

ANALYSIS OF THEORETICAL RESEARCH ARTICLE
INTRODUCTIONS WRITTEN BY UNDERGRADUATE
STUDENTS: A GENRE-BASED APPROACH

RÉKA FUTÁSZ

Center for Academic Writing
Central European University
Nádor utca 9.
H-1056 Budapest
Hungary
rfutasz@freemail.hu

Abstract: The present study investigates the rhetorical structure of theoretical research article introductions written by undergraduate students in the field of English linguistics and literature. The aim of the study was to see if English-language introductions written by Hungarian students majoring in English conformed to those typically written by native speakers, and to examine if two disciplines, English literature and linguistics observe different conventions in terms of rhetorical structure in introductions. The findings suggest that although on the whole the Hungarian introductions displayed the elements typically identified in research articles written by native expert writers, discipline-specific variations emerged.

Keywords: genre analysis, research article, linguistics, second language, student writing

1. Introduction

The typical structures of various genres have been studied extensively in recent years, especially following the work of Swales (1981; 1984; 1990). There are many situations where such analyses might help writers and readers in making sense of texts, though the vast majority of the research done in this field has focused on a genre which is typically important for those who conduct research themselves, i.e., the research article (RA), mostly written in English. In the academic context research articles are particularly relevant genres both to students and instructors/researchers, since this is the way in which the researcher is initiated to the academic

community (Árvay–Tankó 2004). In addition, English has become the internationally accepted language of reporting research; therefore, the majority of the investigations have focused on the English conventions of the research article. However, as an increasing number of non-native speakers of English are initiated into the research community, there is a growing need to examine RAs written by non-native speakers to see how they compare with RAs written by native speakers of English. Although there have been some attempts at catering for this need, e.g., Duszak (1994), Golebiowski (1999) and Árvay–Tankó (2004), only the last of these has examined Hungarian writers' texts.

This is all the more unfortunate since in the Hungarian university context, seminar papers, which are essentially theoretical research articles of varying length, are frequently the main bases of evaluation in the humanities. This is also true in the case of students studying English language and literature, who spend a substantial amount of time composing such texts for their tutors. Still, there is little information available on what comprises an acceptable research article. The guidelines that can be accessed are quite short and focus mostly on the appropriate ways of citation.

For example, at one Hungarian university, the guidelines that the Linguistics Department publishes contains a description of what constitutes plagiarism and the expected formal requirements of the papers, e.g., length, papers size, cover sheet format. However, there is no information available on what content elements a successful essay should contain, nor are there sample essays for students to look at. Therefore, English majors usually have two sources to access these necessary pieces of information. For one, they receive training in academic writing during the first year of their studies, where they are taught about the basics of argumentation and the internationally accepted conventions of conducting and writing up research. However, based on student feedback, these conventions are at times not valued by the local teacher community as a number of teachers have their own idiosyncratic requirements for citations and formatting, disregarding international conventions.

The other, though indirect source of information on what constitutes a good piece of writing can be found in the annual/biannual publications of the different English departments, which publish the most successful pieces of student writing in the given year. Since these volumes are edited by the local teacher community, it can be argued that these essays can serve as a good model for students to follow when writing a paper.

At the same time, to date no research has been conducted to see how these student RAs are structured and to what extent they are similar or different from RAs written by native speakers of English who are experienced writers.

Recognizing this need, a study was set up to examine the structure of these papers. As the first step in this project, an analysis of the introduction section of a set of student papers was conducted using Swales' (1990) Create a Research Space (CARS) Model. The purpose of the research was threefold: first, it aimed to see if the papers written in this specific university context observe the typical genre conventions identified by Swales. Second, it aimed to find out if papers written in two different disciplines, literature and linguistics employ different types of introductions. Furthermore, it has been proposed by Árvay–Tankó (2004) that Swales' model was built on the basis of empirical research papers, and that theoretical research papers contain some moves which are not characteristic of empirical papers. The third aim of this research project was to examine the relevance and validity of this claim.

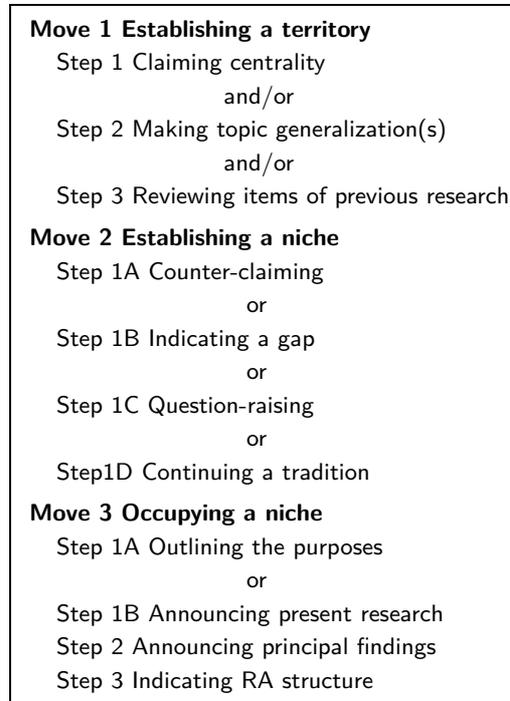
The remainder of the present paper is divided into five parts. First, a summary of the relevant literature will be given, followed by the description of the methodology of the research. The next two sections will introduce the most relevant findings of the project and the conclusions that can be drawn on the basis of these. The last section will summarize the most important findings and indicate pedagogical implications.

2. Literature review

2.1. The analytical tool: Swales' CARS Model

Swales' groundbreaking analytical model came to existence based on research conducted on research article introductions in physics, medicine and social sciences. The first version of this model (Swales 1981) comprised four moves and was based on an analysis of short RA introductions. Due to difficulties in using the analytical model in some contexts, Swales later modified his analytical tool, and the revised CARS model (Swales 1990) comprises 3 Moves: *Establishing a territory*, *Establishing a niche*, and *Occupying the niche* (see Figure 1 below).

In order to facilitate analysis, Swales gives a detailed description of the structure and function of the specific moves. At the same time, he also includes a list of linguistic examples that characterize each of the steps (for a sample list of these see Appendix A).

*Fig. 1*

Swales' (1990) CARS model

Swales argues that the three moves appear in this given order, with under 10% of the introductions beginning with Move 3. On the other hand, he acknowledges that in some cases cyclicity appears: especially in the case of reviewing items of previous research, some authors choose to review individual items separately, followed up with niche-establishment in each of the cases. The only explanation Swales gives for such a strategy is the length of the introductions (longer introductions may tend to use cyclicity more often), or some fields of study tend to value straight-forwardness more than others: cyclicity is more typical of social sciences than natural and life sciences and engineering. For establishing territory and establishing a niche (Moves 1 and 2), it is up to the writer to decide which step he or she wants to utilize; however, in Move 3, Step 1 is obligatory, which can be followed by Step 2 and/or 3. When Step 3 is present in the introduction, it is always at the end of it.

2.2. Research conducted with the help of the Swales Model

After presenting his model, Swales proceeds to describe a small-scale analysis of RAs that were published in the field of composition research. The analysis confirms his general claims, although some problems do come to surface. One such problem is the occurrence of Move 3 in an opening position, i.e., when the author begins by outlining the purposes of the study. Although on further investigation of the issue on a different sample Swales found that such an opening strategy is indeed present in some RA introductions, their occurrence was under 20%.

Following Swales' model, substantial amount of research was conducted in different genres, and other parts of the RA (methods, discussion); still, most researchers have concentrated on introductions. Relevant to the present research project is Bunton's (2002) analysis of PhD theses' introductions. Similarly to RAs, dissertations act as an initiation to the research community, and therefore, they are high-stakes "enterprises". Bunton found that nearly all introductions confirmed to Swales' CARS model, although there were some variations as well. Most importantly, the findings indicated that the moves tended to be cyclical, which Bunton explains with the fact that PhD introductions are substantially longer than RA introductions. In this corpus, most introductions began with Move 1, and ended with Move 3. At the same time, Bunton identified much more (in fact, 10 more) types of steps than Swales, most of which occur in Move 3. Most importantly, it was compared whether native and non-native speakers of English differed in their introductions. Bunton found that there was no significant difference between these two groups, and neither was there a major difference between papers written in different disciplines. The present paper analyses the same issues on a different set of papers.

Another important piece of research was conducted by Duszak (1994), who examined language-related RAs written by English and Polish authors. Her findings indicate that though the moves established by Swales do appear in the RAs, their order is not straightforward, since cyclicity appeared in both English and Polish RAs. Another problem was that the Polish texts were often not divided into sections, so it was difficult to determine where a particular "introduction" ended. Duszak also found that there was a tendency for a "strategy of avoidance", i.e., the author's aims were underspecified. In a similar manner, indirectness was typical of the texts, where in Move 3, for example, the writer concluded the in-

roduction with a series of rhetorical questions, without “giving away” his/her position on the issue. In contrast, the English data showed a preference for explicitly stating the purpose of the research. In addition, Polish writers tended to take less responsibility for their findings, and frequently stated what they did not intend to say or accomplish. Duszak’s research is important for its cross-cultural focus and its challenging the omnipotence of Swales’ CARS model. At the same time, it remains to be seen whether the differences encountered by the Polish writers are carried over to their writing in English as well.

This latter need is recognized by Golebiowski (1999), who analysed scientific article introductions by Polish writers in English and Polish, using the CARS model. Similarly to Duszak (1994), Golebiowski found that Polish articles tended to be unsegmented, which made the identification of introductions troublesome. Only articles written in psychology tended to be segmented. Interestingly, Golebiowski found that Polish papers did not conform to the CARS model at all; only texts written in English provided analysable data. These latter texts showed also some divergence from what Swales identified as a typical sequence. On the whole, Move 1 was replaced by detailed descriptions of background knowledge, and was heavy on literature review. Move 2 was missing in many cases, although Move 3 was present in all of them—though often in a downgraded and indirect way. Golebiowski concludes that the CARS model is not suitable for analysing texts written by Polish writers either in Polish or in English.

The latest contrastive analysis in connection with RA introduction was conducted by Árvay–Tankó (2004). This study is of importance since this has been the only study so far that has analysed Hungarian RA introductions. The research aimed at seeing whether the Swales model applies to theoretical papers as well, and at comparing Hungarian introductions to English ones. Árvay and Tankó identified two new moves in their theoretical RAs: they termed one *Examples*, in which the author illustrates the problem under discussion, usually in the form of italicised lists of words/phrases, or indented blocks of numbered sentences/diagrams. These examples do not illustrate the current state of the art, nor do they review previous research, and their sources are often not indicated. The other Move identified was termed *Analytical details*, in which the writer clarifies the terminology of the RA, much as one does in the Methods section. Furthermore, sometimes a short description of the theoretical framework is also given.

Árvay–Tankó’s (2004) contrastive analysis of the two languages has also brought interesting results. The variability of the introductions was much greater in Hungarian RAs, i.e., Hungarian writers had a bigger freedom as to what they can/should include in the introduction. Also, English introductions were much longer and tended to be divided in paragraphs more often than Hungarian ones. There was a tendency among Hungarian writers to raise questions instead of indicating a gap, and principal findings and the description of the RA structure were also often missing. On the whole, it was found that Hungarian introductions differed in their structure from English introductions.

As all of the above indicate, there are several points in connection with the Swales (1990) model that might require further investigation. Most researchers have focused on pieces of writing by native speakers, and it is not clear to what extent the mother tongue of the writers and the disciplines they operate in influence the structure of the introduction. Therefore, the present research set out to examine RA introductions written in a specific university context. The aim of the study was to see to what extent the English-language RA introductions written by non-native students of English conformed to the Swales model and to examine whether there are any rhetorical and structural differences between RAs in two disciplines, linguistics and literature. An additional aim was to investigate if the two new moves proposed by Árvay–Tankó (2004) were present in the current corpus. It was hypothesized that linguistics and literature papers conform to the CARS model, but they employ different moves from one another in their introductions. In addition, it was assumed that the two new moves would be featured by the RAs under investigation.

3. Method

3.1. The corpus

For the sake of the investigation, two sets of texts were collected: a set of ten introductions of linguistics RAs and a set of ten introductions of literature RAs. The motivation for choosing these fields of study was that in the first three years of their studies, English major students need to be able to compose essays overwhelmingly in these areas. As a result, these are the fields of study they need most help in. The texts were chosen from issues published between 1997 and 2003 of an annual journal

of literature and a biannual journal of linguistics, both of which publish the best research articles written by students majoring in English. When selecting the specific text, the researcher made sure that a range of fields within the two areas of study were represented.

In order to have a range of samples, no two introductions were written by the same author. All the authors were non-native speakers of the language (as it was indicated by their names). Furthermore, the beginning and end of the introduction was identified as the authors indicated them: in linguistics the majority of the papers included a subheading 'introduction', although in literature identifying the introductory part was more problematic. In these papers the authors often did not include subheadings at all, but the paper consisted of one continuous stretch of text. Therefore, on the one hand, those papers were chosen which did contain a subheading 'introduction', on the other, those in which the writer divided the texts by empty lines.

3.2. Procedures

After compiling the two corpora, the researcher conducted a first analysis of the texts with the help of the Swales (1990) model, with Árvay and Tankó's (2004) additions. All the texts were analysed into different moves and steps. If a section could not be accounted for by the original Swales model, it was checked whether the two new steps proposed by Árvay and Tankó could account for them. In order to ensure reliability, the same set of texts was re-analysed after a three-week time period, following the same procedures. Altogether 124 steps were identified in the corpus, out of which 5 were coded differently in the two sessions (4%), mostly due to the fact that in some cases a combination of steps were present in the introductions. In 10 cases the researcher found that the particular stretch of text did not conform to any of the steps identified in the two models, these were termed "ambiguous" cases. A sample analysis can be found in Appendix B.

4. Results and discussion

4.1. Comparison of linguistics and literature papers

In terms of the distribution of the moves, there were differences between the two corpora: Move 1 *Establishing a territory* was found much more frequently in the literature RAs than in linguistics ones (35.6% and 18.1%, respectively). Move 2 *Establishing a niche* had approximately the same distribution in the two sets of texts, while there were slight differences in the frequency of Move 3 *Occupying the niche*. For exact numbers see Table 1 below.

Table 1

Distribution of moves in linguistics and literature papers
? = ambiguous cases; QUM3 = quasi-Move 3

Moves	No of steps in LING	% of steps in LING	No of steps in LIT	% of steps in LIT
Move 1	10.5	18.1	23.5	35.6
Move 2	8	13.7	9	13.6
Move 3	29.5	50.8	29.5	44.6
?	6	10.3	4	6
QUM3	4	6.8	0	0

In addition, in both corpora Move 3 was represented most frequently, followed by Move 1 and then Move 2. The total number of steps was 58 in linguistics and 66 in literature, although the total number of words differed to a great extent: the 10 introductions in linguistics added up to 1689 words, while the literature ones totalled 4784. This shows that on average, one Move consisted of 29 words in linguistics, and of 72 words in literature. This latter fact is interesting, since it indicates that longer introductions do not necessarily contain more moves, but it would require further analysis why literature RAs use more words to accomplish essentially the same functions as linguistics papers.

4.1.1. Move 1 *Establishing a territory*

Contrary to Swales' (1990) findings, Move 1 was not found in all introductions: 50% of linguistics and 10% of literature papers did not use it at all. This is also in contrast with Árvay–Tankó's (2004) findings: they found that around 40% of all moves were Move 1s, whereas in the present linguistics corpus this was as low as 18%, although the literature corpus was

closer with 35.4%. As for position, only three linguistics papers started with a Move 1, while seven of the literature papers did so. This may indicate that in linguistics the writers did not feel the need to establish territory, they viewed it as given, while in literature the writers found it more necessary to argue for the importance of their subject matter.

Regarding the steps within Move 1, Step 2A *Making topic generalizations* was used most frequently in the linguistics papers, although this step was used relatively rarely in literature papers (17%). In the literature papers Step 3 *Reviewing items of previous research* was used most. It can be noted, then, that while in linguistics writers deemed it important to make topic generalizations, in literature reviewing items of previous research was estimated to be more important.

Table 2

Distribution of Move 1

S1 = Claiming centrality; S2A = Making topic generalization;
S2B = Examples; S3 = Reviewing items of previous research;
LING = linguistics corpus; LIT = literature corpus

	Nr of steps		Step/Move 1 (%)		Step/corpus (%)	
	LING	LIT	LING (10.5)	LIT (23.5)	LING (58)	LIT (66)
S1	1	4	9.5	17	1.7	6
S2A	5	4	47.6	17	8.6	6
S2B	2	2	19	8.5	3.4	3
S3	2.5	13.5	23.8	57.4	4.3	20.4
TOTAL	10.5	23.5	100	100	18	35.4

4.1.2. Move 2 *Establishing a niche*

Move 2 could not be identified in 60% of linguistics and 50% of literature papers. Where it did appear, it usually took place in the middle of the introduction, in only 2 cases (in 1 linguistics and 1 literature RA) did it appear as the last Move of the introduction. This relative lack of trying to establish a niche suggests that the writers of this corpus tended to avoid challenging other theories or raising questions. As to the specific steps, Step 1B *Indicating a gap* was the most frequent Step in linguistics, while Step 1A *Counter-claiming* was used most often in literature. Though the number of occurrences on the whole is quite low in this corpus, it can be stated that there was a tendency in literature to prefer the direct challenge of other theories to “weaker” options. Linguistics papers, on the other hand, preferred to set minor goals and use softening

more often. At the same time, as it was mentioned above, literature introductions had much more direct reference to previous research, so they had more opportunity to challenge these views than the literature writers who preferred topic generalizations. It was also surprising that contrary to Hungarian traditions, raising questions was not a preferred Step (only one writer used it), and there were no rhetorical questions, either.

Table 3

Distribution of Move 2

S1A = Counter-claiming; S1B = Indicating a gap;
S1C = Question-raising; S1D = Continuing a tradition

	Nr of steps		Step/Move2 (%)		Step/corpus (%)	
	LING	LIT	LING (8)	LIT (9)	LING (58)	LIT (66)
S1A	2	6	25	66.6	3.4	9
S1B	4	2	50	22.2	6.8	3
S1C	1	1	12.5	11.1	1.7	1.5
S1D	1	0	12.5	0	1.7	0
TOTAL	8	9	100	100	13.6	13.5

4.1.3. Move 3 *Occupying the niche*

The most frequently used Move in both corpora is Move 3: all of the essays have at least one instance, some as many as 5 instances. As Swales (1990) mentions, Move 3 usually occurs as the first or last move: in the present corpus 5 linguistics and 2 literature papers begin with a Move 3, while 9 linguistics and 8 literature introductions end with it. In this respect, this goes against Swales' (1990) findings that under 20% of RA introductions begin with a Move 3. The most frequently used steps were S1A *Outlining purposes* (30.3%) in linguistics and S2 *Announcing principal findings* (44%) in literature.

This latter difference in preferred Moves was what gave a very different feel to the two types of introductions: in literature much space was devoted to describing the findings of the research, i.e., to giving an analysis of the piece of writing under analysis. This description was then detailed in the rest of the paper. At the same time, the writers did not usually state it explicitly that it was their own interpretation they were describing, even if this could be inferred from the context. The linguistics introductions, however, tended to do the opposite: they explicitly described the main features of their research and set very clear goals;

still, it was rare for them to state what the results of their analyses were. This might be due to the fact that there are usually quite a lot of elements in a linguistic analysis and it would be difficult to give an accurate summary of these in one sentence. As for the new S1C *Analytical details*, there were 7 instances of this Step in the linguistics papers, while only 1 instance in literature.

Swales (1990) claims that the obligatory element in Move 3 is Step 1 (*S1A = Outlining purposes; S1B = Announcing present research; S1C = Analytical details*). This was true for all the linguistics papers, all of which contained a Step one, while 4 literature essays did not contain this step, but had a Move 3 Step 2 *Announcing principal findings* instead.

Table 4

Distribution of Move 3

S1A = Outlining purposes; S1B = Announcing present research;
 S1C = Analytical details; S2 = Announcing principal findings;
 S3 = Indicating research article structure

	Nr of steps		Step/Move 2 (%)		Step/corpus (%)	
	LING	LIT	LING (29.5)	LIT (29.5)	LING (58)	LIT (66)
S1A	9	8	30.5	27.1	15.5	12.1
S1B	8	5	27.1	16.9	13.7	7.5
S1C	7	1	23.7	3.3	12	1.5
S2	1.5	13	5	44	2.5	19.6
S3	4	2.5	13.5	8.4	6.8	3.7
TOTAL	29.5	29.5	100	100	50.5	44.4

4.1.4. Strategies of avoidance and ambiguous cases

Four cases of avoidance, or “quasi-moves” in Duszak’s (1994) terminology, were identified, all of which were found in the linguistics papers. For example, in the sentence *Since this set of data is restricted in some ways, the analysis cannot (and is not meant to) be regarded as definitive or conclusive in any way, only the basic pattern of this harmonic system can be discussed* the author emphasizes what the essay is not doing rather than what it is.

Ambiguous cases were instances when the text did not conform to any of the CARS moves. Contrary to previous expectations, this was only 10% and 6% in the two sets of introductions, which suggests that the model is indeed suitable for analysing these texts. As the numbers

indicate, there was no significant difference between the number of ambiguous cases in the two corpora. The most typical problematic case appeared in literature papers: in several instances the writer gave lengthy descriptions of either the historical era when the piece of literature was written, or the background of certain phenomena mentioned in the text, for example, a lengthy description of what a *bog* means in geographical terms. In other cases the background information “set the scene” for the rest of the introduction, e.g., when the author described who or what inspired him/her to write the paper. The classification of these elements could be the subject of further research.

Table 5
Distribution of quasi-moves

	Nr of steps		Step/QUM (%)		Step/corpus (%)	
	LING	LIT	LING (29.5)	LIT (29.5)	LING (58)	LIT (66)
TOTAL	4	0	NA	NA	6.8	0

Table 6
Distribution of ambiguous cases

	Nr of steps		Step/? (%)		Step/corpus (%)	
	LING	LIT	LING (29.5)	LIT (29.5)	LING (58)	LIT (66)
TOTAL	6	4	NA	NA	10.3	6

4.1.5. Further observations

The order of the Moves was also of interest. Swales (1990) suggests that the usual order is Move 1, Move 2, Move 3. As it was mentioned above, Move 1 indeed tended to come at the beginning of the introduction, while it was usually Move 3 that ended it. However, in 3 linguistics and 4 literature papers Move 1 also appeared in the middle of the essay, usually following a Move 3. Swales also allowed for some cyclicity in the essays, i.e., the repetition of certain moves. This was the case in the present corpus, too: while 7 linguistics and 6 literature papers had a “simple structure” (maximum 3 moves), the rest had “complex” ones, where cyclicity occurred. The fact that 35% of all introductions featured cyclicity indicates that this strategy might be used more often than Swales suggested.

On the whole, establishing territory was more prominent in literature than linguistics papers, as was the need to review items of previous

research. Literature papers tended to challenge other theories more directly than linguistics papers, which used more indirectness. Surprisingly, raising questions or using rhetorical questions was not a preferred strategy. Move 3 was the most frequently used Move in both corpora, but the two fields displayed a preference for different steps: literature papers announced their main findings readily, while linguistics writers tended to outline purposes rather than give away their results.

4.2. Comparison with the results of previous research

The results of the present research confirm those of Árvay–Tankó (2004) at several points. The least frequent Move in both studies is Move 2 *Establishing a niche*, and the new S1C *Analytical details* was utilized in many of the linguistics papers, though not in the literature ones. This tendency may be attributed to the fact that the new Step was proposed based on the analysis of linguistics RAs.

Árvay and Tankó's newly proposed *Examples* Step (S2B), however, was found only in 4 papers, which is a mere 20%. Also, compared to Árvay–Tankó's (*ibid.*) findings, Move 2 Step 1C *Question-raising* was used much more rarely in the present corpus (it constituted only about 1.5% of the corpus), while Step 1A *Counter-claiming* was used much more often. In Árvay and Tankó's corpora Moves 1 and 3 were of more or less equal distribution (Move 1: 39 and 43%, Move 3: 49 and 39%), while in the present case in linguistics Move 1 represented only 18.1% of the total steps.

Our research, on the other hand, is in line with Duszak's (1994) findings in the sense that the order of the moves is not straightforward, but cyclicity appears in many cases. At the same time, it was found that in contrast with Duszak's findings, the field of study influenced the level of directness of the writer, i.e., literature papers tended to present their findings early on, while linguistics introductions only referred to the features of the research. However, it has to be added that indirectness and understatement did occur in the corpus several times.

5. Conclusion

To sum up, the hypothesis that the RA introductions conform to the Swales (1990) model may be confirmed on the basis of the current data-

base, although with some variations. On the whole, even though the majority of the texts could be classified into the Moves/Steps proposed by Swales, the order and distribution of these showed some deviations from Swales' original proposition. Moreover, it was found that the RAs differed based on the field of study in which they were written. Regarding the new Moves suggested by Árvay–Tankó (2004), the use of *Examples* and *Analytical details* could not be justified convincingly. While these moves did appear in the corpus, their frequency was not high. However, the use of *Analytical details* was indeed frequent in linguistics introductions, which confirms the finding that the field of study has an enormous influence on the accepted conventions of the introduction.

Therefore, it is of essential importance that investigations are made to cater for different writers' needs. The analysis of the present corpus, for example, suggests that non-native student writers make use of essentially the same rhetorical elements as those used by expert writers in their field. On the other hand, it is my impression that quite often it is prescriptive intentions that guide researchers in their investigations, in other words, they want to set unified models that are accepted globally. However, it is essential that before this we get to know what is accepted within a genre in different contexts in order to see what different needs there are in different fields of study. To this end, the present project could be followed up by interviewing instructors or editors as to what they consider to be a successful research article. Besides, the success of an essay is only inferred from the fact that it is published in a journal, but different essays or articles might be valued in different contexts. Through this, some of the roots and functions of "strange idiosyncrasies" could be clarified and these could then be incorporated in students' academic writing education.

Appendix A

Examples of textual signs of the rhetorical moves
in Swales' (1990) CARS model

Move 1	Step 1: Claiming centrality	<i>recently, in recent years, great importance, central issue, has been studied by, is a classic problem of, important aspect</i>
	Step 2: Making topic generalization(s)	<i>is well known, there is much evidence to support, not completely understood, are often criticized; there are many situations where, it is a common finding that</i>
	Step 3: Reviewing items of previous research	integral/nonintegral citations
Move 2	Step 1A: Counter-claiming	<i>however, nevertheless, yet, unfortunately, but</i>
	Step 1B: Indicating a gap	<i>suffer, is limited to, time consuming, expensive, not sufficiently accurate</i>
	Step 1C: Question-raising	direct/indirect questions
	Step 1D: Continuing a tradition	<i>therefore</i>
Move 3	Step 1A: Outlining purposes	<i>this, the present, we, reported, here, now</i>
	Step 1B: Announcing present research	<i>the purpose of this investigation is/was to</i>
	Step 2: Announcing principal findings	
	Step 3: Indicating research article structure	<i>the paper is divided into five sections, is structured as follows, we have organized the rest of the paper in the following way</i>

Appendix B

Sample analysis “Close, But Not Touching”, Readings and Misreadings in John Fowles’s *The Collector*

Ever since its publication, John Fowles’s <i>The Collector</i> (1963) has been a great commercial success –	M1S1 <i>Claiming centrality</i>
“an intriguing study in warped sexuality ... cunningly worked suspense” by “an artist of great imaginative power” –	M1S3 <i>Reviewing items of previous research</i>
as well as the object of intensive critical activity.	M1S1 <i>Claiming centrality</i>
It has been interpreted as a psychological thriller, an allegorical treatment of the struggle between “the Few” and “the Many,” a modern version of the Bluebeard legend, a Bildungsroman, an existential journey towards self-discovery, and so on.	M1S3 <i>Reviewing items of previous research</i>
What I want to look at in this study is the issue of interpretation as it is encoded in the novel.	M3S1A <i>Outlining purposes</i>
In <i>The Collector</i> the two protagonists, Frederick Clegg and Miranda Grey enter a reciprocal interpretive game in Clegg’s secluded house. It is the nature of this intersubjective reading process that I shall try to explore here. In relation to this, I shall look at the ways the reading process is dramatised within the context of the novel.	M3S1B <i>Announcing present research</i>
What kinds of reading are approved or rejected by the novel? The most important question proposed by my interpretation is this: is the dichotomy suggested by the novel between apparently good/authentic reading (Miranda) and bad/fake reading (Clegg) still maintained at the end? Finally, is the two characters’ interpretation of each other successful – do we have readings or misreadings?	M2S1C <i>Question-raising</i>

Appendix C

Linguistics

Essay number	Moves													Total Moves
	M1S2A	M1S2B	M1S3	M3S1A	M3S1B	QUM3	M3S1B	M3S3+M3S2	M1S2A	M1S3	M2S1B	M3S1A	M3S3+M1S3	
LING1	M1S2A	M1S2B	M1S3	M3S1A	M3S1B	QUM3	M3S1B	M3S3+M3S2						8
LING2	M1S2A	?	M1S2A	M2S1A	M1S3	M2S1B	M3S1A	M3S3+M1S3						8
LING3	?	M3S1A+?	QUM3S1B	M3S1C	M3S2									5
LING4	M3S1C	M2S1B	M1S2A	M3S1C	M1S2A	M2S1B	QUM3S1A	?	M3S1B					9
LING5	M3S1A	M2S1B	M3S1A	?	M2S1C	QUM3S3	M3S1C	M2S1D						8
LING6	M3S1A	M1S2B	M3S1B	M3S1C										4
LING7	?	M3S1A	M3S1B											3
LING8	M3S1C	M3S3												2
LING9	M3S1A	M3S1B	?	M2S1A	M3S1B	M3S3								6
LING10	M1S1	M3S1A	M3S1C	M3S1B	M3S3									5
Essay number	Number of moves	Number of words	Words/Moves	M1	M2	M3	QUM3	M3	M2	M1	M2	M3	QUM3	Total Moves
LING1	8	408	51	3	0	4	1	4	0	3	0	4	1	?
LING2	8	192	24	3.5	2	1.5	0	1.5	2	3.5	2	1.5	0	0
LING3	5	112	22	0	0	3	1	3	0	0	0	3	1	1
LING4	9	133	15	2	2	3	1	3	2	2	2	3	1	1
LING5	8	227	28	0	3	3	1	3	0	0	3	3	1	1
LING6	4	102	25	1	0	3	0	3	1	0	0	3	0	0
LING7	3	154	51	0	0	2	0	2	0	0	0	2	0	1
LING8	2	92	46	0	0	2	0	2	0	0	0	2	0	0
LING9	6	114	19	0	1	4	0	4	1	0	1	4	0	1
LING10	5	155	31	1	0	4	0	4	1	0	0	4	0	0
Total	58	1689	312	10.5	8	29.5	4	29.5	8	10.5	8	29.5	4	6

Literature

Essay number	Moves										Total Moves	
	?	M3S2	M3S1A	M3S1B	M3S3							
LIT1	?											3
LIT2	M1S2A	M2S1A	M3S1A	M3S1B	M3S3							5
LIT3	M1S2A	M1S3	M1S2B	M1S3	M1S2B	M1S3	M3S1A	M3S1B	M3S1A	M3S1B	M1S3+M3S2	11
LIT4	M3S1A	?	M3S1A	M3S2	M1S3	M3S2						6
LIT5	M3S2	M1S3	M2S1B	M1S3	M3S2	M1S3	M2S1A	M1S3	M3S2			9
LIT6	M1S1	M1S3	M3S1A	M3S1B	M2S1C							5
LIT7	M1S1	M3S1C	M3S2	M3S1A	M3S1B	M3S2						6
LIT8	M1S2A	M1S1	M3S2	M3S1A								4
LIT9	M1S1	M2S1A	M1S2A	M2S1A	M3S2	?	M3S3	M1S3	M3S2			9
LIT10	M1S3	M2S1B	M1S3	M2S1A	M1S3	M2S1A	M3S2	M3S2+M3S3				8

Essay number	Number of moves	Number of words	Words/Moves	M1	M2	M3	QUM3	?
LIT1	3	254	85	0	0	1	0	2
LIT2	5	347	69	1	1	3	0	0
LIT3	11	689	63	6.5	0	4.5	0	0
LIT4	6	253	42	1	0	4	0	1
LIT5	9	873	97	4	2	3	0	0
LIT6	5	218	44	2	1	2	0	0
LIT7	6	338	56	1	0	5	0	0
LIT8	4	394	98	2	0	2	0	0
LIT9	9	1152	128	3	2	3	0	1
LIT10	8	266	33	3	3	2	0	0
Total	66	4784	715	23.5	9	29.5	0	4

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