows that all of the student writers reported on in Henry (2019) produced a report with a separate Recommendations section, and that this section accounted for around a quarter of the full report length when averaged out across the three writers. This is in line with the proportion of the EAP task dedicated to advice described in chapter 3 and is much higher than the 4% of total word length dedicated to separate advisory sections in the Barclays subject texts analysed in this thesis (see section 3.9.1).

Text 1	170 / 1163	15%
Text 2	450 / 1350	33%
Text 3	252 / 1118	23%
TOTAL	872/ 3631	24%

Table 9.5. Proportions of Recommendations sections in revised EAP task

In addition to the proportion spent on Recommendations, the language used by student writers expressed that this advice was meant to be read as important and that it was meant to be acted upon by the company in the case study. Example 9.3 shows how a successful student introduced their advice, explaining that it was meant to correct the current situation facing the company.

Example 9.3

This report identified some of the major issues caused by the merge. To help correct the situation on hand. Here are some recommendations to follow:

(Immediate advice in revised EAP task)

The sample below (example 9.4) shows how successful students in the revised EAP tasks used bullet points and provided details to the company about the practical steps that would be needed to help to improve the situation described in the case study. Again, this suggests something of a ‘hybrid’ approach to the task. Although theoretical models and theories were used in the Analysis section, successful students were more practical in their Recommendations and addressed these suggestions to the company presented in the case study rather than to the lecturer reader as shown in the extract below.

<u>Example 9.4</u>

- *Arrange quarterly outside team building experiences for the workers. This will help to bring people together outside the office environment, without the pressure of work.*
- *Organize annual culture appreciation day. Other culture representations besides Swedish, Italian and American are also welcomed. This will help to educate about the backgrounds of many workers, and show the beauty in their differences. People tend to be resistant to something that they don’t understand. By enlightening them, it will increase their willingness to be more open to new ideas and with each other.*
- *Move American and European managers across the Atlantic for frequent visits. This will rise respect for each other, because of the increased understanding for each’s backgrounds (Friedman A. Tribune, H., H., 1997).*

(Student recommendations in revised EAP task)

This student writer has used the congruent imperative to frame their advice. This helps to give the writer the identity of a decisive consultant rather than a cautious academic adviser (see chapter 6) and is also indicative of an overall practical and action-based purpose in the revised ‘hybrid’ assignment.

9.3 Conclusion

This chapter has shown how engagement with the disciplines can result in changes to teaching and learning in the EAP classroom, and in changes to assignments set and student writing produced in response to these tasks. The integration of theoretical models and theories, and the focus on a textbook case study as opposed to journalistic sources seems to have resulted in student writing which was less reliant on the ‘here and now’ of material processes and concrete actors, towards a more ‘reified’ (Halliday & Matthiessen 2014: 710) discourse characterised by more abstract disciplinary concepts and relational verbs.

However, it has also been shown that the decision was made to retain certain elements of the previous EAP task, and that the revised ‘Pharmacia’ task set for students in 2017-2018 can be categorised as a principled ‘hybrid’ model with some discernible elements of a subject **organisation analysis** and an EAP **company report**. These hybrid elements include aspects of students presenting a ‘consultant’ identity through logos or cover-page design, addressing the company in their Introductions and a continued focus on practical advice. The organisation of the Analysis section around practical problems supported by theoretical models also represents an important difference to observed subject reports.

The extent to which this ‘hybrid’ approach is the right one, or beneficial to our students, remains something of an open question. It could be argued that these differences mean that the revised EAP task is still not preparing student writers adequately for their subject assignments, and that the real-life ‘roleplay’ element detracts from the academic requirements of most subject reports. Alternatively, it could also be argued that the revised EAP assignment combines some of the best elements of **company reports** and **organisation analyses**. Further discussions with subject lecturers and student writers in future research could help to explore these questions, and this process and dialogue between EAP and subject teams can be beneficial for teaching and learning in both the subject and the EAP context (Flowerdew, J. 2016; Hyland 2002). Such discussions can also help to raise the profile of EAP provision within the academy and can help to shift the perception of English language programmes as a ‘service’ to main subject modules towards a view of equality and teamwork between subject and EAP teaching groups.

Chapter 10 - Discussion and Conclusions

10.1 Review of overall aims

This thesis has investigated three main research questions on the topic of assessed business reports produced at a modern UK university. The three research questions set out in chapter 1 were:

- Research question 1: What similarities and differences can be identified in two sets of subject and EAP business report writing tasks at a modern UK university in terms of their overall communicative purpose, rhetorical structure and language commonly used?

- Research question 2: What similarities and differences can be identified in two sets of subject and EAP business report writing tasks at a modern UK university in terms of the register used in student texts and the writers' appraisal of the target company?

- Research question 3: How did the disciplinary focused changes made to an EAP writing task affect the overall communicative purpose, rhetorical structure and register of student writing?

Two sets of academic Business reports at a modern UK university have been compared in terms of the communicative purpose of writing tasks in the applied, 'preparing for professional practice' (Nesi & Gardner 2012: 170-212) family of disciplines which includes Business, but also covers subjects such as Law (Maclean 2010), Engineering (Dannels 2000; 2003) and Medicine (Parks 2001). In chapter 2 it was argued that the professional and practical purpose of writing for Business should not be seen as superfluous or as evidence of a writer's misunderstanding of the task (Nathan 2010) but should be seen as a key feature of writing in the discipline. This thesis has followed the research of Nesi and Gardner (2012) by stressing the primacy of the task set by lecturers as determining the report genre and by presenting business reports as requiring a more theoretical academic response from learners in business **organisation analyses,** and reflecting a more practical and professional purpose in **company reports**.

A genre-analytic approach to explore research question 1 was employed in chapter 3 of this thesis. The results confirm the findings of Nathan (2010; 2013) in establishing a relatively stable macro-generic structure of academic business reports based around the three main *orientation, analysis* and *advisory* moves. However, it was found in chapter 3 that the proportion of the total report allocated to these different sections varies according to the principal communicative purpose of the report task. In the subject **organisation analyses** in which the main aim is to demonstrate disciplinary knowledge to the subject lecturer the Analysis section is prioritized and is structured around elements of theoretical models, whilst in the EAP **company reports** in which the main communicative purpose is to identify real problems facing the company and present solutions, the advisory move constitutes a larger proportion of the report, with the Analysis section structured around practical headings.

This thesis adds to the literature on business case study reports by providing a more in-depth study into the communicative aims and rhetorical features of the two case study genres of **organisation analyses** and **company reports**. Table 10.1 summarises the main differences between these two case study genres.

COMPANY REPORTS	ORGANISATION ANALYSES
Student writes as consultant	Student writes as student
Company as audience	Lecturer as audience
Practical focus	Theoretical focus
Emphasis on recommendations	Emphasis on analysis
Professional register	Academic register

Table 10.1. Main features of company reports and organisation analyses.

These findings have contributed to the field of genre analysis by providing support for the primacy of communicative purpose in establishing the identity of a genre. In terms of overall structure and organisation, the two business report genres presented in this thesis could be initially classed as belonging to the same genre. However, the different purposes of writing in the subject and the EAP settings resulted in different sections of the reports being prioritised by student writers. These results show how communicative purpose can be operationalised and demonstrated in a quantifiable way in report tasks, a process which would be admittedly more difficult in less visually fragmented academic genres such as essays. A question which remains however is the extent to which the two business report genres of **company report** and

organisation analysis should be seen as distinct but equally valid forms of business writing genres, or whether company reports represent a less worthwhile form of teaching and learning for international students of Business. This question will be explored in more depth in section 10.3 of this chapter.

In chapter 4 a corpus-based approach was used to further investigate research question 1 and to provide linguistic evidence for the existence of a more academic focus in the subject reports and a more professional orientation in the EAP assignment. This thesis adds to corpus-based research by demonstrating the value of combining genre-based analysis with corpus techniques, and the value of initially researching whole texts as a coherent piece of discourse before conducting corpus-based research. This research has also demonstrated the value of comparing different sections of a text and how lexico-grammar can vary according to the stage or move of the text (Flowerdew, J. & Forest 2009; Gledhill 2000; Kanoksilapatham 2007). This approach to corpus-based research is in line with the principles of corpus-assisted discourse analysis (Partington et al. 2013) as corpus-based analysis has been presented as one tool which can help to uncover the meaning of a text in combination with genre and functional approaches.

The corpus-based investigation of the report texts produced in the subject and EAP contexts also shows the value of analysing both open-class 'content' lexis (OCKWs) and closed-class 'grammatical' key items (CCKWs). Whilst open-class keywords were shown to be useful in uncovering the 'aboutness' (Scott & Tribble 2006) of the student texts, confirming the professional nature of EAP reports through keywords such as '*board*' and '*consultancy*', and the academic purpose of the subject task through key items including '*case study*' and '*frameworks*', it was shown in chapter 4 that a focus on closed-class items and a comparison of part of speech and semantic categories can also uncover interesting and less obvious differences in the epistemology and overall communicative purposes of the two genres. For example, a comparison of key parts of speech showed that EAP writers were more likely to use the present tense and the closed-class keyword '*its*', reflecting the current situation and involved nature of the **company report** task. In the subject task the past tense and the closed-class pronoun '*they*' were found to be key, and these were presented as evidence of the more objective and distanced academic purposes of the **organisation analysis** genre.

This thesis has demonstrated how the techniques of corpus linguistics can be employed to confirm and support genre-based findings and can also act as a springboard or heuristic to motivate closer clause-level analysis. For example, in chapter 4 it was found that the part of speech ‘NN1’ (single common noun) was key in the subject report Analysis sections along with the CCKWs ‘*the*’ and ‘*which*’. These findings suggested that writing in the subject **organisation analysis** was potentially more abstract and nominalised than writing in the practical EAP **company report**. This hypothesis provided the impetus for a closer investigation at the clause level to investigate the register of writing in the two genres.

Chapters 5 to 7 of this thesis have responded to research question 2 by investigating the register of student writing in the EAP and subject context with a focus on the experiential metafunction in student Analysis sections in chapter 5 and the interpersonal aspect of modality in student recommendations in chapter 6. The ways in which student writers appraised and evaluated (Martin & White 2005) the target company in the two tasks was examined in chapter 7.

This thesis has contributed to register theory by firstly arguing that student writing characterised by relational processes and abstract participants should not necessarily be seen as evidence of a ‘better’ or more advanced literacy (Derewianka 2003; Donohue 2012; Liardet 2016), but should be seen as a reflection of the differing communicative purposes of the two genres, with the subject **organisation analysis** requiring students to demonstrate knowledge of abstract disciplinary concepts and the EAP **company report** requiring learners to describe the practical actions and events affecting the business.

This research has also added to the area of register studies in this disciplinary area by demonstrating the impact of theoretical business models on student writing in the report genres. It was found that certain frameworks such as *Porter’s Five Forces* led to more frequent use of abstract participants and relational processes, with *PEST* analyses containing a higher proportion of concrete participants and material process types. Other models such as the *Life Cycle* combined congruent material processes with more abstract participants. These findings show that there can be considerable variation *within* subject business reports in terms of the language produced when using different theoretical models, and that successful student writers in this discipline are able to balance more abstract and more concrete representations of the company depending on the model used.

Differences in the register of student writing in the EAP and subject task were also explored through an analysis of the interpersonal metafunction in student recommendations. This thesis contributes to research on interpersonal discourse by proposing modality ‘keys’ (Martin & White 2005: 161-209) which encode particular student identities in the advisory move of the business reports. These keys were classified according to the academic-professional continuum identified in business report writing (Gardner 2012a; Gruber 2004) with some students taking on the role of more decisive '*consultants*' evidenced by more frequent use of the congruent imperative form and subjective modulation, whilst others presented their advice as more cautious '*advisers*' with a higher frequency of modalized propositions and objective modulation. These classifications show how the concept of key can be applied firstly to different academic disciplines and discoursal practices in addition to Journalism (Martin & White 2005) and History (Coffin 2002). They also show how 'keys' can be constituted by the regularised deployment of modality resources in addition to the language of appraisal and evaluation.

In response to research question 2 it was found that although the proportion allocated to the advisory move differed between the two genres, with the advisory section accounting for a much higher percentage of the total text in the EAP company reports, these keys were not more prevalent in either the EAP **company report** or the subject **organisation analysis** with '*consultants*' and '*advisers*' found in both report genres. This was something of an unexpected finding as it had been hypothesised that direct consultants would be more common in the practical EAP company reports. As all of the reports analysed in this thesis were evaluated as 'successful' by lecturer readers in both the subject and EAP contexts further research is needed to establish whether these advisory keys are essentially stylistic choices, or whether they have an impact on how the business report is read and perceived.

Research question 2 has also been answered in this thesis by focusing on differences in use of APPRAISAL resources in the two report genres. This thesis adds to the area of APPRAISAL theory by showing how the concept of evaluative keys can be applied to Business Studies, by proposing two subject specific keys of more critical and negative '*consultants*' who use the resources of JUDGEMENT of individual actors more frequently, and '*analysts*' who present a more balanced evaluation of the company with a higher frequency of APPRECIATION resources focusing on events and phenomena affecting the target company. These keys have been presented as different but equally valid options in response to the two tasks, analogous to Martin and White's journalistic keys (2005) as opposed to Coffin's research (2002) which presents '*appraisers*' as a 'better' way to write in History than '*recorders*'. Clear evidence of differences was found between writing on the EAP **company report** and the subject **organisation analysis**, with a higher frequency of '*consultants*' found in the EAP context and more '*analysts*' evident in the subject task.

This thesis also adds to the field of APPRAISAL studies by proposing a distinct model of APPRECIATION:VALUATION for Business Studies. Although previous research has applied APPRECIATION:VALUATION to discrete concepts in particular disciplinary contexts (Hommerberg & Don 2015; Lancaster 2014; 2016; Lee 2008; 2015), this thesis has shown how evaluation in Business texts is often structured around the dominant paradigms of internal and external evaluation, and that this conception of events as either occurring inside or outside the company colours the evaluations made, with external events often evaluated more negatively than internal phenomena. This represents a contribution to the field of APPRAISAL studies as it shows how evaluation in Business Studies can be categorized according to the overarching disciplinary concepts of internal or external events, and provides a model of APPRAISAL which reflects the importance of these concepts to the ideology and epistemology of the discipline.

Focus groups and interviews have also been used in this thesis in order to explore differences between the EAP and subject task, and how these differences are perceived by the three main 'specialist informants' (Bhatia 1993) or 'stakeholders' in the production of the texts in the EAP and subject contexts; the subject and EAP lecturer teams and the student writers themselves. Findings based on the focus groups and the interviews helped to confirm the practical nature of the EAP **company report** and the academic focus of the subject **organisation analysis**.

The interviews and focus groups conducted in this thesis add to the field of EAP genre analysis in two main ways. Firstly, they have shown that the existence of a coherent discourse community between EAP and subject staff and their students should not be taken for granted and that in some cases these 'common goals' (Swales 1990: 24-27) may not be broadly agreed. This was shown in chapter 8 through the quite robust critiques by the EAP lecturer team of the subject assignment and of the student reports produced in the subject context, and by the subject lecturer's view that the practical EAP **company report** was lacking as it did not require student writers to use a theoretical model in their analysis of the company. Perhaps more optimistically, the interview chapter of this thesis makes a contribution to EAP research by showing how dialogue with subject lecturers can help to improve teaching and learning in both the language and subject classes. It was shown in chapter 8 that the subject lecturer approved of the clarity of the EAP assignment brief with its explicit guidance on report structure and was also positive about the focus on a more up-to-date business situation. This shows how EAP lecturers within the academy can interact with subject lecturers as equals and can help to inform assessment in the subject context.

Chapter 9 of this thesis responded to research question 3 by showing how the register of student writing changed in response to a pedagogical intervention in the EAP report assignment. This intervention required student writers to use cross-cultural theories in their analysis and introduced a more theoretically driven **organisation analysis** element to the requirements of the task. It was found that in the revised task student writing became more abstract, with a greater proportion of relational process types and abstract-technical participants evident in the student texts.

The findings in chapter 9 add to the area of EAP research by demonstrating how engagement with the content of subject modules by EAP lecturers can result in assignments which more fully relate to disciplinary content, and which require students to understand and use concepts relevant to their main course of study. The pedagogical intervention described in chapter 9 also contributes more broadly to EAP research by showing how dialogue with subject lecturers does not necessarily mean that EAP tasks should exactly mirror assignments set on subject modules. The revised EAP task was presented in chapter 9 as a 'hybrid genre' which maintains some of the 'professional' features of the EAP **company report**, such as a business-like cover page with a consultancy brand, a focus on practical recommendations and topical rather than model-driven headings, in conjunction with the academic requirements of the discipline.

10.2 Practical and pedagogical implications

This section discusses two main practical and pedagogical implications of this study. Firstly, it considers whether the two business report genres (**company report** and **organisation analysis**) compared in this thesis should be viewed as different but equally valid forms of assessment for Business students. Secondly, the implications for EAP lecturers and tutors are discussed from the perspective of the specificity of EAP teaching content and assessment in the academy.

This thesis has categorised student writing in the EAP context as more professionally focused **company reports**, sharing many of the features of workplace reports (Yeung 2007) and student texts in the subject module as **organisation analyses** with a more epistemological purpose. In the research of Nesi and Gardner (2012) these two business report genres are presented as different but equally valid genres of writing for Business students. However, a major point of discussion and a practical implication of this thesis research is whether the EAP **company reports** analysed in this thesis represent a valid genre and form of assessment for international students of Business. The pedagogical intervention described in chapter 9 shows my view that the EAP assessment and report genre produced by student writers did need to be adapted. The requirement to use disciplinary models and frameworks introduced in the adapted task brought student writing closer to the disciplinary needs of the subject and resulted in a register of writing which was more focused on abstract disciplinary concepts and less concerned with practical actions and consequences. However, it has also been argued that the process of engaging and moving towards a more discipline-specific genre of writing can also take account of the good practice and motivating factors of EAP teaching and assessment. These 'hybrid genres' can encapsulate both the practical focus of **company reports** and the need to display the disciplinary knowledge required by **organisation analyses**.

A related practical and pedagogical question is the extent to which EAP tutors should engage with and become aware of disciplinary knowledge and concepts in order to become effective language teachers. The position presented in this thesis is that effective EAP teaching does require English language lecturers to be interested in and aware of the main concepts taught and genres produced by their students (Flowerdew, J. 2016; Hyland 2002). This process should be seen as a gradual one and EAP tutors should have realistic aims regarding the extent of specific knowledge that they can acquire and realistic expectations as to the time needed to complete this process. A good first step in raising subject awareness is to ask subject lecturers to add language staff to module webpages. These pages usually house lecture notes, assignment briefs, recorded lectures, student writing and recommended reading. As such, these sites can be a valuable resource for teachers who would like to make their language classes more subject-specific. Another implication of this subject-specific approach is that this 'ethnographic' work should ideally be done by course directors, module leaders and full-time members of staff rather than sessional lecturers or tutors employed on short-term summer pre-sessional courses.

10.3 Research Limitations

10.3.1 Corpus size and diversity

A limitation of this thesis that should be acknowledged is the fact that the corpus is comprised of writing on two particular assignments at a single UK institution and can therefore not claim to be representative of academic writing for Business across all universities. Although a small range of similar subject briefs were presented in chapter 3 to show that these tasks share similarities with other assignments in the subject context, it is still possible that a focus on a wider range of tasks throughout the thesis could have broadened the representativeness of the study. In particular, a focus on different sub-disciplines within Business, for example case studies and reports in Marketing or Accounting, could have provided a broader understanding of how knowledge is presented in different fields of Business Studies. Within the EAP context, looking at a wider range of assignments could have helped to establish which features of language were related to this particular task, and which were common to all Business report tasks set on EAP modules at the university. However, a focus on a greater range of assignments in this thesis would have made some of the closer clausal level analysis conducted difficult or impossible to achieve and may have resulted in a survey of assignment types rather than an in-depth analysis of the linguistic features of the genres.

10.3.2 Classroom instruction and context

Another limitation of this thesis is that has not focused on the impact of classroom instruction and the extent to which successful students in either the EAP or subject context follow generic models or advice given by tutors or lecturers in seminars or tutorials. A greater focus on the extent to which students are advised on structure and language, and the extent to which successful students follow this advice, could have helped to explain the reasons why students in either the EAP or subject setting organised their writing in a particular way or the reasons for prioritising particular sections of the report in terms of the proportion of the total word count.

10.3.3 Impact of student error

The aim of this study has been to focus on student writing evaluated as ‘successful’ by university lecturers, with a focus throughout the thesis on student work which received a grade of at least 60 percent, and a focus in many chapters on writing which was awarded a first-class grade of 70 percent and over. However, as these texts were written by non-native speakers of English, there are still a number of lexical and grammatical errors and infelicities present in the reports. A greater focus on these errors could have helped to demonstrate areas in which international students still struggle in terms of lexical and grammatical accuracy. However, a study which focused on student errors would also have presented the writing of international students as a ‘deficit’ or as a problem to be fixed through remedial language instruction.

Student errors also represent a potential limitation of the linguistic analysis undertaken in this thesis. As the texts were produced by non-native speakers of English this occasionally presented problems in the categorisation of functional categories such as process or participant type and required a degree of interpretation on the part of the analyst. It is also possible that native speakers of English would have produced a wider range of the features identified in this research or would have produced these features more effectively. For example, it is feasible that native speaker business reports would contain a higher proportion of objective modulation external to the clause or a higher proportion of nominalised and abstract participants in their analysis of the company. Further research could compare non-native speaker with native speaker reports, for example from the BAWE corpus, in order to test these hypotheses.

10.4 Options for further research

This thesis is based on an in-depth analysis of business report tasks set on subject and EAP modules at a modern UK university. The findings have also been supported by references to case study reports in the BAWE corpus (Nesi & Gardner 2012) and to Nathan's corpus of business reports (2010) along with a sample of similar subject report tasks at the university. Further research which surveyed a wider range of modules either at the research site or in collaboration with other universities would be of value to this field. This survey would help to establish how common the business report genre is as a form of assessment for UK Business students. Comparisons with another university could also help to establish whether these assessment types are more common in post-92 institutions than Russell Group universities. Research of this type would help to establish whether the 21% representation of reports as a total of Business assessment genres in the BAWE corpus (Nesi & Gardner 2012: 189) is an accurate reflection of the frequency of reports in the assessment diet of Business students, or whether they actually represent a more frequently encountered form of academic written assessment on most UK Business Higher Education courses.

Another possibility for future dissemination of the findings in this thesis could be the production of subject-specific materials for EAP students. As was noted in chapter 1, many EAP textbooks and materials (Bailey 2020; De Chazal 2013; Hewings 2012) focus on the essay as the dominant genre of academic writing encountered at university. Online or physical materials could be developed to help learners of English understand the requirements of business report tasks in terms of the structure and typical language used.

10.5 Concluding remarks

It is hoped that this thesis has made a contribution to understanding the demands of academic writing for Business, and to the wider field of academic writing for the applied disciplines. As this research has been undertaken whilst teaching, I have been able to apply the findings of this study in the classroom and on EAP modules. This has helped me to maintain and increase my motivation as a teacher, and to hopefully provide more relevant and challenging classes for my students. In a wider sense, practitioner-based research by EAP tutors can help to raise the profile of EAP provision within the university by demonstrating that we are able to discuss and teach texts which respond to the specific needs of the discipline (Hyland 2002) and help students to understand and use disciplinary concepts in their writing. EAP tutors undertaking extensive research into the subject-based needs of their students can help to lift EAP provision from a remedial 'butler role' (Flowerdew, J. 2016) to a position where EAP lecturers are seen as peers and equals to subject staff in the university. In this sense, research of the type presented in this thesis should be seen as an empowering endeavour and one which can help our professional EAP practice more widely.

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Appendix 1

Participant information sheets and consent forms.

Participant Information Sheet for students

Project title
A genre and corpus based investigation of academic writing for Business courses in UK Higher Education

PURPOSE OF THIS PROJECT

Aims
The aim of this project is to investigate the types of task that international students complete on business courses at xxxx. Student writing will be analysed to identify features of writing in this subject.

The **objectives** are to:

Identify the most common genres of writing that Business students complete on selected Business modules
To create a corpus of business writing by non-native students on Business modules
To identify features of writing assignments using corpus query tools
To make some suggestions which could improve the teaching of academic writing to non-native business students

PARTICIPATION IN THIS PROJECT WILL INVOLVE:

Allowing the researcher to access assignments submitted via Moodle on Business modules. These will be fully anonymised throughout the research process and will not be traceable to any individual student.

FORESEEABLE RISKS OR DISCOMFORTS

Taking part in this project should not cause participants any discomforts and there are no foreseeable risks involved. Participants can withdraw at any stage if they feel that the above were to be the case. The research will not have any effects on grades in either the English or Business modules.

POSSIBLE BENEFITS OF TAKING PART

Taking part in this study will benefit students as it will help the Academic English team at xxxx gain more awareness of the types of assignment set by the Business School. This will enable the English lessons to become more focused and will help students gain more of an understanding of the academic demands at university.

WHO IS ORGANISING AND FUNDING THE PROJECT?

This research is being conducted as part of a PhD in English and Applied Linguistics at Birmingham University by James Henry

WHO HAS APPROVED THIS PROJECT?

The project has been approved by xx Ethics procedures, and by the ethics procedure at The University of Birmingham.

WHAT WILL HAPPEN TO YOUR DATA

Any data collected from the study will remain confidential and anonymous. The information will only be processed by the Principal Investigators and the other members of the research team. All data will be anonymised.

YOUR RIGHT TO COMPLAIN

If you are unhappy with any aspect of this research, you should contact the Principal Investigator, James Henry, in the first instance. If you still have any concerns and wish to make a formal complaint about the conduct of the research, please write to Susan Hunston, Department of English Language and Applied Linguistics, Birmingham, B15 2TT. In your letter please provide as much detail about the research as possible, the name of the researcher and indicate in detail the nature of your complaint

For any questions or queries email James Henry (bsx271@xxxx)

PROJECT CONSENT FORM

Participant Reference Code:_________

For office use – to be added

I have read and understand the attached participant information sheet and by signing below I consent to participate in this study.

I understand that I have the right to withdraw from the study without giving a reason at any time during the study itself (until December 12th 2014).

I understand that I also have the right to change my mind about participating in the study for a short period after the study has concluded (by February 20th 2015).

Signed:____

Print Name:____

Email: ____

Thank you for agreeing to take part in this research project.

Appendix 2a

Sample transitivity analysis

SUBJECT CORPUS

SUBJECT TEXT ONE (NO.2 in corpus) – INTRODUCTION:

In the first half of the 20th century	people	began to knew	another methods to pay		
	Senser	**Process:mental, cognitive**	**Phenomenon**		1
the first apparition		was	the T&E cards by Diner Club (1950),		
		Process:existential	**Existent**		1
with that card	you	could pay	bills from a lot of places like hotels, restaurants and more places.		
	Actor	**Process: material**	**Goal**		1
After that,	Bank of America in 1958	launched	BankAmerica		
	Actor	**Process: material**	**Goal**		2
which years after		become	to the nowadays known Visa International.		
		Process: material	**Goal**		3
In 1988	we	could consider	that a duality was introduced in the moment that banks could have both cards, Visa and MasterCard		
	Senser	**Process:mental, cognitive**	**Phenomenon**		2
	banks	could have	both cards, Visa and MasterCard		
	Carrier	**Process: rel, attrib**	**Attribute**		1
But	they	don’t allow	their members to issue American Express or Discover cards.		
	Actor	**Process: material**	**Goal**		4

	members	to issue	American Express or Discover cards.		
	Actor	**Process: material**	**Goal**		5
In UK	the first bank to recognize the power of credit cards	was	Barclays		
	Value	**Process: rel, ident**	**Token**		1
	the first bank	to recognize	the power of credit cards		
	Senser	**Process:mental, cognitive**	**Phenomenon**		3
	who	negotiated	a franchise of Bank of America	in 1965	
		Process: material	**Goal**	**Circ.**	6
	They	launch		in UK under Barclaycard brand	
	Actor	**Process: material**		**Circ.**	**7**
	They	had	and incredible fast grown		
	Carrier	**Process: rel, attrib**	**Attribute**		**2**
in six months	they	reach	30,000 retailers		
	Carrier	**Process: rel, attrib**	**Attribute**		3
	Actor	**Process: material**	**Goal**		
and in 1966	they	reach	1,000,000 Barclaycard holders.		
	Carrier	**Process: rel, attrib**	**Attribute**		**4**
	Actor	**Process: material**	**Goal**		

But from 1965 to 2004,	Barclaycard	passed through	a few of phases,		
	Actor	**Process: material**			8
	it	’s	important to analyse the strategic position with a thorough analysis of the company		
	Carrier	**Process: rel, attrib**	**Attribute**		5
		to analyse	the strategic position with a thorough analysis of the company		

		Process:mental, cognitive	**Phenomenon**		4
		doing	first of all an external analysis		
		Process: material	**Goal**		9
so	we	can see	which one is the situation of every moment outside the company		
	Senser	**Process:mental, cognitive**	**Phenomenon**		**5**
		using	the Pestle factors as an macro analysis,		
		Process: material	**Goal**		10
	we	are going to analyse	the Life Cycle		
	Actor	**Process: material**	**Goal**		**11**
and		use	the Porter Five Forces analysis as an microanalysis.		
		Process: material	**Goal**		12
After that	we	are going to do	an internal analysis of the company		
	Actor	**Process: material**	**Goal**		13
		to see	what’s the situation inside the company		
		Process:mental, cognitive	**Phenomenon**		6
	what	’s	the situation inside the company		
		Process: rel, attrib	**Attribute**		6
	we	are going to use	the Value Chain.		
	Actor	**Process: material**	**Goal**		**14**
Once	we	Have (done)	the internal analysis	(done)	
	Actor	**Process: material**	**Goal**	**Process: material**	**15**
	we	can do	a Strategic choice		
	Actor	**Process: material**	**Goal**		**16**
		using	the Ansoff method to know in which Strategic position we are and the Bowman’s clock.		
		Process: material	**Goal**		17

		to know	in which Strategic position we are and the Bowman's clock.		
		Process:mental, cognitive	**Phenomenon**		7
in which Strategic position	we	are		and the Bowman's clock	
Value	**Token**	**Process: rel, ident**			2
	We	are going to conclude	with a conclusion and a recommendation for the company based in the analysis we have made.		
	Actor	**Process: material**	**Goal**		**18**

MATERIAL	18
RELATIONAL:ATTRIBUTIVE	6
RELATIONAL:IDENTIFYING	2
MENTAL	7

SUBJECT TEXT ONE (NO.2 in corpus) –ANALYSIS – PESTEL:

	PESTEL ANALYSIS				
	The external analysis	consist	in know which is the situation of the environment outside the company to understand the problem that it could have		
	Carrier	**Process: rel, attrib**	**Attribute**		1
which		is	the situation of the environment outside the company to understand the problem that it could have		
		Process: rel, attrib	**Attribute**		2
		to understand	the problem that it could have		

		Process:mental	**Phenomenon**		1
the problem that	it	could have			
Value	**Token**	**Process: rel, ident**			1
		To do	a good external macro analysis it's useful the **Pestle factors**		
		Process: material	**Goal**		**1**
	it	's	useful	the **Pestle factors**	
		Process: rel, attrib	**Attribute**	**Carrier**	3
which		consist	in analyse the Political forces, economic factors, socio-cultural factors and the technological factors which involves the company at the moment.		
		Process: rel, attrib	**Attribute**		**4**
	the Political forces, economic factors, socio-cultural factors and the technological factors which	involves	the company	at the moment.	
	Attribute	**Attribute**	**Carrier**	**Circ.**	**7**
At the beginning of the company,	they	didn't have	any political problem,		
	Carrier	**Process: rel, attrib**	**Attribute**		5
but around 2003	they	began to have	some of them.		
	Carrier	**Process: rel, attrib**	**Attribute**		6
	All	started	with the 'white paper' that the government introduced that year.		
		Process: material	**Goal**		1
the 'white paper'	that the government	introduced		that year.	
Goal	**Actor**	**Process: material**		**Circ.**	**2**
	Barclaycard	was critised	by the Office of Fair Trading	after advertising a 'zero per cent	

				for ever', which was nothing like that.	
	Target	**Process:verbal**	**Sayer**	**Verbiage**	**1**
after		advertising	a 'zero per cent for ever', which was nothing like that.		
		Process: material	**Goal**		**3**
which		was	nothing like that.		
		Process: rel, attrib	**Attribute**		8
	That	was	a problem		
		Process:existential	**Existent**		1
because	the issuers	included	'hidden' charges that consumers were not aware of.		
	Carrier	**Process: rel, attrib**	**Attribute**		9
	consumers	were not aware of.			
	Senser	**Process:mental**			
	That	was	a bit disturbing for Barclaycard		
		Process:existential	**Existent**		**2**
because	they	were worried about	if cash payments will return after that and if the Barclaycard would end in that moment.		
	Senser	**Process:mental**	**Phenomenon**		2
	cash payments	will return	after that and if the Barclaycard would end in that moment.		
	Actor	**Process: material**			**4**
	Barclaycard	would end	in that moment.		
	Actor	**Process: material**			5

RELATIONAL:ATTRIBUTIVE	9
RELATIONAL: IDENTIFYING	1
EXISTENTIAL	2
MATERIAL	5
MENTAL	2
VERBAL	1

ANALYSIS – PORTERS FIVE FORCES					
Now	it	’s	important	to analyze the microanalysis of the company,	
	Carrier	**Process: rel, attrib**	**Attribute**	**Attribute**	**1**
		to analyze	the microanalysis of the company,		
		Process: material	**Goal**		1
		to see	what’s happening outside the company but more close to the company.		
		Process:mental	**Phenomenon**		1
	what	’s happening	outside the company	but more close to the company.	
		Process: material	**Goal**	**Circ.**	**2**
Since 1979	**Porter’s Five forces**	has began	the framework for a microanalysis		
	Actor	**Process: material**	**Goal**		3
	It	means	the competitiveness that the company has in the market deriving of its attractiveness.		
	Carrier	**Process: rel, attrib**	**Attribute**		**2**
	the competitiveness that the company	has	in the market deriving of its attractiveness.		
	Carrier	**Process: rel, attrib**	**Attribute**		3
		deriving of	its attractiveness.		
		Process: rel, attrib	**Attribute**		4
	The following	is	a Five Forces of Barclaycard:		
	Token	**Process: rel, ident**	**Value**		1
	They (there)	were	a lot of substitutes to Barclaycard;		

		Process:existential	**Existent**		1
	people	could pay	with other options and not with card.		
	Actor	**Process: material**	**Goal**		**4**
First of all	they (there)	is	a lot of competitiveness with debit and credit card,		
		Process:existential	**Existent**		2
and at least,	a lot of people	prefer	to pay in cash and not with cards.		
	Senser	**Process:mental**	**Phenomenon**		**2**
		to pay	in cash and not with cards.		
		Process: material	**Goal**		5
The reason while	people	could prefer	cash or debit cards		
	Senser	**Process:mental**	**Phenomenon**		3
is that	credit cards	have	a high interest rate		
	Carrier	**Process: rel, attrib**	**Attribute**		6
So that's why	people	don't use at all	credit cards.		
	Actor	**Process: material**	**Goal**		5
From 1993 to 2000	the credit card fraud in UK	was increasing		highly.	
	Carrier	**Process: rel, attrib**			7
	Actor	**Process: material**			
That	's	because of the globalization.			
Carrier	**Process: rel, attrib**	**Attribute**			8
Now	customers	are used to use	their credit cards for more things that at the beginning		
	Actor	**Process: material**	**Goal**		**6**
so	they	are doing	more Internet payments		
	Actor	**Process: material**	**Goal**		7
what that if	the fraud	continuous increasing			
	Carrier	**Process: rel, attrib**			9
	Actor	**Process: material**			
	they	are going to loose	costumers.		
	Actor	**Process: material**	**Goal**		8
	Customers	have	a hard bargain power	with banks.	
	Carrier	**Process: rel, attrib**	**Attribute**		10
	Banks	are based in	what costumers need,		

	Carrier	**Process: rel, attrib**	**Attribute**		**11**
		to attract	their attention.		
		Process: material	**Goal**		9
If	you	don't give	a customer what he wants,		
	Actor	**Process: material**	**Goal**		**10**
what	he	wants,			
	Senser	**Process:mental**			4
	he	's going to	another bank to reach what he wants		
	Actor	**Process: material**	**Goal**		11
		to reach	what he wants		
		Process: material	**Goal**		12
what	he	wants,			
	Senser	**Process:mental**			5
	It	's	probably that's not at all a 'customer bargain'		
	Carrier	**Process: rel, attrib**	**Attribute**		**12**
	that	's	not at all a 'customer bargain'		
	Carrier	**Process: rel, attrib**	**Attribute**		13
and	it	's	more and competitive rivalry,		
	Carrier	**Process: rel, attrib**	**Attribute**		**14**
but finally	who	has	the power in his hands of the bank are the customers.		
		Process: rel, attrib	**Attribute**		15
		are	the customers		
		Process: rel, attrib	**Attribute**		16
If	the customers	don't buy	what you are selling on your bank		
	Actor	**Process: material**	**Goal**		13
what	you	are selling	on your bank		
	Actor	**Process: material**	**Goal**		14
	you	are going to broke			
	Actor	**Process: material**			**15**
So, in Barclaycard,	the costumers	had	the power,		
	Carrier	**Process: rel, attrib**	**Attribute**		17
that's why when	customers	were	more attracted to other banks and other cards,		
	Carrier	**Process: rel, attrib**	**Attribute**		**18**
	Barclaycard	lost	position.		

	Actor	**Process: material**	**Goal**		16
	People	moved	from Barclaycard to other companies because of their high costs.		
	Actor	**Process: material**	**Goal**		17
At the beginning	Barclaycard	had	as we can see in the Exhibit behind, the 28% of the market share,		
	Carrier	**Process: rel, attrib**	**Attribute**		19
as	we	can see	in the Exhibit behind, the 28% of the market share,		
	Senser	**Process:mental**	**Phenomenon**		6
but a years ago,	they	lost	their market share		
	Actor	**Process: material**	**Goal**		**18**
the reason was that	they	began to have	less entrance of costumers		
	Carrier	**Process: rel, attrib**	**Attribute**		20
because	more companies	were coming		with better conditions to them	
	Actor	**Process: material**			19
so	they	changed		to other banks.	
	Actor	**Process: material**		**Goal**	**20**

RELATIONAL:ATTRIBUTIVE	**19**
RELATIONAL:IDENTIFYING	**1**
MATERIAL	**21**
MENTAL	**6**
EXISTENTIAL	**2**

	LIFE CYCLE:	NB: Often written as bullet points in analysis – only clauses analysed here.			
	The life cycle of a company	shows	in which moment does the company is.		
	Sayer	**Process:verbal**	**Verbiage**		1
	in which moment does the company	is.			
	Attribute	**Process: rel, attrib**			**1**

	This	is	the lifecycle of Barclaycard:		
		Process:existential	**Existent**		1
1965:	Barclays'	franchise	of Bank of America.		
	Actor	**Process: material**	**Goal**		**1**
6 months after,	30.000 retailers	were signed up.			
	Goal	**Process: material**			2
1966:	Barclays	passed	1million of Barclaycard holders.		
	Actor	**Process: material**	**Goal**		2
1974		Eliminate	paperwork		
		Process: material	**Goal**		3
1988:	Banks	could issue	both, VISA and MasterCard.		
	Actor	**Process: material**	**Goal**		4
1989-1990	It	was	the first card in UK,		
	Carrier	**Process: rel, attrib**	**Attribute**		**5**
	first bank	to enable	credit card payment over the Internet.		
	Actor	**Process: material**	**Goal**		6
1991:	MasterCard	launched	first debit card 'Maestro'.		
	Actor	**Process: material**	**Goal**		**7**
	They	were growing		but slowly from 1991 to 2003.	
	Actor	**Process: material**			3
	They	began to have	more rivalry.		
	Carrier	**Process: rel, attrib**	**Attribute**		4
Year over year	sales and profits	tend to be	stable		
	Carrier	**Process: rel, attrib**	**Attribute**		5
however	competition	remains	fierce.		
	Carrier	**Process: rel, attrib**	**Attribute**		6
Eventuall y	sales	start to fall off			
	Process: rel, attrib	**Attribute**			**7**
and	a decision	is	needed		
	Carrier	**Process: rel, attrib**	**Attribute**		8
whether		to expand or exit		the company.	
		Process: material		**Goal**	**8**

RELATIONAL:ATTRIBUTIVE	6	
RELATIONAL:IDENTIFYING		
EXISTENTIAL	1	
MATERIAL	10	
VERBAL	1	
MENTAL		

INTERNAL ANALYSIS – INTRODUCTION – VALUE CHAIN

	The internal analysis	consists	in see what's happening inside the company to understand their situation.		
	Carrier	**Process: rel, attrib**	**Attribute**		1
	what	's happening	inside the company to understand their situation		
		Process: material	**Goal**		**1**
		to understand	their situation		
		Process:mental	**Phenomenon**		1
	A good internal analysis	will give	a business	a point of view of their competencies and the improvements that they will need to make.	
	Actor	**Process: material**	**Beneficiary**	**Goal**	**2**
the improvements that	they	will need to make			
Goal	**Actor**	**Process: material**			2
	The **value chain**	is	divided in two activities, Primary activities and Secondary activities.		
	Carrier	**Process: rel, attrib**	**Attribute**		3
	Their Operations costs	are	very high		
	Carrier	**Process: rel, attrib**	**Attribute**		4
	Their outstanding costs	were growing		from 1993 – 2001.	
	Actor	**Process: material**			5

	That	’s	not good	for the company	
	Carrier	**Process: rel, attrib**	**Attribute**		6
because	there	are	other competitors at that moment		
		Process:existential	**Existent**		1
and	customers	are going to stay	with those who have the better conditions.		
	Actor	**Process: material**	**Goal**		**3**
	those who	have	the better conditions.		
	Carrier	**Process: rel, attrib**	**Attribute**		7

RELATIONAL:ATTRIBUTIVE	4
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	6
VERBAL	
MENTAL	1

BOWMANS CLOCK

When	Barclaycard	started	in 1945	
	Actor	**Process: material**	**Circ.**	**1**
	they	were	in 4th position, which is differentiation.	
	Carrier	**Process: rel, attrib**	**Attribute**	**1**
which		is	differentiation.	
Circ.		**Process: rel, attrib**	**Attribute**	**2**
	They	had	a high quality and a medium price	
	Carrier:possessor	**Process: rel, attrib**	**Attribute:possessed**	**3**
As	their competition	began to grow		
	Actor	**Process: material**		2
	they	were going down		
	Actor	**Process: material**		**3**
	they	don’t manage well	their five forces	
	Actor	**Process: material**	**Goal**	**4**
	There (they?)	are going to move	to 6	

	Carrier	***Process: rel, attrib***	***Attribute***	**4**
	Actor	***Process: material***	***Goal***	
	they	are going to decrease.		
	Actor	**Process: material**		
	their quality	is	the same as in the beginning	
	Carrier	**Process: rel, attrib**	**Attribute**	**6**
	they	have	a medium quality now in comparison with they competitors	
	Carrier:possessor	**Process: rel, attrib**	**Attribute:possessed**	**7**
	they	have	a higher price than the others of their same level.	
	Carrier:possessor	**Process: rel, attrib**	**Attribute:possessed**	**8**

RELATIONAL:ATTRIBUTIVE	8
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	4
VERBAL	
MENTAL	

ANSOFF:					
	Ansoff methods	is	for know in which strategic position the company is		
	Carrier	**Process: rel, attrib**	**Attribute**		1
		know	in which strategic position the company is		
		Process:mental	**Phenomenon**		1
	in which strategic position the company	is			
	Attribute	**Process: rel, attrib**			**2**
	It	is	a metric where you have four choices to position your own company		

			to analyze how your company grows.		
	Carrier	**Process: rel, attrib**	**Attribute**		3
	you	have	four choices to position your own company to analyze how your company grows		
		Process: rel, attrib	**Attribute**		4
		to position	your own company to analyze how your company grows		
		Process: material	**Goal**		1
		to analyze	how your company grows		
		Process:mental	**Phenomenon**		2
When	Barclaycard	began	in 1965		
	Actor	**Process: material**	**Circ.**		2
	they	were	in the Diversification position,		
	Carrier	**Process: rel, attrib**	**Attribute**		5
	they	had	the three characteristics of the diversification		
	Carrier	**Process: rel, attrib**	**Attribute**		6
	they	were	in the most risky position		
	Carrier	**Process: rel, attrib**	**Attribute**		7
that's why in that moment	they	could be	unsuitable,		
	Carrier	**Process: rel, attrib**	**Attribute**		8
	they	were beginning	something that could not have success.		
	Actor	**Process: material**	**Goal**		3
	something	that could not have	success.		
	Carrier	**Process: rel, attrib**	**Attribute**		9
In 2003	they	are	not more in diversification,		
	Carrier	**Process: rel, attrib**	**Attribute**		10

	we	can classify	then (them)	for those years at Market Penetration or Product development.	
	Senser	**Process:mental**		**Phenomenon**	**1**
First	they	launched	new products		
	Actor	**Process: material**	**Goal**		**4**
but in the same market, as the smart cards		for having	less fraud,		
		Process: rel, attrib	**Attribute**		11
but at the same time	they	are protecting	the situation that they have on the market.		
	Actor	**Process: material**	**Goal**		**5**
	the situation that	they	have	on the market.	
	Attribute	**Carrier**	**Process: rel, attrib**		**12**

RELATIONAL:ATTRIBUTIVE	12
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	5
VERBAL	
MENTAL	1

	CONCLUSION AND RECS:				
After	analyze	this case			
	Process: mental	**Phenom.**			**1**
using	the tools	we	have used,		
		Actor	**Process: material**		2
	we	can deduce	some conclusions.		
	Senser	**Process:mental**	**Phenomenon**		**1**
At first	the company	was	in a good moment,		
	Carrier	**Process: rel, attrib**	**Attribute**		1
when Barclays born	they	didn’t have	many competitors;		
	Carrier	**Process: rel, attrib**	**Attribute**		**2**
	they	had	a good idea		

	Carrier	**Process: rel, attrib**	**Attribute**		**3**
when	they	made	a franchise of Bank of America.		
	Actor	**Process: material**	**Goal**		3
	The company	presents	few problems,		
	Carrier	**Process: rel, attrib**	**Attribute**		**4**
the first of all, which	we	can see	with Pestel's analysis, is the lack of transparency		
	Senser	**Process:mental**	**Phenomenon**		2
		is	the lack of transparency		
		Process: rel, attrib	**Attribute**		**5**
If	their costumers	don't think that	Barclaycard is transparency		
	Senser	**Process:mental**	**Phenomenon**		3
	Barclaycard	is	transparency		
	Carrier	**Process: rel, attrib**	**Attribute**		**6**
	they	are not going to buy	it.		
	Actor	**Process: material**	**Goal**		**4**
So if	they	don't want to loose	costumers,		
	Actor	**Process: material**	**Goal**		5
	they	should do	a more transparency system		
	Actor	**Process: material**	**Goal**		**6**
If	they	say	that they are going to charge an outstanding interest		
	Sayer	**Process:verbal**	**Verbiage**		1
	they	are going to charge	an outstanding interest		
	Actor	**Process: material**	**Goal**		**7**
	they	have to show	their costumers how much is it going to be.		
	Actor	**Process: material**	**Goal**		8
	how much	is it going to be.			
	Attribute	**Process: rel, attrib**			**7**
When	we	analyze	the 5 forces,		
	Senser	**Process:mental**	**Phenomenon**		**4**

	we	can see	that something is wrong.		
	Senser	**Process:mental**	**Phenomenon**		5
	something	is	wrong.		
	Carrier	**Process: rel, attrib**	**Attribute**		**8**
	They	have	less entrance of the costumers than at the beginning		
	Carrier	**Process: rel, attrib**	**Attribute**		9
because	there	are	more companies coming,		
		Process:existential	**Existent**		**1**
	more companies	coming,			
	Actor	**Process: material**			**(+1)**
so	they	have	more competition.		
	Carrier	**Process: rel, attrib**	**Attribute**		10
And	what is wrong	is	that the time is changing and the market is changing too		
	Carrier	**Process: rel, attrib**	**Attribute**		**11**
	time	is changing			
	Actor	**Process: material**			**9**
and	the market	is changing		too	
	Actor	**Process: material**			10
and	they	have	a high threat of substitutes like cash, mobile payments, Internet payments or debit cards		
	Carrier	**Process: rel, attrib**	**Attribute**		**12**
And	all this substitutes	are	cheaper than a credit card		
	Carrier	**Process: rel, attrib**	**Attribute**		13
so	they	may change			
	Actor	**Process: material**			**11**
	they	may put	cheaper their credit cards		
	Actor	**Process: material**	**Goal**		12
so	more people	is going to use	it		
	Actor	**Process: material**	**Goal**		**13**

Here	we	have	the problem of the fraud	too	
	Carrier	**Process: rel, attrib**	**Attribute**		14
	there	was	an increasing fraud of credit cards		
		Process:existential	**Existent**		2
And if	costumers	saw	that its easy to stole their identity of this kind of card, they are moving to another company,		
	Senser	**Process:mental**	**Phenomenon**		**6**
		to stole	their identity of this kind of card, they are moving to another company,		
		Process: material	**Goal**		14
	they	are moving	to another company,		
	Actor	**Process: material**	**Goal**		**15**
	it	is	the most important thing for a costumer, be safe.		
	Carrier	**Process: rel, attrib**	**Attribute**		15
		be	safe.		
		Process: rel, attrib	**Attribute**		**16**
In the Life cycle,	we	show	a very important problem.		
	Senser	**Process:mental**	**Phenomenon**		**7**
	They	are	now in a situation of maturity, and it is a risky position.		
	Carrier	**Process: rel, attrib**	**Attribute**		17
	it	is	a risky position.		
	Carrier	**Process: rel, attrib**	**Attribute**		**18**
	They	should try	to not decline,		
	Actor	**Process: material**	**Goal**		16
because if	they	decline,			
	Actor	**Process: material**			**17**
	it	‘s going to be	very hard for them (to) reach again their position		
	Carrier	**Process: rel, attrib**	**Attribute**		19

		(to) reach again	their position		
		Process: material	**Goal**		**18**
For not decline,	they	should innovate			
	Actor	**Process: material**			**19**
	they	should be	unique,		
	Carrier	**Process: rel, attrib**	**Attribute**		20
		be	better than their competitors		
		Process: rel, attrib	**Attribute**		**21**
and		offer	things that their competitors don't have.		
		Process: material	**Goal**		20
	competitors	don't have.			
	Carrier	**Process: rel, attrib**			**22**
As long as	their value chain	has	profits		
	Carrier	**Process: rel, attrib**	**Attribute**		23
	they	don't have to change	their strategy		
	Actor	**Process: material**	**Goal**		**21**
but	that	's	not the situation		
		Process:existential	**Existent**		**3**
	they	are loosing	costumers	very quickly.	
	Actor	**Process: material**	**Goal**		22
	The market	is changing			
	Actor	**Process: material**			**23**
and if	they	don't change		too	
	Actor	**Process: material**			24
	they	are going to decline.			
	Actor	**Process: material**			**25**
	They	are not reacting		quick enough to the changing market	
	Actor	**Process: material**			26
	They	started charging	an 18%		
	Actor	**Process: material**	**Goal**		**27**
and now	they	are charging	a 34%,		

	Actor	**Process: material**	**Goal**		**28**
So if	they	don’t change	quickly their strategy		
	Actor	**Process: material**			29
and	they	make	a change in their operations costs,		
	Actor	**Process: material**	**Goal**		**30**
	all costumers	are going to move		to a cheaper company.	
	Actor	**Process: material**			31
At Bowman’s clock	we	see	that they are moving to a very risky position		
	Senser	**Process:mental**	**Phenomenon**		**8**
	they	are moving	to a very risky position		
	Carrier	**Process: rel, attrib**	**Attribute**		24
if	they	don’t put	their prices cheaper		
	Actor	**Process: material**	**Goal**		**32**
	they	are going	to position 6		
	Carrier	**Process: rel, attrib**	**Attribute**		**25**
and	that	‘s probably	the end of the company.		
		Process: rel, attrib	**Attribute**		26
	They	should compete	with the company that are at the same level		
	Actor	**Process: material**	**Goal**		**33**
	the company that	are	at the same level		
	Carrier	**Process: rel, attrib**	**Attribute**		27
		competing	with those who have the same quality and putting cheaper prices than them so they will attract more costumers.		

		Process: material	**Goal**		**34**
	those who	have	the same quality and putting cheaper prices than them so they will attract more costumers.		
		Process: rel, attrib	**Attribute**		28
		putting	cheaper prices than them so they will attract more costumers.		
		Process: material	**Goal**		**36**
so	they	will attract	more costumers.		
		Process:mental	**Senser**		**9**

RELATIONAL:ATTRIBUTIVE	28
RELATIONAL:IDENTIFYING	
EXISTENTIAL	3
MATERIAL	35
VERBAL	
MENTAL	10

EAP TEXTS:

TEXT ONE / NUMBER 1 in corpus:

INTRODUCTION:

	Directors of management board of Tesco plc	have requested	this report from ZYX Consultancy Company on the analysis of Tesco’s current situation, with the aim to recommend feasible solutions to the problems.		
	Sayer	**Process:verbal**	**Verbiage**		1
		to recommend	feasible solutions	to the problems.	

		Process: material	**Goal**		**1**
	The report	was to be submitted		by the 12th December 2014.	
	Goal	**Process: material**			2
It has been widely accepted in the UK that	Tesco plc	is	the nation's giant in the retailing market.		
	Token	**Process: rel, ident**	**Value**		1
	It	has been widely accepted		in the UK that	
		Process:mental			1
The past few years		have seen	the glorious development of Tesco	in terms of its massive sales and profits.	
		Process: rel, attrib	**Attribute**		1
However, after the 22nd of September	it	is	another story.		
		Process:existential	**Existent**		**1**
	Tesco	has been put in	jeopardy	as a consequence of the accounting scandal.	
	Goal	**Process: material**			3
	The overall situation	is not	optimistic	at present.	
	Carrier	**Process: rel, attrib**	**Attribute**		2
	This report	is	intended for Tesco's board of management		
	Carrier	**Process: rel, attrib**	**Attribute**		3
	An analysis	will be made	about Tesco's status quo		
	Goal	**Process: material**			4
and	advice	will be provided		for the future development of Tesco.	
	Goal	**Process: material**			5

	A desk-based approach	was adopted	to gather the latest information about Tesco plc		
	Goal	**Process: material**			6
		to gather	the latest information about Tesco plc		
		Process: material	**Goal**		**7**

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	7
VERBAL	1
MENTAL	

ANALYSIS – FINANCIAL POSITION:

	There	has been	a financial crisis in Tesco,	especially after the accounting scandal.	
		Process:existential	**Existent**		1
During the past year,	Tesco	has undergone	a 3.6% drop	in its market share,	
	Carrier	**Process: rel, attrib**	**Attribute**		1
which		was deemed as	the fastest declining rate		
		Process:mental	**Phenomenon**		1
		compared with	other counterparts in the supermarket chain	in the UK.	
		Process: rel, attrib	**Attribute**		2
	A collapse of 92% in the pre-tax profits this year	has exposed	Tesco	to a more risky position.	
		Process: material	**Actor**		1
Irrespective of this fiasco	it	is reported that	rising profits can appear in Tesco's European supermarkets as well as the banking division,		
		Process:verbal	**Verbiage**		1

	rising profits	can appear	in Tesco's European supermarkets	as well as the banking division,	
	Value	**Process: rel, ident**	**Token**		1
which		only constitute	a considerably small fraction of the overall revenues		
		Process: rel, attrib	**Attribute**		3
Therefore,	a tough problem	has fallen	on how to remedy the accounting errors in the profits overstatement to pull Tesco back on the right track.		
	Carrier	**Process: rel, attrib**	**Attribute**		4
	on how	to remedy	the accounting errors in the profits overstatement to pull Tesco back on the right track.		
		Process: material	**Goal**		2
		to pull	Tesco	back on the right track.	
		Process: material	**Goal**		3

RELATIONAL:ATTRIBUTIVE	4
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	1
MATERIAL	3
VERBAL	1
MENTAL	1

ANALYSIS – MANAGEMENT VULNERABILITY:

	Breaking news	has reported	the change in Tesco's management directors.		
	Sayer	**Process:verbal**	**Verbiage**		1
Apart from the new chief executive Dave Lewis	some existing chief directors	have been suspended		due to the crisis.	

coming into power,					
	Goal	**Process: material**			1
Apart from	the new chief executive Dave Lewis	coming into	power,		
	Actor	**Process: material**	**Goal**		2
According to Felsted (2014a),	there	is	suspension of three more senior managers: William Linnane, Dan Jago and Sean McCurley,		
		Process:existential	**Existent**		1
who		were	all in charge of Tesco's important business parts in the UK.		
		Process: rel, ident	**Value**		**1**
	This	has exerted	much pressure	on the reshuffle of Tesco's manageme nt members.	
	Actor	**Process: material**	**Goal**		3
However,	the problem	is	that Tesco's ten board executives all lack the direct experience of retailing management		
	Carrier	**Process: rel, attrib**	**Attribute**		**1**
	Tesco's ten board executives	all lack	the direct experience of retailing management		
	Carrier	**Process: rel, attrib**	**Attribute**		2
under which circumstan ces	the future of Tesco	can be	quite ambiguous.		
	Carrier	**Process: rel, attrib**	**Attribute**		3

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	1

MATERIAL	3
VERBAL	1
MENTAL	

ANALYSIS – INTENSE COMPETITION:

The appearance of 'hard discounters', like	German markets Aldi and Lidl	has swept	over the country, putting Tesco and other conventional supermarkets under threat		
Circ.	**Actor**	**Process: material**	**Goal**		1
		putting	Tesco and other conventional supermarkets	under threat	
		Process: material	**Goal**	**Circ.**	**2**
	Tesco's market position	stands	at a middle level of price and quality products	for consumers which assembles other retailers like Morrisons, Sainsbury's and Asda	
	Carrier	**Process: rel, attrib**	**Attribute**	**Circ.**	**1**
Although	the quality of the discounters	may not be	as good as Tesco's		
	Carrier	**Process: rel, attrib**	**Attribute**		2
	the low price	can be	be a real bargain to lure the consumers		
	Carrier	**Process: rel, attrib**	**Attribute**		3
		to lure	the consumers		
		Process: material	**Goal**		3
	The rivals	include	not only the conventional retailers but the new discounters as well		
	Value	**Process: rel, ident**	**Token**		**1**
	Tesco	is losing	its consumers		
	Actor	**Process: material**	**Goal**		4
	poor customers	are turning to	German discounters and richer ones to Waitrose and M&S, indicating the squeeze in its		

			sales and profit margins		
	Actor	**Process: material**	**Goal**		5

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	5
VERBAL	
MENTAL	

ANALYSIS – RELATIONSHIP WITH SUPPLIERS:

An underlying fact has implied that	the profits overstatement of Tesco	is concerned with	the inextricable relationship with its suppliers			
	Value	**Process: rel, ident**	**Token**			1
particularly	the income that	Tesco	receives	from them		
	Goal	**Beneficiary**	**Process: material**	**Actor**		1
	Suppliers	often offer	incentives for Tesco to expand the sales so as to earn more profits.			
	Actor	**Process: material**	**Goal**			2
	Tesco	to expand	sales so as to earn more profits.			
	Actor	**Process: material**	**Goal**			3
		earn	more profits.			
		Process: material	**Goal**			4
However,	the complicated reliance on suppliers	did not bring	Tesco	a promising increase in its sales	over the past year	
Circ.	**Actor**	**Process: material**	**Goal**		**Circ.**	**5**
	The income from the suppliers	was counted		early		
	Goal	**Process: material**		**Circ.**		**6**
while	the associated costs	were counted		belatedly		

Circ.	**Goal**	**Process: material**		**Circ.**		7
	It	can be	really hard for Tesco to dominate the negotiation with its suppliers.			
	Carrier	**Process: rel, attrib**	**Attribute**			1
	Tesco	to dominate	the negotiation	with its suppliers.		
	Actor	**Process: material**	**Goal**	**Circ.**		8

RELATIONAL:ATTRIBUTIVE	1
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	8
VERBAL	
MENTAL	

<u>ANALYSIS – MACRO-ENVIRONMENT CHALLENGE</u>:

	There	has been	a trend recently that the economy displays a somewhat recession		
		Process:existential	**Existent**		1
	the economy	displays	a somewhat recession		
	Carrier	**Process: rel, attrib**	**Attribute**		1
and	many consumers' income	has been squeezed		accordingly .	
	Goal	**Process: material**			1
	Wright (2014)	has reckoned that	it is quite late for Tesco and its counterparts to recognise how this phenomenon has impacted on the budgets of the customers.		
	Sayer	**Process:verbal**	**Verbiage**		1
	it	is	quite late for Tesco and its counterparts to recognise how this phenomenon has impacted on the		

			budgets of the customers.		
	Carrier	**Process: rel, attrib**	**Attribute**		**2**
	Tesco and its counterparts	to recognise	how this phenomenon has impacted on the budgets of the customers.		
	Senser	**Process:mental**	**Phenomenon**		1
how	this phenomenon	has impacted	on the budgets of the customers.		
	Actor	**Process: material**	**Goal**		**2**
With the change in consumer behaviour and their consumption patterns, like looking for cheap products and shopping online,	Tesco	has not yet developed	any new business strategies to react to the changing nature.		
	Actor	**Process: material**	**Goal**		3
	new business strategies	to react to	the changing nature.		
	Actor	**Process: material**	**Goal**		4
With	the change in consumer behaviour and their consumption patterns,	like looking for	cheap products and shopping online,		
		Process: material	**Goal**		5
and		shopping	online,		
		Process: material	**Goal**		6

RELATIONAL:ATTRIBUTIVE	2
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	6
VERBAL	1
MENTAL	1

CONCLUSION:

	Tesco	is	in a negative position in the market	now	
	Carrier	**Process: rel, attrib**	**Attribute**	**Circ.**	**1**
	it	has been confronted with	many problems.		
	Goal	**Process: material**			1
	The disclosed accounting errors	have deeply impacted on	Tesco	in terms of the declining sales, profits and market share,	
	Actor	**Process: material**	**Goal**		2
which		has been attributed to	the relationship with its suppliers.		
		Process: rel, attrib	**Attribute**		**2**
Challenged by the existing and emerging competitors under the new consumption circumstances,	Tesco	has not taken	a proactive approach to reacting to it.		
	Actor	**Process: material**	**Goal**		3
		to reacting to	it.		
		Process: material	**Goal**		**4**
	The immaturity in retailing experience of management	has added	much pressure	to Tesco's future development.	
	Actor	**Process: material**	**Goal**		5

RELATIONAL:ATTRIBUTIVE	2
RELATIONAL:IDENTIFYING	

EXISTENTIAL	
MATERIAL	5
VERBAL	
MENTAL	

RECOMMENDATIONS:

	It	is strongly recommended that	the accounting policies in Tesco should be standardised and regulated.		
		Process:verbal	**Verbiage**		1
	the accounting policies in Tesco	should be standardised and regulated.			
	Goal	**Process: material**			1
Had it not been for the accounting scandal,	Tesco	would not have suffered	such a serious defeat.		
	Carrier	**Process: rel, attrib**	**Attribute**		**1**
Therefore,	a thorough overhaul	should be implemented	in Tesco's accounting procedure to amend the accounting errors.		
	Goal	**Process: material**			2
		to amend	the accounting errors.		
		Process: material	**Goal**		**3**
Moreover,	the existing accounting policies	need to be improved,			
	Goal	**Process: material**			**4**
in which	the integrity and transparency	must be	a prerequisite.		
	Carrier	**Process: rel, attrib**	**Attribute**		2
For example, it is advisable that	a comprehensive investigation	be held		regularly	
	Goal	**Process: material**			5

after	Tesco's accounting books	are disclosed.			
	Goal	**Process: material**			**6**
For the management members,	a possible solution	could be	replacing them with new directors who are very experienced in retailing.		
	Carrier	**Process: rel, attrib**	**Attribute**		3
	new directors who	are	very experienced in retailing.		
	Carrier	**Process: rel, attrib**	**Attribute**		**4**
Notwithstanding the fact that	this	may increase	the expense of the company,		
	Carrier	**Process: rel, attrib**	**Attribute**		**5**
in the long run however,	it	will benefit	Tesco	because of the right instruction and strategic management.	
		Process: rel, attrib	**Carrier**		6
In the marketing area,	it	is	significant that Tesco should implement new strategies to promote its products.		
		Process:existential	**Existent**		1
	Tesco	should implement	new strategies to promote its products.		
	Actor	**Process: material**	**Goal**		**7**
	new strategies	to promote	its products.		
	Actor	**Process: material**	**Goal**		8
In order to compete with the new German discounters like Aldi and Lidl,	the shelf prices of Tesco	are suggested to be cut		a bit.	
	Verbiage	**Process:verbal**			2

In order		to compete	with the new German discounters like Aldi and Lidl		
		Process: material	**Goal**		**9**
Besides,	promotional campaigns like ‘3 for 2’ and ‘buy 1 get 1 free’	can be launched		in the store to win back its customers.	
	Goal	**Process: material**			10
		to win back	its customers.		
		Process: material	**Goal**		11
With regard to the changing consumer behaviour,	there	is	a need for Tesco to improve its online shopping products and services.		
		Process:existential	**Existent**		**2**
	Tesco	to improve	its online shopping products and services.		
	Actor	**Process: material**	**Goal**		12
As for the relationship with its suppliers,	Tesco	should strengthen	its position	in the bargaining power.	
	Actor	**Process: material**	**Goal**		13
Given the fact that	this problematic issue	has been long troubling	supermarkets,		
		Process: rel, attrib	**Carrier**		7
	it	is	important that Tesco should make efforts in dominating the negotiation with suppliers step by step.		
	Carrier	**Process: rel, attrib**	**Attribute**		8
	Tesco	should make	efforts in dominating the negotiation with suppliers step by		

			step.		
	Actor	**Process: material**	**Goal**		14
		dominating	the negotiation with suppliers	step by step.	
		Process: material	**Goal**		15
From a HRM perspective,	basic training	is	needed	for Tesco's staff to improve their capabilities and boost the morale.	
	Carrier	**Process: rel, attrib**	**Attribute**		9
	Tesco's staff	to improve	their capabilities and boost the morale.		
	Actor	**Process: material**	**Goal**		16
		boost	the morale.		
		Process: material	**Goal**		**17**
	Training events concerning accounting, management and marketing	are	recommend(ed).		
	Carrier	**Process: rel, attrib**	**Attribute**		10
In addition,	employees	are suggested to learn	the corporate culture so as to understand the company well and elevate the spirits.		
		Process:verbal	**Verbiage**		3
so as to		understand	the company well		
		Process:mental	**Phenomenon**		1
and		elevate	the spirits.		
		Process:mental	**Phenomenon**		2

RELATIONAL:ATTRIBUTIVE	10
RELATIONAL:IDENTIFYING	
EXISTENTIAL	2
MATERIAL	17
VERBAL	3
MENTAL	2

Appendix 2b

Transitivity analysis – total counts

TEXT ONE

INTRODUCTION

RELATIONAL:ATTRIBUTIVE	6
RELATIONAL: IDENTIFYING	2
EXISTENTIAL	
MATERIAL	18
VERBAL	
MENTAL	7

ANALYSIS

RELATIONAL:ATTRIBUTIVE	8
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	8
VERBAL	1
MENTAL	0

PESTEL

RELATIONAL:ATTRIBUTIVE	9
RELATIONAL: IDENTIFYING	1
EXISTENTIAL	2
MATERIAL	5
VERBAL	1
MENTAL	2

PORTER's FIVE FORCES

RELATIONAL:ATTRIBUTIVE	20
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	2
MATERIAL	20
VERBAL	0
MENTAL	6

LIFE CYCLE

INTERNAL ANALYSIS (INTRODUCTION)

RELATIONAL:ATTRIBUTIVE	7
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	3
VERBAL	
MENTAL	1

BOWMAN's CLOCK

RELATIONAL:ATTRIBUTIVE	22
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	11
VERBAL	
MENTAL	1

ANSOFF's MATRIX

RELATIONAL:ATTRIBUTIVE	12
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	5
VERBAL	
MENTAL	1

ANALYSIS – TOTAL

RELATIONAL:ATTRIBUTIVE	78
RELATIONAL:IDENTIFYING	2
EXISTENTIAL	6
MATERIAL	52
VERBAL	1
MENTAL	11

CONCLUSION AND RECOMMENDATIONS

RELATIONAL:ATTRIBUTIVE	28
RELATIONAL:IDENTIFYING	
EXISTENTIAL	3
MATERIAL	36
VERBAL	
MENTAL	9

TEXT TWO

INTRODUCTION

RELATIONAL:ATTRIBUTIVE	6
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	9
VERBAL	
MENTAL	1

ANALYSIS

PORTER's 5 FORCES

RELATIONAL:ATTRIBUTIVE	5
RELATIONAL:IDENTIFYING	2
EXISTENTIAL	
MATERIAL	12
VERBAL	
MENTAL	3

PESTEL

RELATIONAL:ATTRIBUTIVE	9
RELATIONAL:IDENTIFYING	
EXISTENTIAL	4
MATERIAL	20
VERBAL	
MENTAL	

VALUE CHAIN

RELATIONAL:ATTRIBUTIVE	10
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	15
VERBAL	
MENTAL	3

ANSOFF's MATRIX

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	2
EXISTENTIAL	
MATERIAL	6
VERBAL	
MENTAL	3

ANALYSIS – TOTAL

RELATIONAL:ATTRIBUTIVE	27
RELATIONAL:IDENTIFYING	4
EXISTENTIAL	5
MATERIAL	53
VERBAL	0
MENTAL	10

CONCLUSION

RELATIONAL:ATTRIBUTIVE	2
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	3
VERBAL	
MENTAL	

RECOMMENDATIONS

RELATIONAL:ATTRIBUTIVE	5
RELATIONAL:IDENTIFYING	
EXISTENTIAL	2
MATERIAL	16
VERBAL	
MENTAL	1

TEXT THREE:

INTRODUCTION

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	6
VERBAL	
MENTAL	3

ANALYSIS

PRODUCT LIFE CYCLE

RELATIONAL:ATTRIBUTIVE	15
RELATIONAL:IDENTIFYING	1

EXISTENTIAL	2
MATERIAL	13
VERBAL	
MENTAL	3

PORTER's FIVE FORCES

RELATIONAL:ATTRIBUTIVE	17
RELATIONAL:IDENTIFYING	2
EXISTENTIAL	3
MATERIAL	18
VERBAL	
MENTAL	7

ANSOFF's MATRIX

RELATIONAL:ATTRIBUTIVE	15
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	1
MATERIAL	13
VERBAL	
MENTAL	2

PEST ANALYSIS

RELATIONAL:ATTRIBUTIVE	16
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	15
VERBAL	
MENTAL	8

ANALYSIS – TOTAL:

RELATIONAL:ATTRIBUTIVE	63
RELATIONAL:IDENTIFYING	4
EXISTENTIAL	6
MATERIAL	59
VERBAL	
MENTAL	20

CONCLUSION AND RECOMMENDATIONS:

RELATIONAL:ATTRIBUTIVE	11
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	18
VERBAL	
MENTAL	5

TEXT FOUR:

INTRODUCTION

RELATIONAL:ATTRIBUTIVE	4
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	5
VERBAL	
MENTAL	1

EXTERNAL ANALYSIS

PESTEL

RELATIONAL:ATTRIBUTIVE	9
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	11
VERBAL	3
MENTAL	3

PORTERS FIVE FORCES

RELATIONAL:ATTRIBUTIVE	19
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	9
VERBAL	1
MENTAL	

INDUSTRY LIFE CYCLE

RELATIONAL:ATTRIBUTIVE	12
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	19
VERBAL	
MENTAL	

INTERNAL ANALYSIS

VALUE CHAIN ANALYSIS

RELATIONAL:ATTRIBUTIVE	7
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	7
VERBAL	

MENTAL	1

SWOT ANALYSIS

RELATIONAL:ATTRIBUTIVE	1
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	10
VERBAL	1
MENTAL	

ANSOFF's MATRIX

RELATIONAL:ATTRIBUTIVE	1
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	12
VERBAL	
MENTAL	

BOWMAN's CLOCK

RELATIONAL:ATTRIBUTIVE	2
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	6
VERBAL	
MENTAL	1

TOTAL ANALYSIS

RELATIONAL:ATTRIBUTIVE	51
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	2
MATERIAL	74
VERBAL	5
MENTAL	5

CONCLUSION

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	7
VERBAL	
MENTAL	

RECOMMENDATIONS

RELATIONAL:ATTRIBUTIVE	1
RELATIONAL:IDENTIFYING	

EXISTENTIAL	
MATERIAL	8
VERBAL	
MENTAL	

TEXT NUMBER 5

INTRODUCTION

RELATIONAL:ATTRIBUTIVE	2
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	18
VERBAL	
MENTAL	6

ANALYSIS

PORTER's FIVE FORCES

RELATIONAL:ATTRIBUTIVE	14
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	10
VERBAL	1
MENTAL	1

INDUSTRY LIFE CYCLE

RELATIONAL:ATTRIBUTIVE	9
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	27
VERBAL	
MENTAL	

BOWMAN's CLOCK

RELATIONAL:ATTRIBUTIVE	14
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	10
VERBAL	4
MENTAL	4

ANALYSIS TOTAL

RELATIONAL:ATTRIBUTIVE	37
RELATIONAL:IDENTIFYING	
EXISTENTIAL	2

MATERIAL	47
VERBAL	5
MENTAL	5

<u>CONCLUSION</u>

RELATIONAL:ATTRIBUTIVE	12
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	21
VERBAL	1
MENTAL	5

<u>RECOMMENDATIONS</u>

RELATIONAL:ATTRIBUTIVE	9
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	22
VERBAL	
MENTAL	3

<u>EAP CORPUS RESULTS:</u>

<u>EAP TEXT ONE</u>

<u>INTRODUCTION</u>

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	7
VERBAL	1
MENTAL	

<u>ANALYSIS – FINANCIAL POSITION</u>

RELATIONAL:ATTRIBUTIVE	4
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	1
MATERIAL	3
VERBAL	1
MENTAL	1

<u>ANALYSIS – MANAGEMENT VULNERABILITY</u>:

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	1
MATERIAL	3
VERBAL	1
MENTAL	

ANALYSIS – INTENSE COMPETITION:

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	5
VERBAL	
MENTAL	

ANALYSIS – RELATIONSHIP WITH SUPPLIERS:

RELATIONAL:ATTRIBUTIVE	1
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	8
VERBAL	
MENTAL	

ANALYSIS – MACRO-ENVIRONMENT CHALLENGE:

RELATIONAL:ATTRIBUTIVE	2
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	6
VERBAL	1
MENTAL	1

TOTAL ANALYSIS

RELATIONAL:ATTRIBUTIVE	13
RELATIONAL:IDENTIFYING	4
EXISTENTIAL	3
MATERIAL	25
VERBAL	3
MENTAL	2

CONCLUSION:

RELATIONAL:ATTRIBUTIVE	2
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	5
VERBAL	
MENTAL	

RECOMMENDATIONS:

RELATIONAL:ATTRIBUTIVE	10
RELATIONAL:IDENTIFYING	
EXISTENTIAL	2
MATERIAL	17
VERBAL	3
MENTAL	2

EAP TEXT TWO

INTRODUCTION

RELATIONAL:ATTRIBUTIVE	12
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	17
VERBAL	
MENTAL	8

ANALYSIS - INTRODUCTION:

RELATIONAL:ATTRIBUTIVE	
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	5
VERBAL	
MENTAL	2

INTERNATIONAL EXPANSION:

RELATIONAL:ATTRIBUTIVE	5
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	6
VERBAL	
MENTAL	2

COMPETITION:

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	5

VERBAL	
MENTAL	1

ADVERTISING AND MARKETING:

RELATIONAL:ATTRIBUTIVE	1
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	4
VERBAL	1
MENTAL	1

MANAGEMENT:

RELATIONAL:ATTRIBUTIVE	2
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	3
VERBAL	
MENTAL	

TOTAL ANALYSIS

RELATIONAL:ATTRIBUTIVE	11
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	23
VERBAL	1
MENTAL	6

CONCLUSION:

RELATIONAL:ATTRIBUTIVE	4
RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	6
VERBAL	
MENTAL	2

RECOMMENDATIONS:

RELATIONAL:ATTRIBUTIVE	6
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	26
VERBAL	
MENTAL	3

EAP TEXT THREE

INTRODUCTION

RELATIONAL:ATTRIBUTIVE	4
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	10
VERBAL	1
MENTAL	1

ANALYSIS – Management:

RELATIONAL:ATTRIBUTIVE	5
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	19
VERBAL	
MENTAL	

ANALYSIS - Business strategy:

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	1
MATERIAL	14
VERBAL	
MENTAL	

ANALYSIS – COMPETITION:

RELATIONAL:ATTRIBUTIVE	6
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	11
VERBAL	
MENTAL	2

TOTAL ANALYSIS:

RELATIONAL:ATTRIBUTIVE	14
RELATIONAL:IDENTIFYING	2
EXISTENTIAL	1
MATERIAL	44
VERBAL	
MENTAL	2

CONCLUSIONS:

RELATIONAL:ATTRIBUTIVE	6
RELATIONAL:IDENTIFYING	

EXISTENTIAL	
MATERIAL	4
VERBAL	
MENTAL	

RECOMMENDATIONS:

RELATIONAL:ATTRIBUTIVE	8
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	27
VERBAL	
MENTAL	

EAP TEXT FOUR

INTRODUCTION:

RELATIONAL:ATTRIBUTIVE	2
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	5
VERBAL	
MENTAL	

ANALYSIS - PRODUCTS

RELATIONAL:ATTRIBUTIVE	5
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	5
VERBAL	1
MENTAL	1

ANALYSIS – PRICE

RELATIONAL:ATTRIBUTIVE	9
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	11
VERBAL	
MENTAL	3

ANALYSIS - PLACE

RELATIONAL:ATTRIBUTIVE	3

RELATIONAL:IDENTIFYING	
EXISTENTIAL	1
MATERIAL	12
VERBAL	1
MENTAL	2

ANALYSIS - PROMOTION

RELATIONAL:ATTRIBUTIVE	1
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	6
VERBAL	
MENTAL	

ANALYSIS - PLACE

RELATIONAL:ATTRIBUTIVE	4
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	14
VERBAL	1
MENTAL	2

ANALYSIS – TRUST ISSUE

RELATIONAL:ATTRIBUTIVE	6
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	1
MATERIAL	11
VERBAL	2
MENTAL	

TOTAL ANALYSIS

RELATIONAL:ATTRIBUTIVE	28
RELATIONAL:IDENTIFYING	3
EXISTENTIAL	2
MATERIAL	59
VERBAL	5
MENTAL	4

CONCLUSION:

RELATIONAL:ATTRIBUTIVE	1
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	6
VERBAL	
MENTAL	

RECOMMENDATIONS:

RELATIONAL:ATTRIBUTIVE	3
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	37
VERBAL	
MENTAL	4

EAP TEXT FIVE

INTRODUCTION:

RELATIONAL:ATTRIBUTIVE	11
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	11
VERBAL	
MENTAL	

ANALYSIS – MICRO-ANALYSIS – LOW-COST COMPETITORS:

RELATIONAL:ATTRIBUTIVE	12
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	16
VERBAL	
MENTAL	

Macro analysis: Social and technology factors

RELATIONAL:ATTRIBUTIVE	8
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	11
VERBAL	
MENTAL	4

Internal analysis: Tesco's management

RELATIONAL:ATTRIBUTIVE	4
RELATIONAL:IDENTIFYING	2
EXISTENTIAL	1
MATERIAL	9
VERBAL	2
MENTAL	

TOTAL ANALYSIS

RELATIONAL:ATTRIBUTIVE	24
RELATIONAL:IDENTIFYING	2
EXISTENTIAL	1
MATERIAL	36
VERBAL	2
MENTAL	4

CONCLUSION

RELATIONAL:ATTRIBUTIVE	6
RELATIONAL:IDENTIFYING	1
EXISTENTIAL	
MATERIAL	5
VERBAL	
MENTAL	1

RECOMMENDATIONS:

RELATIONAL:ATTRIBUTIVE	1
RELATIONAL:IDENTIFYING	
EXISTENTIAL	
MATERIAL	12
VERBAL	
MENTAL	

SUMMARY OF EAP RESULTS

TOTAL EAP INTRODUCTIONS

	TOTAL	PERCENTAGE
RELATIONAL:ATTRIBUTIVE	32	34%
RELATIONAL:IDENTIFYING	1	1%
EXISTENTIAL	1	1%
MATERIAL	53	53%
VERBAL	2	2%
MENTAL	9	9%

TOTAL EAP ANALYSIS

	TOTAL	PERCENTAGE
RELATIONAL:ATTRIBUTIVE	90	28%
RELATIONAL:IDENTIFYING	11	3%
EXISTENTIAL	7	2%
MATERIAL	187	58%
VERBAL	11	3%
MENTAL	18	6%

TOTAL EAP CONCLUSIONS

	TOTAL	PERCENTAGE
RELATIONAL:ATTRIBUTIVE	19	38%
RELATIONAL:IDENTIFYING	1	2%
EXISTENTIAL	1	2%
MATERIAL	26	52%
VERBAL		
MENTAL	3	6%

TOTAL EAP RECOMMENDATIONS

	TOTAL	PERCENTAGE
RELATIONAL:ATTRIBUTIVE	28	17%
RELATIONAL:IDENTIFYING		
EXISTENTIAL	2	1%
MATERIAL	119	74%
VERBAL	3	2%
MENTAL	9	6%

EAP TOTAL

	TOTAL	PERCENTAGE
RELATIONAL:ATTRIBUTIVE	169	27%
RELATIONAL:IDENTIFYING	13	2%
EXISTENTIAL	11	2%
MATERIAL	382	61%
VERBAL	16	2%
MENTAL	39	6%
	630	

APPENDIX 3

Sample Modality analysis

TEXT ONE – SUBJECT - CONCLUSION AND RECOMMENDATIONS – NO.1 in CORPUS:

After			analyze	this case		1		
			using	the tools		2		
	we		have used			3		
	we	can	deduce	some conclusions		4	1	MODAL – IMP / SBJ
At first,	the company	was		in a good moment		5		
when	Barclays		born			6		
	they	didn’t	have	many competitors		7		
	they		had	a good idea		8		
when	they		made	a franchise	of Bank of America.	9		
	The company	presents	few problems			10		
the first of all, which	we	can	see		with Pestel’s analysis	11	2	MODAL – IMP / SBJ
			is	the lack of transparency.		12		
If	their costumers	don’t	think	that Barclaycard	is transparency	13		
	they	are not	going to buy	it.		14		
So if	they	don’t	want to loose	costumers		15		

	they	should	do	a more transparency system.		16	3	MODUL – IMP / SBJ
If	they	say			that	17		
	they	are	going to charge	an outstanding interest,		18		
	they	have to	show	their costumers		19	4	MODUL – IMP / SBJ
	how much	is	it	going to be.		20		
When	we		analyze	the 5 forces		21		
	we	can	see	that something is wrong.		22	5	MODAL – IMP / SBJ
	They		have	less entrance of the costumers	than at the beginning	23		
because	there	are	more companies coming			24		
so	they	have	more competition.			25		
And what is wrong is that	the time	is	changing			26		
and	the market	is	changing	too		27		
and	they	have	a high threat of substitutes	like cash, mobile payments, Internet payments or debit cards.		28		
	And all this substitutes	are		cheaper	than a credit card,	29		

so	they	may	change			30	6	MOD UL – IMP / SBJ
	they	may	put	cheaper	their credit cards	31	7	MOD UL – IMP / SBJ
so	more people	is	going to use	it		32		
Here	we	have		the problem of the fraud	too,	33		
	there	was		an increasing fraud of credit cards,		34		
and if	costumers		saw		that	35		
	It	s		easy		36		
			to stole	their identity	of this kind of card	37		
	they	are	moving to	another company		38		
	it	is	the most important thing		for a costumer	39		
		be			safe.	40		
In the Life cycle,	we		show	a very important problem.		41		
	They	are now		in a situation of maturity		42		
and	it	is		a risky position.		43		
	They	should	try	to not decline		44	8	MOD UL – IMP / SBJ

because if	they	decline,				45		
	it	s	going to be	very hard		46		
for	them		reach again	their position.		47		
For not decline,	they	should	innovate			48	9	MODUL – IMP / SBJ
	they	should	be	unique		49	10	MODUL – IMP / SBJ
			be	better	than their competitors	50		
and			offer	things		51		
that	their competitors	don't	have			52		
As long as	their value chain		has	profits,		53		
	they	don't have to	change	their strategy,		54	11	MODUL – IMP / SBJ
but	that	's not		the situation		55		
	they	are	loosing	costumers	very quickly.	56		
	The market	is	changing			57		
and if	they	don't	change		too	58		
	they	are	going to decline.			59		
	They	are not	reacting	quick enough	to the changing market.	60		
	They	started	charging	an 18%		61		

and now	they	are	charging	a 34%,		62		
so if	they	don’t	change	quickly	their strategy,	63		
and	they		make	a change	in their operations costs	64		
all	costumers	are	going to move		to a cheaper company.	65		
At Bowman’s clock	we		see		that	66		
	they	are	moving		to a very risky position,	67		
if	they	don’t	put	their prices	cheaper,	68		
	they	are	going to	position 6		69		
and	that	’s	probably the end of the company			70	12	MODAL – IMP / OBJ
	They	should	compete	with the company		71	13	MODUL – IMP / SBJ
that			are	at the same level		72		
			competing	with those		73		
who			have	the same quality		74		
and			putting	cheaper prices	than them	75		
so	they	will	attract	more costumers.		76		MODAL IMP SBJ

	Implicit / subjective	Implicit / objective	Explicit / subjective	Explicit / objective	IMPERA (MODU.)	TOTAL
MODALIZATION	4	1				
MODULATION	9					14/76 = 18%

EAP CORPUS:

TEXT ONE (number 1 in corpus):

CONCLUSION

	Tesco	is	in a negative position	in the market now			1
and	it	has	been confronted with	many problems.			2
	The disclosed accounting errors	have	deeply impacted on	Tesco	in terms of the declining sales, profits and market share,		3
which		has	been attributed to	the relationship	with its suppliers.		4
			Challenged by	the existing and emerging competitors	under the new consumption circumstances,		5
	Tesco	has not	taken	a proactive approach			6
			to reacting to	it.			7
	The immaturity in retailing experience of management	has	added	much pressure	to Tesco's future development		8

RECOMMENDATIONS

		It is strongly recommended that	the accounting policies in Tesco.	should be	standardised and regulated.	MODUL – EXP= +IMP - OBJ	9	1
			Had it not been for	the accounting scandal,			10	
	Tesco	would not	have	suffered	such a serious defeat.	MODAL – IMP - SBJ	11	2
Therefore,	a thorough overhaul	should	be	implemented	in Tesco's accounting procedure	MODUL – IMP - OBJ	12	3
			to amend	the accounting errors.			13	
Moreover,	the existing accounting policies	need	to be	improved,		MODUL – IMP - OBJ	14	4
in which	the integrity and transparency	must	be	a prerequisite.		MODAL – IMP - OBJ	15	5
For example,	it is advisable that	a comprehensive investigation	be	held	regularly	MODUL – EXP - OBJ	16	6
after	Tesco's accounting books	are	disclosed.				17	
For the management members,	a possible solution	could	be	replacing	them	MODUL – IMP - OBJ	18	7

with	new directors who	are		very experienced	in retailing.		19	
Notwithstanding the fact that	this	may	increase	the expense	of the company,	MODAL – IMP - SBJ	20	8
in the long run however,	it	will	benefit	Tesco	because of the right instruction and strategic management	MODAL – IMP - SBJ	21	9
In the marketing area,	it is significant that	Tesco	should	implement	new strategies	MODUL – EXP= +IMP – OBJ + SBJ	22	10
	Modal adjunct	SBJ	FINITE	PREDICATOR	COMPLEMENT			
			to promote	its products.			23	
In order to			compete with	the new German discounters like Aldi and Lidl,			24	
	the shelf prices of Tesco	are	suggested to be cut		a bit.	MODUL – IMP - OBJ	25	11
	SBJ	FINITE	EXP.PREDICATOR		ADJUNCT			
Besides,	promotional campaigns like ‘3 for 2’ and ‘buy 1 get 1 free’	can	be launched		in the store	MODUL – IMP - OBJ	26	12
	SBJ	FINITE	EXP.PREDICATOR		ADJUNCT			
			to win back	its customers.			27	
With regard	there	is	a need	for Tesco			28	

to the changing consumer behaviour,								
		to improve		its online shopping products	and services.		29	
As for the relationship with its suppliers,	Tesco	should	strengthen	its position	in the bargaining power.	MODUL – IMP - SBJ	30	13
	SBJ	FINITE	PREDICATOR	COMPLEMENT				
Given the fact that	this problematic issue	has been	long troubling	supermarkets			31	
it	is important that	Tesco	should make efforts			MODUL –IMP / EXP + OBJ / SBJ	32	14
in			dominating	the negotiation	with suppliers step by step.		33	
From a HRM perspective,	basic training	is	needed	for Tesco's staff		MODUL- IMP / OBJ	34	15
	SBJ	FINITE	PREDICATOR	COMPLEMENT				
			to improve	their capabilities			35	
and			boost	the morale.			36	
	Training events concerning	are	Recommend(ed).			MODUL- IMP / OBJ	37	16

	accounting, management and marketing							
	SBJ	FINITE	PREDICATOR					
In addition,	employees	are	suggested to learn	the corporate culture		MODUL- IMP / OBJ	38	17
	SBJ	FINITE	EXP PREDICATOR	COMPLEMENT				
so as to			understand	the company	well		39	
and			elevate	the spirits.			40	

	Implicit / subjective	**Implicit / objective**	**Explicit / subjective**	**Explicit / objective**	**Imperatives (modulation)**	**Mixed**	**Total**
MODALIZATION	**3**	**1**					**17 / 40 = 43%**
MODULATION	**1**	**8**		**1**		**3**	

Appendix 4a

Sample appraisal analysis

Subject corpus categories.

APPRAISING ITEM	APP’N -	APP’N +	EXT	INT	JDG -	JDG +
SBJ – TEXT 2 in CORPUS – 1 in Appraisal						
PEST ANALYSIS						
the ‘white paper’ that the government introduced that year.	-app:valu		EXT			
Barclaycard was critised by the Office of Fair Trading after advertising a ‘zero per cent for ever’,				INT	-jdg:vera (attributed)	
the issuers included ‘hidden’ charges that consumers were not aware of.				INT	-jdg:vera	
if cash payments will return after that and if the Barclaycard would end	-app:valu		EXT			
FIVE FORCES						
Threat of substitute products or services: hard pressure.	-app:valu		EXT			
They were a lot of substitutes to Barclaycard	-app:valu		EXT			
people could pay with other options and not with card.	-app:valu(t)		EXT			
First of all they is a lot of competitiveness with debit and credit card,	-app:valu		EXT			
a lot of people prefer to pay in cash and not with cards.	-app:valu(t)		EXT			
credit cards have a high interest rate.	-app:valu			INT		
that’s why people don’t use at all credit cards.	-app:valu		EXT			
the credit card fraud in UK was increasing highly	-app:valu		EXT			
if the fraud continuous increasing they are going to loose costumers.	-app:valu		EXT			
Bargaining power of customers: High pressure	-app:valu(t)		EXT			
Customers have a hard bargain power with banks.	-app:valu		EXT			
he’s going to another bank to reach what he wants.	-app:valu		EXT			
People moved from Barclaycard to other companies because of their high costs.	-app:valu		EXT			
Intensity of competitive rivalry: hard pressure.	-app:valu		EXT			
Barclaycard had 28% market share		+app;valu		INT		
they lost their market share	-app:valu			INT		
Less entrance of customers	-app:valu			INT		

more companies were coming with better conditions to them,	-app:valu		EXT			
they changed to other banks.	-app:valu		EXT			
the lifecycle of Barclaycard:						
1965: Barclays' franchise of Bank of America. 6 months after,				INT		+jdg:capa(t)
30.000 retailers were signed up.		+app:valu		INT		
Barclays passed 1million of Barclaycard holders.		+app:valu		INT		
First ATM by Barclays.				INT		+jdg:capa(t)
Computer based transaction system.				INT		+jdg:capa(t)
Banks could issue both, VISA and MasterCard.				INT		+jdg:capa(t)
first institutional present on Internet, first loyalty scheme in UK, first bank to enable credit card payment over the Internet.				INT		+jdg:capa(t)
MasterCard launched first debit card 'Maestro'.				INT		+jdg:capa(t)
From 1990 to 2003 new entrance of competitors.	-app:valu		EXT			
competition remains fierce.	-app:valu		EXT			
sales start to fall off	-app:valu		EXT			
<u>Internal analysis.</u> value chain						
Their Operations costs are very high	-app:valu			INT		
Their outstanding costs were growing from 1993 –	-app:valu			INT		
there are other competitors at that moment	-app:valu		EXT			
customers are going to stay with those who have the better conditions.	-app:valu		EXT			
<u>Bowman's Clock. – STRATEGIC CHOICE</u>						
When Barclaycard started in 1945, they were in 4th position, which is differentiation		+app:valu		INT		
They had a high quality and a medium price		+app:valu		INT		
As their competition began to grow, they were going down,	-app:valu		EXT			
if they don't manage well their five forces				INT	-jdg:capa	
there are going to move to 6, which means that they are going to decrease.	-app:valu			INT		
That's why their quality is the same as in the beginning,				INT		+jdg:capa(t)
they have a medium quality now in comparison with they competitors,		+app:valu		INT		
but they have a higher price than the others of their same level.		+app:valu		INT		
<u>Ansoff</u>						
they were in the Diversification position,	-app:valu		EXT			
they were in the most risky position,	-app:valu		EXT			
In 2003 they are not more in diversification, we can classify then for those years at Market Penetration or Product development		+app:valu		INT		
they launched new products but in the same market,				INT		+Jdg:capa
they are protecting the situation that they have on the market.				INT		+Jdg:capa

<u>EAP Appraisal Analysis</u>

APPRAISED ITEM	APP -	APP +	EXT	INT	JDG -	JDG +

TEXT ONE – no.1 in APPA'L CORPUS						
Financial Position						
a financial crisis in Tesco	-appa:val			INT		
the accounting scandal.				INT	-JDG:PROP	
Tesco has undergone a 3.6% drop in its market share,	-appa:val			INT		
A collapse of 92% in the pre-tax profits this year has exposed Tesco to a more risky position.	-appa:val			INT		
rising profits can appaear in Tesco's European supermarkets as well as the banking division		+appa:val		INT		
only constitute a considerably small fraction of the overaall revenues				INT	-JDG:CAPA	
the accounting errors in the profits overastatement				INT	-JDG:PROP	

Management Vulnerability						
some existing chief directors have been suspended due to the crisis.				INT	-JDG:PROP	
suspension of three more senior managers: William Linnane, Dan Jago and Sean McCurley,				INT	-JDG:PROP	
Tesco's ten board executives all lack the direct experience of retailing management				INT	-JDG:CAPA	
The appaearance of 'hard discounters', like German markets Aldi and Lidl, has swept overa the country, putting Tesco and other conventional supermarkets under threat	-appa:val		EXT			
the low price can be a real bargain to lure the consumers	-appa:val		EXT			
The rivals include not only the conventional retailers but the new discounters as well	-appa:val		EXT			
Tesco now is losing its consumers in that its poor customers are turning to German discounters and richer ones to Waitrose and M&S	-appa:val		EXT			
Relationship with Suppliers						
the profits overastatement of Tesco is concerned with the inextricable relationship with its suppliers				INT	-JDG:CAPA	
the complicated reliance on suppliers				INT	-JDG:CAPA	
did not bring Tesco a promising increase in its sales overa the past year	-appa:val			INT		
The income from the suppliers was counted early while the associated costs were counted belatedly				INT	-JDG:PROP	
It can be really hard for Tesco to dominate the negotiation with its suppliers.	-appa:val			INT		
the economy displays a somewhat recession and many consumers' income has been squeezed accordingly	-appa:val		EXT			
it is quite late for Tesco and its counterparts to recognise how this				INT	-JDG:CAPA	

phenomenon has impacted on the budgets of the customers.						
Tesco has not yet developed any new business strategies to react to the changing nature.				INT	-JDG:CAPA	

Appendix 4b

Appraisal resources by disciplinary model.

	PEST	POS APP	NEG APP	POS JDG - CAP	NEG JDG - CAP	POS JDG-other	NEG JDG - other
EXT	17	5	12				
INT	10	2		2	5		1
	5 forces	POS APP	NEG APP	POS JDG - CAP	NEG JDG - CAP	POS JDG-other	NEG JDG - other
EXT	78	13	65				
INT	24	7	7	10			
	LIFE CYCLE						
EXT	25	8	17				
INT	50	19	7	22	2		
	VALUE CHAIN	POS APP	NEG APP	POS JDG - CAP	NEG JDG - CAP	POS JDG-other	NEG JDG - other
EXT	5		5				
INT	26	7	3	8	6		2
	BOWMANS	POS APP	NEG APP	POS JDG - CAP	NEG JDG - CAP	POS JDG-other	NEG JDG - other
EXT	11	1	10				
INT	15	6	4	2	2		
	ANSOFF						
EXT	10	3	7				

INT	15	3	2	10

Appendix 5

Interview with EAP teaching team

Discussion with EAP team (lecturers A, B. J, S & T)

1. J: I'd like to discuss the assignment on the EAP task and the Business task looking at similarities and differences. Main focus is on differences between the tasks. Tesco is the EAP task, Barclays is the Business assignment – the task they do on Global Business – a core module. What can we learn from them and what can they learn from us. I'm going to review some of the literature and then look at each section, are there any changes we could make?
2. A: Could we use the same assignment as the businesss module?
3. J: Focus on differences – do we give them the skills they need for their Business task? Just to let you know that you are being recorded. Hands out participant sheets and consent forms. (E left early)
4. J: Run through of case study literature – commonly used in Business and Medicine. Bit different to problem questions in Law. Outlines 3 main types of CS – Company Reports, Organisation Analysis (still a report but less imaginary role than company reports) – difference in terms of taking on a role. Single Issue – focus more on a sector or an area of the economy.
5. S: Haven't we given trigger documents before – is this the case study? Is this the same in the BAWE corpus? Do students get a core text? A bit different to imaginary situation – use of extra sources away from the case study?
6. J: Seems similar in the BAWE corpus
7. T: Do they get a collection of sources? Data? We tend to use newspaper articles. Do they get more varied data?
8. J: Referencing and sourcing is given less weight – fundamentally how well they can analyse the case study. The case study is the main source. A description of a situation.
9. A: Criteria does say need a range of sources
10. J: Possible to get 1st class marks from 1 or 2 sources – usually.
11. S: Is the scenario the case study? So what do they write? They're not writing a case study are they? Is case study a misnomer?
12. J: Examples seem to map onto the 3 main types of case study as laid out by Nesi & Gardner. Single issue may be more academic. So, let's look at the different sections, without being over-critical. I'd like to see it as something that the students have to do. We'll talk about some suggestions at the end. Let's look at the two briefs. 1 is the GB task, under is the EAP one.

13. A: Says essay / report – bit confusing.

(Some discussion about the theories – what do they mean? – Some criticism of the brief itself)

14B: It's not clear – one lens but many frameworks.

15 T: I'd be confused by this brief.

16 S: Our brief is much clearer – step by step.

17 T – As a student I'd be confused as to what type of text I'd be writing. What is the tutor expecting?

18 A: Do they have to use all the frameworks?

19 T: When it says 'case study' are they given a text? Essentially a description – not a series of sources.

20 S: CS will be a conflation of different sources used to compile the case study.

21 J: Important that the case study is over 10 years old – doesn't seem to be seen as key.

22 T: Guidelines – critically evaluate and explain – not the same thing.

23 A: Use the frameworks to evaluate / explain the policies – not really clear

24 B: Lots of literature out there on the differences between these verbs

25 T: Confusing for the students.

26 B: Do you plan to ask the students about this?

27 B: They must explain the brief in seminars or the lectures to give further guidance to the students.

28 S: One key difference is the timing – is there a current need to give advice?

29 B: No evidence of advice in the brief

30 J: Use of models is more important

31 T: Business task is addressed to the lecturer – it's an academic piece of work.

32 J: Do they need references to refer to the frameworks? They might explain why they are using the sources – but not really where they found the information.

33 A: Is it common knowledge in this subject? Do they need to give references for the coursework?

34 T: Mix with consultant identity – imaginary role.

35 T: 1st assignment is inexplicit. Needs to be clearer

36 A: Is the lecturer giving the students a choice?

37 J: Moving on to the assignments – 1) Global Business task and 2) Sample from EAP corpus. So quickly looking at the different sections. Looking at the introduction – 3 sections in the EAP task (intro, procedure, terms of reference), just one section in the subject task.

38 J: Look at the EAP task first – T.O.Refs – what identity taken on?

39 A: Holmes Consultancy – taking on a role / identity – to be delivered by the coursework deadline.

40 B: TOR clashes with the procedure – they're told what to write pretty much.

41 S: They have 4 or 5 sample reports.

42 T: Difficult to take on consultant identity. Tried to follow the brief. The references clash with the role that they have to take – as a consultant.

43 S: If they were genuinely consultants would they access journals

44 T: A difficult split role to take on

45 B: A rhetorical tight-rope

46 B: You'd expect the company to know this stuff – when established or that they were successful.

47 J: The company is presented as being in crisis – a company needing help.

48 T: In the media – Tesco presented as being in crisis – not their role to problematize this

49 J: Role of procedure – is it necessary? Should it be imaginary?

50 T: The procedure was confusing for students – a bit of an unnatural thing to write about in this assignment

51 J: Is the company portrayed in the same way in the subject task? Is it a company in crisis?

52 S: Some methods in the introduction – comes from the brief (Porter's / Ansoff / Supply Chain)

53 B: It doesn't justify the choice of the frameworks

54 T: Can you blame them for not doing this?

55 J: Internal / external is taken as a 'given'

56 B: Understanding is in the application of the frameworks not justifying or explaining why they are using them.

J: The main thing is to show that they can use them

J: The proportion is quite striking – analysis is 70 to 80% - this is less in the EAP task. They are both successful tasks.

57 J: What headings do we use in the EAP task?

58 T: Standard / generic headings?

59 S: We just tell them that they have to use headings

60 J: Where do the sub-headings come from? They're 'topic' headings.

61 B: Formatting is better in the EAP task

62 A: Contents are clear in the sbj task

63 T: The sections are poorly divided / organised.

64 J: Basically they've used 4 diagrams / frameworks

65 A: First it's Porter's

66 T: It's a total mess, very confusing

67 T: The business report does finish with recommendations, but it's not part of the brief. They must think if it's a report it must have recommendations.

68 J: Sometimes conclusions and recommendations form one section.

69 T: It's a case study so it's a report, so they must have recommendations?

70 A: The lecturer wants to see that they can use these frameworks – that they understand them.

71 J: What are the headings in the bus task?

72 A: From the frameworks

73 J: They are using the model to organise the task

74 B: They haven't said why they are using particular parts of the framework.

B: It doesn't signpost clearly when moving from model to model

75 J: How are they using the case study? In 'political' section

76 A: Comes from the case study

T: I can't understand it.

77 B: It's quite incoherent in places.

78 J: Let's look at the extent of competitive rivalry

79 T: Barclaycard was the first credit card in the UK

80 J: They are picking facts to fit the model

81 S: It's extraordinary that they can get a first

82 T: The person who wrote this, marked this – that's why

83 J: The main differences – model v topic based, in the EAP task data supports – showing problems

84 S: Sometimes they start using some framework – what do we want to do about this?

85 J: We generally don't want them to use models

86 T: The EAP is a more formal task – to identify whether they can structure. In the Business report – supposed to demonstrate that they can apply the theories, by 'name-checking' – formally it's very disorganised.

87 S: In the cohort this is probably quite well written – in comparison to the others

88 A: And the headings and the diagrams – they've attempted to organise it.

89 T: The form / structure is made very clear as an important part of the task. The brief is not very clear in the subject task as long as you reference the frameworks.

90 A: I think it is structured

91 T: But not according to any ‘model’, but they haven’t been told how to structure it. Does the lecturer care about the structure?

92 A: Students need to show that they can understand the theory and apply it to the case study

93 J: They are two different tasks – the situation is not problematized as much in the Business assignment. We try and make it real-life and as a problem at the moment.

94 A: Is ours a case study? Or an article?

95 T: Not really a case study, but an example situation

96 J: We can see that the model is front-loaded. This is pretty much what they all do.

97 A: The model is the heading

98 S: Oh, so that’s what they’re doing – but it doesn’t make sense!

99 T: We are teaching academic skills – if you put in a graph you have to explain it – that’s not what the student is doing – they’re not referring to them

100 B: They don’t need to – in this brief and their course – this is the way it’s done – you don’t need to explain why it’s there.

101 J: It might be seen as superfluous

101 S: What’s the point of the diagram? Anyone can Google an image

102 T: But the point is, it’s an academic skill – you need to refer to it and explain it. Why you’ve put it there and pick out the relevant points.

103 S: Is this a generic chart or does it relate to the case study?

104 J: Generic

105 B: The thesis statement does say in what order they are going to use the models, and the report follows this. This is evidence of the structure.

106 J: Rush through the recommendations – say what you see.

107 J: How are they organised in the EAP task?

108 B: Someone has said to them – ‘write a recommendation and then follow it up’. The business one is incoherent – no grammatical sign that it is a recommendation – it’s most unclear.

109 T: My guess is that the student felt they needed to write recommendations – felt they should say something – because they think that it is expected

110 S: The recommendation is actually to the government

111 J: Are they seen as important? Sometimes they’ll have conclusions and recs together. Not seen as central.

112 T: It’s totally irrelevant – it’s not in the instructions at all

113 J: We think they are giving advice to the board. It’s less explicit in the Barclays task.

114 B: Recommendations don’t work because the report is not going to the bank.

115 J: They are summarising what they said about the model and then giving advice

116 B: But the person reading the advice would need to be able to take the action – not really the case here.

117 J: Two purposes of the assignments – ‘demonstrate knowledge of theories’ = sbj, ‘analyse main problems and give advice’ – EAP.

118 A: They have learning outcomes on the full brief

119 S: Full brief has a section on plagiarism / references

120 J: Some concluding thoughts – should we prepare students for this type of task?

121 T: I think the consultant’s report needs rethinking – problematic having a source text and using references

122 A: Looking at what they actually do?

123 T: The task needs rethinking?

124 J: More academic?

125 A: More like they are doing on their course?

126 J: Could they integrate a model?

127 T: We need to then pretend we understand the model.

128 T: It's just one assignment – could we integrate the courses? More specific support to drafts.

129 A: Difficult with the number of students

130 J: Can we bring in some element of the models into our tasks?

131 A: Maybe they could tailor their tasks by looking at our assignments

132 S: A cross course workshop to work on briefs

133 T: It's so inexplicit – do people really know what they are setting in terms of genre

134 B: Will they like getting advice from the EAP team?

135 S: Present it as a cross-learning workshops (as if we are learning from them?)

136 J: Could they learn from the immediate context of the case study

137 T: I think they'd be more interested in the long view – what does this demonstrate about the theory – I don't see the value of choosing a topical issue

138 S: Doesn't this make it more interesting?

139 J: Is that the aim though?

140 S: Surely it should be current?

141 B: Maybe we're coming at it from the wrong angle

142 T: It's something that's already in the can – doing something current takes time.

143 J: The choice of company does seem to be fairly random – they've used Kodak, Madonna!

144 T: Is there a point giving recommendations?

145 B: What criteria do they use?

146 T: It's a tick box – doesn't matter if it makes sense or not

Appendix 6

Discussion with Business lecturer

1J Main aim is to look at similarities and the differences between the EAP and the business task – compare the tasks and ask what we can learn from each other – we are recording and I won't name you in the write up. Case studies – a real life example, and then give advice. Three main types of case study – Company reports - roleplay, org analyses – less focus on imaginary role, and single issue reports – on a sector or part of the economy. The main aim is not to be overly critical – obvious differences might still be important, start by looking at the two task briefs.

There are a few questions about the briefs – what are the main differences?

2X: The quality of the wording – some typos – as a first impression. The one on Tesco is more 'professional' – clearer picture – bus task needed more deciphering

3J: Role of theory and frameworks?

4 X: Yes, but almost too many in the bus task

5 J: Is it better to pick one or two?

6 X: Yes they need to use the correct framework – assessed on their ability to use it, not choose the right one – depends on the learning outcomes – this links to the assessment. You have the chapter, and you connect the relevant theories to the case study.

7 J: Do you ever start with this wording 'imagine'.

8 X: No I stick to Bloom's – I want them to talk to us as lecturers. The EAP task is clear – what they need to be doing

9 J: Would you expect them to give advice?

10 X: It should be part of the report – students should give advice – what should I recommend to someone – the CEO etc. I would suggest that they have advice – this is often quite 'light' – students don't really understand the business world yet – but not always necessary

11 J: To company or to the lecturer?

12 X: It depends on the lecturer. Is the person going to implement the advice? In Tesco it's requested to the board

13 J: We often choose a company in 'crisis' – do you think this is important?

14 X: When we select companies – we want them to find new information so they can contextualise– yes it's better when they can connect – to real-life. I always try to connect to the real world – make them aware of the current situation. Makes the study a bit more real. It should move into the learning objectives

15 J: I think this brings it to life. Any more comments on the briefs?

16 X: Business is more 'academic', EAP is more 'professional'

17 J: Business is an organisation analysis. Yes students don't get into a character in the business task.

18 J: Let's look at the assignments, the writing itself – subject and EAP. Take a minute to read through the introduction. Any difference in identity and how company is portrayed? Student identity in the Terms Of Reference.

19 X: Tesco is more to the point, connects with the assessment – 'imagine' and in a situation.

20 J: And the company, what sort of situation is the company in?

21 X: Seen as in a negative situation – more positive in Barclays

22 J: Idea of the company in a crisis- quite common in the EAP writing – setting up a problem

J: GB sets up frameworks in the introduction – should we ask them to use frameworks in the EAP task?

23 X: Tesco could be more specific – but GB – too many frameworks for quite a short report? Too many in the assessment brief.

24 J: What's the risk then?

25 X: They don't do any of them very well – they try to fill the word count - they have no time to go in depth. Can use 2 – no framework is perfect - 1 to balance the other, they need to understand how these frameworks work together – balance internal or external factors. The English is not great in the Barclays task – sentences could be clearer. Tesco feels more engaging / better written.

26 J: Let's move on to the Analysis – a quick look through – size / proportion is important here – a major part of the Business task (4-6 pages of analysis) – shorter in the EAP / Tesco task. In the subject module – how is the analysis structured / organised?

27 X: External, PESTEL external again, Value Chain

28 J: So they use the model to organise?

29 X: Yes it's typical – we'd expect the theory to underpin their findings

30 J: Use of visual information – expected? Typical?

31 X: Yes

32 J: What do you want

33 X: 1) Introduce what the model is for 2) To illustrate it – visually 3) Apply – connect to the case study 4) Explain why the next one – shouldn't just be one after the other – should be a flow and a progression

34 J: Like a link? Can they get everything from the case study?

35 X: Depends on how well its prepared by the lecturer – should be thorough – so that almost everything is there – if missing – means not prepared well – should make sure that all data is available

36 J: So can get a good mark just from CS?

37 X: Correct – they should find everything in the CS – they can compare to other CS though

38 J: Internal and external – but in EAP it's topic based –

39 X- graphs and illustrations are missing – time is short in business – visual support is important

40 J- We could add this to the report. They are common sense topics – is the theory missing? Should they use some kind of model?

41 X – Yes, I think that a model should be used – this is the basis of what we teach – methods help to sharpen our analysis – a system to feed into data – I would expect students to provide models – but it's not in the brief – but does it meet the learning objectives of the course?

42 J- We could ask them

43 X- it looks like a business report, but not academic, we need to merge the requirements

44 J – In the real business world do they use models?

45 X – No – but still in consultancies, marketing – would be figures and data – but not a major part – models are more complex in academic world

46 J – To push analysis

47 X – Yes, to think more deeply and push crtical skills – a way to present analysis – we need to strike a balance – theory and data and figures – to make it an academic report.

48 X – This is a very good exercise – to look at different assessments and the outputs – helps us to think and reflect – what we can do differently – good things and shortcomings – it's a good exercise

49 J – Yes we can get stuck in a groove = we should look and see if there are things we could change

50 J – Lets look at conclusions and recommendations — a bigger proportion in the EAP assignment – more of a core feature in EAP – take a minute to read through quickly.

51 J – So, any observations on the differences?

52 X – Recs in Tesco are clear and to the point – bullet points and recs with a justification – good quality of recs – similar to what they actually did – student probably looked into this – Barclays – recs are very vague – not very informative ('training') easier to make recommendations when there is a crisis – harder to make recs

53 J – Also the barclays sit is very old – not current – do students struggle with this?

54 X – Yes for a students 10 years ago is a lifetime ago! Even more for a student – less easy to find information – easier now with the internet and social media

55 J – They use the theories to frame the recs – is this expected?

56 X – Yes

57 J – Would you expect clear advice?

58 X – No – I don't place too much emphasis on recs – we expect – theory and apply it – not too much on recs

59 J – Does analysis make or break an assignments?

60 X – Yes – advice is the sugar on the top

61 J – I think we really emphasise the recs – this seems to be a key difference

62 J – Overall purpose – the differences – My summary of the differences – is it fair?

63 X – They have diff purposes – I agree with your summary – the outputs match the expectations set by the brief – the expectations of the module leader. The summaries are fair.

64 J – Final slide – changes to either task - what can we learn from each other?

65 J – Start with the EAP task – anything missing? Could be improved?

66 X – On the brief – students like when we recommend a structure, the 1-5 is useful – then I would add some theories or frameworks. For me, the ideal assessment would be merging the two together – discard the Barclay case study because it's too old, stick to Tesco, recommend frameworks - less. And give structure to the students. At the end of the brief – point them to a few sources. News article, Youtube video, just to get them started.

67 J – 1 or 2 theories – would you tell them which theories to use?

68 X – Yes, that's what I do on my module – use this at this point to do that and this one to do that – explain why they should be used together

69 J – Would a SWOT analysis be a good one to start with?

70 X – It's a classic – so hard to avoid – depends on the module – are they 3rd year students? Try to move away from SWOT – 5 Forces could be used – but students might get tired of it – could try something different – Value Chain is interesting

71 J – Is there a risk that we might not understand the theory properly ourselves?

72 X – I think yes. From an EAP perspective, don't use a technique that you don't feel confident with. You should stick to something you can explain thoroughly.

73 J – A slightly less complicated theory?

74 X – Exactly.

75 J – And visual information?

76 X – Yes – helps grader and students

77 J – People are busy in business – would expect to see stats and data

78 X – Should be structured and visually appealing – attention should be caught by something on each page – added value by the illustration- information should be visually appealing

79 J – Thanks – it's been very useful – thanks for your time

Appendix 7

Discussion with student writers

1. J – I'd like to give you the 2 briefs to remind you of the assignments – Egypt (subject) McDonalds (EAP) – just to jog your memories – both reports – can you remember doing these? If you look at the tasks – what's the aim? What do you have to do to produce
2. S1 – a critical idea – to understand the theory and implement – like different concepts and theories (PESTEL, SWOT, FDI, Greenfield)
3. J- Did you use these theories with a visual diagram?
4. S1 – Yes
5. S2 – Using diagrams and tables – will increase our marks
6. J – Seems quite common – did you just read the CS?
7. S1 – No we read online articles – about Egypt and its markets
8. S3 – Definition of the theory – PESTEL – from Google Scholar and textbooks
9. J – Same in EAP task?
10. S1 – 2 different works – in subject – theories – in EAP – more about grammar, structure – I was sad because I lost marks due to grammar – despite good ideas
11. J – Did we want theories
12. S2 – No
13. J – Should we?

14S2 – Maybe we should have guidelines – about the format – thesis statement

15 J – How did you organise in EAP?

16 S1 – Introduction / Analysis – divided into main parts

17 J – We tell you the structure – we tell you what we want – is it more restrictive?

18 J – Which assignment – models?

19 S1 – Subject

20 T – Why?

21 S3 – It makes the essay better structured – it also links to the exams

22 T – Did you all use visuals

23 S3 – Yes

24 T – In the EAP task – which sections did you use?

25 S4 – SWOT I think

26 S3 – PESTEL

27 T – In English? Because often people use competition / management – topics

28 S2 – Could you provide references / information

29 T – Is it important that the case is happening now? Can you give advice to old situation

30 S1 – every company needs to think about the past – this is important in your analysis

31 J – Is it strange to give advice to an old situation?

32 S1 – In Principles (module) the case was in 2012 – it was an advantage because we could search for the information – and you can give advice which actually exists – it was a good point that the case wasn't new.

33 J – The idea of giving advice

34 S2 – In 'Global' – we were asked to give advice

35 J – Where was it most important?

36 S1 – In English – its more creative – our ideas – sbj – more of an analysis

37 J – Issue of 'imagine' – the first word in the task – was this important?

38 S2 – Not really – you can be a great student – this is similar to being a consultant

39 J – Do you think it's the same?

40 S2 – Im not sure that Im qualified enough

41 J – In the subject task – did you have to give advice to Sainsburys?

42 S3 – In this essay there had to be a new market – In EAP we had to choose a new outlet – this was more difficult than the Egypt task – we were told that we had to do it in Egypt

43 J – More pros and cons – still advice?

44 S2 – Not really – the location was already chosen

45 S4 – They didn't do enough research in Egypt – this had already happened

46 J – So it went wrong for them – did you advise on next time?

47 S4 – More what went wrong – analysis of the problems

48 J – Compare – which was more of a challenge?

49 S1 – Egypt was easier – EAP was a challenge – focus on referencing – hard to understand what you wanted from us – theories were easier – you could write the theory and it would be okay

50 S3 – McDonalds was easier – more about the structure and the organisation

51 J – Were we looking more for language?

52 S3 – Yes the structure and the language –

53 J – Next question – which was more useful?

54 S2 – Global Business – EAP should give more format

55 J – Don't we do this? Advice on the structure? Did you learn more from GB?

56 S1 – It's 2 different things – EAP is more creative

57 J – Can we make any changes?

58 S4 – Should have smaller groups – 6 people and one teacher

59 J – Would it help to use a model?

60 S4 – It should come before the GB task so you can learn how to write and present then do the GB task