Introductions in Locally Published Research Articles in Linguistics: Towards *A Syntagmatics of Moves*

Habib Abdesslem & Hassan Costello
King Khalid University, Saudi Arabia

Abstract

This paper draws an analogy between the histories of traditional grammars and Swales' rhetorical model for Research Papers Introductions. It argues that though core grammar rules for the sentence and core rhetorical patterns for the Introduction have originated from description and have risen to the status of prescription, the study of language use in different contexts can consolidate the core grammar rules and the core rhetorical patterns without undermining variation and change. The present study applies Swales' Create a Research Space Model to describe the rhetorical patterns of Research Articles Introductions in linguistics published by two University Journals in the Kingdom of Saudi Arabia. It offers representations of the sequencing of Moves in core and extended Move patterns in what we propose to call *A Syntagmatics of Moves*. The study reveals that rhetorical patterns, different from Swales' core pattern, are recurrent in the analysed data. This finding brings to the fore issues related to acceptability of local researchers' work in specialised international journals, visibility of university journals published in the periphery, and abiding by international norms and standards.

Keywords: Rhetoric, Genre Studies, Research Article Studies, Research Article Introduction, CARS model, A Syntagmatics of Moves, Saudi University Journals.

Introduction

A considerable amount of work on Research Article Introductions has been conducted for the last three decades or so (e.g. Dudley-Evans, 2000; Ozturk, 2007; Samraj, 2002; Swales, 1990; Swales & Feak, 1994; Swales, 2004). This work has contributed to Research Article Pedagogy as more and more academics are competing to get their work published in high-quality journals and renowned publishing houses. Current work in Research Article Studies focuses in particular on comparing Articles Introductions, as a *part-genre* (Ayers, 1993, in Dudley-Evans, 2000, p. 5)[1], in one specific discipline, or across disciplines, to delineate recurrent patterns and/or to identify and account for differences and variations across Introductions. As Bhatia (1993) maintains, the study of prototypical features within the Research Article is primarily pattern seeking, but it does not imply, as far as pedagogy is concerned, pattern imposing. Johns (2003, p. 196), for example, maintains that teaching students' specific rhetorical structures and features characterising a particular research paper provides "shortcuts to the successful processing and producing of written texts."

Research Article Studies has concentrated on work published in well-established international journals and less so on work published in local journals and online journals. It has focused on the novice writer who is a non-native speaker of English studying at a local university or a newly enrolled overseas student at a Western university (e.g. Rouissi, 2014; Swales & Feak, 1994). Research Article Studies and Research Article Pedagogy have overlooked the

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[1] . We consider Introduction a *part-genre*, but we shall be using the term "genre" in this paper for ease of reference.

contribution the analysis of local journals may provide for the local community of novice researchers and expert researchers.

The present paper seeks to contribute to Research Article Studies by analysing rhetorical patterns in the Introductions of research articles published in the Saudi academic context. The paper takes what it considers core rhetorical patterns of the Research Article Introduction as its starting point. It adopts a Swalesian model and concentrates on its most recognised and recognisable Moves and Steps in the Introduction[2] of the Primary and of the Secondary Research Paper.

The paper introduces Moves and Steps in Swales' Create a Research Space (CARS) model for Introductions. It identifies, quantifies, and discusses Move and Step use in twenty- one (21) Introductions of articles in linguistics published by a University *Journal for the Humanities* and a *Language and Translation Journal*. The paper delineates the articles' Move and Step patterns. It suggests that the analysis and discussion of research work produced locally can contribute to improving academic writing standards, while bringing to the fore issues related to international gatekeepers' recognition (rejection) of local standards and the consequences that might have on Genre definition, discourse community membership, Genre Pedagogy, and academics' international visibility.

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[2] . Dudley-Evans (2000, p. 6) considers it the "pure form" of the model found in and across many disciplines.

Swales' Create a Research Space (CARS) model

For Swales (1990, 2004) Genre comprises a class of communicative events which share a set of communicative goals. These goals are recognised by the expert members of a given discourse community, and contribute to the definition of Genre.

Although Swales (1990, 2004) and his students have never stated that Research Article Introductions should conform to his CARS model, several Genre Studies and Genre Pedagogies have used his model to analyse and compare Introductions (e.g. Al-Qahtani 2006; Ozturk, 2007; Samraj, 2002) and other manifestations of discourse (Bhatia, 1993; Kanzari, 2013). Their analyses and comparisons have been followed by hesitant conscious-raising recommendations that have often distanced themselves from advocating any prescriptivism.

The histories of grammars show that description often took precedence over prescription. But, once a description of a particular variety gained acceptance, that description contributed to the standardisation of that variety and was used as a prescription against change and variation. Ancient Greek scholars were more descriptivist than prescriptivist, Latin scholars considered the Greek tradition as the model to follow, and Renaissance scholars venerated their Latin predecessors (Abdesslem, 2001, p. 112; Lyons, 1968, pp. 16-38). Early Arab grammarians were more descriptivist than prescriptivist. Sibawayh (762-793), author of the major work, *Al-Kitaab* (*The Book*), based his description of the grammar of Classical Arabic on Califate 'Uthman's (644-656) standardised version of the Quran and relied on Bedouin speakers to confirm his rules (Owens, 1990). His book became

a reference to judge the grammaticality of Classical Arabic, as Islam and Arabic spread in Asia, Africa, and Southern Europe.

The relatively short but rapid history of Swales' model is similar to the histories of traditional grammars. Swales' CARS model has grown out of descriptions of rhetorical patterns of Research Papers Introductions and has received various enhancements (e.g. Samraj, 2002; Swales, 2004), most of which consisting of optional or adjunct Steps associated with a particular discipline or another. The initial CARS model describes what we consider the *core* Moves and Steps of the Research Article Introduction. It has found its way to pedagogy (e.g. Swales & Feak, 1994; Swales, 2009), and we assume that it has percolated through into expert researchers' academic writings and journals' editorial boards. The *core* Moves and Steps are expected in the Introduction of the Research Paper. Their presence determines the rhetorical adequacy of the Introduction, as the main components of the sentence determine its grammaticality.

Prescriptivism has received bad publicity from the days of de Saussure. However, the linguistic patterns that have remained intact across various descriptions have reached a high degree of solidification that justifies prescribing them for learners and expecting their use among speakers. We stand in this paper at the juncture of prescriptivism and descriptivism. We approach Swales' model as grammarians approach the basic rules of the simple sentence. Grammarians expect speakers to be cognisant of its basic structure, but they are curious to know about sentence use in different contexts.

Table 1

Swales' CARS Model[3]

Move 1: Establishing a research territory
Step 1: Claiming centrality, and/or
Step 2: Making topic generalisations, and/or
Step 3: Reviewing items of previous research *[4]
Move 2: Establishing a niche
Step 1a: Counter-claiming, or *
Step 1b: Indicating a gap in current research, or *
Step 1c: Question-raising, or *
Step 1d: Continuing a tradition *
Move 3: Occupying the niche
Step 1a: Outlining purpose(s) of the present research, or *
Step 1b: Stating the nature of the present research *
Step 2: Announcing principal findings
Step 3: Indicating research article structure

Move is a semantic unit that fulfils a rhetorical function in a given part or section of a text (spoken or written) pertaining to a given genre. *Step* "spells out more specifically the rhetorical means of realizing the function of Move" (Yang & Allison 2003, p. 370). Swales has inferred the above listed Moves and Steps from his earlier work (Swales, 1990) in which he scrutinised forty-eight (48) Research Articles Introductions and identified common rhetorical pattern and movement. He maintains that Moves and Steps are often (but not always) accompanied with particular linguistic indicators. The components of the CARS model, presented in Table 1 are described in detail below.

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[3]. See Swales, 1990, 141; Swales & Feak, 1994, p. 175; and Dudley-Evans, 2000, p. 5.
[4]. The asterisk (*) indicates that the Step is obligatory, i.e. recurrent and essential for the realisation of the Move to which it belongs and /or the Step in the Move that follows.

Move 1: Establishing a territory.

Move 1 delimits the scope of the paper. It underscores the relevance of the topic of discussion and relates it to the field of study in which the paper situates itself. Step 1 *claiming centrality* conveys the significance of and relevance to the topic. Possible linguistic indicators for Step 1 include: "*Knowledge of…has a great importance for…*", "*The study of…has gained much …*", and "*Recently, there has been a spate of interest in …*" Step 2, *making topic generalisations*, includes broad statements about the field; it provides the audience with information related to the topic at hand. Possible linguistic indicators for the realisation of this Step include: "*There is now much evidence to support the hypothesis that…*", and "*A standard procedure for assessing … has been…*" Step 3, *reviewing items of previous research*, consists of citing prominent discourse community members. This obligatory Step (recurrent and essential for the realisation of the Move to which it belongs and/or the Step in the Move that follows) serves to provide adequate background knowledge and prepares the ground for the realisation of Move 2. Realisations of this Step include in particular integral citations, e.g. "*Dudley-Evans (2000) and Swales (2004) have argued that…*", and non-integral citations, e.g. "*Research has shown that…. (Dudley Evans, 2000; Ozturk, 2007; and Swales, 2004).*"

Move 2: Establishing a niche.

Although the CARS model represents an important contribution to the study of the Introduction, Move 2, *Establishing a Niche,* represents the core of the model and the nucleus of the Introduction. Establishing a niche is crucial in setting up *the paper's problematic*. Establishing a niche comes into being through

one of four possible Steps. Step 1a, *counter-claiming*, points to the need for an

alternative to what is known in the literature. Linguistic realisations of this Step

may use present unreal conditionals (Swales & Feak, 1994, p. 135), such as

"*However, the aforementioned studies would achieve more reliable results if they*

concentrated on...", or concessive clauses such as, "*...despite its usefulness, this model*

is..." Step 1b, *indicating a gap in current research*, points to a clear hiatus in the

literature that requires investigation. It can point to what the paper considers a

glaring gap by using total negation, e.g. "*No research...has...*" or a modulated

negation, e.g. "*No study, to my/our knowledge, has dealt with...*" It can indicate a

lesser glaring gap by using contrastive statements, such as "*Although considerable*

research has been devoted to...less attention has been paid to...", "*Research has tended to*

focus on...rather than on....", or "*...they have underestimated/overestimated...*" Step 1c,

question-raising, asks questions which seek to answer research needs. Step 1c may

be formulated in a direct speech question(s) or an indirect speech question(s).

Linguistic realisations of this Step may include examples such as "*What are…?*",

"*This paper asks….*", and "*It remains unclear whether...*". Step 1d, *continuing a*

tradition, presents a new idea or proposes a different perspective by indicating its

contribution to previous ideas or perspectives. Linguistic realisations of this Step

include expressions like "*This paper applies…to show that…*" and "*This study is in*

line with...." Because one out of the four Steps is sufficient to establish a niche,

none of the four Steps are optional. However, Swales (1990) has found that the

first two Steps in Move 2 (Step 1a and Step 1b) are widely used and occur in most of the papers he studied.

Move 3: Occupying the niche.

As Move 2 follows from Move 1, Move 3 follows from Move 2. Move 3 is promissory. For example, if the niche in Move 2 is a question, Move 3 will provide a plan for answering that question. Of the three Steps in Move 3, only Step 1, with its two options, i.e. Step 1a, *outlining purpose(s) of the present research*, or Step 1b, *stating the nature of the present paper*, is obligatory. Linguistic forms used to realise Step1a may include: *"The aim of the present paper is to give…"* or *"This paper seeks to..."*. Linguistic forms realising Step 1b may include: "*This paper is a report on...*" or *"An account on…is presented in this article..."*. Steps 2 and 3 are optional, for their occurrence rate depends on the field in which the research is conducted (Swales & Najjar, 1987). Step 2, *announcing principal findings*, may be considered as a synthesis of a solution(s) to the problematic developed in Move 2. Realisation of step 2 would read as follows "*Thus, the present study corrects many methodological pitfalls of previous studies…*" (Example cited in Swales & Najjar, 1987, p. 185). According to Swales and Najjar (1987) and Swales and Feak (1994, p. 195), whenever the equivalent of this step finds its way in the second half of the Abstract/Summary, Step 2 tends not to be realised in Move 3. Step 3, *indicating research article structure*, provides the outline of the paper. Examples of realisations of Step 3 include "*This paper is organised as follows. Section 1…. Section 2….*", or "*The present work reviews the literature, presents the methodology, and…*"

According to Swales, Move 3 often makes use of the present tense. The present tense indicates that the ideas are not only relevant, but also current.
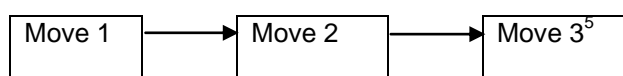
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┌─────────┐     ┌─────────┐     ┌──────────┐
│ Move 1  │────▶│ Move 2  │────▶│ Move 3⁵  │
└─────────┘     └─────────┘     └──────────┘
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Figure1. Representation of the Swalesian Move Pattern for Introductions

Pursuing the analogy, we initiated in this paper between traditional grammars and Swales' CARS model, we suggest that if the *verb* represents the *nucleus* of the subject, verb, object (SVO) pattern for the simple sentence in Traditional Grammar, *Move 2* represents the *nucleus* of the Introduction Move pattern in Swales' model. We also consider extended rhetorical Move patterns analogous to compound and complex sentences.

Rationale of the study

This study analyses and discusses content and function of Steps and Moves. It focuses, perhaps, more than previous studies have done so far, on the *sequencing of Moves* in the Introduction. To do that, we complement our analyses with schematic representations, or what cognitive grammarians call "scientific visualization" (Langacker, 2008, p. 10). We argue, without falling in an arbitrary prescriptivism, that the study of the realisation and sequencing of Swales' core Moves and their constituting Steps enhance research papers' Introductions and research papers' overall quality.

Research Hypotheses

The present study has three hypotheses:

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[5] . Arrows point to the linear movement from one Move to the next. As shall be seen later, arrows also point to hypotactic relations between or across rhetorical Move patterns.

(**i**). Swales' core Moves, and their corresponding Steps, for Research Papers Introductions have filtered through into expert researchers' academic writings.

(**ii**). Introductions in Research Papers published by Saudi University Journals follow a Swalesian Move-Step pattern.

(**iii**). The occurrence and sequencing of core Moves determine the rhetorical adequacy of the Research Article Introduction.

Research questions

The study asks three main research questions:

(**i**). How are Moves, and their corresponding Steps, sequenced in Research Articles Introductions published in the field of linguistics by Saudi University Journals?

(**ii**). To what extent do these Research Papers Introductions follow a Swalesian core Move-Step pattern?

(**iii**). Are there differences between Research Papers Introductions written on Arabic and their counterparts written on English?

Methodology

The research articles selected for this study were published in a *Journal of Humanities* and a *Language and Translation Journal*. The two are refereed university journals. The *Journal of Humanities* publishes articles in English and in Arabic, mostly in Arabic. The *Language and Translation Journal* publishes articles in English, Arabic, and other languages (e.g. French, Spanish, and German). All the articles we selected were written in English. We selected ten (10) *Research Articles*

Introductions in the order in which they appeared in volumes 23 and 24 of the *Journal of Humanities*. We selected another eleven (11) *Research Articles Introductions* from the *Language and Translation Journal* in the order in which they appeared in volumes 24 and 25 and replaced one paper from volume 24, (pp. 83-93), by one in volume 23, (pp. 65-68). The volume 24 paper, which was the only paper in the two corpora written by a female scholar, had a rather unusual (marked!) rhetorical structure; it moved from *Abstract* and *Keywords* to "1. *Objectives of the paper*", to "2. *Organisation of the paper*", *to* "3. *Introduction*". Nineteen out of the twenty-one articles were written by academics working at different universities in the Kingdom of Saudi Arabia. One article was written by a scholar teaching at Sultan Qaboos University. One paper was co-authored by a scholar working in the Kingdom of Saudi Arabia and his colleague working at Hashemite University, Zarqa, Jordan. The *Journal of Humanities* papers were published in the years 2014-2016. The *Language and Translation Journal* papers were published in the years 2012-2013, except for the volume 23 paper, which was published in the year 2011. All the papers included introductions of experimental and quasi-experimental research. Ten (10) articles focused on research issues specific to the Arabic language (Al) and eleven (11) articles dealt with issues related to teaching and learning the English language (El), including the use of translation to improve learners' linguistic competence in English.

Each Introduction was examined through an in-depth reading that allowed one of the co-authors to identify Move-Step progressions and their

accompanying linguistic features. The same procedure was then carried out by one of the two researchers' peers: an associate professor of linguistics. The findings were then discussed and compared. Because the researchers' peer is a well-trained linguist and very familiar with Swales' model, there was hardly any difference in the identification of Moves and Steps. The two coders worked independently from each other. Upon comparison of their separate coding results, no significant differences were found. Overall agreements contributing to inter-coder reliability were calculated by measuring overall agreements divided by both agreements and disagreements (A/(A+D)x100)[6].

The process of identification was as follows: identification of the Moves, the Steps, and their linguistic realisation indicators, if any. The identifications of Moves and Steps were conducted following a close observance of Swales' model. The quantifications presented in the Tables below are the outcome of that analysis. The discussion of samples from the corpus reveals that the Academic Articles' Introductions studied conform partially to the CARS model and contain ambiguous and problematic Moves and Steps for the Swalesian model. It brings to the fore issues related to: observance of local practices and international standards; Genre definition, stability, and pedagogy; and achievement of academic visibility.

Analysis and discussion

This section presents an analysis of the articles that dealt with topics related specifically to Arabic (Al). It then presents an analysis of the articles that

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[6]. A (agreements), D (disagreements), / (divided), x (multiplied). The agreement percentage was 93% in this study.

dealt with issues related to English language learning and teaching. We suspected that specialists in English linguistics might have had more exposure to international conventions through their readings than specialists in Arabic linguistics. The analyses are quantitative: they make use of descriptive statistics, i.e. number, mean, standard deviation, and percentage. They concentrate on conformity with and divergence from the Swalesian model. The quantitative analyses are followed by qualitative analyses and discussions of sample cases.

Introductions in the Arabic Language Content Articles (Al).

The Arabic language (*Al*) corpus consisted of ten (10) Research Articles Introductions. Table 2, presents patterns in the *Journal of Humanities Introductions (JHI)* and then in the *Language and Translation Journal Introductions (LTJI)*. It presents the following: overall Move structure of each Introduction, number of sentences realising each Move, number of sentences not fulfilling any clear rhetorical function, and total number of sentences. The Table also displays Totals, Mean, Standard Deviation, and Percentage.

As Table 2, below, indicates, the ten (10) articles did not include Move 2 (*Establishing a niche*) in eight (8) of their Introductions. However, *LTJI* 5 realised Move 2 three times and *LTJI* 2 twice. The nine articles used Move 1 (*Establishing a territory*) in all their Introductions. Move 3 (*Occupying the niche*) was used in eight (8) Introductions. *JHI* 3 and *LTJI* 4 had one (1) sentence each that the two coders were not sure which Move/Step role they fulfilled. *JHI* 4, which realised Move 1 over a record number of forty-three (43) sentences, had five (5) sentences the

raters could not assign to any of the Moves or Steps in the model (column 6, below).

Table 2

Move use and distribution in the Al content Introductions

Intro. No.	Moves	Move 1: Sentences	Move 2: Sentences	Move 3: Sentences	N.A. Sentences	Total Sentences
JHI **1**	1.3	7		6		13
JHI **2**	1,3	4		15		19
JHI **3**	1,3	15		4	1	20
JHI **4**	1	43			5	48
LTJI **1**	1,3	3		7		10
LTJI **2**	1,3, 2,1,2	4	2	1		7
LTJI **3**	1,3	10		13		23
LTJI **4**	1,3	6		1	1	8
LTJI **5**	1,2,1,2,3,2,3	7	12	2		21
LTJI6	1	3				3
Total		102	14	49	7	172
Mean		10.2	1.4	4.9	0.7	17.2
SD		12.10	7.07	5.36	2.31	12.77
Percentage		59	8.13	28.5	4	100

Move 1 dominated all the Introductions. It represents 59 % of all the Moves used and has the highest mean of 11 sentences per Introduction. Move 3 was also very much used, albeit with a significantly lower percentage. It represents 28.5 % of all the Moves used and has a mean of 4.9 sentences per Introduction.

The following discussion of excerpts from the corpus provides the reader with an account on the reading procedures followed, but more importantly, it explores alternative readings of the same data together with possible

representations of the sequencing of Moves, as it does not treat Swales' model with unreserved reverence[7].

Move 1 Establishing a Research Territory realised by Step1 *claiming centrality* followed by *Move 3 Occupying the niche* realised by *Step 1a outlining purpose of the present research* occurred in six (6) out of the ten (10) Introductions. We consider such occurrence indicative of a prevalent pattern, but we subject the pattern to alternative readings[8].

e.g.1: *Despite being a fertile field for sociolinguistic study, Arabic Dialects of Saudi Arabia (SA) have not received much attention in this field of linguistics* [S1]. *(Al. JHI **1**).*

The adversative *"Despite"*, which opened the Introduction, may be taken to be indicative of a "research gap". However, from a Swalesian perspective, the position of this sentence determined its function, i.e. *Step 1 claiming centrality* in *Move 1 Establishing a research territory*. The sentence put emphasis on the role Arabic dialects studies can play in sociolinguistics research. It was then followed by a series of sentences that reviewed items of previous research, i.e. *Step 3, Move 1*, in five sentences. Then, the Introduction progressed towards *Move 3 Occupying the niche*.

The first sentence [S1] in example 2 opened the Introduction. It was considered as realising *Move 1 Establishing a research territory* and its *Step1 claiming centrality* on account of its occurrence at the very beginning of the paragraph.

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[7] . The discussion does not concern itself with the grammar or style in which the excerpts are written.
[8] . As intimated earlier, the quantitative results in the Tables are based on a Swalesian reading of the corpus.

e.g. 2: *Gulf Pidgin Arabic (GPA) as used by the non-native labor force in the Gulf, including Saudi Arabia as one of the Gulf States, has never been documented in Hejaz before* [S1]. *This paper is a contribution to determine the precise scope of the function of the grammatical element of the affirmative fii (there is) and its negative counterpart maafi (there isn't) uses as manifested in Hejaz GPA because of two main reasons* [S2]. *The first is that it hasn't been studied before, and the second is the popular use of this device by expatriates* [S3]. *(Al. JHI **2**).*

The second and third sentences [S2 and S3] were considered as realising *Step1a outlining the purpose(s) of the paper* which belongs to *Move 3 Occupying the niche*. In other words, there was a movement from *Move 1* to *Move 3*, i.e. where there was an apparent occupying of ***a*** niche, instead of occupying ***the*** niche (i.e. occupying an already created niche).

In a third example of Introduction, a three-sentence first paragraph attacked previous research on stress in Arabic. The second paragraph moved on to introduce the writer's contribution.

e.g. 3: *Though many studies have been devoted to the examination of stress in Arabic in the last three decades, most of these works seem to suffer from a number of shortcomings* [S1]. *First, these studies are incomplete, ambiguous or even inaccurate* [S2]. *Second, analysis in these works is not based on Standard Arabic (henceforth SA) but merely on a variety of dialects spoken in different regions of the Arab world (Angoujard, 1990; Al-Mozaini et al.)* [S3].
Therefore, our contribution in this regard is to carry out a digital processing of word stress in SA [S4]. *(Al. LTJI **1**).*

The first paragraph had a topic sentence that opened with the adversative 'Though' in its subordinate clause and with the superlative adjective 'most' in its main clause. The topic sentence, together with the two supporting sentences that followed it, framed previous research on Arabic stress very negatively, (consider

the verb '*suffer'*, the plural noun '*shortcomings'*, the adjectives '*incomplete*', '*ambiguous'*, and '*inaccurate'*, and the adverb '*merely'*). From a Swalesian perspective, the paragraph realised *Step 1 claiming centrality* in *Move 1 Establishing a research territory*. It may also be said to have realised, albeit faintly, *Step 3 reviewing items of previous research* in *Move 1* through a blurred summoning of two references "(*Angoujard, 1990; Al-Mozaini et al.*)" at the end of sentence three ([S3]). The second paragraph moved on to *Move 3 Occupying **a** niche* through *Step 1a outlining purposes of the present research* ([S4]).

Two alternative readings of the Move 1, Move 3 Introductions could be proposed. In one possible reading (Figure 2.1., below), the authors of *JHI* 1, *JHI* 2, *JHI 3*, *LTJI* 1, *LTJI* 2, and *LTJI 4* might be taken to have fused *Move 1 Establishing a research territory* and *Move 2 Establishing a niche* in one sentence or one paragraph. Such reading is hardly justified, as little indication of the realisation of *Move 1* can be clearly detected.

In a second possible reading (Figure 2.2., below), the first sentence in e.g.1 and in e.g. 2 and the first paragraph in e.g. 3 above could be taken to be realising *Move 2 Establishing a niche* through *Step 1b indicating a gap in current research*, as their opening sentences combined criticism and claim: "*Arabic Dialects of Saudi Arabia (SA) have not received much attention in this field of linguistics*", "*Gulf Pidgin Arabic...has never been documented in Hejaz before*" and " *Though many studies have been devoted…, most of these works seem to suffer from a number of shortcoming*s". The sentences that followed the opening sentence in each of the two Introductions in

e.g. 1 and e.g. 2 and the sentence that started the second paragraph in e.g. 3 could be taken to be realising *Move 3 Occupying the niche* through *Step 1a outlining purpose or purposes of the present research.* This possible reading is hardly Swalesian, as Move 1 is considered necessary for Move 2 to take effect.

2.1. Possible pattern

Move 2 $\supset^9$ Move 1 ⟶ Move 3
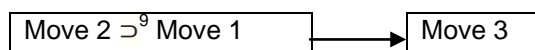
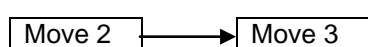2.2. Possible pattern

Move 2 ⟶ Move 3

Figure2. Representations of alternative Move Patterns in the AI papers

From a Swalesian perspective, these authors realised *Move 1* through *Step 1 claiming centrality*, which is optional (i.e. not very recurrent and not essential for the occurrence of Move 2 in Swales' model). They failed to realise a proper obligatory *Step 3 reviewing items of previous research*, which is crucial in preparing the ground for the realisation of *Move 2 Establishing a niche*. They moved from *Step 1 claiming centrality* in *Move 1 Establishing a research territory*, to *Step 1a outlining purpose(s) of the paper* in *Move 3 Occupying the niche.*

Because there was no *Move 2 Establishing **a** niche* that preceded *Move 3 Occupying **the** niche*, we prefer to say that the authors opted for *occupying **a** niche*, which from their point of view was worth writing about. However, by not establishing a niche and then occupying it, they would give international peers the impression that they were over-confident that their research work was ground-breaking. The problematic status of the first sentence or first paragraph

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[9] . *Move 2 includes move 1.* "$\supset$" is a symbol used to indicate *inclusion* in logic, mathematics, and semantics.

in their Introductions would not alleviate that possible unsympathetic impression.

Two Introductions used Move 2 on more than one occasion and alternated Moves. We present here a brief description of *LTJI 5* followed by a short commentary[10]. Then we discuss *LTJI 2* in more details (e.g. 4, below).

The alternations of Moves in *LTJI 5* were orderly and cyclical (Crookes, 1986). *LTJI 5* (Figure 3, below) introduced briefly the Sonority Sequencing Principle in phonology though Move 1, then raised questions about its validity in dealing with Modern Standard Arabic through Move 2 (scale 1). It moved on to present a very brief review of studies on Sonority Sequencing in MSA through Move1 and raised questions about their accuracy via Move 2, (scale 2). It then moved on to indicate the purpose of the paper through Move 3, in light of Move 2 on scale 1 and Move 2 on scale 2.

LTJI 5 then had an appendage [Move 2, Move 3] on scale 3: four (4) main research questions including ten sub-questions realised Move 2 and a reformulation of the nature and purpose of the study realised Move 3. The appendage is reminiscent of Move patterns in the Introductions of theses/dissertations, and it may also be taken as a reminder of Genre hybridity or pattern competition within Genre.

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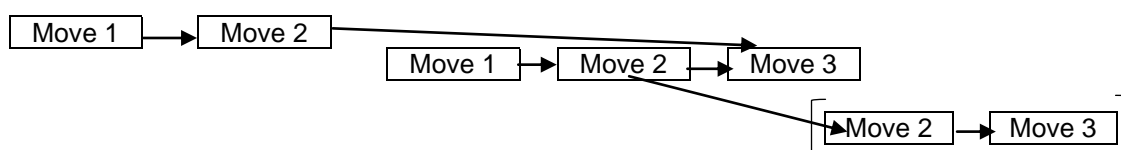
[10] . *LTJI 5* has 5 paragraphs. We analyse *LTJI 2* because it is shorter.

Figure3. Extended Move pattern with an appendage

LTJI 2 is interesting because (i) its author refers to a paper he co-authored with John Swales and (ii) it does not observe Swales' create a research space model to the letter.

e.g.4. *It can be safely assumed that a text makes use of previous texts … [S1]. Intertextuality…can be discussed from the point of view of Logic and linguistic (discourse) perspective (Al-Shabab and Swales, 1986; Al-Shabab and Bloor, 1996) [S2]. Linguistically, the current speaker his/her sources and their assertions can be approached as a question of formulation and interpretation of current discourse [S3].*
The present discussion extends the notions of source and assertion to translational data selected from several translations of the Quran with special emphasis on the influence of Marracci's Latin translation (1968) on George Sale's translation (1734) [S4]. The indebtedness of Sale's translation to Marracci's was observed long time ago, but, to my knowledge, the exact nature of this relation has never been linguistically investigated [S5]. In addition to Marracci's translation, Sale's include references containing commentaries on Arabic exegetes, and the use of personal communication (Ross, 1979) [S6]. This raises the question of source in terms of who contributes what to Sale's translation [S7]. (Al. *LTJI* **2**).

The first paragraph and the first sentence of the second paragraph moved from general to particular. Sentence one [S1] opened the first paragraph with a mild general statement on intertextuality ("*It can be safely assumed…*"), realising *Step 2 making topic generalisations* in *Move 1 Establishing a research territory.* Sentence two [S2] narrowed down the generalisation and proposed that intertextuality could be studied from the perspective of either logic or linguistics. It referred in a non-integral citation to "*Al-shabab and Swales, 1986 and Al-Shabab and Bloor, 1996*". Sentence three [S3] was more specific; it limited the linguistic

perspective to the discourse analysis angle, particularly "*sources and assertions*"[11].

Sentences two [S2] and three [S3] realised *Step 2 reviewing items of previous research* in *Move 1*.

The first sentence [S4] in the second paragraph moved on to propose that the article would be studying "*sources and assertions*"[12] as far as the influence of "*Marracci's (1698) Latin translation*" on "*Sales' English translation (1734)*" was concerned. The transition from the field of linguistics to the field of translation studies seems to have brought about *Move 3 Occupying* a *niche* in the latter field. This reading is supported by the linguistic realisation ("*The present discussion extends the notions…*") of *Step 1a. outlining purpose of the present research*.

Sentence five [S5] realised *Move 2 Establishing a niche* through *Step 1b indicating a gap in previous research*. The linguistic realisation in sentence five [S5] lends support for this reading *"…to my knowledge, the exact nature of this relation has never been linguistically investigated.*" [S5]. Sentence six [S6] referred to "*Ross, 1979*" in a non-integral citation to point to other dimensions concerning sources in Sales' translation. We considered this sentence as realising *Step 3 Reviewing items of previous research* in *Move 1 Establishing a research territory*. Move 1 was then followed by *Move 2 Establishing a niche* through *Step 1 c question raising*, ("*This raises the question of source…*").

We suggest that *LTJI 2* raised Move 3 from the last position on scale 2 and pre-posed it on scale 1 (i.e. posed it before Move 2). We suspect that such raising

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[11] . Al-Shabab & Swales, and Al-Shabab & Bloor's discussion of sources and assertions are reviewed on pages 2 and 3 in the Section titled "Theoretical frame" in Al-Shabab's paper.
[12] . "Sources and assertions" are also called "Attributions and Averrals" in the literature (e.g. Groom, 2000).

and pre-posing is motivated by the interdisciplinary nature of the research paper: Move 3 in its raised and pre-posed position anticipated and answered readers' potential questions about the rationale for drawing on two different fields.
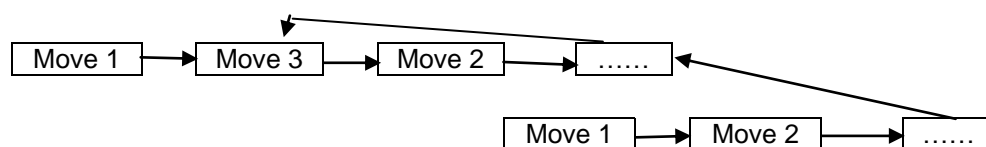

Figure4. Move 3 raising and pre-posing

Move 3 can be considered a hinge relating two, otherwise paratactic (parallel) Move patterns (representing two unrelated fields).

Two (2) Introductions in the Arabic language (Al) corpus asserted the importance of the theme and then moved on to reviewing some of the relevant literature or simply indulged in reviewing the literature. *JHI* 4 had forty-three sentences realising *Move 1 establishing a research territory*. In *LTJI 6*, three sentences realised *Move 1*. We discuss *LTJI 6* for convenience; it is shorter.

e.g. 5. *When a person is a bilingual, trilingual or multilingual, it is possible to postulate three possibilities regarding the relationship between these languages: they are either kept separate systems, integrated as one system, or kept separate but influence and interact with each other (see also Cook, 2003)* [S1]. *Since the two extremes of complete separation and complete integration are not possible, the third possibility where the two separate systems interact and affect each other is plausible and in line with the reality* [S2]. *A wealth of research in the field of language learning and teaching is directed toward the effects of the two or more languages on each other (e.g. Cook, 2003; Grosjean, 2001; Mahmoud, 2005; Ringbom, 2007)* [S3]. (Al. *LTJI* **6**).

The first sentence [S1] in *LTJI* 6 (e.g. 5, above) is an assertion appropriated from (or perhaps in line with) a familiar idea among sociolinguists and second

language acquisition researchers[13]. The author cited Cook (2003) whom he considered as having the same idea as his, "*(see also Cook, 2003)*"! The second sentence [S2] contained a preliminary idea that the third sentence [S3] elaborated on. Sentence three [S3] cited research that studied the effect of two languages or more on the learner, but it did not adopt extreme definitions of bilingualism (i.e. complete separation of languages vs. complete integration of languages in the learner's mind).

<div align="center">

Move 1

</div>

Figure5. Initial and terminal Move 1

It is worth noting, however, that the article's *Abstract* is more elaborate, more informative, and longer than the Introduction. The *Abstract* seems to have sapped, as it were, the Introduction from two of its Moves, especially its nucleus, Move 2. The same remark applies to *JHI* 4, which had 48 sentences realising Move 1.

The Introduction as a genre seems to have been affected by the increasing use and expansion of the *Abstract* (*Summary*) Section in research articles. This may point to ongoing changes in the content, function, and rhetorical pattern of the Research Paper.

Introductions in the English Language Content Articles (El).

The El corpus consisted of six (6) research articles Introductions published in the *Journal of Humanities* (*JH*) and five (5) research articles published in the

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[13] . It is traceable to Weinreich (1953).

Language and Translation Journal (*LTJ*). The same procedure adopted in dealing with research articles Introductions written on Arabic is maintained here. The rhetorical patterns of the eleven (11) Introductions are reported in Table 3, below. The Table presents the overall Move structure for each Introduction, the number of sentences realising each Move, the number of sentences not fulfilling any clear rhetorical function, and the total number of sentences for each Introduction and all Introductions. Totals, Mean, Standard Deviation, and Percentage are displayed.

Table 3

Move use and distribution in the EI content Introductions

Intro. No.	Moves	Move 1: Sentences	Move 2: Sentences	Move 3: Sentences	N.A. Sentences	Total: Sentences
JHI **1**	1.3	38		3		41
JHI **2**	1	11				11
JHI **3**	1,3	22		1		23
JHI **4**	1,2,1,2,3	6	3	3		12
JHI **5**	1,3	3		2		5
JHI **6**	1,3	14		8		22
LTJI **1**	1	21				21
LTJI **2**	1,3	4		4		8
LTJI **3**	1,3	26		1		27
LTJI **4**	1,2,1,3	16	2	2		20
LTJI **5**	1	11				11
Total		172	5	24		201
Mean		10.54	.71	2.27		10.32
SD		10.5	1	2.35		10.43
Percentage		85.55	2.5	11.95		100

The Move 1, Move 3 pattern, which dominated the AI Introductions, also dominated the EI Introductions. Six (6) out of the ten (10) Introductions in the AI corpus and six (6) Introductions out of the eleven (11) Introductions in the EI corpus had that pattern. Two (2) Introductions in the AI corpus and three (3)

Introductions in the El corpus had Move 1 occurring by itself. As found in the Al corpus (Table 2, above), *Move 2 Establishing a niche* had the least frequency of occurrence. It was used in two (2) out of the eleven (11) Introductions in the El corpus, (but see discussion of *LTJI5*, below). Eight (8) Introductions contained *Move 3 Occupying the niche*: six (6) occupied   niche, and only two (2) occupied ***the*** niche (occupied an already created niche). The two Introductions that occupied *the* niche were *JHI 4* and *LTJI 4*. Their analyses, as shall be shown presently, contributed (i) a representation of cyclical Move patterns and further insights regarding relating a given study to its context and (ii) a representation of Move embedding and new insights regarding argumentation from within the literature.

JHI 1 in the English language (El) corpus was the second longest in the two corpora, with a total of forty-one (41) sentences and 1404 words. It represented about one fourth of the whole paper (5749 words) which it was part of. *JHI* 1 realised *Move 1 Establishing a research territory* through *Step 2 making topic generalisations* and through *Step 3 reviewing items of previous research*. It ended with *Move 3 Occupying **a** niche* through *Step1a outlining purpose or purposes of the research*.

The following excerpt (e.g. 6, below) from *JHI* 1 shows that it opened ([S1]) with what might be considered a sweeping statement that could be interpreted as point-blank *Step 2 making topic generalisations* in *Move 1 Establishing a research territory*. Nothing was provided from the literature to support this claim: "*Reading is considered the Cinderella skill in second/language learning and*

instruction reading just as listening." The sweeping statement was followed by what might be regarded as a counter claim [S2], i.e. *Step 1b counter-claiming* in *Move 2 Establishing a niche*. The counter claim could be formulated as follows: "(*Reading comprehension should not be treated as a Cinderella skill because) [S2]*").

e.g. 6: *Reading is considered the Cinderella skill in second/language learning and instruction reading just as listening* [S1]. *Reading comprehension is an integral part of overall language proficiency and the primary goal of the reading process in academic settings and in other areas of general life and for general purposes* [S2]. (*JHI 1, El 1*).

However, following a Swalesian analysis whereby Moves are ordered, and whereby *Step 2 making topic generalisations* is by no means sufficient to prepare the ground to move from *Move 1 Establishing a research territory* to *Move 2 Establishing a niche*, the opening sentences in *JHI* 1 contributed to the realisation of *Move 1 Establishing a research territory* through *Step 2 making topic generalisations*, (the use of the adjective "*overall*" and the repetition of the adjective "*general*" may be taken to be quite indicative of such generalisation).

> *Move 3 Occupying the niche* occurred towards the end of *JHI* 1. It reads as follows.

e.g. 7: *This study was carried out to explore the effects of using a strategic approach to instruction grounded in the use of cognitive and meta-cognitive strategies* [S1] … *The researcher, therefore, sought to, inspect into the students' perceptions of and attitudes toward the use of a strategy-based instructional approach for developing reading comprehension skills in EFL college students* [S2]. (*JHI 1, El. 1).*

As example seven (7) above shows, *Move 3* was realised through *Step 1a outlining purpose of the research*, [S1 and S2]. Notwithstanding the length of *JHI* 1 on account

of the profusion of the literature review it incorporated, *JHI* 1 followed the general pattern (i.e. the Move 1, Move 3 pattern) that the Arabic language content (Al) and the English language content (El) corpora displayed.

Aside from three (3) Introductions realising a lone Move 1 (Figure 5, above), two (2) Introductions had sophisticated Move structures. *JHI 4* had a cyclical and orderly pattern. It repeated the Move 1, Move 2 pattern and then proceeded to Move 3. *LTJI 4* followed a Move 1, Move 2 order, then reverted to a marked, yet prevalent in the two corpora, *Move 1, Move 3* pattern. We discuss *JHI 4* and then *LTJI 4*, below.

JHI 4 established two related territories, established two related niches for each territory, and then moved on to occupying one unified niche.

The first paragraph in *JHI* 4 had a *Move 1, Move 2 pattern*. Paragraph 1 realised *Move1 Establishing a research territory*. It opened with *Step 1 claiming centrality* [S1 and S2], moved on to *Step 3 reviewing items of previous research* [S3], closed with *Move 2 Establishing a niche* through *Step1a counter-claiming* [S4]. The following sentences taken from paragraph 1 illustrate the first Move 1, Move 2 pattern.

e.g. 8: *Providing translation training programmes to prepare and qualify potential translators for the market has become a professional necessity in a globalising world* [S1]. *In Arab universities, especially in Saudi Arabia, a substantially growing interest in professional translation…*[S2]. *This newly emerging awareness of the need for both translation courses and translation programmes called for more rigorous research in translation (e.g. Al-Hamadallah, 1998; Al-Mijrab, 2005, …)* [S3]. *However, current translation training and practice programmes have been prone to criticism as being ineffectively fraught with shortcomings.* [S4] (*JHI **4**, El*).

As can be seen (e.g. 8, above), the *Move 1, Move 2 pattern* concentrated on the relationship between the translation training programmes in Arab universities and local job markets (especially in the Kingdom of Saudi Arabia). *Step 1 claiming centrality* [S1 and S2] and *Step 3 reviewing items of previous research* [S3] contributed to the realisation of *Move 1 Establishing a research territory. Step 1b indicating a gap in previous research (practices)* realised *Move 2 Establishing a niche* [S4].

The second *Move 1, Move 2* pattern (e.g. 9, below) moved on to providing a brief account on translation education in the local context and in international contexts.

e.g. 9: *Prior research on the status and quality of translation education programmes reported a palpable state of dissatisfaction with the quality of these programmes in higher education institutions (Gaber, 2001; Stejskal, 2003)[S1]... Reviewing databases, no study in Saudi Arabia has been launched to examine translation preparation challenges from the viewpoints and perceptions of Saudi translation and interpretation college students, where the pedagogical environment is enormously rooted in language skills development* [S2]. *(JHI **4**, El)*

As e.g. 9 shows, the second pattern realised *Move1 Establishing a research territory* through *Step 3 reviewing items of previous research* [S1], ("*Prior research on the status and quality of translation education programmes... (Gaber, 2001; Stejskal, 2003)*"). It progressed to the realisation of *Move 2 Establishing a niche* through *Step 1b indicating a gap in current research* [S2], ("*...no study in Saudi Arabia has been launched...*").

On the basis of the two established niches – niche 1 in e.g. 8, ([S4]), and niche 2 in e.g. 9, ([S2]) – the Introduction proceeded to occupying the two niches at one go, in one sentence, as e.g.10 shows.

e.g. 10: *The present study aimed to examine the major challenges that face these students enrolled in Arabic-English and/or English-Arabic programmes in colleges of languages and translation in Saudi Arabian universities* [S1]. *(JHI **4**, El).*

Move 3 Occupying the niche was realised through *Step1a outlining the purpose of the present research*. Move 3 closed the last paragraph in *JHI* 4.
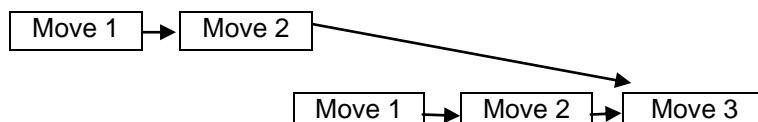

Figure6. **:** Two Move patterns converging in Move 3

Move 3 is where the two seemingly paratactic (juxtaposed) Move 1, Move 2 patterns converge. Move 3 embodies the convergence of presenting the context of the study with what the study seeks to accomplish; it turns what would otherwise have been two paratactic patterns into a hypotactic one, i.e. where there is a relation between one pattern and another pattern (or patterns). Move 3 played this relational role in the three positions in which it occurred, (Figures 3, 4, 6).

LTJI 4 realised *Move 1 Establishing a niche* through a fusion of *Step 1 claiming centrality* and *Step 3 reviewing items of previous research* in the same sentence. It produced *Move 2 Establishing a niche* through *Step 1b indicating a gap in the research reviewed*. It expanded on the *Establishing of a niche* by adding more *Reviewing of the literature* that supported the niche. Finally, it closed with *Move 3*

*Occupying **a** niche* through *Step 1a outlining purpose of the present research*. We discuss *LTJI 4* through e.g. 11 and e.g.12, below.

LTJI 4 was relatively long. It had twenty (20) sentences; thirteen (13) of which were citations, mainly non-integral citations. Its opening sentence [S1] was triumphant *("…one of the most significant…"* and included eight (8) references ([S1] in e.g. 11, below). Paragraphs 1 and 4 in *LTJ4* had fourteen (14) sentences realising *Move 1 Establishing a research territory*.

e.g. 11: *Reading comprehension is one of the most significant skills that a second language learner (L2), in particular, an English language learner (ELL), must master (Aebersold and Field, 1997; Anderson, 1991; Bernhadt, 1991, 1999, 2009; Schwartz, 1984; Wolf, 1993a, b).* [S1] … [Paragraph 1]

While the available literature on conventional reading comprehension contributed to better understanding of how students construct meaning when reading printed texts (Aebersold and Field, 1997; Anderson, 1991; Bernhardt, 1991; Grabe, 1991, 1999, 2009; Schwartz, 1984; Wolf, 19993a, b), there is, however, a dearth of information as to what is involved in the process of electronic and internet reading [S1, Paragraph 3]. *According to Corio and Dobler (2007), "little empirical evidence has been gathered, particularly among adolescents, to support the claim that printed and digital texts are distinctly different media requiring different cognitive processes" (p. 214)."* [S2, Paragraph 3] … *(LTJI4, El)*.

The opening sentence of paragraph three, ([S1] in e.g. 11, or the fifteenth sentence in *LTJI 4*), had an abundant list of references, six of which were exactly the same as the eight references listed in the opening sentence of the first paragraph. It realised *Move 2 Establishing a niche* through *Step 1b indicating a gap in previous research*. The establishing of the niche was couched in a series of references within a contrast clause ("*While the available literature…. (Aebersold and Field, 1997; Anderson, 1991; Bernhardt, 1991; Grabe, 1991, 1999, 2009; Schwartz, 1984;*

Wolf, 19993a, b), there is, however, a dearth of information…"). Upon establishing, or perhaps bringing to the fore, an already established niche in the literature, *LTJI 4* resumed reviewing literature that supported the created (highlighted) gap in previous research ("*According to Corio and Dobler (2007), "little empirical evidence has been gathered…"* "[S3]). *Move 2* was thus realised within the literature; hence the Move 1, Move 2, Move 1 sequence the two coders agreed on (Table 3, above). The sequence was then followed by *Move 3 Occupying the niche*, as eg.12 shows.

e.g. 12: *…This current study focuses on the impact that the use of an online format may have on the performance of Saudi-English as a foreign language (EFL) learners when compared to the use of the conventional paper format* [S1]. *The goal is to discover whether the presumed change in the nature of reading, caused by the change of presentation format, affects Saudi EFL readers' performance* [S2] *(LTJI4, El).*

Paragraph three closed with the two sentences (in e.g. 12, above). Both realised *Step 1a outlining purpose(s) of the present research* in *Move 3 Occupying the niche* created by *Move 2*. The linguistic indicators "*This current study focuses on…*" and " *The goal is to discover…*", together with the position of the two sentences at the end of the Introduction, support our decision.
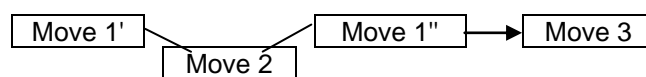

Figure7. Move 2 embedded in Move 1

We considered Move 2 as relaying two parts of Move 1. Move 1' reviewed relevant literature on reading, Move 2 indicated a gap in the research Move 1' reviewed, and then Move 1'' reviewed further research that indicated the same gap. Move 2 pointed to what it considered "*…a dearth of information as to what is*

involved in the process of electronic and internet reading" ([S1, Paragraph 3, eg.11).

Move 3 occupied a different niche; it indicated that the paper would be comparing students' performance (test results), *not processes*.

The *Abstract* of the paper from which *LTJI4* was taken lends further support to our analysis. It proposed three hypotheses that might explain why the experimental group (of students) obtained higher scores in an electronic reading comprehension test than the control group who took a print format test. The concluding sentence of the *Abstract* reads as follows, "*Whatever the explanation is, the study calls for more in-depth examination of the online reading strategies and skills.*" Move 2 was thus embedded in Move 1; it was disconnected from Move 3.

The analysis and discussion of extended Move patterns in the two corpora showed that explanations of and justifications for the recurrences of the same patterns, as well as Move 3 raising and pre-positioning, were associated with interdisciplinarity, hybridity of genres, genres overlap and tension, and relating context of the study to the problematic of the study. Aside from one case where Move 2 was embedded in Move 1, Move 2 represented the nucleus of each of the Move patterns in which it occurred, and Move 3 related these Move patterns.

Introductions in the two corpora.

There was hardly any difference across the Al corpus and the El corpus, as far as the frequency and distribution of the core Move patterns (Table 4, columns 2 and 3).

Table 4

Move patterns in the two corpora

Move Patterns	Al Introductions	El Introductions	Total	Mean	%
1, 3	6	6	12	6	57
1	2	3	5	2.5	24
1,2,1,2,3		1	1	0.5	4.75
1,2,1,2,3,1,2,3	1		1	0.5	4.75
1,2,1,3[14]		1	1	0.5	4.75
1,3,2,1,2	1		1	0.5	4.75
Total	10	11	21		100

From a Swalesian perspective, seventeen (17) out of the twenty-one (21) Introductions (or 81%) had a reduced Move pattern; a Move 1 pattern or a Move 1, Move 3 pattern. The seventeen (17) Introductions lacked Move 2, the nucleus of the Introduction. These Introductions might be taken to have most of their weight carried by Move 1. They opened with *Step1 claiming centrality* in *Move1 Establishing a research territory* and some indulged in reviewing the literature. In fact, 102 sentences out of a total of 172 realised Move 1 in the Al corpus and 172 out of 201 sentences realised Move 1 in the El corpus (Tables 2 and 3).

The Move 1, Move 3 pattern was very recurrent: twelve (12) out of the twenty-one (21) Introductions (or 57% of the Introductions) had that pattern. The pattern lacked Move 2, the nucleus, and reduced Move 3 to occupying *a niche*, instead of occupying *the niche* (that a Move 2 would have established).

We suggested that even if we adopted a non-Swalesian alternative (i) a Move 2, Move 3 pattern or (ii) a Move 1 in Move 2 followed by Move 3 pattern (Figure 2, above) for these twelve (12) Introductions, international experts in the discourse community of linguists, or experts in any other field, would consider any of the Steps realising Move 2 at the very beginning of an Introduction

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[14] . This Introduction could be considered as having a Move1, Move 3 pattern instead (Figure 7, above).

inappropriate and inopportune, and they would tax their authors of immodesty and impulsiveness.

Five (5) Introductions, (or 24 %), out of the twenty-one (21) Introductions had a Move 1 pattern. Some of the writers of these Introductions might have assumed that because they were continuing a tradition or conducting an exploratory study, there was no need for them to establish a niche and then occupy it. Other writers might have realised Moves equivalent to Move 2 and Move 3 in the *Abstract* (*Summary*) and felt that re-introducing the same Moves would have made their Introductions repetitive. A third group of writers might have thought that there was no need for them to state the nature of the paper, outline its purpose, announce its principal findings, or indicate its structure, as they would be developing these Steps in the body of the paper anyway.

Four (4) out of the twenty-one (21) Introductions (or a mere 19%) had an extended, hypotactic Move pattern. Three (3) Introductions (or 14.5 %) sequenced the Move 1, Move 2 pattern and related that sequencing through Move 3, which occurred at the end of the pattern. One Introduction raised and pre-posed Move 3. Move 3 acted as does the subordinating clause in the complex sentence. The four Introductions (i) combined two disciplines, (ii) related the context of the study to the study itself, (iii) or appended a core pattern from a Thesis (Dissertation) Introduction, causing an occurrence of Move 3 twice. In the case where Move 2 was embedded in Move 1, we suggested that Move 2 ceased to be the nucleus, and the pattern in which it occurred could be considered a Move 1,

Move 3 pattern. (This would raise the frequency of occurrence of this pattern from 57 % to 61.25 %).

Implications of the study

As much as there are degrees of expertise one develops in one's specialism, there are degrees of expertness in conducting research and in producing research work. The rapid developments brought about by information technology have made the distinction between locally published academic journals, free access online journals, and well-established high impact factor journals even trickier, especially when it comes to the quality of their product and the expertness of the researchers who publish in them. Research Article Studies can assume the role of an *observatory* from which discourse analysts describe, record, and discuss stability, variation and change within and across journals, and within and across disciplines and languages.

This study, which had Swales' core Moves and Steps for Introductions as a starting point, detected signs of Genre overlap and tension, but most importantly it pointed to Genre sophistication resulting from multidisciplinary research work and from combination of theory-based and context-related research. We suggest that locally published research articles written by scholars based in different academic institutions, coming from different socio-cultural backgrounds, and having different degrees of expertness may be more indicative of the changes a given genre is evolving towards than research articles published in well-established high impact factor journals or these days' free-access online journals. They are also worth analysing and discussing in research methodology

classes and academic writing classes for graduate students, especially that they often deal with topics related to the students' context.

Limitations

We limited ourselves to Research Papers Introductions in linguistics published by two local university journals. All the papers from which the Introductions were selected were written in English. The two corpora we studied did not include papers written by female researchers, as female researchers' publications are few and far between. (See the Methodology Section in this paper).

Recommendations for future research

Future research could compare Research Papers Introductions that are written in more than one discipline and in more than one language. It could extend to other part-genres of the Research Paper. Researchers may wish to explore further the influence of Theses/Dissertations Introductions on Research Papers Introductions and vice versa. We particularly hope that the visualisations of the Syntagmatics of core and extended Move patterns that we initiated in this study will be extended to written as well as spoken academic and non-academic genres. We also hope that future research assesses experts' reactions to 1, 3 Move pattern and 1 Move pattern Introductions through questionnaires or structured interviews.

Conclusion

The present paper studied Research Articles Introductions written in English and published by two local university journals in the Kingdom of Saudi

Arabia. It analysed the realisation of Moves, with particular emphasis on their sequencing, in what it proposed to call *A Syntagmatics of Moves.* The study revealed that there was no significant difference between the Introductions written on Arabic and their counterparts written on English, but it detected an emergence of extended Move patterns that reflects degrees of expertness among writers and points to slow changes resulting from the multidisciplinary Research Paper in particular.

Adopting a descriptivist position, and maintaining the grammar-rule and rhetorical-pattern comparison, we suggest that the Move 1, Move 3 pattern is as analogous to the Subject-Attribute pattern in the Arabic Nominal Clause. Descriptive as this analogy might be, it may not convince international reviewers to tolerate what they would consider deviation from what has grown into a norm. However, we reiterate that the extended, multi-layered Move patterns that this study has revealed are worth pursuing and that more analyses and visualisations of Introductions having such sophisticated rhetorical patterns are needed.

Adopting the position of a prescriptivist, and maintaining the view that Move 2 represents the nucleus of Swales' core rhetorical pattern for the Introduction as does the verb represent the nucleus of the English sentence in grammar, we recommend that editors of local journals ensure that writers follow Swales' core model in writing the Introduction of their Research Article. We recommend that writers realise the three Moves in the order Swales presents

them and make sure that Move 2 is conspicuous and unmistakably situated between and relating Move 1 and Move 3. By doing so, writers would be able to situate their work in the ongoing dialogue that researchers in their field are engaged and to contribute to the persuasiveness of the arguments they develop in their article.

Saudi Arabia has had the number of its universities rise in the last decade or so from 8 public universities in 2003 to more than 30 public universities today. This rapid expansion is now accompanied by an effort to raise quality standards. We hope that this paper makes a modest contribution towards inciting scholars and universities to achieve better worldwide visibility and presence.

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