

Moves in Introduction Sections of Research Articles in Psychology, Persian Literature, and Applied Linguistics: A Genre-based Study

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Abstract

This genre-based study examined cross-linguistics rhetorical patterns of Introduction sections of applied linguistics in English, psychology, and Persian literature drawing on a move analysis framework proposed by Swales (2004). To this end, 30 articles were selected from leading international and Persian local journals for each aforementioned discipline. The finding showed no significant differences in research article introductions across the disciplines in terms of Moves 1 and 3; yet there were significant differences across the disciplines regarding Move 2/step1. Furthermore, no significant differences were found in terms of the extent of concordance between the Swales' model and the move structure of the RAs analyzed. New steps were found in psychology and Persian corpora which were not predicted by Swales' model. The pedagogical implications were also discussed.

Key words: Research Article; Introduction; Introduction Moves; Genre Analysis; Move Analysis.

1.Introduction

With the introduction of genre analysis by Swales (1990), as a powerful instrument for text analysis, huge attention has been given to the structures of Research articles (RAs). Literature is replete with research on the structure of different sections of RAs in both natural science and social sciences. Most of these studies have focused on some sections of RAs such as introduction (Samraj, 2002), result sections (Brett, 1994), and discussion sections (Hopkins & DudleyEvans, 1988; Ruiying & Allison,

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2003). Compared to other studies on article section, considerable attention has been devoted to the introduction section (Swales, 1990); due to the fact that introduction section requires researchers to take into account many decisions ranging from picking a structural framework to making adequate word choices, many researchers find its writing the most challenging part to accomplish (Swales, 1990).

Methophorically speaking, the introduction of an article is taken as a bridge between the readers and the writers' work; a successful introduction is the one that makes a channel between the knowledge of the intended audience and the research; in other words, if readers perceive the introduction of the article as convincing and capturing, they will be impressed and reassured that the paper is worth reading (Safnil, 2007). Given the fact that the content of any article and its quality are determined by its introduction researchers are required to write this part in compliance with the appropriate structure and style expected by the discourse community. Through exploration of the introduction section we will be able to assess the extent to which the writers have followed similar or different discourses and generic/rhetorical patterns across different languages, various disciplines, and cultures. Awareness of the functions of the introduction section as well as awareness of discourse community needs would be fruitful for both researchers and students wishing to publish article in a particular area. In addition, as the introduction part reveals the rhetorical strengths or weaknesses of writers more than any other sections of RAs (Swales, 1990), it would be very useful to examine the textual organization of the introduction of RAs.

Many studies have examined introduction sections using the Swales 1990's model version. Works by researchers like Samraj (2002) on the article introduction uncovered not only notable disciplinary variation, but also demonstrated some elements of all introductions, such as the presence of definitions of terms, exemplifications of difficult concepts, and evaluation of the research which have not been predicted by Swales' Create-A-Research-Space (CARS) model; such drawbacks called into question the applicability of the CARS model, prompting others to revise and attach the structures found in RA introductions across disciplines to the CARS model (Habibi, 2008). In another work on the introductions of master's thesis across disciplines of philosophy, biology, and linguistics, Samraj (2008) reported that the Swales' model can be applied to various disciplines, yet, these different disciplines do not follow the same pattern. In her research, the IMRD pattern (Introduction-Method-Results-Discussion) was observed in biology thesis and a topic-based pattern was seen in a philosophy thesis.

Other works like Jallifar's (2010) investigation of the generic organization of research article introductions has focused only on sub disciplines of applied linguistics (e.g. English for Specific Purposes, English for General Purposes, and Discourse Analysis) in local Iranian and international journals. Although he claimed a new step termed as *data description* in move three, to the authors it is

not something new as this step is another term for the step of the summarizing method. In a cross-linguistic genre study, Falahi Moghimi and Mobasher (2007) investigated the introduction sections of Persian and English Mechanical Engineering RAs employing Swales' (1999). Their study reported that there are differences and similarities between frequencies of moves in these fields. Likewise, a contrastive study by Mahzari and Maftoon (2007) examined the introduction section of English medical RAs and those of Iranian ones in Persian language; the results demonstrated similarities and differences between the frequencies of moves in these two fields; the results of the two studies cannot be interpreted as generalizable as possible due to their small sample. Drawing on modified CARS model of Anthony's (1999), Abdullah (2016) explored the introduction sections of two different disciplines, i.e. research articles from English Language Teaching (ELT) and Civil Engineering (CE) corpora. The results revealed differences in structural pattern of ELT and civil engineering corpora.

Despite the fact that the above studies have scrutinized the introduction sections in different fields from different perspectives, still, little has been done in the disciplines of the social sciences within two different languages like articles of English applied linguistics, articles of Persian literature, and articles of psychology written in Persian. Therefore, the main purpose of the current study is to examine the move structures across three disciplines: Persian literature, psychology, and applied linguistics based on the CARS model. Given Swales' CARS model marked a new era in genre analysis by setting the organizational framework, and numerous studies have employed this model, the present study utilized this model as a framework of analysis to explore the extent to which texts in each language depict their written disciplinary practices and how the writers of selected disciplines situate themselves in their discourse community. Assuming that each of the three afore-mentioned fields shows different epistemological traditions and research methodologies, from a pedagogical perspective, it is important to show how and which moves and steps are used in the chosen disciplines.

The present research offers a number of implications and applications. First, it might shed light on the norms of the introduction section across the disciplines under investigation, contributing to our knowledge of how this section of articles is realized in two different languages and discourse communities. Second, findings might be of value to whoever is in academic area; including those wishing to join or participate in the academic circles; students pursuing advanced degrees or the authors of academic writing manuals. Finally, findings would augment our understanding of how the different linguistic systems and disciplinary communities might have an effect on the rhetorical choices made by academic writers.

1.1 Purpose of the Study

The research addresses the following research questions:

1. What Moves and Steps characterize RA introductions of applied linguistics, Persian literature, and psychology?
2. Are there any generic differences/similarities in the introductions of the above disciplines in terms of the rate of occurrence of moves?

In the following, an overview of existing research on genre studies as well as the theoretical framework used in this study will be presented. Section 2 provides a description of the method of analysis and collected corpus. Finally, the analyzed findings are demonstrated in the last section with a discussion of the results and conclusion.

2. Review of Related Literature

In the past three decades, awareness of genre features and method of genre analysis have been embraced by educators and educational researchers all over the world as an attempt to assist language learners to understand and master academic, professional discourse (Amirian, Kassaian, & Tavakoli, 2008). The works of such prominent pioneers as Swales (1981), Dudley Evans (1986), and Bhatia (1993) largely contributed to the development of genre analysis approach. Their studies offer a sketch of the communicative conventions associated with particular areas of English use demonstrating how different genres accomplish their communicative purpose through organizational patterns (Widdowson, 1983, cited in Amirian et al., 2008). Genre analysis aims at identifying the moves and strategies available for the users of the genre to accomplish their communicative purpose, and the linguistic choices available to realize those strategies (Bhatia, 1993; Swales, 1990).

Genre has been defined as a class of communicative event in which language plays a key role (Swales, 1990). To Swales (1990) "genre is viewed as socially recognized, highly structured and communicative discursual event or activity which aims to fulfill a particular communicative purpose in a certain community". Discourse community is defined as a group of people having the same interests, goals or professional expertise in common. It is said that categories like nationality, social class, gender, ethnicity or age do not identify a discourse community; rather common goals, participatory mechanisms, information exchange, community specific genres, highly specialized terminology, and a high level of expertise are taken as essential criteria for identifying a certain group of people as a discourse community (Swale, 1990). It is the discourse communities as Swale (1990) asserts, that set common goals that oblige their members to follow the conventional patterns in order to achieve the goals. Usually "a discourse community's norms, epistemology, ideology, and social ontology" is echoed by genre conventions (Berkenkotter & Huckin, 1995, p. 4), however, these conventions being dynamic by nature are subject to change, once the society or culture evolves, these changes are reflected in genres, indicating that genres evolve over time in mutual contact with institutional practices and individual actions (Berkenkotter & Huckin, 1995; Bhatia, 1993).

Aside from purpose, exemplars of a genre might have similar patterns in terms of structure, style, content, and intended audience. Abstracts, proposals, laboratory reports, poems, letters, editorials, and novels, to name a few, are considered as examples of genres (Suntara, 2013). Since genre analysis analyzes the contextual and textual characteristic of a specific text-type, it is pedagogically useful for teaching of written or spoken genres, especially for ESL/ESP classroom (Bhatia, 1993). Bhatia (1993) argues that although the genre-based approach in teaching would restrain or suffocate students' creativity in their writing; however, without knowledge of the conventional rules, it would be unlikely for students to boost their writing effectively. As genre analysis reveals the communication purpose of a particular discourse and the writing strategies employed by an individual in compliance with convention of discourse community, it can be applicable and useful to teaching writing to students in classrooms other than language classrooms as well (Bruce, 2009; Hyland, 2007).

An academic article typically consists of sections such as *Title, Abstract, Introduction, Theoretical Framework, Data/Subjects, Analysis, and Conclusions*, depending on the discipline and the subject matter. Unlike other sections, the introduction seems to be the ever present part whose function is to present a writer's point of view toward the main issue and to capture readers' attention to information discussed in the respective articles (Cheo & Hyun Hwang, 2014). As numerous decisions ranging from selecting an organizational framework to making adequate word choices are to be taken into account in the introductory part, many writers perceive it the most challenging part to accomplish (Swales, 1990, 2004). *To provide a solution for such a problem, literature review suggests that learning the conventions of writing introduction could be beneficial to researchers as well as students seeking to join academic communities. To learn these conventions, it has been recommended to follow the models provided by scholars of genre studies (Hyland, 2007).* The pioneer model of John Swales (1990), namely the Create-A-Research-Space (CARS) model provided an organizational framework for the introduction section of RA, since then some other scholars proposed various models for the introduction sections of papers (Buntus, 2002; Samarj, 2008). The CARS model though originally designed for the introduction section of the academic papers it has been applied for studying other sections of articles in various academic disciplines both in English and other languages (Cheo & Hyun Hwang, 2014). Despite its wide application it was played down by some researchers like Samarj (2002). Investigating biology and philosophy thesis, Samarj recognized the incongruity between the CARS format and the structure of introductions studied challenging the above-mentioned model. Following these criticism of 1990's CARS model in 2004, Swales revised and proposed an updated version of CARS called CARS model 2004. This updated model is composed of the *Move* and of its constituent *Step. Move*; in most studies of genre analysis, is understood as a functional unit

of texts manifesting the writer's communicative purpose (Dudley Evans, 1986; Swales, 2004). A step is an optional smaller unit realizing different moves (Dudley Evans, 1986; Swales, 2004).

Within the early model, there are three obligatory moves which are realized by the respective steps as follows: Move 1, establishing the research territory, illustrates the target research domain. This move includes steps of Claiming centrality and/or Making topic generalizations or Reviewing items of previous research; Move 2, Establishing the niche or gap, consists of 4 steps of Counter-claiming, Indicating a gap, Question-raising, and Continuing a tradition. Finally, Move 3, Occupying the niche, encompasses of three steps (a) outlining the purposes of the research, (b) stating the research questions, (c) announcing the principal findings and (d) outlining the structure of the article (Swales, 1990, p. 148).

Within the 2004 version of CARS, the number of steps in Move 1 is reduced to only two: *claiming centrality*, *topic generalizations of increasing specificity*; The occurrence of Review of literature is not restricted to Move 1 Step 3 anymore, but it reoccurs throughout the introduction and the article as a whole. Move 2 also is reduced to two, with a new optional step (step 2) named *presenting positive justification*. Move 3 is renamed to *presenting the present work*, with one obligatory, three optional and three "PSIF" (probable in some fields) steps (Swales, 2004).

Within both models, Move 1 purports to convince the expert audience of the significance of the study by making strong claims with reference to the published literature. Move 2 serves to identify the more specific areas of research requiring further investigations. This move allows authors to indicate a gap in the current literature and present their opinions concerning the importance of their findings for the current research. Move 3 functions to introduce the purpose, main findings, and structure of the article (Swales, 2004)

Another model for moves and steps of the introduction sections research articles was proposed by Nwogu (1997) consisting of 3 moves: move 1. Presenting background information realized by step of: 1. Reference to established knowledge in the field 2. Reference to main research problems; move 2. Reviewing related research by step of: 1. Reference to previous research 2. Reference to limitations of previous research move 3. Presenting new research by step of: 1. Reference to research purpose 2. Reference to main research procedure.

Bunton (2002) also presented a model for the introductory section of PhD dissertations. Unlike Swales' model, this one includes five moves: introductory restatement, consolidation of research space, practical implications, and recommendations, future research, and concluding restatement, out of which the two first ones are found to be obligatory.

The same basic three-move structure for the introduction of research articles proposed by Swales (2004) is seen in the two above models, however, additional elements such as definition of terms, introducing materials or subjects, significance of the study, and thesis structure are provided by them.

Nevertheless, the structure patterns found in these models come from different types of research papers and contexts which have been done in English-speaking contexts, not in EFL situations. Still, they are not as comprehensive as they claim. Moreover, both studies are limited by the use of qualitative methods and small corpora, which does not allow for the findings to be generalizable.

In the current research, Swales' (2004) (Table 1) move model for the introduction sections of RAs was adopted to analyze the introduction sections of RAs under study on account that firstly, this model has been the last revision of the framework proposed by Swales (2004), hence it can be accepted as a reliable model; secondly, the model was specifically designed for ESP research articles. Having been applied to any discipline and any culture, the CARS model seems to be the most comprehensive model so far.

Table 1

Swales' (2004) CARS Model for Introduction Section

Move1. Establishing Research Territory (obligatory)

- Step 1. Claiming centrality
- Step 2. Making topic generalizations
- Step 3. Reviewing items of previous research (obligatory)

Move 2. Establishing a Niche (obligatory)

- Step 1. Indicating a gap
- Step 2. Adding to what is known
- Step 3. Presenting positive justification

Move 3. Presenting Present Research (obligatory)

- Step1. Announcing present research purposively/descriptively
- Step 2. Questions/hypotheses (optional, probable in some academic disciplines)
- Step 3. Definitional clarification, (optional, probable in some academic disciplines)
- Step 4. Summarizing methods (optional, probable in some academic disciplines)
- Step 5. Announcing principle outcomes
- Step 6. Stating the value of present paper
- Step 7. Outlining structure of paper

3. Method

The aim of this study was to explore move patterns of the introduction section across three disciplines: Applied linguistics, psychology, and Persian literature selected as a social sciences discipline. Research articles were purposively selected from recent publication journals in their respective fields. The chosen articles were published between 2010 and 2015 in valid international journals having high credibility among researchers. Likewise, the Persian literature articles were selected from the academic local journals published by high ranking Iranian universities. The languages used in all introductions are the standard language, whether in Persian or English. All chosen articles included the conventional parts of any research paper (Introduction, Methods, Results, and Discussion), however, articles of psychology chosen did not have any clear separation between the introduction and the literature review sections.

Since the length of the introductions may result in a change in the number of moves, care was exercised to select articles with roughly equal length. Then, the selected texts were analyzed using Swales' (2004) CARS model to identify the types of moves employed by the writers in introduction of their articles. In this study, since a sentence might carry two rhetorical moves, the rhetorical function of the move was taken as the unit of analysis, which can be realized by one or several sentences. The repeated moves were not taken into account. In order to detect the possible differences and to see whether the differences were significant, moves were compared across the three corpora running a series of Chi-square tests, and the frequency of occurrence of each move and its constituent steps were then tallied and summed.

4. Results and Discussion

In order to answer the first research question about how the moves are employed in the introduction section of RAs in psychology, Persian literature, and Applied Linguistics, the researchers counted frequency of the moves in all three corpuses. As Table 2 shows, all the moves have been employed in all three fields with different percentages. However, greater differences was observed in move 2 for three corpuses suggesting a meaningful point regarding the three disciplines. As Table 2 shows, Move 1 "Establishing a territory" and Move 3 "Presenting the present work" seem to be mandatory in the writing of each of the three groups, with 86-100% usage. They have exactly the same frequency; the high frequency of the use of this move by all groups seems self-evident as this is the first part and the last part that captures a reader or an examiner's attention to the work to be reported. Identifying this move saves the reader's time searching the other parts of the article to find the main purpose or hypothesis of the study. The occurrence of Move 1 and Move 3 in the three dataset indicates that these writers' works comply with Swales' (2004) model. Given the realization of Moves 1 and 3 it can be claimed that the three corpuses share similar purposes and rhetorical practices within their research community.

Table 2

Frequency of Moves and Steps Found in the Introduction Sections in the Three Corpora

	Applied linguistics		Persian literature		Psychology	
	Frequency	%	Frequency	%	Frequency	%
Move 1	30	100	30	100	30	100
step 1	18	60	22	73	28	93
step2	24	80	21	70	24	80
step 3	27	90	19	63	28	93
Move 2	22	73	12	40	16	53
step 1	22	73	12	40	16	53
step2	3	10	0	0	0	0
step 3	9	30	0	0	4	13
Move 3	25	83	26	86	30	100
step1	25	83	26	86	24	80
step2	8	26	8	26	21	70
step3	3	10	3	10	0	0
step4	5	16	7	23	1	3.3
step5	0	0	7	19.4	0	0
step6	7	23	4	13	2	6.6
step7	5	16	5	16	0	53

As for the second question, Chi-Square tests were run for each pair to determine if there were any meaningful differences in each move within each discipline. As Table 3 shows, there is no meaningful difference between the use of Move 1 in the introduction of RAs psychology, applied linguistics, and Persian corpora; as seen, the observed value of .1.000 is larger than the alpha value of .05 suggesting that these disciplines shared this move. To be significant, the significant value needs to be .05 or smaller (Pallant, 2007, p.217). Similarly, with regard to move 3, the results of the Chi-Square test illustrated in Table 4 show that there is not significant difference between psychology, applied linguistics, and Persian literature; (observed value =1.000) is larger than ($p < .05$). The results of the study reject the existence of any meaningful differences in RA introductions across the disciplines in terms of moves 1 and 3. However, there is a slightly difference between the use of move 2 in the introduction of all corpora, (observed value = 0.465) is less than ($p < .05$). Generally, despite

significant differences across the disciplines regarding Move 2, the findings reveal a significant concordance between the CARS model and the move structure of the RAs analyzed,

Table 3

Chi-Square Tests for M1

	applied	Persian	psycho
Chi-Square	.000a	.000a	.333b
df	2	2	1
Asymp. Sig.	1.000	1.000	.564

a. 3 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

b. 2 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.5.

Table 4

Chi-Square Tests for M2 & M3

	value	value	df	df	sig	sig
Chi-Square move 2 for Applied & Psychology	.000 ^a	.333 ^b	2	1	1.000 ^a	.465
Chi-Square move 2 for Psychology & Persian literature	.333	.000 ^a	2	1	1.000 ^a	.564

Chi-Square move 2 for Applied linguistics & Persian literature	.000 ^a	.000 ^a	2	2	1.000 ^a	.465
Chi-Square move 3 for Applied linguistics & Psychology	.000 ^a	.333	2	1	1.000 ^a	.564
Chi-Square move 3 for Persian literature & Applied linguistics	.000 ^a	.000 ^a	2	2	1.000 ^a	1.000 ^a
Chi-Square move 3 for Persian literature & Psychology	.000 ^a	.333 ^b	2	1	1.000 ^a	.564

Note: P<.05

The results of this study show that there are both similarities and differences in the move occurrence of the introduction in each corpus. The most frequent move was move 1 i.e. Establishing a territory which is usually appears at the beginning of the introductory sections through steps like claiming the centrality of the topic, making topic generalizations pertinent to the investigated phenomena or reviewing of previous research. It allows researchers to position their research field and to persuade the discourse community that the study to be reported is relevant to that academic community and might contribute to their understanding of some of the vague issues which are of interest to that community (Habibi, 2008). Adopting this move enables the writers to start communication with the community and establish a common ground, and then draw their attention to the topics they intend to discuss. (Swales, 2004). This move was observed in almost all corpuses.

Regarding the steps of the first move it was found that almost three corpora employed steps of first move in the following way: Step1, i.e., Centrality claims was realized by means of: a) Highlighting an emphasis/interest/concern, worthwhileness, problematic or troubling phenomenon, b) Expressing a well-established territory, c) Expressing recognition and importance, e) Reference and review of the central issues of the discipline, f) Recency of the research area and Definition of a concept, abundance expression, Time-frame of relevance. Mostly common in this move are negative and positive emphatic lexical items as well as quantifiers. Centrality claims usually comes at the initial of the beginning sentences. Most of the articles had step 1 in the initial position, however, in four cases of psychology and three cases of applied linguistics corpora did not employ this step initially; rather they employed the definition of a concept initially. With respect to other steps, it was found that there was variation in their function. Precisely speaking, cross-disciplinary variation was found regarding reference to previous items in terms of their location and the frequency of sources cited and with the

stance taken towards the cited works. According to Swales (1990), discussing the pervious literature “the author needs to provide a *specification* (in varying degrees of detail) of previous findings, an *attribution* to the research workers who published those results, and a *stance* towards the findings themselves” (p. 148). As noted by Samraj (2002), it was revealed that at the beginning of the introduction, the authors appeal to the pervious literature either to familiarize the reader with the topic, or to highlight the importance of a topic, and therefore, establish territory. Toward the end of the introduction, they might employ them to present a gap and therefore establish a niche. Researchers employ them according to the demands of their topic under study. The writers of psychology have presented too much review issues and theoretical background. One reason might be due to the lack of separation between the review and the introduction in chosen articles of psychology; another explanation could be that the writers are under pressure to provide more theoretical background in order to familiarize their readers with the topic under study. In contrast, applied linguistics researchers have appealed to the literature as much as needed, assuming a certain amount of background knowledge of terminology by the readers. Making reference to previous works was cited directly and indirectly throughout the articles. The literature review acknowledges that there is a relationship between the amount of citing pervious works and the well-establishment of a research territory, the more well-established the less review; by establishing the research territory among the members of the academic circle appropriately, researchers may feel to avoid mentioning repeated verbose and might stick directly to the points coming forward (Jalilifar, 2010). In three corpuses as the discussion moves on, specificity increases ranging from evaluating the previous studies or topic generalization through terminology/definitions or time reference. Following are some examples:

Applied linguistics: *Reviewing the literature on instructed interlanguage pragmatics (ILP) reveals that educators are gradually developing their **interest** in the research examining the role of L2 pragmatic instruction in the development of learners' pragmatic competence. This shift of interest can be traced in the educators' stance in different times.*

Psychology:

اضطراب و افسردگی از عمده مشکلات بهداشت عمومی هستند که به سطح همه گیر نزدیک میشوند و بر اساس اعلام آمار موسسات ملی بهداشت هر سال ۳۸ میلیون نفر را به ان مبتلا می سازند.

Translation: *Anxiety and depression are among the **main problems** of public health, which seems to be epidemic and according to the national health institution, may affect 38 million people per year.*

Persian:

شخصیت بخشی به طبیعت بی جان و جان پنداری یکی از ارکان اصلی بیان هنری است که درجوه گوناگون جلو می کند.

Translation: *Personification of inanimate nature is one of the **main** components of artistic speech which appears in various forms.*

Move 2

Move 2 makes it possible for the researchers to put their research within the identified territory, thereby establishing a niche. By adopting this move, the researchers highlight the shortcomings, gaps, unanswered questions about the established territory and challenge the previous research and its findings, limitations, raising problems, stressing the necessity for further research. This move is realized by three steps: *indicating the gap, adding to what is known and presenting positive justification* is employed to realize this Move. To do so, writers may employ linguistic components like contrastive remarks, verb phrase negation, lexical negation, adverse connectives such as *however, nevertheless, still* (Chahal, 2014; Habibi, 2008). Psychology RAs and 12 RAs of Persian literature have utilized move 2, and 22 applied linguistics RA did so. With the areas where there is severe competition, the researchers employ move 2 to delineate a gap which their research is intended to fill (Jalilifar, 2010; Samraj, 2002). Therefore, it can be concluded that Persian writers are not pressed to compete for the research space. It was observed that authors of the Persian corpus hardly challenge the previous work to create a gap; they provide a brief summary of the previous research; however, some articles of both Persian literature and psychology not only have reported the summary of previous works but also have pointed out their limitations to present a gap. Yet, when an indicating a gap is raised in the Persian corpora, its challenging position is softened in order to introduce a topic generalization. The writers of the applied linguistics have evaluated the work of others to situate their work in view of its significance. The reasons why the Persian writers avoid challenging past works might be attributed to communicative conventions having rooted in the Persian culture which does not find it appropriate to directly challenge authorities. Seemingly, criticizing the work of others publically is interpreted as a face-threatening strategy in the Persian culture. Broadly speaking, in eastern culture like Iran, modesty and avoidance of self-assertion is highly valued which might be reflected in their writing (Pishghadam & Navari, 2012). Cultural differences of each discourse community have an impact on the structure of communicative purpose that members intend to achieve. As a discourse community, according to Sheldon (2013), regards academic writing and thinking as social acts, researchers may be affected by their native language and culture during their writing.

Regarding steps, step 1 *adding to what is known*, was observed only in three articles of applied linguistics, and was not seen in the other counterparts. Step 2, *presenting positive justification* utilized

by writers to justify their research, to show its validity, and to present gaps, was also seen in corpus of applied linguistics and psychology. In the Persian corpus, this step was not seen. Contrary to Persian writers, writers of applied linguistics and psychology had the tendency to put more emphasis on step 1 move 2 by showing the gap in the research; this step was not common as such in the Persian corpus. The assumption might be due to the fact that authors feel less need to present a long justification or indication of a gap to be filled. On the contrary, applied linguistics writers feel a greater need to indicate a gap which their research wants to fill (Jalilifar, 2010). Below are some examples:

Applied linguistics: *Despite the growing instructed ILP research, findings in this area are far from being conclusive. Jean and Kaya (1996, as cited in Takimoto, 2009), in their meta-analysis, argued that the findings on the developmental pragmatic studies should not be taken as definitive unless ILP studies are examined in greater detail from different perspectives. A glance at the literature reveals that past studies mostly looked at the implicit and explicit teaching of pragmatic features.*

Psychology:

از مجموع یافته های پژوهشی استنباط میشود که بین مکانیزم های دفاعی و اختلالات روانی دست کم در حد نشانه ها نوعی رابطه وجود دارد. علی رغم اهمیت شناسایی بیشتر این رابطه و دستاورد های آن برای آسیب شناسی روانی و نقش و تاثیر مکانیزم های دفاعی در پدید آیی و تداوم اختلالات روانی پژوهش های کمی در رابطه با مکانیزم دفاعی خاص و اختلالات روانپزشکی مورد بررسی قرار داده اند.

Translation: *Based on the findings of studies it is deduced that there is a relationship between defense mechanism and psychological disorders at least in terms of symptoms. Despite the significance of the recognition of this relation and its effects for psychological pathology as well as the role and the effect of defense mechanism in causing and continuing of psychological disorders, few studies have investigated the relationship between specific defense mechanism and psychiatry disorders.*

Persian:

تاکنون پژوهشهای گوناگون در پیوند با بینامیت شکل گرفته است. کتاب "درامدی بر بینامیت تئوری ها و کاربردها و مقاله های بینامیت در شرق بنفشه" اثر شهریار مندی پورو خوانش بینامیتی "بوف کور" و "پیکر فرهاد" نمونه هایی از این پژوهشها هستند. در حوزه ادبیات کودک و نوجوان نیز مطالب پراکنده ای منتشر شده است. اما مقاله علمی پژوهشی با این عنوان نوشته نشده که به ویژه رابطه این شگرد را با نحوه ارتباط با مخاطبان آثار ادبی بررسی کند.

Translation: *So far, various researches on intertextuality have been done. The book "An introduction to intertextuality: theories and applications, articles of intertextuality in East violet" by Shareyar Manipour and readability of intertextuality in Blind owl and Farhad's corpse are examples of these studies. Sporadic studies have been published in children's literature, however, research has not been*

written to investigate particularly the relationship between this technique and much communication method with readers of literary works.

Move 3

Move 3 makes it possible for writers to announce the issues and inform the academic audiences of the objectives, procedures, methodology, structure, and outcomes of their work (Habibi, 2008; Swales, 2004). This move functions to justify purpose of the established niche, created by move 2. This move was seen in almost all corpuses. The analysis of move 3 revealed slight differences in step1, step 2. All the RAs employed step1 explicitly; however, it was not observed in one article of the Persian literature corpus and in one article of applied linguistics corpus. In the current study, step 1 was realized by the following strategies: (A) Expression of purpose/intention (b) Expression of attempts (E) Expression of investigation, explanation, research, and paper. As for the other steps, announcing principal findings, which was observed in the applied linguistics corpus, only seven cases of articles written in Persian literature showed it; It can be assumed that the authors of the Persian literature and psychology may find it unnecessary to announce what has been found in the study, on the account that they may feel that results of the study are presented in abstract sections; therefore, there is no need for re-stating the results in the introduction part. However, in the corpus of psychology, they were seen sporadically. A further assumption is that because the writers of psychology mention their method in a separate section, they might find it unnecessary to repeat it in the introduction section. With respect to Persian literature, one possible reason is that the experienced researchers start an argument and let the argument unfold as they proceed, adopting rhetorical structures that suit the argument rather than following the generic conventions as recommended in the literature. Another explanation is that announcing methods are not usually required in human sciences. Broadly put, the availability of these steps might depend on some factors, such as the nature of the research, the aim of researchers, and the conventions of the research field. Despite the absence of move 3 in four cases of the Persian literature corpus and in five cases of applied linguistics corpus, the purpose of the RA (how the niche will be occupied) can be deduced through the introduction-final sentence.

Regarding the other steps of move 3, all three corpuses showed differences. In Persian literature, steps 4, 5, 6, 7 were found in 8, 7, 4, 5, cases respectively. They were utilized in corpora of applied linguistics RAs to some extent. It was seen that the terminology clarification is not restricted to Step 3 Move 3; it was observed in Move1 as well which was not predicted by the CARS model. In some articles of all corpuses some reference to pervious works was found in Move 3 either directly or indirectly. In all cases, the reference to the literature functions to support the steps the author is making. A new step was found in psychology and Persian literature which was not predicted in the

employed model. This step usually occurring in final-sentence of introduction functions to explain why a particular case or topic was chosen. Below are some examples:

Applied linguistics: *The objective of this paper is to identify word clusters in quantitative RA Discussions, and map them onto the Steps of the Commenting on results Move. The reason for the choice of the Discussion section for analysis is that this section plays a key role in quantitative RAs in the social and behavioral sciences. It is here the researcher presents to the reader the meaning of the quantitative findings, and shows how their study contributes to theory and practice in the discipline.*

Psychology:

بر اساس پژوهش های پیشین، این تحقیق به تعیین میزان اثربخشی کیفیت زندگی درمانی بر علایم اضطراب و افسردگی دانش آموزان دختر متوسطه پرداخت.

Translation: *Based on the previous research, this study investigated the effectiveness of the quality of life therapy on anxiety and depression in female high school students.*

Persian:

در این مقاله کوشش میشود به شیوه توصیفی و تحلیل محتوای کمی و کیفی اصلی ترین ویژگی های تصویر افرینی های رحماندوست در اثرش بررسی شود.

Translation: *This paper attempts to investigate the main characteristics of imagery in Rahmandoost's works by methods of descriptive and content analysis qualitatively and quantitatively.*

Regarding cyclicity of moves, it was discovered that the most frequent move structure in applied linguistics was M1-M2-M3, M1-M2-M2-M3 and M1-M2-M3-M2-M3-M1-M3-, M1-M1- M2-M3; Persian writers usually followed M1-M1-M3, M1-M3-M1-M3, M1-M1-M2-M3, M1-M1-M1-M3. The M1-M1-M1 structure was found in only one introduction section of Persian literature and one case of applied linguistics. The Psychology corpus, however, uncovered pattern like M1-M1-M2-M3, M1-M2-M1-M3, and the structure M1-M1-M1-M3. Psychology corpus demonstrated greater cyclicity of Move 1 and Move 2 than the other two counterparts due to its longer length. References to previous items reappear throughout the articles. These findings are in agreement with Swales' (2004) model.

In sum, it seems that in all three corpuses, it is the background that navigates the introduction. Broadly speaking, the textual organization of the applied linguistics is more predictable and less complex than that of the other counterparts. An increase in the tendency of Persian writers to adhere to the CARS model was noticeable in Persian corpuses. It seems that due to internetization and the impact of translation of international journals, the researchers have had great exposure to research

papers from different places so as to keep up with the advancements in their area of expertise; It is expected that through this exposure, knowledge of the specific rhetorical organization of their own fields has grown significantly. Their expertise has been internalized and acquired over a long period of time, therefore, they are expected to take a distance from their normal writing skills native to their context. These change as Cheo & Hyun Hwang (2014) argue, may echo evolving aspects of research papers based on social contexts as well as recent dynamicity in research trends. In case of psychology, apparently, the authors deduce a topic from review of literature or a theory and present it as problem of their research in their own context along with presenting a solution to it. Put simply, it seems that they follow a problem-solution-conclusion pattern. Iranian RA introductions are usually characterized with repetition and ornamented expressions which might origin from their cultural tendency to ornament their corpus with eloquent terminology to capture the attention of the audience. Or to gain the trust of their readers in accepting their research. Their reliance on narrations and statements, repetition, and manipulation of set phrases and textual forms makes their argument rather informative and less argumentative. Yet, Persian writers represent background, body, and conclusion in their article like English applied linguistics ones which is in contrast to circular explanation offered by Kaplan's (1996) taxonomy concerning oriental languages. This claim still needs more research.

5. Conclusion

The current investigation was set out to compare/contrast the rhetorical features of introduction section of articles written in applied linguistics, Persian literature, and psychology adopting Swalesian approach. Identified moves in psychology and applied linguistics were as follows: Move 1, Move 2, Move 3; In the Persian Literature mostly Move 1 and Move3. The omission of Move 2 seems to be a typical feature of the Persian writers' native culture. Writers of applied linguistics establish the foundation of their research territory by either evaluating pervious works of literature occurring in either Move 1 or Move 2 or by summarizing them; whereas in the Persian literature and psychology reference to items of literature functions to support their arguments of M1; M2 mostly takes the form of a summary of pervious works. However, the specific insights into moves studied indicate that the introduction stages of the RA genre in Persian have been evolving over time due to contact of researchers with international academic world; these changes are regarded natural since as "culture adapts and changes in response to human actions by interacting with the norms and practices of public institutions" (Atkinson, 2004), such changes are reflected in the academic community. The discrepancies in the frequency distributions of the chosen corpuses may be attributable to different disciplinary norms and the size of the sample in each discipline. It seems that the format of the introduction in each corpus scrutinized depends on its rhetorical purpose of each discipline. The value of this paper lies in highlighting cross-cultural and cross-linguistic variations in the introduction

sections of RAs produced by L1 writers in English and Persian. The current study provides a small glimpse into this topic

This study theoretically, could augment nuances to genre theory; practically, it can be applied for courses concerned with teaching research article. The findings of this study can be used to get students acquainted with the mode of talks associated with texts under study. It may be necessary for syllabus designers to incorporate courses on generic structures into educational curriculum to make Persian native speakers familiar with generic norms of writing in applied linguistics. Furthermore, the results of the present study can acquaint Persian scholars, scholars with other languages, the authors of academic writing manuals, and whoever is seeking to join professional academic community with the generic structure of RA introduction published in international journals and local. To the authors, even a researcher conducting a genre analysis study can devise a checklist based on the findings of his /her genre-based research in each specific discipline and used it to adapt his /her articles to recommended standards. The study also highlighted the significance of move analysis as a valuable tool for understanding differences in the rhetorical structure of RA introduction. However, as Habibi(2008) notes, the genre-based research should not be understood as prescriptive rules of right and wrong but rather be taken as guidelines about the norms and expectations of the discourse communities. Based on the analysis of cross-cultural comparisons of this study it is recommend that researchers reconsider the assumptions held about Persian academic writing. The present study focused on RA introduction; thesis introduction might be different, though; another study can examine them. This study was confined to 90 RA introductions; Future research is needed to validate these findings with a larger corpus and different techniques. In conclusion, as asserted by Swales (1990), to study various types of genres would be both worthwhile and essential as they are varied in terms of their natures, communicative purposes, the relationship between writers and readers, and cultural restraints. Since human life is characterized by a frequently repeated collection of different discourses in different contexts and encounters in different languages (e.g., academic, social, and business), our understandings of such encounters shaped by our expectations, and our expectations are shaped by our previous experiences, therefore, it is suggested to name genre knowledge as new schema needed to be addressed in teaching and learning discourses.

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