UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL

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PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

JESUTOFUNMI FAITH ADEYANJU

INVESTIGATING THE RHETORICAL MOVE STRUCTURE IN ENGLISH
ABSTRACTS PUBLISHED IN INTERNATIONAL AND BRAZILIAN JOURNAL IN THE
FIELD OF APPLIED LINGUISTICS

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> Dissertação de Mestrado em Linguística Aplicada apresentada como requisito parcial para a obtenção do título de Mestre em Letras pelo Programa de Pós-Graduação em Letras da Universidade Federal do Rio Grande do Sul.
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> Orientadora: Profª Drª Simone Sarmento.

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INVESTIGATING THE RHETORICAL MOVE STRUCTURE IN ENGLISH ABSTRACTS PUBLISHED IN INTERNATIONAL AND BRAZIL JOURNAL IN THE FIELD OF APPLIED LINGUISTICS

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RESUMO

Os resumos dos artigos de pesquisa servem como entrada para os leitores filtrarem informações e determinarem o valor do trabalho de pesquisa, desempenhando um papel importante na promoção do trabalho. Assim, esta pesquisa tem como objetivo investigar as diferenças e semelhanças entre resumos de artigos de pesquisa em inglês publicados na revista brasileira Revista Brasileira de Linguística Aplicada (RBLA) e na revista Applied Linguistics Journal (ALJ), ambas na área de linguística aplicada. Para atingir os objetivos da pesquisa, um corpus de sessenta resumos publicados entre 2017 e 2022 foi selecionado em periódicos acadêmicos brasileiros e internacionais e analisado por meio de uma estrutura baseada em gênero. As sentenças foram codificadas e analisadas usando o padrão dos cinco movimentos de Pho (2008). Uma combinação de análises quantitativas e qualitativas foi utilizada neste estudo para identificar as frequências de movimentos retóricos e as etapas que ajudaram a realizar esses movimentos. Os resultados revelam várias diferenças significativas nas características dos resumos entre as duas revistas. O RBLA, possui resumos mais curtso e um uso mais variado de movimentos. Por outro lado, o ALJ possui uma estrutura de movimentos mais consistente e convencional, um maior número de movimentos, e tende a fornecer informações mais abrangentes nos resumos em comparação ao RBLA. O estudo levanta implicações pedagógicas ao criar consciência das estruturas retóricas para a escrita de resumos, em especial na área de linguística aplicada, e aponta para a necessidade de os professores conscientizarem os alunos sobre as convenções de escrita em suas áreas e orientá-los na seleção de movimentos retóricos apropriados para resumos de artigos de pesquisa de qualidade. Além disso, o estudo recomenda incorporar elementos de organização retórica nos cursos de redação acadêmica para estudantes de pós-graduação, a fim de capacitar os alunos e aprimorar sua proficiência na redação acadêmica.

Palavras-chave: Análise de Movimento Retórico; Análise de gênero; Linguística Aplicada; Resumos.

ABSTRACT

Research article abstracts serve as an entry point or initial overview which provides a summary of the content for readers to filter information and determine the value of the research paper, playing an important role in promoting the research. Hence, this study aims to investigate the differences and similarities between research article abstracts written in English published in the Revista Brasileira de Linguística Aplicada (RBLA) and the Applied Linguistics Journal (ALJ) both in the field of applied linguistics. To achieve the research objectives, a corpus of sixty abstracts published between 2017 and 2022 were selected from Brazilian and international academic journals and analyzed using a genre-based framework. Sentences were coded and analyzed using Pho's (2008) five-move pattern. A combination of quantitative and qualitative methods was used to pinpoint the frequencies of moves in abstracts and steps which helped realize these moves. The findings of the study reveal several significant differences in the abstract features between RBLA and ALJ. RBLA, has a more varied use of moves and shorter abstracts, on the other hand, ALJ has a more consistent and conventional move structure, a greater number of moves, and tends to provide more comprehensive information in the abstracts compared to RBLA. This study raises pedagogical implications by creating awareness of rhetorical structures for abstract writing, especially in applied linguistics. It suggests that instructors should raise students' awareness about writing conventions in their fields and guide them in selecting appropriate rhetorical moves for quality research article abstracts. Also, the study recommends incorporating rhetorical organization into academic writing courses for postgraduate students to empower learners and enhance their academic writing proficiency.

Keywords: Rhetorical Move Analysis; Genre Analysis; Applied Linguistic; Research Article Abstracts.

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LIST OF TABLES

LIST OF ABBREVIATION AND ACRONYMS

CAPES	Coordination for the Improvement of Higher Education Personnel
CARS	Create a Research Space
DTM	Describing the methodology
DTR	Discussing the research
EAP	English for Academic Purposes
EBE	English for Business and Economics
EOP	English for Occupational Purposes
ESP	English for Specific Purpose
ESS	English for Social Studies
EST	English for Science and Technology
IMRaD	Introduction, Method, Results and Discussion
IPMPC	Introduction, Purpose, Method, Product, and Conclusion
PTR	Presenting the research
RA	Research articles
RBLA	Revista Brasileira de Linguística Aplicada
STF	Summarizing the findings
STR	Situating the research

TABLE OF CONTENTS

CHAPTER 1:   INTRODUCTION

In Brazil, such as in other countries, academic writing plays an important role, and it is highly valued because of its role in disseminating knowledge and advancing research. Scholars and researchers engage in academic writing across a range of disciplines, including applied linguistics, which is the field this research focused on.

The motivation for conducting this research is to know how abstracts written by Brazilian authors in applied linguistics provide a valuable opportunity to examine how researchers from a specific cultural and linguistic background engage with the conventions and expectations of English academic writing on an international scale. It aims to contribute to the understanding of how researchers in Brazil communicate their research to an international audience and identify any potential differences or similarities between publications in English. By exploring these abstracts, one can gain insights into the perspectives and strategies that both Brazilian scholars and international scholars bring to their research article writing. This understanding could foster an inclusive and diverse academic environment, where the richness and diversity of scholarly contributions from various linguistic backgrounds can be celebrated and acknowledged within the academic community.

Academic writing is very important in all fields of study since it is the gateway to communicating ideas and concepts among scholars such as in the applied linguistics community (Flowerdew & Dudley-Evans, 2002). The productivity of academics is often measured by the number of research outputs published in recognized national and international journals (Martin, 2003). Therefore, one of the major means for the research community to share their ideas and contributions in their field is through publication. Swales (1990) suggests that "publication can be seen as documentary evidence that the writer qualifies for membership in the target discourse community".

The term "genre," an important concept in this study, has been defined in different ways by different scholars. According to Swales (1990), genre is "a class of communicative events, the members of which share some set of communicative purposes" (p. 58). This definition reveals that a genre is categorized according to its communicative purpose. By identifying the shared purposes and characteristics of a particular genre, we can better understand how to effectively communicate within that genre. In addition, according to Othman (2011, pp. 67–68), genres are defined and mostly used as a "classificatory tool, a way of sorting and organizing kinds of texts and other cultural objects". In this sense, genres identify and categorize different types of texts based on their characteristics, such as their form, style, language, and content.

Genre theory has been applied to analyze the use of language in specific contexts of communication, such as academic or professional settings (Flowerdew, 2014p. 22). Numerous works have been done on the genre analysis of research articles, such as Dudley Evans (1986, 1988), Swales (1981, 1990, 2002, 2004), Lores (2004), Hyland (2000, 2005, 2009, 2013) Bhatia (1993), Santo (1996). In the field of genre analysis, the description of the rhetorical structure of genre moves is an important aspect for understanding how genres work and how they are used in communication.

A "move" refers to a distinct component within a genre. These moves are often used to achieve specific communicative purposes within the genre, such as situating the research, describing the methodology, or summarizing the findings. Rhetoric moves analysis helps in genre analysis and it is a process of applying moves on a text. Rhetoric move analysis has been one of the conventional approaches used to examine language use and the structural organization of research articles. The moves can be identified by their communicative purposes and linguistic boundaries. Move analysis is helpful in the study of genre since moves are

semantic and functional units of texts. (Ding, 2007, p. 270). Santos (1996) stated that a "move has to be considered as a genre stage which has a particular, minor communicative purpose to fulfill, which in turn serves the major communicative purpose of the genre" (p. 485). Some of the most famous move structures are Create a Research Space (CARS) and Introduction, Method, Results and Discussion (IMRaD) by Swales (1990), 4 moves structure by Bhatia (1993), and Introduction, Purpose, Method, Product, and Conclusion (IPMPC) by Hyland (2000), 5 moves structure by Santos (1996) and Pho (2008). By analyzing the moves used in a particular genre, researchers can identify the rhetorical structure of the genre and the patterns of language use that are associated with each move. This can provide insights into the communicative goals and expectations of the genre, as well as the norms and conventions that govern its use.

Many researchers have focused on move analysis of different RAs sections, including the introduction, methodology, results, and conclusion (e.g., Hirano 2009, Amnuai and Wannaruk, 2013a; Swales, 1990, LIM, 2006; Peacock, 2011). Also, some studies on the rhetoric move structures of abstracts have focused on specific disciplines, such as biology (e.g., Samraj, 2005), computer sciences (e.g., Lon et al., 2012, and San et al., 2012), psychology (Martín-Martín, 2005), or medicine (e.g., Hartley, 2004). Several research pieces have also been done on applied linguistics Research abstracts (e.g., Santos, 1996; Lorés, 2004; Pho, 2008; and Suntara and Usaha, 2013).

According to Swales and Feak (2009), the other elements of Research Articles are called part-genres such as the RA abstracts. The abstract part has also received extensive attention in recent years as it is the summary of RA. Lores (2004) defines a research abstract as "an abbreviated, accurate representation of the contents of a document, preferably prepared by its author(s) for publication with it" (p.281).

Abstracts enact various functions in knowledge exchange, such as becoming a tool to master and manage the increasing information flow in the scientific community and giving a summary of the accompanying paper (Ventola, 1994, p. 333, Lores, 2004, p.281). In addition, it is through abstracts that editorial teams or journal editors screen papers and decide whether to accept or reject the manuscript for peer review. They are also considered as first impressions for the potential readers to know whether it is worth reading the full text or not (Gillaerts & Van De Velde, 2010). As a result of the significant role of abstracts in scientific publications, research article abstracts have become a recurrent object for genre analysis. Earlier studies on rhetorical organization or the move structure of research article abstracts have included various disciplines, such as psychology, medicine, and applied linguistics, (e.g., Cross & Oppenheim, 2006; Lau, 2004; Santos, 1996, Pho, 2008).

While some studies have analyzed research article abstracts, only a few studies have focused on abstracts in applied linguistics (Pho, 2008, Lorés, 2004; Santos, 1996). Santos (1996) established the textual organization of applied linguistics abstracts. Lorés (2004) and Pho (2008) focused on the thematic organization and authorial stance of abstracts respectively. To my understanding, the majority of research has emphasized analyzing rhetorical aspects of abstracts across various academic domains. However, there is a notable gap in the literature regarding a comparison of rhetorical moves within English abstracts from Brazilian journals and international journals in the field of applied linguistics. To fill this gap, this study seeks to investigate the rhetorical structures (distribution and arrangement) of RA abstracts published in national and international Journals.

1.1   The Aim of The Research

This research aims to investigate the differences and similarities between English research article abstracts published in a Brazilian Journal, i.e., Revista Brasileira de Linguística

Aplicada (RBLA), and the abstracts published in an international Journal, i.e., Applied Linguistics Journal in the field of applied linguistics.

Research Questions

This study will address the following questions:

1) How are the move structures of the abstracts different or similar in Revista Brasileira de Linguística Aplicada (RBLA) and Applied Linguistics Journal abstracts as determined by the range of moves in Applied Linguistics abstracts (i.e., the percentage of abstracts that have the target move with essentiality of a move).

2) What is the amount of moves in RBLA and Applied Linguistics abstracts? (Percentage of data for each move-tag).

3) How are the moves structured in RBLA and Applied Linguistics? (i.e., the move sequence, linearity)?

4) What are other significant differences in the abstract features among the two journals? (i.e., word and sentence length).

Research article (RA) abstracts have gained importance in the past few decades because they are a central genre in publication, as publications are one of the major channels by which researchers make available and communicate their research findings to the relevant discourse community. Therefore, for a scientific production to be accepted for publication, academics should know and understand the discourse conventions of this genre. Similarly, writing clear, concise, and informative abstracts in English has become a crucial skill for academic scholars. Furthermore, English language abstracts are usually required even for papers published in other languages so as to promote accessibility and worldwide dissemination of the study.

RA abstracts "are significant carriers of a discipline's epistemological and social assumptions" (Hyland, 2000, p.63), and for a scholar to successfully publish in the international community, it is necessary to acquire knowledge of move distribution and arrangement in

applied linguistics abstract structure, especially for Brazilians who are required to write their abstracts in English. Similarly, at the postgraduate level, students must publish their master's or Doctoral research studies in national or international journals as a partial fulfillment of the requirements for their degree completion. Thus, this study seeks to create a genre-based framework for Brazilian students, for whom abstract writing in English may be one of the requirements for publishing research articles mainly in international journals.

CHAPTER 2:   LITERATURE REVIEW

This section explains the theoretical foundation of this study. It comprises an overview of genre and analysis, English for specific and Academic Purposes, Research Article abstracts as a genre, and the existing studies with variations of rhetorical structure in Genre Analysis of Abstracts.

2.1   Genres and Genre Analysis

Genre has been defined as "a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains the choice of content and style" (Swales, 1990, p. 58). The definition shows that a genre is categorized according to its communicative function. By identifying the shared purposes and characteristics of a particular genre, we can better understand how to effectively communicate within that genre. For example, scientific research papers have the communicative purpose of reporting on a research study and its findings. Traditionally, the word "genre" suggested different types of creative and literary works; however, linguists have expanded its usage to language use in all areas of communication (Allison, 1999). Earlier studies in this area showed the different effects of Genre Analysis such as "genre as social action", the examination of learners' writing, and genre as a new rhetoric (Paltridge, 2007).

Genre analysis aims to discover the communicative purpose of an utterance, either spoken or written, and how members of a certain discourse community make sense of the practices around them and how they communicate a message. In the genre analysis field, the rhetorical organization of a genre in relation to moves has played a significant role. Flowerdew (2014) defines genre analysis as the study of situated linguistic behavior in institutionalized

academic or professional settings (p. 22), or the application of genre theory to analyze the use of language in specific contexts of communication, such as academic or professional settings. This means that genre analysis focuses on analyzing the genres used in different institutionalized settings and how they are used to achieve specific communicative purposes. In academic settings, different genres may include research articles, conference presentations, book reviews, etc. Swales (1981, 1990), who is one of the pioneers, carried out a move-step analysis on the structure of Research Article introductions which will be explained later in this text.

2.2   Esp School Genre

Hutchinson and Waters (1987) categorized ESP into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS) (see Table 1). Each section is further subcategorized into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Around the 1980s, studies in ESP employed genre analysis as a pedagogical approach. This was the period when Swales (1984) uncovered the communicative purpose used in an academic discourse community by presenting the importance of a genre-based approach. According to Flowerdew (2013), the emphasis of the ESP school was to offer genre descriptions to create ESP pedagogical materials and to set up relationships between communicative purposes and text types.

Table 1: ESP and sub-branches (Hutchinson & Waters, 1987, p. 16).

ESP (English for Specific Purposes)	EST (English for Science and Technology)	EAP: English for Medicine
		EOP: English for Nurses
	EBE (English for Business and Economics)	EAP: English for Economics
		EOP: English for Secretaries
	ESS (English for Social Studies)	EAP: English for Psychology
		EOP: English for Teachers

This research, however, is keyed into EAP. EAP arose from the wider area of English for Specific Purposes (ESP) and developed as a field with the expansion of universities around the world and, consequently, with international students using English in their studies. Hyland and Hamp-Lyons (2002) point out that EAP refers to the language that fulfills the needs of groups that circulate in academic contexts. So, EAP is about developing other kinds of literacy that involve specific skills required by academic disciplines and not necessarily learning the language as described "as the ways of thinking and using language which exists in the academy. Textbooks, essays, conference presentations, dissertations, lectures, and research articles are central to the academic enterprise and are the very stuff of education and knowledge creation" (Hyland, 2009, p. 1).

This study focuses on the genre of research article abstracts which have their own conventions and expectations for structure. By studying the genre that is used in this context, genre analysis can provide insights into the specific communicative goals, expectations, and values of academic writing especially in EAP settings in the field of applied linguistics. The following models of genre theory, namely: Swales', Bhatia's, and Pho's, will be discussed in the next sections.

2.3 Swales's Genre Analysis

This section describes Swales's rhetorical move model "Create a Research Space " (CARS) (1990, 2004) which was used for the introduction section.

2.3.1 The Concept of Moves

Swales (1981, 1990, 2004) move analysis has been used to explain a rhetorical, or generic, structure present in academic writing. The main concern of move analysis is to understand the communicative function of a text and locate its discourse units. Each of the discourse units has their own distinctive communicative function at the sentence level. In genre

analysis, these discourse units are structured as a "series of moves," which are further subdivided into more frequent (conventional) and less frequent moves (ephemeral). The moves express their sub-communicative purposes, or "steps." Swales (2004, p. 228-9) defines a move in genre analysis as a "discoursal or rhetorical unit that performs a coherent communicative function in written or spoken discourse." Pho (2008) stated that "each move has its own communicative purpose, which, together with other moves, contributes to the general communicative purpose of the text" (p. 17).

According to Biber et al (2007), moves can be identified by two approaches: top-down and bottom-up. In the top-down approach, researchers subjectively identify the communicative purposes by segmenting the text and then building up move structures, followed by investigating the linguistic features of the text to corroborate move analysis and to find the steps. In the bottom-up approach, researchers objectively use text segmentation to first analyze the foregrounding linguistic features and subsequently create moves and steps and later explain a description of the communicative purpose. The two approaches were compared by Lieungnapar and Watson Todd (2011) who found that the moves formed by both approaches were similar; however, the top-down approach was more subjective, while the bottom-up approach was more objective because of the method of examining the linguistic features which could make the coding process objective (pp. 9–10). In general, the top-down approach seems to be more practical because of its focus on communicative purposes, and less on linguistic features. The top-down approach is often favored for its practicality, as it places a strong emphasis on understanding and analyzing the communicative intent and purpose of the text. This approach is particularly useful when one seeks to gain insights into the broader context and goals of a piece of communication. In contrast, the bottom-up approach is appreciated for its objectivity, achieved through its focus on the linguistic components. This detailed

examination of linguistic features helps ensure a more systematic and less subjective coding process, making it a valuable tool for specific types of analysis. Hence based on the aim of this study, the top-down approach will be used to examine the rhetorical moves realized in this study.

2.3.2 Development of Swales's CARS Model

The framework for move analysis by Swales (1981) was primarily proposed to help non-native writers recognize the conventions of native writing in English for Specific Purposes courses. He created the idea by analyzing 48 introductions in journal articles from different areas of knowledge, e.g., medicine, physics, and sociology, and realized that the moves have repetitive patterns, particularly: Move 1: "Establishing a territory," Move 2: "Summarizing previous research," Move 3: "Establishing a niche," and Move 4: "Occupying the niche." The framework he developed, however, posed an issue that the first and second moves occasionally overlapped and were difficult to demarcate and that the definition and descriptive nature of both "establishing" and "summarizing" are vague. In 1990, Swales reduced the number of moves by combining the first and second and proposed a new model as "CARS," which represented the classic rhetorical moves and steps for the introduction sections in journal articles (see Table 2).

Table 2: Swales' CARS model for article Introductions (Swales, 1990, p.141)

Move 1:	**Establishing a territory**
Step 1	Claiming centrality and/or
Step 2	Making topic generalization(s) and/or
Step 3	Reviewing items of previous research
Move 2:	**Establishing a niche**
Step 1A	Counterclaiming or
Step 1B	Indicating a gap or
Step 1C	Question raising or
Step 1D	Continuing a tradition
Move 3:	**Occupying the niche**
Step 1A	Outlining purposes or

Step 1B	Announcing present research
Step 2	Announcing principle findings
Step 3	Indicating RA structure

As shown in Table 2, Move 1: Establishing a territory gives the background information related to the issue to be examined.

Move 1, Step 1: Claiming centrality, aims at attracting readers' attention by expanding the significance of the research study to readers.

Move 1, Step 2: Making topic generalizations dealing with the limitations or scope of the knowledge or issues discussed within the research study.

Move 1, Step 3: Reviewing items in previous research, shows previous studies through literature review pointing out the academic importance of the study.

Move 2: Establishing a niche identified from the writer's perspective the main issue discussed. Here writers argue, question, or challenge what has been studied. This move is categorized into 1A: Counterclaiming, 1B: Indicating a gap, 1C: Question raising, and 1D: Continuing a tradition.

Move 3: Occupying the niche, indicates the content or aims of the writer regarding the background knowledge and main issue. It is divided into four steps as follows: 1A: Outlining the purpose, 1B: Announcing the present research, 2: Announcing the principal findings, and 3: Indicating the RA structure.

Since Swales presented the framework in 1990, it has been applied to various fields of journal articles. In 2004, he further revised this framework, and this modification (see Table 3) brings together the three steps previously present in Move 1 into only one step (Topic generalizations of increasing specificity).

Table 3: Swales' revised CARS model

Move 1: Establishing a territory	Move 2: Establishing a niche	Move 3: Occupying the niche

Step 1: Topic generalizations of increasing specificity	Step 1: Counter claiming	Step 1: Outlining Purposes
	OR	OR
	Indicating a gap	Announcing present research
	OR	
	Question Raising	
	OR	
	Counting a tradition	Step 2: Indicating research article structure

Swales's (1990) model of move analysis has been applied to various studies of genre analysis. Bhatia (1993) applied move analysis to business letters, Hopkins, and Dudley-Evans (1988) applied it to Sciences theses, while Kanoksilapatham (2005) applied it to the rhetorical structure of biochemistry journals. Move analysis is also used to examine separate sections of RAs (e.g., Kanoksilapatham, 2009, 2013; Jogthong, 2001; Saeeaw & Tangkiengsirisin, 2014; Samraj, 2002b), as they share several common features. As the former is an idealistic platform for Swales's CARS model, studies on the introductions have been reviewed as guidance for abstract analysis since the introduction and abstract sections of RAs are to some extent related and share some similar characteristics (Bhatia, 1993). Later, Swales' framework was revised and extended by other scholars such as Pho (2008b).

2.4   Bhatia's Genre Analysis

The definition of genre analysis by Bhatia (1993) originated from a professional setting through an analysis of the text in sales promotion letters while that of Swale's (1990, 2004) emphasized academic writing. Bhatia's model was further used, for example, in Henry and Roseberry's (1996) analysis of promotional texts and Boonchayaanant's (2003) genre-based study of tourist leaflets in the U.S. According to Bhatia, one should follow these seven steps to investigate any genre (Bhatia, 1993, p. 22–34):

1) Place the given genre text in a situational context: investigate the genre in question through one's own encyclopedic intuition, or text perception.

2) Survey the existing literature: survey the existing literature of the genre in question, such as samples, methodologies, and theories of linguistic/discourse/genre analysis relevant to the situation analyzed.

3) Redefine the situational/contextual analysis: investigate the author of the text in question. The author's positivistic viewpoint should be explored to understand their background or purpose.

4) Select an appropriate corpus: compile an appropriate corpus for the genre in question and understand any limitations of the corpus for providing relevant answers to the research questions.

5) Study the institutional context: study the context (e.g., linguistic, social, cultural, academic, or professional perspectives) governing the language used in the settings of the genre in question.

6) Consider the levels of linguistic analysis: consider the lexicogrammatic, textualization, and cognitive aspects of the language organization.

7) Reassure the findings with specialist informants: consult an expert or a specialist of the genre in question to improve the reliability of the results.

Bhatia's genre analysis shares similarities to that of Swales (1994) even though Bhatia's model was theorized based on a professional setting. They both aim to reveal the communicative purpose that the writer/speaker intends to convey, their approaches are discursive and comprehensively contextualized.

2.5   Pho's Model for Move Analysis.

Pho's (2008) model for move analysis is a framework adapted from Santos's (1996) used in the field of applied linguistics to analyze the structure and function of moves in research article abstracts. The model proposes a five-move structure which are rhetorical and functional

units used by writers to achieve specific communicative purposes. It has been widely used in discourse analysis research to understand how writers use moves to structure their abstracts and convey their research findings effectively. Tables 4 and 5 illustrate the research article abstract pattern proposed by Santos (1996) and Pho's (2008a) modification of the Santos model. Pho's adaptation (2008a) introduces a set of functions and associated questions, with Table V presenting this modified version.

Table 4: Santos Proposed model for research article abstracts (Santos,1996).

Move	Sub-move
Move 1: Situating the research	Sub-move 1A: Stating current knowledge and/or Sub-move 1B: Citing previous research and/or Sub-move 1C: Extending previous research and/or Sub-move 2: Stating a problem.
Move 2: Presenting the research	Sub-move 1A: Indicating main features and/or Sub-move 1B: Indicating main purpose and/or Sub-move 2: Hypothesis raising.
Move 3: Describing the methodology	
Move 4: Summarizing the results	
Move 5: Discussing the research	Sub-move 1: Drawing conclusions and/or Sub-move 2: Giving recommendations.

Table 5: Pho's modified model for research article abstracts (Pho, 2008).

Abstract Moves	Function/Description	Question Asked	Acronym
Move 1 Situating the research	setting the scene for the current research	What is known in the field?	STR
Move 2 Presenting the research	stating the purpose of the study, research questions, and hypotheses	What is the study about?	PTR
Move 3 Describing the methodology	describing the materials, subjects, variables, procedures, etc.	How was the research done?	DTM
Move 4 Summarizing the findings	reporting the main findings of the study	What did the researcher find?	STF
Move 5 Discussing the research	Interpreting the results/ findings and/or giving recommendations, implications/applications of the study	What do the results mean? So what?	DTR

Pho (2008) analyzed 30 abstract move structures including 20 in the field of applied linguistics and 10 abstracts in educational technology. The five moves identified in Pho's model include:

Move 1 - Situating the research: This move provides context and background information about the research topic, setting the scene for the current research and answering the question, what is known in the field? In this move, the author typically introduces the research topic, provides relevant background information, and frames the research problem or research question that the study aims to address.

Move 2 - Presenting the research: stating the purpose of the study, research questions, and hypotheses. It answers the question, what is the study about? It aims to clearly state the focus of the study and present the research problem or research question in a clear manner to convey the purpose of the study.

Move 3 - Describing the methodology: This move involves describing the research design, methodology, and data collection procedures employed in the study. It answers questions about how the research was done and provides information about how the research was conducted, the research approach, the data sources, the data collection methods, and the data analysis techniques.

Move 4 - Summarizing the findings: This move involves presenting a brief overview of the main findings or results of the study. It provides a concise report of the research findings, highlighting the key results or outcomes of the study.

Move 5 - Discussing the research: In this move, the author provides an analysis or interpretation of the research findings, discusses their significance, and highlights their potential implications for the field or area of study.

Pho's model for move analysis is used in this study because the model has already been applied in the field of Applied Linguistics by providing a general framework that can be adapted or modified by researchers to analyze the structure and function of moves in research article abstracts and gain insights into how writers effectively communicate their research findings in academic writing.

2.6 The RA Abstract as A Genre

A significant amount of research studies is being issued around the world every year, and RA abstracts have attracted a lot of researchers over the past two decades (Lorés Sanz & Bondi, 2014, p. 9) because they are an important aspect that assists readers in selecting suitable readings for them. According to Koltay (2010), "An abstract is a text that reflects the most important information of an existing (primary) text in a form shorter than the original. The importance of information is decided from a predefined viewpoint, which enables the abstract to serve informing (informational) goals" (p. 26).

Bhatia (1993) defines an abstract as "a description or factual summary of the much longer report and is meant to give the reader an exact and concise knowledge of the full article" (p. 78). In other words, it is "an abbreviated, accurate representation of the contents of a document" (Ansi, 1979: 1). According to the American Psychological Association (2001) a good abstract should possess the following characteristics: be precise, self-contained, concise, detailed, non-assessing, coherent, and clear.

RA abstracts have been regarded as an independent (sub) genre in academic discourse because of the significant role they play as a starting point for original articles (Ventola, 1994). Abstracts stand separately and are essential for the creation of quality research work but are not actually part of a research article. The abstract helps readers by telling them more exactly what the article covers in situations where readers are not sure from the title whether the study

contains information that concerns them (Santos, 1996, p. 482). RA abstracts are considered effective when they are interactive, clear, understandable, and reader friendly. Hyland (2005) pointed out that using proper rhetorical organizations and linguistic features in academic texts, including abstracts, can encourage readers to read and scrutinize the whole RA and it shows that the writers are aware of the writing conventions in their field. Similarly, Dahl (2004) and Lorés (2004) claimed that abstracts are not simply a summary of the entire articles but a separate genre that has its own rhetorical organization and promotes the quality of the original texts by directing the readers to the main piece of information. Also, their functions, rhetorical structures, and linguistic realizations make them differ from other genres in academic writing or research articles (Lorés, 2004, p. 281). Due to these differences, various analyses have been carried out to determine the textual organization of RA abstracts. According to Pho (2008), this organization includes the "macro-level features of textual organization", and "micro-level features at the sentence level".

Based on the significance of abstracts to the academic communities and their different structure from full research articles, some books have been produced to provide guidelines on how abstracts should be written or organized. An example is Weissberg and Buker (1990) who presented a five-move model of an abstract in their textbook. These moves are Background, Purpose, Method, Results, and Conclusion, with the first move being optional. Also, Swales and Feak (2004), recommended in their handbook that structured abstracts should have five elements as a paper would, namely, Background, Aim, Method, Results, and Conclusion. Similarly, Hyland (2000) suggested a five-move structure to analyze academic abstracts, these are Introduction, Purpose, Method, Product, and Conclusion. In view of these guidelines, it is seen that a five-move model is a recommended structure of an abstract though the moves are titled in a different way in different books.

The following studies show that despite the abstract structure proposed in the above guides, the real practice of structuring abstracts in academic journals does not seem to follow the model completely. For example, Anderson and Maclean (1997) analyzed 80 medical abstracts and discovered that most of their abstracts agreed with Weissberg and Bucker's (1997) model, however, a significant number differed, with one or two moves absent. Lau (2004), using Hyland's (2000) model, studied 80 abstracts in life science, 50 of the abstracts were written by Taiwanese Ph.D. students, and 30 by foreign scholars. The results show that there was a lack of moves on Background, Purpose, and Method, in half of the students' abstracts, while most of the scholars' abstracts contained five moves, except for Method. These findings indicate that different disciplines may use different move structures in their abstracts.

2.7   Existing Studies on Genre Analysis of Abstracts

Considerable numbers of RAs are published around the world every year, and because abstracts play an important role in helping readers decide to select readings, quite a number of abstracts genre analyses have been conducted (Lorés, 2004; Pho, 2008; Samraj, 2005; Santos, 1996; Von Bonn & Swales, 2007). Earlier studies on rhetorical structures of research articles proposed a four-move rhetorical structure at the macrostructural level for text organization of English abstracts and this is generally accepted. Lorés (2004) and Ventola (1994) recommended Introduction–Methods–Results–Discussion (IMRD) and (Bhatia 1993, Martín 2003, Samraj 2005) also suggested the Introduction–Methods–Results–Conclusion (IMRC) organizational pattern in their studies.

Candarh (2012) examined the rhetorical variations between Turkish and English research abstracts. Swale's (2004) model of move analysis was used for the analysis of the corpus. Based on the results some similarities were identified with respect to the use of move and steps between Turkish and English research abstracts. However, there was a major difference in the

frequency of Move 2 (Establishing a niche) where authors presented justifications for their research as a way of creating a niche.

Majid and Omid (2017) compared Iranian and English RA abstracts where they analyzed the rhetorical moves employed in research papers. Based on their research, there were no significant differences between the two corpora, and they suggested that Hyland's (2000) model is appropriate for analyzing the abstracts in the field of agricultural engineering (Majid & Omid, 2017, P. 120).

Lorés compared the thematic distribution of moves in abstracts published in applied linguistics journals according to the Swales' (1981) IMRD and the "Create a Research Space" (CARS) models. She found that 61% of the abstracts followed the IMRD model, 30.5% followed the CARS structure and 8% was a combination of the two models. Samraj (2005) and Lores (2004) revealed that most abstracts they analyzed corresponded to IMRD model with few aligning with the CARS model. Bhatia (1993) confirms Swales' (1981) model by stating that, since the research article abstracts reflect the structure of the entire article, they should have four moves: Purpose, Method, Results, and Conclusion (PMRC).

Some studies employed the model of five moves to describe RA abstracts. Hyland (2000) suggested a five-move pattern (Introduction– Purposes(P)–Methods–Product (Pr)–Conclusion - IPMPrC), here he separated the author's purpose of research from the introduction move. Also, Santos (1996) proposed a five-move model: situating the research (M1), presenting the research (M2), describing the methodology (M3), summarizing the results (M4), and discussing the research (M5). Abarghooeinezhad and Simin (2015) examined the rhetorical structure variation of the research article abstracts written by native and non-native speakers of English (Iranian) speakers in Electronic Engineering. The study analyzed 25 abstracts by native writers and 25 abstracts written by Iranian writers using Santo's (1996) framework of rhetorical

analysis which contains five moves. The analysis focused on the Moves and Sub-Moves, Verb choices, and Verb tense in Move 2 and Move 4 of the rhetoric analysis. Results showed that there were some differences in terms of moves, verb tense, and voice between native and non-native speakers of English.

In applied linguistics, Santos (1996) examined 94 abstracts using the five-move pattern. The result showed that almost all abstracts contained Move 2 (Presenting the research) and Move 3 (Describing the methodology), 80% had Move 4 (Summarizing the results), about 53% included Move 5 (Discussing the research), and 43% included Move 1 (Situating the research). The results may imply that Moves 2, 3, and 4 are obligatory moves in applied linguistics abstracts. His model has also been used to identify the move structure of students 'RAs and theses (e.g., Pho, 2008, Tseng, 2011, and Doró, 2013). Pho (2008) analyzed 30 abstracts' move structures. He chose 20 in the field of applied linguistics, and 10 in educational technology. The results revealed that moves 2, 3, and 4 are obligatory in both areas of knowledge. Tseng also concluded that moves 2, 3, and 4 are obligatory moves in applied linguistics abstracts. These results are similar to what Doró (2013) concluded in his study where he compared abstracts of undergraduate EFL projects and revealed that the applied linguistics abstracts followed the model more closely than the abstracts of literature, culture, and history topics. The four-move model is similar to that of Santos with the only difference being that the first two moves (Situating the research, Presenting the research) in the Santos model are combined in the first move (Background Information).

Meanwhile, Pho's (2008) five-move model will be used for the analysis of data in this study. However, since Pho (2008) only examined 20 abstracts in applied linguistics, it is necessary to study a larger number of texts to have a full representation of the move structure of abstracts in applied linguistics.

CHAPTER 3: METHODOLOGY

The research methodology for this study is described in the following subsections.

3.1 The Corpus

3.1.1 Corpus Collection and Description

To identify the Moves that characterize RA abstracts in Applied linguistics, a total of 60 abstracts published in selected Brazilian and international academic journals were chosen. The size of the corpus was limited to 60 research article abstracts, which can be regarded as sufficient, as small corpora seem to have been accepted in the literature for genre analysis manually coded for moves like the present one. For example, Hirano (2009) analyzed 20 texts (10 per journal) of research article introductions in a Brazilian and an English-medium journal. Pho (2008) also analyzed 30 abstracts from two disciplines. Biber (1990) argued that "10-text samples are large enough to reliably represent a genre" (p. 262). Cortes (2007) also states that small corpora have been common for the study of specific genres.

3.1.2 RBLA Corpus

The Brazilian corpus consisted of 30 English RA Abstracts from the Revista Brasileira de Linguística Aplicada (RBLA) (SciELO - Revista Brasileira de Linguística Aplicada). RBLA was established in 2001 and is one of the most important Brazilian Journals in the field. RBLA is a peer-reviewed journal, and the audience is most likely composed of Brazilian academics. It is a publication of the Graduate Program in Linguistic Studies of the Faculty of Letters of the UFMG (Poslin) and sponsored by the research funding agencies CNPq and FAPEMIG. However, papers can be published in three languages: Portuguese, English, and Spanish. Most of the articles published in Portuguese and Spanish have English abstracts.

The Brazilian graduate system is ruled by CAPES (Coordination for the Improvement of Higher Education Personnel), which is a Foundation within the Ministry of Education whose central purpose is to coordinate efforts to improve the quality of Brazil's faculty and staff in higher education through grant programs. The country has a federal ranking system for Brazilian academic journals, called "Qualis" that has eight levels of (A1, A2, B1, B2, B3, B4, B5, C, NP). Qualis A1 is the highest in the ranking and Qualis NP (No impact) is the lowest. Thus, RBLA was preferred for this study because of its high ranking factor according to the latest CAPES reports in which the journal was ranked Qualis A1 for the periods 2019-2021 according to its impact in the field of "Linguística" (https://diegomariano.com/qualis-2019/). ALJ is also ranked as A1 according to Qualis CAPES.

The author's guideline for abstract writing in RBLA stated that the abstracts should be (10 lines maximum, along with their respective keywords, and must be written in both Portuguese and English.

3.1.3   ALJ Corpus

The international corpus consisted of 30 English RA Abstracts from the Applied Linguistics Journal (ALJ) (Applied Linguistics | Oxford Academic (oup.com)). This is an academic journal in the field of Applied Linguistics established in 1980 and published by Oxford University Press. The journal is selected based on its ranking in the Journal Citation Reports and its impact factor for the years 2020 and 2021. The journal had a 2020 impact factor of 5.374 and of 4.155 in 2021 (Clarivate, 2021). ALJ is also ranked as A1 according to Qualis CAPES. The information for authors on writing an abstract in ALJ states that the abstract should be no longer than 175 words.

3.2   Corpus Compilation

The corpora were compiled from research articles published at RBLA and Applied Linguistics Journal as shown in Table 6. Stratified sampling (BROWN, 1988) was applied to select 60 articles randomly from the two journals from the year 2017 to 2022 with five articles from each year in each journal. This study only collected abstracts written in English from evidence-based, empirical research articles from both Journals. The reason is that empirical research papers are more likely to present all the five moves in the abstract, since they have a corpus with data, well-defined methodology, results, and other important components. This means that reviews, theoretical frameworks, as well as opinion pieces, were not included in the corpus. Recently published abstracts were selected to reveal the current writing methods.

Table 6: Procedure for compiling the study corpora.

	Brazilian Journal (RBLA)	International Journal (ALJ)
Register	Academic	Academic
Genre	Research Article	Research Article
Journal	Revista Brasileira de Linguística Aplicada	Applied Linguistics Journal
Year of publication	2017 to 2022	2017 to 2022
Language of publication	English	English
Domain	Applied linguistics	Applied Linguistics
Article section	Abstracts	Abstracts

3.3   Instrument and Procedure

3.3.1   Approach to Coding and Analysis Procedure of the Abstracts Move Structure

The analysis of the data is carried out at the macro structural level using Pho's (2008) five-move pattern. Table 7 presents the framework for move coding by Pho (2008).

Table 7: Framework for move coding. Pho (2008)

Abstract Moves	Function/Description	Question Asked	Acronym
Move 1 Situating the research	setting the scene for the current research	What is known in the field?	STR

Move 2 Presenting the research	stating the purpose of the study, research questions and hypotheses	What is the study about?	PTR
Move 3 Describing the methodology	describing the materials, subjects, variables, procedures, etc.	How was the research done?	DTM
Move 4 Summarizing the findings	reporting the main findings of the study	What did the researcher find?	STF
Move 5 Discussing the research	Interpreting the results/ findings and/or giving recommendations, implications/applications of the study	What do the results mean? So what?	DTR

Pho's (2008) framework is used in this study because the model has already been applied in the field of AL for move analysis of abstracts. Abbreviations, STR, PTR, DTM, STF, and DTR are used to represent each move, as shown in the right-hand column in Table 8.

This study adopts the top-down approach in which the moves are identified based on the content or function of the text (Pho, 2008). The research aims to explore observable rhetorical moves and evaluate them qualitatively. The coding unit for this study is the sentence.

The abstracts were analyzed manually. Firstly, each abstract was generally checked to get the overall structure. Followed by the identification of the different rhetorical moves that are present in each sentence, based on the communicative function guided by the coding procedure. After the moves were identified, the next step was to account for the percentage of the presence of these rhetorical moves based on the range, amount, and organization which were tabulated, analyzed, and compared. Below is a sample of how the moves was identified and analyzed.

Table 8: Analysis of the Move Structure of an Abstract.

Sentence	Text 12 (RBLA)	Move	No. of words
1	In this paper, we aim to analyze how the school-Time and Community-Time are marked/represented in the genres Notebook of Reality and Monitoring Notebook, two	PTR	32

	pedagogical instruments of the Pedagogy of Alternation (PA).		
2	It is research of qualitative-interpretative approach.	DTM	7
3	The corpus is consisted of texts of six copies of the Notebook of Reality and three copies of the Monitoring Notebook, being used in the analysis of the enunciative categories in the Benvenistean perspective.	DTM	33
4	The study shows that these genres constitute a place of great relevance for records of activities and allow the student not only to evidence their experiences in the two spaces and formative times of PA, but also to express the reflection, and the acquired knowledge, making the generalizations expected by the formation.	STF	51
Features	**PTR, DTM, DTM, STF (4 sentences, 124 words in length)**		

3.4 Analyzing Moves Range

Moves Range refers to the different types of moves that authors use when writing their abstracts or the different options of moves that the authors choose for structuring their abstracts. The moves range is analyzed by identifying which of the moves the authors used and which ones were not used in the abstracts. To find the percentage, the frequencies of a particular move in each abstract were identified to know if a particular move occurred in each abstract or not.

Another instrument used is Kanoksilapatham's (2005) concept on move essentiality. According to Kanoksilapatham, move analysis focuses on classifying different parts or units of a text and describing them based on their communicative functions. The frequency of occurrence of each move is an important aspect of this analysis. The concept of moves essentiality is utilized to assess the level of necessity or importance of moves within research article abstracts. It aims to analyze the extent to which moves are essential in conveying the key information and purpose of the abstract. The essential frequency of a move can be categorized into three types: obligatory, optional, and conventional. For the author, to have move occurred in 60% or more of the abstracts but less than 100%, the move is considered as "conventional", and if it exists in 59% or less, it is labeled "optional". It is considered an

"obligatory" move when it appears in 100% of the abstracts. The move's essentiality is determined based on their frequency and percentage of occurrence in abstracts.

3.5   Measuring the Amount or Distribution of Moves

Amount is measured to find the quantity of moves contained in the abstracts. This is realized after tagging each sentence to identify the presence of particular moves. Subsequently, the percentage of each move's occurrence among all the tags is calculated. This method shows the allocation of space for each move within the abstracts which makes it different from the move range.

3.6   Moves Organization (Sequence, Linearity)

The moves organization is how moves are sequenced. A table is created to visualize the whole data, followed by counting all the move sequences to establish a move sequence of each abstract. All the moves that are the same are merged to create a list of patterns that represent each abstract. Patterns that follow the expected order are considered linear, the ones that have the expected linearity but show fewer than the five moves are regarded as semi-linear. The non-semi linear are the patterns that contravene the expected order. The frequencies of the pattern types are counted, and the percentage is examined.

CHAPTER 4:   **RESULTS AND DISCUSSION**

4.1   Features of the Move Structure of Abstracts

The analysis of Revista Brasileira de Linguística Aplicada (RBLA) and Applied Linguistics Journal (ALJ) is presented in this section which addresses the research questions and discusses the findings from move analysis based on the classification of STR, PTR, DTM, STF, DTR (Situating the research, Presenting the research, Describing the methodology, Summarizing the findings, Discussing the research, respectively) coding protocol. The analysis comprises the moves range, amount of moves and move organization (sequence, linearity), abstract length, and number of sentences. The findings are also presented quantitatively and translated into percentages.

4.2   Revista Brasileira De Linguística Aplicada (RBLA)

This sub-section presents the analysis of Revista Brasileira de Linguística Aplicada. It provides a sample move analysis structure with a focus on analyzing the moves range, moves amount, and moves organization (sequence and linearity). In addition, the abstract's features, such as length and the number of sentences, are also provided.

4.2.1   Moves in RBLA

The example of an abstract in Table 9 shows how the moves in RBLA Abstracts were identified and coded. The sentences were counted manually, and Microsoft Word was used for word counts for each abstract. Each sentence was classified based on the coding protocol.

> *The Delphi method has gained ground in research whose objective is to reach an agreement between specialists in a given subject and to solve complex problems. Several studies endorse its reliability and confirm the success of accomplishing a deferred dialogue in order to find answers to research questions. Although in the beginning, it had a limited impact in Social Sciences, its presence is spreading to other*

fields such as Linguistics and, specifically, Applied Linguistics. It is precisely the object of this study to know to what extent studies related to this field use this method and with what objectives. This study also intends to investigate the potentialities and limitations of the method in these studies. For this, a systematic review of the scientific articles of the last five years has been carried out to answer the research questions posed. The results show an emerging number of works in which this method has been used, although there is no single trend around the design of data collection. The analysis of the benefits in its application and the results obtained in the works confirm the validity of the Delphi method as a methodological tool in Applied Linguistics.

Abstract 10

Table 9: Move Structure Analysis: Sample of an Abstract Coded in Brazilian Journal Abstracts.

Sentence	Text 10 (RBLA)	Move	No. of words
1	The Delphi method has gained ground in research whose objective is to reach an agreement between specialists in a given subject and to solve complex problems.	STR	26
2	Several studies endorse its reliability and confirm the success of accomplishing a deferred dialogue in order to find answers to research questions.	STR	22
3	Although in the beginning, it had a limited impact in Social Sciences, its presence is spreading to other fields such as Linguistics and, specifically, Applied Linguistics.	STR	26
4	It is precisely the object of this study to know to what extent studies related to this field use this method and with what objectives.	PTR	25
5	This study also intends to investigate the potentialities and limitations of the method in these studies.	PTR	16
6	For this, a systematic review of the scientific articles of the last five years has been carried out to answer the research questions posed.	DTM	24
7	The results show an emerging number of works in which this method has been used, although there is no single trend around the design of data collection.	STF	27
8	The analysis of the benefits in its application and the results obtained in the works confirm the validity of the Delphi method as a methodological tool in Applied Linguistics.	DTR	29
Features	**STR, STR, STR, PTR, PTR, DTM, STF, DTR (8 sentences, 195 words in length)**		**195**

4.2.2   Move Range in the Brazilian Journal

To determine the move range, the moves that were present in the abstracts were identified. Next, the percentage of abstracts that contain each move was calculated to determine their essentialities. The move essentialities were determined based on three criteria and are divided into three categories: obligatory, conventional, and optional. As explained above, the suggested cut-off points, according to Kanoksilapatham (2005) are: A move is classified as "conventional" if it appears in 60% or more of the abstracts but less than 100%. If a move exists in less than 59% of the abstracts, it is labeled as "optional." An "obligatory" move is one that appears in 100% of all the abstracts. Table 10 summarizes the number of abstracts that have a move, the percentages, and their essentialities.

Table 10: Number, percentage, essentiality, and example of abstracts

| Move | Brazil Journal | | | Example |
	Number of abstracts	Percentage %	Essentiality	Example (Abstract 10)
STR	9	20	Optional	The Delphi method has gained ground in research whose objective is to reach an agreement between specialists in a given subject and to solve complex problems.
PTR	30	100	Obligatory	This study also intends to investigate the potentialities and limitations of the method in these studies.
DTM	26	87	Conventional	For this, a systematic review of the scientific articles of the last five years has been carried out to answer the research questions posed.
STF	27	90	Conventional	The results show an emerging number of works in which this method has been used, although there is no single trend around the design of data collection.
DTR	8	27	Optional	The analysis of the benefits in its application and the results obtained in the works confirm the validity of the Delphi method as a methodological tool in Applied Linguistics.

As can be seen in Table 10, most of the abstracts in the Brazilian journal lack one or more moves. Only one of the 30 abstracts contains the five complete moves while 29 abstracts lack two or more moves. All the abstracts in RBLA contained presenting the research (PTR) move. PTR is thus considered as an obligatory move since it is present in 100% of the abstracts. The second most frequent move is STF (summarizing the findings), which appears in 90% of the abstracts, so this move is conventional. DTM (describing the methodology) is also conventional, as it is found in 87% of the abstracts. The least frequent moves are DTR (describing the result) and STR (situating the research), each with 27% and 20% of occurrences respectively. These moves are, thus, considered optional.

4.2.3   Amount and Distribution of Moves

The amount of moves was determined by the frequency of a specific move that appeared in the whole set of abstracts indicating the extent of its presence. This differs from the moves range as it provides insights into how much space was allocated to each move in the abstracts. Each sentence was tagged according to its move and the percentage of the amount of each move across all tags was calculated. Table 11 shows the distribution and percentages of moves in the Brazilian abstracts.

Table 11: Frequency of occurrence and distribution of moves at sentence level.

Move	Brazil Journal	
	Move Amount	**% Move Amount**
STR	14	9.7
PTR	38	26.4
DTM	51	35.4
STF	32	22.2
DTR	9	6.3
Total	144	100

Table 11 refers to the total number of moves that formed each abstract, regardless of whether there are any repeated moves. In RBLA, the DTM move has the highest occurrence of

51 occurrences (35.4%). PTR occurred 38 times (26.4%), while STF occurred 32 times (22.2%) DTR and STR had the lowest percentage, with 14 (9.7%) and 9 (6.3%) times, respectively. The distribution and percentage of the moves is calculated for Abstract 10 as follows.

*The Delphi method has gained ground in research whose objective is to reach an agreement between specialists in a given subject and to solve complex problems. (**STR**)// Several studies endorse its reliability and confirm the success of accomplishing a deferred dialogue in order to find answers to research questions. (**STR**)// Although in the beginning it had a limited impact in Social Sciences, its presence is spreading to other fields such as Linguistics and, specifically, Applied Linguistics. (**STR**)// It is precisely the object of this study to know to what extent studies related to this field use this method and with what objectives. (**PTR**)// This study also intends to investigate the potentialities and limitations of the method in these studies. (**PTR**)// For this, a systematic review of the scientific articles of the last five years has been carried out to answer the research questions posed. (**DTM**)// The results show an emerging number of works in which this method has been used, although there is no single trend around the design of data collection. (**STF**)// The analysis of the benefits in its application and the results obtained in the works confirm the validity of the Delphi method as a methodological tool in Applied Linguistics. (**DTR**)//*

Abstract 10

As shown in Abstract 10, the move distribution is the total sum of each move in the abstract (i.e., STR = 3, PTR = 2, DTM = 1, STF = 1, DTR = 1, and Total = 8). The "move percentage" is the ratio of each move to the total number of all the moves that are present in Abstract 10 (i.e., STR = ⅜, PTR = 2/8, DTM = ⅛, STF = ⅛, DTR = ⅛,).

4.2.4   Moves Organization

Analyzing the move order is necessary to reveal if the moves follow a linear, semi-linear, or non-linear order according to Pho's model (2008). Based on the framework adapted for this study (Pho, 2008), a complete linear abstract should contain all the five moves and should follow the expected sequence order which is: STR, PTR, DTM, STF and DTR. It is important

to mention that to assess linearity, we combined successive move-tags belonging to the same category. For instance, a sequence of three consecutive PTR moves was treated as a single move. In BrJournal, there is only one (3.3%) linear abstract comprising all five moves in the 30 abstracts. This is abstract 10. The abstract below illustrates the linear move sequence:

> *The Delphi method has gained ground in research whose objective is to reach an agreement between specialists in a given subject and to solve complex problems. (**STR**)// Several studies endorse its reliability and confirm the success of accomplishing a deferred dialogue in order to find answers to research questions. (**STR**)// Although in the beginning it had a limited impact in Social Sciences, its presence is spreading to other fields such as Linguistics and, specifically, Applied Linguistics. (**STR**)// It is precisely the object of this study to know to what extent studies related to this field use this method and with what objectives. (**PTR**)// This study also intends to investigate the potentialities and limitations of the method in these studies. (**PTR**)// For this, a systematic review of the scientific articles of the last five years has been carried out to answer the research questions posed. (**DTM**)// The results show an emerging number of works in which this method has been used, although there is no single trend around the design of data collection. (**STF**)// The analysis of the benefits in its application and the results obtained in the works confirm the validity of the Delphi method as a methodological tool in Applied Linguistics. (**DTR**)//*

> *Abstract 10*

Table 12 shows the analysis of the sequence of each abstracts from RBLA. Each line represents one abstract and identification numbers are used for each abstract as in the first column.

Table 12: Sequence of moves in RBLA abstracts.

Abstract	Moves							
1	PTR	PTR	STF					
2	PTR	STF	DTR	DTR				
3	STR	STR	PTR	DTM	DTM	DTM	DTM	
4	PTR	STR	STR	PTR	DTM	STF		
5	PTR	DTM	DTM	STF	STF			
6	STR	STR	PTR	DTM	DTM	STF		
7	PTR	STR	DTM	DTM	STF			

8	STR	PTR	DTM	STF				
9	PTR	DTM	STF					
10	STR	STR	STR	PTR	PTR	DTM	STF	DTR
11	STR	PTR	DTM	DTR				
12	PTR	DTM	DTM	STF				
13	PTR	DTM	PTR	DTM	STF			
14	PTR	DTM	DTM	STF				
15	STR	PTR	STF	DTR				
16	PTR	DTM	DTM	STF				
17	PTR	DTM	DTM	STF	DTR			
18	STR	PTR	DTM	DTM	STF			
19	DTM	DTM	PTR	PTR	STF			
20	PTR	DTM	DTM	PTR	STF			
21	PTR	DTM	DTM	STF				
22	PTR	STF	DTR	STF				
23	PTR	DTM	DTR					
24	PTR	DTM	DTM	STF	STF			
25	PTR	DTM	DTM	DTM	STF			
26	PTR	PTR	PTR	DTM	STF	STF	DTM	
27	PTR	DTM	DTM	STF	DTM	DTM		
28	PTR	DTM	DTM	STF				
29	PTR	DTM	DTM	STF	STF	DTR		
30	PTR	DTM	DTM	STF				

4.2.5   Abstracts with Semi-linear Patterns

Abstracts that exhibit a partially sequential order of moves are presented in the Table 13.

Table 13: Sample of semi-linear patterns out of 21 Abstracts.

Linearity	RBLA Moves				
Semi- linear	STR	PTR	DTM	STF	-----
Semi- linear	STR	PTR	------	STF	DTR
Semi- linear	STR	PTR	DTM	-----	-----
Semi-linear	-----	PTR	DTM	STF	-----

There are 21 (70%) semi-linear abstracts in RBLA. The results reveal that almost all abstracts in RBLA do not have all the five moves to form a complete linear pattern abstract with the expected sequence order. The abstracts that follow this pattern are numbers: 1, 2, 3, 5, 6, 8, 9, 11, 12, 14, 15, 16, 17, 18, 21, 23, 24, 25, 28, 29, 30. The abstract below shows a sample of semi-linear abstracts:

Language users make use of several linguistic resources to make meanings regarding the world around them as well as others (EGGINS, [1994] 2004, p. 11). (STR)// The user then recognizes a specific code for each communicative situation and selectively adapts his/her options to the particular context. (STR)// Against this background, this article sets out to investigate taboo language from the standpoint of Register variables, proposed by Halliday (1978; [1985] 2014). (PTR)// On the one hand, we follow a theoretical approach by proposing an intersection between the register variables and the concept of markedness (HYMES, 1974). (DTM)// On the other hand, we make use of this proposal in a purpose-built corpus. (DTM)// Results show the predominance of the unmarked use of taboo in the corpus. (STF)//

Abstract 6

In the above sample of abstract, the moves present are: STR, PTR, DTM, STF while the move that is absent is DTR. This organization of moves demonstrates a semi-linear structure. The moves are not strictly presented in a linear sequence, i.e., STR, PTR, DTM, STF, and DTR but still maintain the expected pattern.

4.2.6   Abstracts with Non-linear Patterns

Table 14 shows the analysis of moves in Brazilian abstracts that followed non-linear patterns.

Table 14: Non-linear move patterns in the Brazil Journal abstracts.

PTR	STR	STR	PTR	DTM	STF	
PTR	STR	DTM	DTM	STF		
PTR	DTM	PTR	DTM	STF		
DTM	DTM	PTR	PTR	STF		
PTR	DTM	DTM	PTR	STF		
PTR	STF	DTR	STF			
PTR	PTR	PTR	DTM	STF	STF	DTM
PTR	DTM	DTM	STF	DTM	DTM	

Non-linear abstracts do not follow the expected move order according to the framework used in this study. Few of the abstracts fall into this category with a total frequency of eight

(27%) out of 30 abstracts from RBLA. These abstracts are number 4, 7, 13, 19, 20, 22, 26 and 27. The abstract below shows a non-linear pattern:

*In this text, we seek to discuss issues on a topic a little debated in Applied Linguistics - the emotions of black English teachers. (**PTR**)// Since the advent of the affective turn, studies on identity and emotions have increased exponentially, both in Brazil and abroad (ARAGÃO; BARCELOS, 2018). (**STR**)// However, there is still a lot to investigate regarding studies between emotions, power relations, and race (AHMED, 2004, 2009; BOLER; ZEMBYLAS, 2003). (**STR**)// In this sense, this work aims to investigate how the emotions of black English teachers are racialized in different contexts. (**PTR**)// Therefore, in this case study semi-structured interviews were used and the narratives of three black teachers were analyzed. (**DTM**)// We conclude that the emotions of these teachers are discursively constituted, influenced by the colonial heritage, producing emotional labor. (**STF**)//*

Abstract 4

The above example shows that the moves did not follow a strictly sequential or predictable order. The expected order would be STR, PTR, DTM, STF, DTR, and these present PTR, STR, STR, PTR, DTM, STF. Also, only four moves are present. The moves are rearranged and repeated in different sections within the abstract.

4.2.7 Abstract Features in the Brazilian Journal Abstracts

The following quantitative analyses consist of features of the abstract length and the number of sentences in an abstract. Table 15 presents a detailed picture of the components of the applied linguistics abstracts in the Brazilian journal.

Table 15: Abstract length and the number of sentences from RBLA abstracts.

Journal	Word Length				Sentence Length			
	Mean	SD	Min	Max	Mean	SD	Min	Max
RBLA	132.5	21.41	84	195	4.8	1.2	3	8

The findings showed that the length of the abstracts from the RBLA sub-corpus has a maximum of 195 words, a minimum is 84 and a mean word length is 132.5. The standard

deviation for word length is 21.41. Regarding the number of sentences, the maximum is 8, and the minimum is 3, with a mean of 4.8 and a standard variation of 1.2.

4.3 Applied Linguistics Journal

This subsection presents the analysis of ALJ. It provides a sample move analysis structure with a focus on analyzing the moves range, moves amount, and moves organization (sequence and linearity). In addition, features such as abstract length and the number of sentences, are also provided.

4.3.1 Moves in the ALJ

The example below shows how the moves were identified and coded. The sentences were counted manually, and Microsoft Word was used for word counts for each abstract. Each sentence was classified based on the coding protocol:

Foreign language classroom anxiety (FLCA) is a popular construct in applied linguistics research, traditionally measured with the 33-item Foreign Language Classroom Anxiety Scale (FLCAS). However, recent studies have started utilizing the eight-item Short-Form FLCAS (S-FLCAS). There is therefore a need, which this study addressed in five sequential steps, to validate the S-FLCAS in order to ensure the validity and reliability of the scale. A sample of n = 370 foreign language learners was utilized in the validation efforts, which included exploratory and confirmatory factor analyses, the establishment of convergent and discriminant validity, and invariance testing. The S-FLCAS was found to have a unidimensional structure with the eight items loading on a single latent variable. Evidence was provided of the internal consistency and the convergent and discriminate validity of the S-FLCAS. In addition, the measure was found to be fully invariant across age, gender, educational levels, and L1 groups. It is, therefore, with some considerable confidence that we can recommend the future use of the S-FLCAS in peer-reviewed research.

Abstract 2

Table 16: Move Structure Analysis: Sample of an Abstract coded in ALJ Abstracts.

Sentence	Text 2 (ALJ)	Move	No. of words
1	Foreign language classroom anxiety (FLCA) is a popular construct in applied linguistics research, traditionally	STR	24

	measured with the 33-item Foreign Language Classroom Anxiety Scale (FLCAS).		
2	However, recent studies have started utilizing the eight-item Short-Form FLCAS (S-FLCAS).	STR	11
3	There is therefore a need, which this study addressed in five sequential steps, to validate the S-FLCAS in order to ensure the validity and reliability of the scale.	PTR	28
4	A sample of n = 370 foreign language learners was utilized in the validation efforts, which included exploratory and confirmatory factor analyses, the establishment of convergent and discriminant validity, and invariance testing.	DTM	30
5	The S-FLCAS was found to have a unidimensional structure with the eight items loading on a single latent variable.	STF	19
6	Evidence was provided of the internal consistency and the convergent and discriminant validity of the S-FLCAS.	STF	16
7	In addition, the measure was found to be fully invariant across age, gender, educational levels, and L1 groups.	STF	18
8	It is, therefore, with some considerable confidence that we can recommend the future use of the S-FLCAS in peer-reviewed research.	DTR	20
Features	**STR, STR, PTR DTM, STF, STF, STF, DTR (8 sentences, 166 words in length)**		**166**

4.3.2   Moves Range in ALJ

To determine the move range, the moves that were present in the abstracts were analyzed and the percentages were calculated.

The results reveal that most of the abstracts lack one or more moves. Only seven (23.3%) abstracts employed the five moves while 23 (77%) lacked two or more moves. The most frequent move is DTM (describing the methodology) which is conventional, as it is found in 93% of the abstracts. The second most frequent move is STF (summarizing the findings) which accounts for 90% of the abstracts. The third most frequent move is PTR (presenting the research), present in 87% of the abstracts. The fourth most frequent move is STR (situating the research), which occurs in 73% of the abstracts. The least frequent move, DTR (describing the result), occurred in 60% of the abstracts. This result shows that the essentialities of all the

moves in these abstracts can be considered conventional occurring in no less than 60% of the abstracts.

Table 17 summarizes the number of abstracts that have a specific move, the percentages, and their essentialities.

Table 17: Number, percentage, essentiality, and example of abstracts with each move.

Move	International Journal			
	Number of Abstracts	**Percentage %**	**Essentiality**	**Example**
STR	22	73	Conventional	The recent shift in the field of applied language studies has shown that multilingualism has benefits when used for academic purposes.
PTR	26	87	Conventional	The study aimed to find out students' perceptions about the use of translangauging to understand academic concepts.
DTM	28	93	Conventional	The study used five first-year South African medical students at a South African university who participated in a focus group discussion. The focus group discussion aimed to find out if the use of translangauging enhances students' comprehension of texts.
STF	27	90	Conventional	Participants affirm that with translangauging, understanding of difficult academic concepts in English can be enhanced.
DTR	18	60	Conventional	Findings from this study prompt me to assert that multilingualism is a useful asset that can be leveraged by using translangauging in multilingual classrooms to enhance reading comprehension. What is required is for lecturers to tap into students' linguistic resources to enhance their understanding of concepts.
Total		**100**		

4.3.3 Amount and distribution of moves

The amount of moves was determined by the frequency of a specific move that appeared in the whole of abstracts indicating the extent of its presence. This differs from move's range as it provides insights into how much space was allocated to each move in the abstracts. Each sentence was tagged according to its move and the percentage of the amount of each move across all tags was calculated.

Table 18: Frequency of occurrence and distribution of moves at sentence level.

Move	ALJ	
	Move Amount	**% Move Amount**
STR	42	20
PTR	30	15
DTM	54	26
STF	58	28
DTR	22	11
Total	**206**	**100**

In ALJ, STF comprised 58 (28%) of the move- tags which is the highest occurrence of the five moves. DTM occurred 54 (26%) times, STR occurred 42 (20%) times and PTR occurred 30 (15%) times. The move that occurred less is DTR which comprised 22 (11%) of the move tags.

4.3.4 Moves Organization

Just as was explained above, it is important to analyze the move order in the abstracts. This reveals if these moves follow a linear, semi-linear, or non-linear order. Table 19 shows the complete ALJ data. Each line represents one abstract and identification numbers are used for each abstract as in the first column. Each move tag is presented in the table below.

Table 19: Sequence of moves in ALJ abstracts.

Abstract	Moves											
1	STR	STR	PTR	DTM	DTM	DTR						
2	STR	STR	PTR	DTM	STF	STF	STF	DTR				
3	STR	PTR	DTM	DTM	DTM	STF	STF	DTR				

4	STR	PTR	DTM	DTM	DTR							
5	STR	STR	PTR	DTM	DTM	STF	STF	STF				
6	STR	STR	STR	PTR	DTM	STF	DTR					
7	STR	STR	PTR	PTR	PTR	STF	STF					
8	PTR	DTM	DTM	STF	STF	DTR	DTR					
9	STR	PTR	DTM	DTM	STF	DTR	DTR					
10	PTR	STR	PTR	DTM	STF							
11	PTR	DTM	DTM	STF	DTR							
12	STR	STR	STR	STR	DTM	STF	DTR					
13	STR	STR	STR	STR	DTM	STF	DTR					
14	STF	STR	STR	STR	PTR	STF	STF	STF				
15	STR	STR	PTR	DTM	DTM	DTM	DTM	STF	STF	STF	DTR	DTR
16	PTR	DTM	DTM	DTM	DTM	DTM	STF					
17	PTR	STR	DTM	STF	STF	STF	DTR	DTR				
18	STR	PTR	DTM	STF	STF	STF	DTM					
19	PTR	DTM	DTM	STF	STF	STF	DTM					
20	STR	DTM	DTM	STF	STF	STF						
21	STR	STR	PTR	PTR	DTM							
22	PTR	DTM	DTM	DTM	STF	DTR						
23	PTR	DTM	STF	STF	DTR							
24	STR	STR	PTR	DTM	DTM	STF						
25	STR	DTM	STF	STF	STF	STF	DTR					
26	PTR	DTM	DTM	DTM	STF	DTM	DTR					
27	STR	PTR	DTM	STF	STF							
28	STR	STR	STR	PTR	DTM	STF	STF					
29	STR	STR	PTR	DTM	STF	STF	STF	STF	DTR			
30	PTR	DTM	DTM	STF	STF	STF	DTR					

In Table 19, each line represents one of the 30 abstracts examined. As mentioned previously, using the framework adapted for this study, a complete linear abstract should contain all the five moves and should follow the expected sequence order which is: STR, PTR, DTM, STF, and DTR (Situating the research, Presenting the research, Describing the methodology, Summarizing the findings, Discussing the research, respectively).

In ALJ six (20%) abstracts appeared as linear, i.e., comprising all the five moves (See abstracts 2, 3, 6, 9, 15, 29 in Table 4). To assess linearity, we combined successive move-tags belonging to the same category. For instance, a sequence of three consecutive PTR moves was treated as a single move. The abstract below illustrates a linear move sequence:

> *Foreign language classroom anxiety (FLCA) is a popular construct in applied linguistics research, traditionally measured with the 33-item Foreign Language*

*Classroom Anxiety Scale (FLCAS). (**STR**)// However, recent studies have started utilizing the eight-item Short-Form FLCAS (S-FLCAS). (**STR**)// There is therefore a need, which this study addressed in five sequential steps, to validate the S-FLCAS in order to ensure the validity and reliability of the scale. (**PTR**)// A sample of n = 370 foreign language learners was utilized in the validation efforts, which included exploratory and confirmatory factor analyses, the establishment of convergent and discriminant validity, and invariance testing. (**DTM**)// The S-FLCAS was found to have a unidimensional structure with the eight items loading on a single latent variable. Evidence was provided of the internal consistency and the convergent and discriminate validity of the S-FLCAS. (**STF**)// In addition, the measure was found to be fully invariant across age, gender, educational levels, and L1 groups.(**STF**)// It is, therefore, with some considerable confidence that we can recommend the future use of the S-FLCAS in peer-reviewed research. (**DTR**)//*

ALJ (2)

4.3.5   Abstracts with Semi-Linear Patterns

Table 20 presents the semi-linear patterns in ALJ abstracts. There are 19 (63%) semi-linear abstracts: 1, 4, 5, 7, 8, 11, 12, 13, 16, 18, 20, 21, 22, 23, 24, 25, 27, 28, 30.

Table 20: Sample semi-linear patterns in 19 (ALJ) abstracts.

Linearity	ALJ Moves				
Semi- linear	-----	PTR	DTM	STF	DTR
Semi- linear	STR	PTR	DTM	-----	-----
Semi- linear	STR	PTR	DTM	-----	DTR
Semi linear	STR	PTR	------	STF	------

The findings reveal that most of the abstracts in ALJ do not have all the five moves to form a complete linear abstract with the expected sequence order. The abstract below shows a sample of semi-linear abstracts:

This article explores the issues of pronunciation and comprehension in the English as a lingua franca (ELF) context of pilot–air traffic controller radiotelephony communication, and how these are handled in the proficiency rating scale globally used to assess pilots and air traffic controllers engaging in international flight and air traffic

*control. (**PTR**)// Based on an analysis of live radiotelephony discourse, feedback from aviation experts on sources of miscommunication, and an investigation of the phonetic features of key turns in the discourse, (**DTM**)// we present results indicating that L1-influenced pronunciation is one of the major factors causing miscommunication on the part of the speaker, together with unfamiliarity with the pronunciation on the part of the listener. (**STF**)// Findings also suggest the descriptors for the Pronunciation and Comprehension criteria in the rating scale do not reflect the ways language users deal with these matters in their work. (**STF**)// This study therefore argues that a new conceptualization of proficiency is needed for taking up the real matters in the assessment of ELF in the aviation context and other ELF contexts at large. (**DTR**)//*

Abstract 23

In the above abstract, the moves present are PTR, DTM, STF, STF, and DTR while STR is absent. This organization of moves demonstrates a semi-linear structure. The moves are not presented in a strictly linear sequence but still tend to maintain a predictable and recognizable pattern.

4.3.6   Abstracts with Non-linear Patterns

In ALJ, there are abstracts that do not follow the expected order according to the framework used in this study. There are five (17%) of the abstracts in this condition: 10, 14, 17, 19 and 26. The abstract below is an example with a non-linear pattern:

*We examine the syntactic structures exhibited by persons with dementia in conversation. (**PTR**)// Traditionally, research on the linguistic abilities of persons with dementia is either observational (reports kept by caregivers) or experimental (e.g., based on comprehension tasks), and the focus is not on the syntactic competence of the speaker. (**STR**)// We combine insights from corpus-based syntactic analysis with methods from interactional approaches. (**DTM**)// Our close syntactic analysis of the talk of 20 persons diagnosed with dementia and their non-impaired co-participants document both grammatical accuracy and the range of linguistic complexity produced as compared to patterns reported in studies of non-impaired speakers. (**STF**)// We note the selection of complex grammatical structures (i.e., verbal arguments) is largely a*

*consequence of the interaction rather than evidence of linguistic decrement. (**STF**)// We report on the most pertinent of these interactional influences. (**STF**)// Our findings support strategies that promote complex linguistic and interactional talk with persons diagnosed with dementia. (**DTR**)// We believe that these strategies will help increase the interactional opportunities that are lacking as reported by and about persons residing in an assisted living facility (Brooker 2011). (**DTR**)//*

Abstract 17

The above example shows that the moves did not follow a strictly sequential or predictable order. Although all the five moves are present, they are rearranged or interwoven and repeated in different sections within the abstract.

4.3.7   Abstract Features in ALJ

Table 21 presents features of the abstract length and the number of sentences in the ALJ sub-corpus. It shows the statistics of the components.

Table 21: Abstract length and number of sentences in ALJ abstracts.

Journal	Word Length				Sentence Length			
	Mean	**SD**	**Min**	**Max**	**Mean**	**SD**	**Min**	**Max**
ALJ	173	22.7	136	278	6.9	1.4	5	12

The findings showed that the length of sentences has a maximum of 278 words, a minimum of 136, and the mean word length is 173. The standard deviation for word length is 22.7. Also, the abstracts have a maximum of 12 sentences, a minimum of 5, a mean of 6.9, and a standard variation is 1.4.

4.4   Discussion

This section gives a detailed description of the similarities and differences between the abstract rhetoric moves and features of the two corpora by answering the research questions for this study.

Research Question 1: How are the move structures of the abstracts different or similar in RBLA and in ALJ as determined by the range of moves in the Applied Linguistics abstracts (i.e., the percentage of abstracts that have the target move with essentiality of a move)?

4.4.1 Frequency of Moves found in Research Article Abstracts of the Two Corpora with their essentialities.

As stated above, moves essentiality depends on the moves that fall into categories of "conventional," "optional," or "obligatory" depending on the percentage of occurrence. This is identified in the Journals. Table 22 shows the frequency of moves found in research article abstracts of the two corpora with their essentialities.

Table 22: Frequency of Moves found in Research Article Abstracts of the Two Corpora with their essentialities.

Move	RBLA			ALJ		
	Number of abstracts	Percentage %	Essentiality	Number of abstracts	Percentage %	Essentiality
STR	9	20	Optional	22	73	Conventional
PTR	30	100	Obligatory	26	87	Conventional
DTM	26	87	Conventional	28	93	Conventional
STF	27	90	Conventional	27	90	Conventional
DTR	8	27	Optional	18	60	Conventional
Total		**100**			**100**	

As shown in Table 22, for the ALJ all moves are "conventional", i.e., they appear from 60% to 93% of the abstracts, which means that all these moves seem to be considered important in this journal. Conversely, in RBLA, STR and DTR are used in very few abstracts. This points to the fact that they may not be considered very important in this journal.

Move 1 - (STR: Situating the research): This functions to provide context and background information about the research topic, setting the scene for the current research and answering the question, "What is known in the field"? It is found in 9 (20%) of RBLA abstracts and considered an optional move while in ALJ, it occurs in 22 (73%) abstracts which is considered conventional.

Move 2 - (PTR: Presenting the research): This functions to state the purpose of the study, research questions, and hypotheses. It answers the question, what is the study about? PTR is present in 30 (100%) of the abstracts in RBLA while it occurs in 26 (87%) of abstracts in the ALJ. The move PTR is thus considered obligatory in the Brazilian journal. In the international journal, it is considered a conventional move.

Move 3 - (DTM: Describing the methodology): This move helps in describing the research design, methodology, and data collection procedures employed in the study. It answers the question about how the research was. In RBLA it is found in 26 (87%) of the abstracts while in ALJ it is found in 28 (93%) of the abstracts. The move is considered a conventional move in both journals. Example:

Move 4 - (STF: Summarizing the findings): This move functions to present a brief overview of the main findings or results of the study. It provides a concise report of the research findings, highlighting the key results or outcomes of the study. STF occurs in 27 of the abstracts in both journals which accounts for 90%. This move is considered conventional. Example:

Move 5 - (DTR: Discussing the research) This move provides readers with the analysis or interpretation of the research findings, discusses their significance, and highlights their potential implications for the field or area of study. In the RBLA, DTR occurs in 8 (27%) abstracts and is considered optional while in ALJ it occurs in 18 (60%) abstracts and is considered conventional.

The similarities found in the two journals are: (1) DTM and STF are considered conventional moves in both journal abstracts and STF has the same percentage (90%) of occurrence in both journals. (2) Both journals have a close result to Pho (2008), who analyzed the move structure of abstracts in the field of Applied Linguistics and showed that STF occurred in most of the abstracts.

All the five moves in ALJ fall into the conventional category while only two moves (DTM and STF) in RBLA fall into this category. The occurrence of these moves' ranges from 60% to 93%. This implies that authors in both journals use this move as one that contributes to the typical structure and organization but may not be commonly found as an obligatory move.

The other three moves in the Brazilian journal fall under the obligatory and optional moves. These moves are STR, PTR, and DTR. The occurrence of moves STR and DTR is below 60%, they are therefore classified as 'optional.' This implies that the moves are not consistently present in the text. It is assumed that they are used based on the author's preferences or factors. PTR is 100% and it is classified as an obligatory move. This result shows that PTR presence is consistent across the abstracts, and it seems that the Brazilian authors see this move as an important and expected part of the text.

The findings also reveal that almost all the abstracts lack one or more moves in the two journals. In RBLA, only one (3.3%) abstract (Abstract 10) contained the five moves while 29 (96.7) abstracts lacked two more moves as shown in Table 12. In contrast, in ALJ, only seven (23.3%) of the abstracts (Abstracts 2,3,6,9,15,17, and 29) employed the five moves while 23 (77%) abstracts lacked two or more moves as shown in Table 19.

Research Question 2: What is the amount of moves in RBLA and ALJ abstracts? (Percentage of data for each move-tag).

4.4.2   Amount and distribution of moves in RBLA and ALJ

Table 23 shows the difference in the move distribution and percentages between the two journals. This refers to the total number of moves, i.e., the number of sentences associated with each move that formed each abstract, regardless of whether there are any repeated ones. For RBLA, DTM has the highest occurrence with 51 (35.4%) times. PTR occurred 38 (26.4%) times, STF 32 (22.2%), while DTR and STR had the lowest percentage, 14 (9.7%) and 9 (6.3%)

times, respectively. For ALJ, STF comprised 58 (28%) of the move- tags which is the highest of the five moves. DTM occurred 54 (26%) times, STR occurred 42 (20%) times and PTR occurred 30 (15%) times. The move that occurred less is DTR which comprised 22 (11%) of the tags.

Table 23: Amount or distribution of moves at sentence level.

Move	RBLA		ALJ	
	Move Amount	% Move Amount	Move Amount	% Move Amount
STR	14	9.7	42	20
PTR	38	26.4	30	15
DTM	51	35.4	54	26
STF	32	22.2	58	28
DTR	9	6.3	22	11
Total	**144**	**100**	**206**	**100**

One of the differences between the two journals is that ALJ abstracts contain more moves than RBLA. Also, the consistency in the distribution of moves is different in both corpora. In RBLA, the most frequent move (DTM) has 35.4% and the least frequent one (DTR) has 6.3%, which means a difference of 29.3 points. The distribution of moves in ALJ abstracts shows that the move with the highest incidence (STF) has 28% and the lowest (DTR) has 11%. This is a difference of 17 points. This result indicates that the RBLA abstracts tend to omit some moves. This is seen in the case of DTR, present in only 9 abstracts. Conversely, ALJ abstracts tend to have the majority of the moves as proven by the number of moves present in the abstracts. Also, both journals allotted considerable text space for these three moves (DTM, PTR, STF(RBLA) and STF, DTM, STR (ALJ).

Can's et al., (2016) study found that STF and DTR have the lowest quantity with 16% each. Our study also reveals that DTR is the least frequent in the two corpus which shows that authors from both journals do not always show interpretation of the results, recommendations, or implications in the abstracts. It is worth noting that the number of move units of RBLA

abstracts (144) was significantly shorter than that of ALJ abstracts (206). This is because RBLA abstracts are generally shorter than ALJ abstracts.

Thus, based on the occurrences of moves in both journals DTM in RBLA and STF in ALJ has the highest allotted space which means in RBLA, there are more DTM in the abstracts which helps the reader to understand how the research was conducted and to evaluate the validity and reliability of the findings. In ALJ, STF has more allotted space which could help to provide the reader with a concise understanding of the research outcomes in order for readers to quickly grasp the essence of the research and its outcomes. When the moves are arranged based on the space allotted to them, the order will be DTM, PTR, STF, STR, DTR (for RBLA) and STF, DTM, STR, PTR, DTR (for ALJ) respectively as shown in Table 24.

Table 24: Order of moves according to their allotted spaces.

RBLA Move	ALJ Move
DTM	STF
PTR	DTM
STF	STR
STR	PTR
DTR	DTR

Research Question 3: How are the moves structured in RBLA and ALJ abstracts? (i.e., the move sequence, linearity)?

4.4.3   Moves Organization or Structure of RBLA and ALJ Abstracts.

Based on the results of the move analyses, the two corpora exhibit some similarities and differences in terms of move organization. Table 12 and Table 19 above show the complete data (*Sequence of moves in RBLA and ALJ abstracts).* The result shows all the abstracts in both RBLA and ALJ do not follow the expected sequential order applied in this study. The following subsections show the result of moves with complete linear, semi and non- linear pattern.

4.4.4 Moves with Complete Linear Patterns

Based on the framework adapted for this study, a complete linear abstract should contain all the five moves and should follow the expected sequence order which is: STR, PTR, DTM, STF, and DTR (Situating the research, Presenting the research, Describing the methodology, Summarizing the findings, Discussing the research, respectively). To assess linearity, we combined successive move-tags belonging to the same category. For instance, a sequence of three consecutive PTR moves was treated as a single move. In RBLA, there is only one (3.3%) linear abstract comprising all five moves in the 30 abstracts. This is abstract number 10. While in ALJ, six (20%) abstracts appeared as linear comprising all the five moves (See abstract numbers 2, 3, 7, 10, 16, 29 in table 4). In line with the findings above, abstracts in ALJ seem to point to more homogeneity in terms of structure than the ones in RBLA.

4.4.5 Moves with Semi-Linear Patterns

Semi-linear abstracts composed of fewer than the five move types yet followed the expected linearity. Table 25 shows the semi- linear pattern in RBLA and ALJ Abstracts.

Table 25: Sample of semi-linear patterns in 21(RBLA) and 19 (ALJ) abstracts.

Linearity	RBLA Moves					ALJ Moves				
Semi-linear	STR	PTR	DTM	STF	-----	-----	PTR	DTM	STF	DTR
Semi-linear	STR	PTR	------	STF	DTR	STR	PTR	DTM	-----	-----
Semi-linear	STR	PTR	DTM	-----	-----	STR	PTR	DTM	-----	DTR
Semi-linear	-----	PTR	DTM	STF	-----	STR	PTR	------	STF	------

As shown in Table 25, 21 (70%) semi-linear abstracts in RBLA and 19 (63%) semi-linear are present in ALJ. The findings reveal that almost all abstracts in both journals exhibit a partially sequential order of moves. This deviation from strict linearity might be attributed to the specific requirements of the research topic, to the authors' stylistic preferences, or still, to the differences in requirements of both journals.

4.4.6 Moves with Non-linear Patterns

Non-linear abstracts are moves contained in the abstracts that do not follow the expected order in the framework used in this study. Few of the abstracts fall into this category with a total frequency of eight (27%) out of 30 abstracts in RBLA and 5 (17%) out of 30 abstracts in ALJ. These are abstracts 4, 7, 13, 19, 20, 22, 26 and 27 (RBLA) and 10, 14, 17, 19 and 26 in ALJ.

Table 26: Non-linear move patterns in RBLA abstracts.

PTR	STR	STR	PTR	DTM	STF	
PTR	STR	DTM	DTM	STF		
PTR	DTM	PTR	DTM	STF		
DTM	DTM	PTR	PTR	STF		
PTR	DTM	DTM	PTR	STF		
PTR	STF	DTR	STF			
PTR	PTR	PTR	DTM	STF	STF	DTM
PTR	DTM	DTM	STF	DTM	DTM	

Table 27: Non-linear move patterns in ALJ abstracts.

PTR	STR	PTR	DTM	STF			
STF	STR	STR	STR	PTR	STF	STF	STF
PTR	STR	DTM	STF	STF	STF	DTR	DTR
PTR	DTM	DTM	STF	STF	STF	DTM	
PTR	DTM	DTM	DTM	STF	DTM	DTR	

There is an absence of one or more moves in both semi and non-linear moves. Salager-Meyer (1990) refers to this as a "discoursal deficiency". Again, similar to her study, this present study also reveals that there is non-sequential order in the move organization of both journals, for example, PTR (Presenting the research) precedes STR (Situating the research) (see Tables 3 and 4). Move recycling is also identified, that is, "the same move is split between other moves." An example is ALJ abstract 26 where *methodology (DTM)* is presented followed by *summarizing the findings (STF) and again followed by methodology (DTM).* Given that few of the abstracts followed non-sequential or non-traditional structures and patterns to convey information in the articles, it could be said that the authors of both journals strategically

highlighted key ideas or concepts in the abstracts to enhance the overall coherence and organization of the text, rather than detracting from it. However, an abstract that is well structured or organized should have the moves sequenced in one logically linear order (Salager-Meyer,1990).

Also, the opening and closing moves in both abstracts were similar. The American Psychological Association (2001) has suggested that an abstract can begin with a purpose, results, or even a conclusion. Table 3 shows that 73% of RBLA abstracts open with PTR while 63% of ALJ abstracts open with STR.

Regarding the closing moves, 67% of the RBLA abstracts closed with STF (summarizing the findings), 23% with DTR (Describing the results), and 10% with DTM (Discussing the methodology). Conversely, 60% of ALJ abstracts closed with DTR, 30% with STF, and 10% with DTM. Among the two sub-corpora, ALJ abstracts have a higher percentage of DTR as the closing move than in RBLA, which reflects the fact ALJ is more aligned with the standard structure of writing abstracts according to Pho (2008) who states that an abstract should describe the results, implications and gives recommendation of the research to readers.

Research Question 4: What is the difference in word and sentence length between the two journals? (i.e., word and sentence length).

4.4.7   Abstract Features of the Two Journals

This study also observed differences in abstract length and number of sentences in an abstract. Table 28 presents a detailed picture of the components of the abstracts in the two journals. It is important to point out that the RBLA journal's guidelines do not state the number of words the authors should consider while writing their abstracts; meanwhile, the Applied Linguistic Journal states that abstracts should be no longer than 175 words. However, abstracts that have more than the recommended number of words are found in the journal.

Table 28: Abstract length and the number of sentences in RBLA and ALJ abstracts.

Journal	Words				Sentences			
	Mean	SD	Min	Max	Mean	SD	Min	Max
RBLA	132.5	21.41	84	195	4.8	1.2	3	8
ALJ	173	22.7	136	278	6.9	1.4	5	12

The findings showed that RBLA has a maximum of 195 words and a minimum of 84 with a mean of 132.5. ALJ, has a maximum of 278, a minimum of 136, and a mean of 173.0. Thus, even though there is a requirement in ALJ not to exceed 175 words in the abstracts, this does not seem to be followed either by authors or by the publisher/reviewers, i.e., articles are published despite not following the rules.

From these analyses, RBLA abstracts (132.5 words) were shorter than ALJ abstracts (173.0 words) and this difference as shown in Table 28. The standard deviation for word length for both Journals is 21.41 (RBLA) and 22.7 (ALJ) respectively. The difference between both abstracts may be because ALJ authors recognize the necessity of providing a more thorough explanation of their studies to get published. Without this, their papers may not attract the readers. Also, international journals place significant emphasis on impact factors as a measure of research significance. In contrast, RBLA does not publish its impact factors. There was also a difference between the number of sentences, with an average of 6.9 in ALJ and 4.8 in RBLA. This implies that ALJ seems to provide more complete information about the research in their abstracts. Moreover, it seems to meet the readers' expectations about an abstract because a well-structured and informed abstract draws the attention of the reader to the research article for further reading. RBLA abstracts do not seem to provide a complete picture of the research in their abstracts, and, as the whole papers were not analyzed, one could hypothesize the studies themselves lack some important sections. This could cause a negative implication on the reader or reviewer to reject or not show interest in the research article because the information provided in the abstract is limited.

CHAPTER 5:   CONCLUSION

The description of rhetorical structures of genre moves is a vital aspect of genre analysis, as it helps to identify the specific communicative goals and language use patterns that are associated with different genres. Therefore, this study investigates the similarities and differences of the rhetorical structures commonly followed in research article abstracts of two journals in the field of Applied Linguistics, RBLA and ALJ, as well as the essentiality of those moves and other abstract features. The rhetorical move analysis framework of abstracts proposed by Pho (2008) was used in this study. This study has found that there are differences and similarities in the move structures between Brazilian and international journal abstracts, as well as differences in the essentiality of certain moves for the overall structure of the abstract.

For RBLA, the use of the moves is more irregular, in the sense that some abstracts tend not to present some of the moves while concentrating more on others. This has implications for the essentialities of the moves in abstracts. It could be concluded that some moves are more important in the abstracts as presented in the result above. For example, the essentiality of PTR which is "obligatory", and DTM and STF which are "conventional" could indicate that these moves are important in the Brazilian abstract. Thus, the abstracts contain more information about "presenting the research", which could help readers to understand the focus and purpose of the study and the research problem or research question in a clear manner.

On the other hand, STR and DTR are "optional" which indicates fewer than 60% of abstracts present these moves. This could have implications for the readers because of a lack of information about "situating the research" and "discussing the research". Such implications may include a lack of relevant context and background information about the research topic, or what is known in the field. Also, when there is no analysis or interpretation of the research findings, the significance of the study, or their potential implications, the readers will not know

about the broader implications and the significance of the result. Therefore, it is important that abstracts have the essential structures that communicate the information in a clear manner as readers may become frustrated by the lack of proper structure abstracts and may also challenge the effectiveness of academic communication.

However, the impact of these may not really pose many problems to the Brazilian academic community in the field of applied linguistics considering that the writings of research abstracts mostly follow similar patterns which perhaps might be a common practice amongst most researchers in the Brazilian academic community. Nevertheless, for the sake of the international academic community, it is important that Brazilian researchers in this field pay close attention to the standard or recommended rhetoric structure for effectively communicating the research goals and ideology of their research article abstracts to benefit the wider academic community. and, this way, manage to attract international readers.

Regarding ALJ, the moves in the abstracts are all "conventional", that is, the abstracts have similar essentiality. This implies that all the five moves are important in ALJ, so this could as well serve as a guide for the Brazilian scholars in structuring their abstracts and may be considered when writing their abstracts in English. Knowing that these moves have a strong impact in producing clear and wholesome abstracts that could entice the readers to the research article and furthermore help the readers to have broader and clearer information about the article they are about to read therefore it is important that the Brazilian scholars pay more attention to this.

The findings in this study provide insights into the communicative goals and expectations of abstracts in the field of Applied Linguistics in Brazil, as well as the norms and conventions that govern their use. It also adds to the constant-growing knowledge of how writing in these fields can be understood as regarding research abstract structure. As a result, the Brazilian

academic community could investigate the international research article abstracts and the model or framework used in this study to help inform and shape their writing choices to approximate the international standard. For the academy system in Brazil to get internationalized there is a need to encourage the wider community in different disciplines whose first language is not English to participate in the production of scholarly publications in English; this could help to inform and engage with the English community about other languages like Portuguese and these could help internationalize the academic system in Brazil (Baumvol, et.al 2021)

As seen in the results, the difference between the RBLA and ALJ shows that RBLA scholars are not used to the international style of writing abstracts mostly in English because abstract moves in RBLA are fewer while the abstracts in ALJ are more. This could be a result of what Baumvol, Sarmento, and Fontes (2021) stated in their study regarding a lack of country-wide institutional support for the development of scholars' English writing and reading skills, like academic writing training and a lack of access to writing centers. This study therefore creates awareness that supports a pedagogy that will foster training in academic writing that aligns with the international community to allow access and collaboration of international scholars with Brazilian scholars.

Furthermore, the findings reveal important pedagogical implications in the teaching of English for Academic Purpose in Brazil and therefore suggest the need for instructors to raise students' awareness about the writing conventions in their fields and guide them in selecting the most appropriate rhetorical moves in writing quality research article abstracts. This suggestion is supported by Hyland (2002), who argues that for students to be part of their academic discourse communities, they should be informed of generic organization. In addition, since the order of moves in most articles was found not to correlate with the model adopted in

this study, it raises the question of whether the model should be accepted or whether the articles are flawed. Consequently, incorporating rhetorical organization into academic writing courses for postgraduate students could be a way to help students gain knowledge on how to write a well-structured abstract with appropriate rhetorical structure as this will empower learners to become proficient academic writers and promote their research.

However, due to the limited data of this present study, future research should be conducted on a larger corpus. A comparative study can also be carried out across disciplines. In addition, both national and international researchers in the field of applied linguistics should be encouraged to make use of the rhetorical structure of Pho's Model in their study. They should also be cognizant of the writing principles in their respective fields.

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