

## **Analysis of Writing Styles of Research Article Introductions in EFL Academic Context: A Case of University of Dar Es Salaam Journal Authors**

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*The current study is a descriptive analytical account of how authors in EFL context adhere to or contravene Swales' (1990) moves structure in their writing of Introductions in academic writing. The specific academic genres under analysis were 115 research articles which were purposively chosen from five university of Dar es Salaam academic journals. The analysis adopted Swale's CARs (Create A Research Space) moves, namely; establishing a territory, establishing a niche and occupying a niche. Document review was the sole data gathering tool. Findings indicated that generally the majority of authors maintained fidelity to Swale's chronology of moves structure, notably in the fields of linguistics and engineering sciences. However, about a quarter of the authors started their Research Article Introductions (RAIs) with establishing a niche before claiming centrality and occupying a niche. It has been concluded that variations in academic disciplines are not a factor for authorial variations in their styles of moves structure.*

**Keywords:** RAI, Moves Structure, Academic Writing, EFL

### **Introduction**

#### *The Notion and Scope of Academic Writing Moves Structure*

Recently, academic writing has been viewed as “collective social practices” (Hyland 2004) that is constructed through particular genre types and discipline-specific discourses. More specifically, there has been wide interest among academic writing scholars on genre analysis of the research articles (RA), so that a large body of data has been reported concerning the genre of RAs. In this sense, researchers such as Anthony (1999), Bunton, (2002), Fakhri (2004), Nwogu (1997), Ozturk (2007), Posteguillo (1999), Samraj (2002), and Swales and Najjar (1987) have specifically focused on the introductory section of RAs, using Swales' (1990) create a research-space model, also known as CARS model.

According to Swales (1990), RA introductions include three essential moves: move 1 (establishing the territory), move 2 (establishing a niche); and move 3 (occupying a niche). Swales (1990) proposed that each move is identified in terms of a variety of obligatory and optional steps. Swales' (1990) Genre Analysis has identified three moves and steps for each move within the introduction of the scientific research article as illustrated in Table 1.

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**Table 1.** Swales' Moves and Steps

Move 1: Establishing A Territory	Declining Rhetorical Effort
Step 1: Claiming Centrality And/Or Step 2: Making Topic Generalizations And/Or Step 3: Reviewing Items Of Previous Research	
Move 2: Establishing A Niche	
Step 1a: Counter-Claiming Or Step 1b: Indicating A Gap Or Step 1c: Question-Raising Or Step 1d: Continuing A Tradition	Weakening Knowledge Claims
Move 3: Occupying The Niche	Increasing Explicitness
Step 1a: Outlining Purposes Or Step 1b: Announcing Present Research Step 2: Announcing Principal Findings Step 3 Indicating Ra Structure	

Source: Swales 1990: 141.

As Table 1 above illustrates, the introduction becomes more explicit as it progresses. In move 1 the author establishes territory, defining the subject to be dealt with. One can boldly assert the centrality of the subject at hand or merely review previous research and by implication delimit the topic. The next step is establishing a niche. One establishes a niche by showing the limitations of previous studies. As a result, one creates research space by showing how the present study will fill a gap in the previous knowledge. It is possible to make a very strong claim by contradicting previous research or by indicating that past research has not covered a particular issue. Alternatively, one could make a much weaker claim by merely continuing a tradition in the sense of doing the same research area/aspect but only in different area or time. Finally, the writer describes how he or she will occupy the niche by outlining the purposes of the paper or indicating the paper's structure. Miller (1993) observes that although Swales' analysis was based on scientific introductions, one can see that it works well for many humanities introductions as well.

### *Empirical Findings*

A good number of studies have been conducted in the area of RAI. Swales and Nijir (1987), for example, carried out a study of two leading journals from two different fields, which are physics and educational psychology. In the *Physical Review* 45% of the introductions sampled contained APFs (with some increase in percentage over the last 40 years), while in the *Journal of Educational Psychology* the percentage fell to under 7%. There were thus (a) a mismatch between descriptive practice and prescriptive advice and (b) diversity in this rhetorical feature between the two fields.

Hirano (2009) compared the rhetorical organization of research article

introductions in Brazilian Portuguese and in English within Applied Linguistics subfield. Using Swales' (1990) CARS model as an analytical tool, 20 research articles were investigated. It was found that introductions in Brazilian Portuguese tended to follow a different pattern from that of the model, whereas the introductions in English followed it closely.

As for Samraj (2002), he analyzed RAIs in Wildlife Behavior and Conservation Biology and noted that, in the field of Wildlife Behavior, introductions often included "a background move that details the features of the species that is the object of observation or experimentation" (p. 14) in move 3. The researcher seems to agree that the move structure put forward by Swales (1990) is still generally valid and the changes that have been suggested often concern the steps within the moves rather than the moves themselves.

Another study done by Kanoksilapatham (2012) explored the generic structures of research article introductions in three engineering sub disciplines and variations that distinguish the introductions of one sub discipline from the others. Based on journal impact factors, three datasets of English research article introductions representing three sub disciplines of engineering (civil, software, and biomedical) were compiled, consisting of 180 introductions with 60 from each sub discipline. Then, the three datasets were analyzed using Swales's genre analysis technique to identify the structural patterns prevalent in the introductions of each sub discipline. The analysis shows that these introductions generally adhere to a common rhetorical organization across sub disciplines.

Loi's (2010) investigation of the rhetorical organisation of English and Chinese research article introductions in the field of educational psychology using Swales' (1990, 2004) framework of move analysis focused on 40 research articles (20 in Chinese and 20 in English). The English research articles, written by first-language English speakers, were selected from *The Journal of Educational Psychology* while the Chinese research articles, written by first-language Chinese speakers, were selected from *Psychological Development and Education*. It was revealed that English and Chinese research article introductions generally employed the three moves (i.e., Move 1, Move 2 and Move 3) as outlined by Swales (1990, 2004). Generally, the rhetorical moves and steps were employed in fewer Chinese introductions compared to the English ones.

In a study by Sheldon (2011), research articles (RAs) written in English and Spanish were examined with the aim to discover whether the textual organization in each language is similar or different. However, intercultural studies of texts produced by L2 writers in English were noted to be few in number. The results indicated that while the English L1 texts displayed a close affinity to the CARS (2004) schema, the Spanish L1 texts display some culture specific writing style. On the other hand, English L2 texts produced by Spanish writers appear to be developing CARS-like control of the introduction section, thus accommodating the needs of a broader audience.

Wang and Yang (2015) explored how promotion is realized in applied linguistics research article introductions (RAIs). The focus of the study was on claiming centrality and sought to examine what appeals and linguistic devices applied linguists employ and how they deploy them in RAIs to achieve positive

evaluation of the significance of the topic or the research area. Fifty-one RAIs from three top-tier journals in applied linguistics were selected for a corpus-based study. Qualitative analyses of the texts revealed four major types of appeals, that is, appeals to salience, magnitude, topicality, and problematicity of the topic in either the research world or the real world, which ALs made in varied ways. Linguistic devices realizing these appeals were also analyzed with the tool of appraisal. Quantitative analyses further unveiled ALs' frequent use of appeals, their reliance on indirect over direct approaches to promotion, and their preferred patterns in appeal deployment.

Ozturk (2007) explored the degree of variability in the structure of 20 research article introductions within a single discipline. The study focused on the differences between two sub disciplines of Applied Linguistics, namely Second Language Acquisition and Second Language Writing research, and was guided by Swales' (1990) CARS model. The findings revealed some sub disciplinary variation whereby the two sub disciplines seemed to employ different and almost unrelated move structures. In the second language acquisition corpus one type of move structure was predominant while in the second language writing corpus two different types of move structure were almost equally frequent.

Jalilifar (2010) investigated the generic organization of research article introductions in local Iranian and international journals in English for Specific Purposes, English for General Purposes, and Discourse Analysis. Overall, 120 published articles were selected from the established journals representing the above sub disciplines. Each sub discipline was represented by 20 local and 20 international articles. Following Swales' (2004) create a research space (CARS) model, the researcher analyzed the articles for their specific generic patterns. Findings demonstrated that despite some consistency in the international corpus, there emerged marked differences in utilizing second and third moves in international articles. Results suggested insufficient awareness of some Iranian research article writers regarding the generic structure of introduction. The findings of the study have implications for research article writers to improve their article introductions.

Suryani et al (2015) investigated the use of the strategy of indicating research gap in 150 research articles introductions in Computer Science disciplines written by academicians in Malaysian Universities. The finding of this study confirmed that indicating research gap" is underutilized by the Malaysians. In addition, this paper also described four various ways on how this strategy is commonly used by the non-native writers.

Abdulkhaleq (2006) sought to find whether writers with diverse educational backgrounds would perform the same written task differently, identify the macrostructure/rhetorical organization of research article (RA) introductions written in Arabic by Arab scholars and explore differences and similarities between Arabic RA introductions and English RA introductions produced by Americans who were native speakers of English. The corpus used in this study consisted of 15 research article introductions divided into three groups: Arab-educated Arabs (A-Ed-A, authors who earned their graduate degrees in the Arab World), US-educated Arabs (US-Ed-A, authors who earned their degrees in the United States, and US-

Native English speaking group (US-N). Swales' (1990) CARS model was used as a tool of analysis. Comparisons were made among the three groups at two levels of analysis: the macrostructure level and the move-step level. The two Arabic groups were found different at the two levels of analysis: the macrostructure level and the move-step level. These results signified that there were two models of rhetorical organization of Arabic RA introductions: a homegrown model and a hybrid model. The homegrown exhibited features which were more distant from the US-N group than the US-Ed-A group which shared some US writing norms. In addition, both of the Arabic groups were different from their American counterpart. Arab authors claimed the importance of their research in the real world rather than in existing research tradition as was the case in the American group. Thus, educational background of Arab RA writers could account for the preference of the rhetorical organization model of RA introductions as the US-Ed-A writers employed a hybrid rhetorical organization and the A-Ed-A writers employed the homegrown model.

Mohsenzadeh1 and Ebrahimi (2016) investigated the semantic and syntactic features of verbs used in the introduction section of Applied Linguistics research articles published in Iranian and international journals. A corpus of 20 research article introductions (10 from each journal) was used. The corpus was analysed for the syntactic features (tense, aspect and voice) and semantic meaning of verbs. The findings showed that in both groups of introductions, the common tenses were the present and past, rather than future. In introductions published in the international journal, the present tense was used more often than in those published in the Iranian journal, whereas past tense was used twice as frequently in Iranian journal introductions. Regarding the aspect of verbs, the simple aspect was common in both groups of introductions, but more frequent in Iranian journal introductions.

More recently, Farnia and Barati (2017) investigated the generic organization of English research article introductions written by native English and Iranian non-native speakers of English. A total of 160 published articles were selected from established journals in Applied Linguistics. Following Swales' (2004) create a research space (CARS) model, the researchers analyzed the articles for their specific generic patterns. Findings displayed that native English writers used significantly more strategies than Iranian non-native speakers of English, yielding richer texts. The findings of the present study contribute to the current knowledge of cross-cultural studies in academic writing to non-native English speakers in general and to non-native English novice writers in particular. Built on Swales' (2004) CARS model, the study describes how introduction sections are developed in English by native and non-native speakers, offering insights into ESP/EAP writing pedagogy.

Also a recent study by Ebrahimi (2017) investigated the types and discourse functions of grammatical subjects in research article introductions across four disciplines: Applied Linguistics and Psychology, representing soft sciences, and Chemistry and Environmental Engineering, representing hard sciences. This study involved a corpus of 40 research article introductions (10 from each discipline). The research article introductions were sourced from twelve ISI journals published between 2008 and 2012. Data were analysed based on the modified model in

relation to grammatical subject types and discourse functions suggested by Ebrahimi (2014). The results revealed that the grammatical subject type selections were guided by the nature of the research article introduction. However, the frequency of the use of the grammatical subject types was constrained by the nature of the discipline. Discourse functions of grammatical subject types were predominantly determined by the divisions of the hard and soft sciences, and the specific disciplines within and the internal structure of the research article introductions.

The review of literature shows that the area of moves structure in academic writing has been widely and diversely researched. A good number of reviewed literatures show that most studies are case studies but with units of analysis being drawn from among diverse content areas such as language area focus (language for general purposes or for specific purposes) and across disciplines (natural sciences vs humanities and social sciences, etc). Nonetheless, while a good number of such studies were conducted in foreign language contexts, none has been done in Tanzanian EFL context. The current study thus seeks to make analysis of the extent to which Tanzanian academic writers adhere to Swale's (1990) CARS framework of moves structure focusing on research article introductions.

## **Materials and Methods**

The study was a balanced mix of quantitative and qualitative approaches that used corpus analysis of selected journal articles. It is a corpus based study, the meaning of which is restricted to what Vaughan (2016) calls sample corpus which she refers to as usually monolingual corpora that aim to capture features of a language variety (or our case academic writing register in English language) and that tend to be "snapshots" of a language, given that they are collected usually at a particular point in time. The sample corpus for this study was from the following University of Dar es Salaam journals which were purposively selected: Journal of Linguistics and Language Education (JLLE), Tanzanian Economic Review (TER), Tanzania Journal of Population Studies (TJPS), Tanzania Journal of Engineering and Technology (TJET), and Tanzania Journal of Science (TJS). From each, 23 articles were selected thus making a total of 115 research articles. The articles chosen were those with empirical researches.

The introduction section of each article was read and sentences were analyzed and classified in their respective moves in the author's style of writing, guided by Swales' (1990) CARS Model (creating a research space model). The main thrust was to find out author's degree of fidelity to the chronology of CARS Model moves; namely, establishing a territory, establishing a niche and occupying a niche and the options they make in doing so.

## Findings

The findings are presented according to the chronology of moves as presented by Swales (1990), which are the moves pattern of flow of the introductions, establishing a territory, establishing a niche, and occupying the niche.

### *Pattern of Flow of Introductions*

The findings indicate that not all authors (or the articles) linearly followed the moves as suggested by Swales (1990). Some employed different patterns as shown in table 1 below.

**Table 2.** *Patterns of Flow of Moves in Introduction*

<b>PATTERN</b>	<b>JLLE</b>	<b>TER</b>	<b>TJPS</b>	<b>TJET</b>	<b>TJS</b>	<b>TOTAL</b>
<b>123</b>	11	8	7	15	9	50
<b>213</b>	9	7	5	3	6	30
<b>312</b>	2	4	6	2	4	18
<b>1231</b>	1	4	5	3	4	17
<b>Total</b>	3	23	23	23	23	115

In Table 2 above the coding of moves is such that 1 represents establishing a territory, 2 stands for establishing a niche, and 3 for occupying a niche. The majority of articles (50, similar to 43.4%) are faithful to the chronological order of move structures the most of whom were articles by TJET and JLLE with 15 (30%) and 11 (22%) frequencies, respectively.

There were 30 articles (similar to 26% of all articles) in which the authors started with establishing a niche, before claiming centrality and finally occupying a niche. The majority of this category are articles from JLLE, TER and TJS whose frequencies are 9 (30%), 7 (23%) and 6 (20%), respectively.

A comparably not-so-popular pattern was an innovative one of first occupying a niche (notably through outlining purposes), then establishing a territory (mainly through reviewing items of previous research) and finally establishing a niche (via indirectly indicating a research gap). This pattern was employed by 18 article authors, which is equal to 16% of all articles, mainly from TJPS (6 articles, similar to 33%) and TER and TJS each with 4 articles (equal to 22% each).

A unique small group of authors sandwiched their establishing a niche and occupying a niche with establishing a territory at the beginning (largely via making topic generalization) and at the end of an introduction (mainly via claiming centrality). Only 17 (15%) authors used this innovation. These were mainly from TJPS (5, equal to 41%), and TER and TER and TJS (4 each, equal 23.5% each).

In short, the majority of the authors maintained fidelity to chronology of CARS moves structure.

*Establishing a Territory*

The different styles by the authors in the establishing a territory are as summarized in Table 3 below.

**Table 3.** *Styles of Establishing a Territory*

	JLLE	TER	TJPS	TJET	TJS	TOTAL
<b>Claiming Centrality</b>	8	13	6	5	8	40
<b>Making Topic Generalizations</b>	11	8	11	7	9	46
<b>Revising Items of Previous Research</b>	4	2	6	11	6	29
<b>Total</b>	23	23	23	23	23	115

Establishing a Territory

The findings in table 2 show that the most common style of establishing a territory for the current study subjects is to make topic generalization. The most notable here are JLLE and TJPS authors with 11 (24%) occurrences each while for TJET and TER this was not as popular since only 7 (15%) and 8 (17%) articles, respectively, begin with making topic generalizations in their articles.

Examples of topic generalizations are

- *The temporal categories of tense and aspect have received much attention in linguistic literature..A number of studies have been done in explaining those shortfalls in the overall performance of learners in English language examinations (Upor, 2013, JLLE Vol. 7. No.7)*
- *Drinking water may be contaminated by chemicals or microbes (Lugwisha et al, p.2, TJS).*
- *Rainfall is an important parameter for crop production in the regions where irrigation is not developed. Rainfall variability in terms of amount and time leads to poor crop production because it affects the soil moisture..... (Mwinuka and Uiso, TJS).*
- *Managing solid wastes is one of the main challenges facing most urban areas in the world. The challenges are even worse in developing and low-income countries, like those mostly found in Africa,. Monera and Liyaro, TER).*

Another group of authors establish a territory in their article introduction by claiming centrality. 40 (35%) article introductions follow this way, 13 (32%) of which were from TER and 8(20%) from JLLE and TJS. Authors from TJET made the least use of this strategy (5 articles, which is similar to 12.5%).

Examples of claiming centrality are:

- *The thickets provide a habitat which is not available in most of the city of Dar es Salaam City as the majority of the other available thickets have*

been cleared for building construction and other urban development (Shirima and Werema, TJS).

- *The growth in construction activities has been spurred by two factors ..... (Mkenda & Aikaeli, TER).*
- *Currently, debates and significant gaps in the lignocellulolytic fungal enzymes' research have been focused on bioprospecting of fungi with novel biodegradative enzymes, use of novel inducers to enhance production and gene cloning to screen for new generation of enzymes.... (Masalu, TJS).*
- *Writing skills are of paramount importance to academic studies, professional success and personal development in most parts of the world today (Mohammed, JLLE, Vol. 6 (2004) 21).*

Revising items of previous research as a strategy of establishing a territory is comparably least favoured by the authors in their article introductions. These were used by 29 authors, which is equal to 25%. 11 (38%) JET authors used this strategy to write their article introductions while 9 (27.5%) (for each) TJPS and TJS also used this strategy.

Examples of establishing a territory by revising previous research are:

- *Analysis of the pronominal system in Igbo in earlier studies..... recognized four categories of persons... (Akinremi, 2013, JLLE Vol. 7, No.7).*
- *A number of studies have been done to understand how different climate indices or rainfall drivers affect rainfall amounts and distribution at different places in the world. P.1 (Mwinuka and Uiso, TJS).*
- *Studies have been conducted with a view to address the menace caused by industrial astewater pollution in order to safeguard the environment and the society atlarge (Kurniawan et al. 2006 and Shivsharan et al. 2013). (p.122) [Nyaki and Njau, TJS].*

### *Establishing a Niche*

This is the second move in which the author convinces their readers about the importance of the work to be presented. Four strategies were variously opted for as summarized in Table 4:

**Table 4.** *EFL Writers' Techniques of Establishing a Niche*

	<b>JLLE</b>	<b>TER</b>	<b>TJPS</b>	<b>TJET</b>	<b>TJS</b>	<b>TOTAL</b>
<b>Counter Claiming</b>	3	2	7	5	7	24
<b>Indicating Gap</b>	9	7	9	7	5	37
<b>Question Raising</b>	6	6	4	9	4	29
<b>Continuing the Tradition</b>	5	8	3	2	7	25
<b>Total</b>	23	23	23	23	23	115

As per Table 4, indicating gap is the most favoured strategy of establishing a niche. This was opted for by 37 (32%) of all article authors the majority of whom

were from JLLE and TJPS each with 9 (24%) authors using it. However, only 5 (13.5%) authors from TJS used this strategy.

Examples of indicating gap are:

- *While the number of speakers of Kingoni is not threatening, the issue of attitude is a threat. (p.75) (Mapunda, 2013 JLLE Vol 7 No.7 ).*
- *Despite the plethora of studies on classroom language, little attention seems to have been paid to the role of teachers' oral language.... (Kapoli, I. 1998, JLLE).*
- *...while there is relatively little information on the abundance, morphology, taxonomy and even host relationships of other trematode species responsible for foodborne zoonotic trematodiasis, and those of less medical or veterinary importance.....However, these studies covered only small geographical areas thus leaving out the majority of freshwater snails unattended. P.2 (Chibwana and Nkengulwa, TJS).*

Question-raising ranked second in popularity by 29 (25%) of the authors using it as a strategy of establishing a niche. Most notably were TJET authors 9 (31%) used this strategy, while TJPS and TJS authors were the least to use it (by having 4 author each, similar to 14%).

Examples of questions raising are:

- *The question as to whether infants' language acquisition strategies tally with those used by second learners still remain unresolved (Mweteni, Y. JLLE, 35).*
- *..., the key question this study is to examine what determines and influence households' willingness to participate in wastes separation for reduce, reuse and recycle (Monella and Liyaro, TER).*

Continuing the tradition was favoured by 25 (22%) authors, the majority of whom were from TER (8 similar to 32% and TJS (7, similar to 28%). However, only 2 (8%) and 3 (12%) authors from TJET and TJPS, respectively, opted for this strategy.

Examples of continuing tradition are:

- *In 2005 new initiatives from the government emerged to re-establish Saanane game sanctuary with the view to promote into a national park, the process which prompted this assessment (Nahonyo and Sangu, TJS).*
- *However, when we make reference to language this way, we are ... mostly concerned with language usage and use. ....this leads to a number of problems (Ndoloi, JLLE).*

Finally, counter claiming ranked fourth and last as 24 (21%).The most notable here were the authors (7 for each, similar to 29%) from TJPS and TJS. However, only 2 (8%) and 3 (12.5%) authors from JLLE and TER, respectively, used this strategy.

Examples of counter claiming are:

- *However, it is important to note that the category of pronominal subject clitics in Igbo should also include the two variants of the dependent form...* (Akinremi, 2013, JLLE).
- *Studies on the influence of conservation status on the population parameters of the small mammals have been conducted in the southern Tanzania..... but a comparative study of the same kind has not been conducted in the northern part of the Serengeti Ecosystem in Tanzania* (Magige, TJS).
- *..... However, these studies covered only small geographical areas thus leaving out the majority of freshwater snails unattended.* P.2 (Chibwana and Nkengulwa, TJS).

### *Occupying the Niche*

This deals with what the research seeks to attain. This is an optional area where some authors chose not to opt for it. However, for those who opted for it, two options are available and their choices are as summarized in Table 5.

**Table 5.** *The EFL Writers' Modes of Occupying the Niche*

Moves	JLLE	TER	TJPS	TJET	TJS	TOTAL
<b>Outlining Research Purposes</b>	8	9	11	4		40
<b>Announcing Present Research</b>	12	6	6	15	11	50
<b>Not done</b>	3	4	6	4		17
<b>Total</b>	23	19	23	23	19	107

Table 5 shows an overall preference for announcing the present study over outlining the research purposes or doing neither. To this, 50 authors (equal to 43.4%) employed it, mainly from TJET and JLLE with 15 (30%) and 12 (24%), respectively. Also 11 (22%) authors from TJS used this strategy.

Outlining the research purposes was also popular (though not as good as announcing the niche) was used by 40 (equal to 34.7%) authors, the majority (11, equal to 27.5%) of whom were from TJPS. Also, 8 (20%), 9 (22.5%) and 8 (20%) authors from JLLE, TER and TJS, respectively, used this mode of occupying the niche.

Examples of this mode of niche occupancy are:

- *This study ...seeking to find out and make analysis of motivational factors for Korean students' choice of Swahili as a foreign language* (Msuya 2013, JLLE).
- *The purpose of this paper is three fold. (p.17)* (Mwansoko 1992, JLLE).
- *Therefore, this study was conducted to determine the levels of formaldehyde and acetaldehyde in bottled drinking water and to evaluate the effect of*

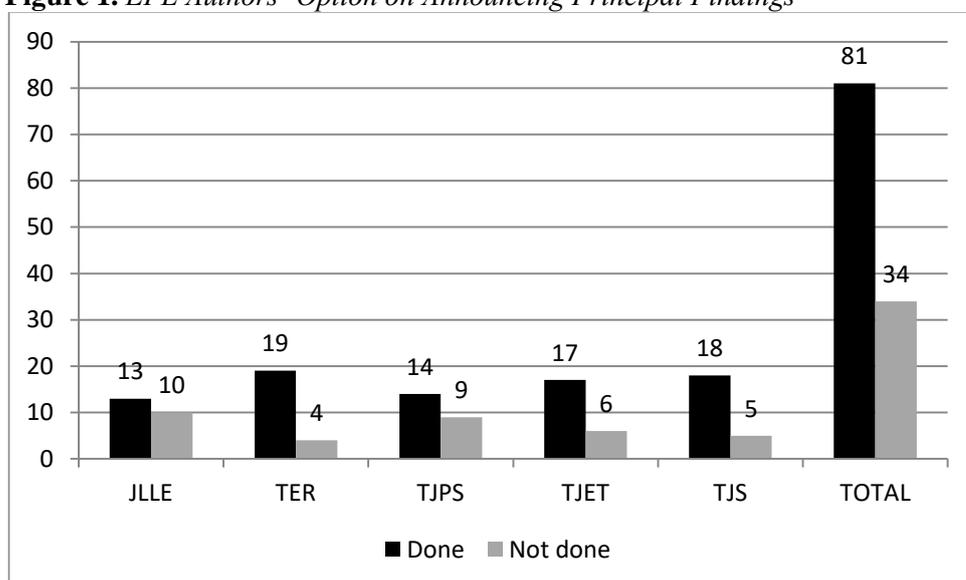
*storage time and storage conditions on levels of these aldehydes. (p.2)*  
(Lugwisha et al, TJS).

However, a significant number (25 authors, equal to 21.7%) did not choose to occupy a niche, the majority (8, equal to 32%) being authors from TJS, followed by those from TJPS who were 6 (24%), JLLE had the fewest authors who opted out of occupying the niche.

### *Announcing Principal Findings*

This was also an optional part of the introduction section to which the majority of authors in all journals opted out as detailed in figure 1 below.

**Figure 1.** *EFL Authors' Option on Announcing Principal Findings*



As Figure 1 shows, in all journals, the grand majority of authors did not announce principal findings in their introductions. Overall, 81 (70.4%) out of 115 article authors did not announce principal findings. Most notably were TER, TJET and TJS authors who had 19, (23.4%), 17 (21%) and 18 (22.2%) of their authors, respectively, opting out of announcing principal findings, JLLE had an almost balanced choice / non-choice in their authors about this aspect.

An example of announcing principal findings is:

- *In particular, the study aims to assess households' awareness and willingness to participate in wastes separation, and factors that enhance higher participation rates for the separation for the 3Rs. (Monera and Liyaro, TER).*

### Step 3: Indicating Research Article Structure

This section was also an optional one and the grand majority (90 out of 115, which equal 78.2%) don't have it in their article introductions. The details of sum opting out in individual journals are summarized in Figure 2 below.

**Figure 2.** *EFL Authors' Options for Indicating Research Article Structure*

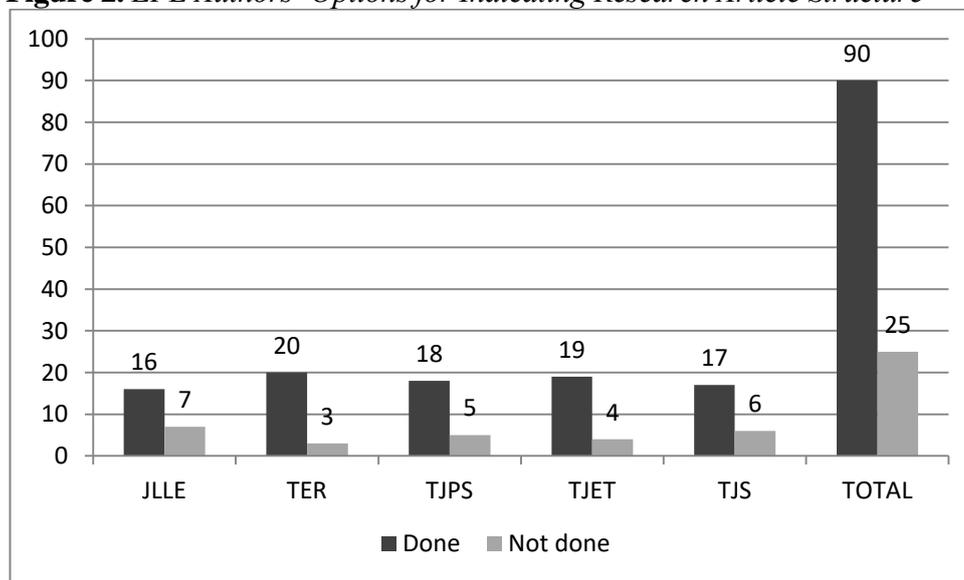


Figure 2 shows that the majority of authors in all journals prefer not to indicate research article structure. Most notable are 20 (8%) authors from TER, and 19 (83%) from IJET. Authors from JLLE were comparably fewer than their counter parts in opting out of indicating research article structure.

### Conclusion

The study has shown that authors in the RAIs of studied journal articles show variability in their engagement of moves in CARS as proposed by Swales (1990). While about half of them observed linearity to the moves structure, a significant number (about one quarter) commenced their RAIs with establishing a niche, mainly through outlining the purpose of the study and then establish a territory. Yet another minority interchanged their establishing a niche with establishing a territory at the beginning. However, none of the observed variability in such styles of RAIs could be attributed to any specific academic or disciplinary specializations.

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