International Journal of Multicultural and Multireligious Understanding

http://ijmmu.com
editor@ijmmu.com
ISSN 2364-5369
Volume 12, Issue 1
January, 2025
Pages: 547-560

Embodiment of Rhetorical Moves in Abstracts of the Financial-economic Sciences: A Genre Analysis

Israa Ezziddeen Ali; Javad Gholami

The Department of English Language, Urmia University, Urmia, Iran

Corresponding Author: Javad Gholami

http://dx.doi.org/10.18415/ijmmu.v12i1.6506

Abstract

Within some discourse communities, academics now primarily disseminate academic information through research articles (RAs). For inexperienced authors, especially those who do not speak English as their first language, producing a research article suitable for publishing in an academic journal might be difficult. The ultimate purpose of this pedagogically driven project was to give ESL/EFL postgraduate students in financial-economic sciences the foundation for a genre approach to academic writing. In line with a genre-based perspective, the study examined the rhetorical structure of English language RAs—Abstract—sections that were published in international journals in the financial-economic sciences. First, RA move structures were determined using Swales' (2004) genre-based approach. The current study's findings shed light on the significance of RAs' knowledge of genre norms and their use of rhetorical structure. This knowledge may make it easier for new authors and graduate students to produce research articles that will be published. The current study investigates the educational effects of a syllabus that combines the results of the two research approaches.

Keywords: *Rhetorical Moves; Abstracts; Financial-Economic Sciences; Genre-Based Approach; Research Articles*

1. Introduction

An academic writing genre known as a research article (RA) serves as a forum for scholarly conversation as well as the dissemination of knowledge and information (Flowerdew, 2005; Musa, Khamis, & Zanariah, 2015). According to Swales (1990), an RA is a written document that is no more than a few thousand words and summarizes the conclusions of the author(s)' inquiry. Importantly, to be acknowledged as professionals and active participants in their fields, all members of academia—students, researchers, and faculty—must comply to specific written language norms about their published research. Perhaps the most crucial genre for researchers to learn is research papers. As a measure of academic achievement, RAs are also crucial for the development of a scholar's professional status.

However, both native and non-native English speakers find writing a research paper to be an intimidating endeavor, particularly for inexperienced authors. They must understand the language characteristics and rhetorical structure of the research publications in their disciplines (Dobakhti, 2011;

Kanoksilapatham, 2003). To demonstrate the significance of their research and the merit of their study, the authors must, in particular, be conversant with the norms and customs of their discourse community. As per Dobakhti (2011), writing is a deliberate, socially situated practice that is done for an audience within the discourse community (Hüttner, Smit, & Mehlmauer-Larcher, 2009). As such, members of the discourse community have the right to challenge or reject writers' claims at any point if they fail to live up to their discourse community's expectations (Hyland, 2000). To be able to converse with members of their discourse community and convince them to accept their expertise, authors must use the rules and conventions of their discourse community in their work (Dobakhti, 2011).

In the realm of academic research, scholars in the financial-economic sciences often disseminate their findings through abstracts. Abstracts serve as concise summaries of research articles and play a crucial role in attracting readers' attention and providing them with an overview of the study's objectives, methods, findings, and implications. Given the limited space available in abstracts, researchers face the challenge of condensing their comprehensive research into a few hundred words while maintaining clarity and coherence. To meet this challenge, researchers rely on the strategic use of language, and one valuable tool at their disposal is the utilization of lexical bundles. Lexical bundles are groups of words that frequently co-occur and serve specific rhetorical functions.

The embodiment of rhetorical moves in lexical bundles within abstracts is a fascinating area of study, as it provides valuable insights into how researchers in the financial-economic sciences utilize language to effectively communicate their ideas. By analyzing the specific lexical bundles employed in abstracts, researchers can identify recurring linguistic patterns and rhetorical strategies employed by scholars in this field. This analysis sheds light on the ways in which researchers introduce their research, present their main arguments, outline their methodology, and summarize their findings—all within the constraints of the abstract format.

The study of the embodiment of rhetorical moves within abstracts of the financial-economic sciences is a crucial and dynamic area of research. By analyzing the specific rhetorical moves employed by researchers, valuable insights can be achieved into how language is strategically utilized to communicate complex ideas effectively in a concise format. Therefore, the main research question which is addressed in the present study is the following:

What rhetorical moves are employed by researchers in the abstract sections of financial-economic research articles?

2. Review of literature

2.1. Theoretical Background of the Study

Genre Analysis

Eminent ESP expert Swales (1990) gives an extremely thorough description of genre. A genre is a class of communicative events that have a common set of goals in mind when they communicate. The expert members of the parent discourse community acknowledge these goals, which together provide the genre's justification. This justification impacts and limits the choice of material, style, and the discourse's schematic structure. (page 58).

Two concepts are emphasized in Swales' definition, although other parts are absent. The significance of communicative aims and the function of the discourse community, wherein knowledgeable individuals of a discourse community carry out their communicative purposes, are the two ideas that are highlighted. Both notions further differentiate one genre from another and connect writers, readers, and societal settings.

Similarly, Bhatia's definition upholds the significance of communicative goals and the function of the discourse community as fundamental aspects of genre. Bhatia adds to Swales' explanation by addressing the psychological (cognitive) aspect of genre formation. Like Bhatia, Berkenkotter, and Huckin (1995) list five ideas that are seen to be fundamental to genre: form and content, situatedness, dynamism, the duality of structure, and community ownership. In Swales' concept, the duality of structure and situatedness is not addressed. In the former, social structures are developed and rebuilt by a discourse community at the same time, while in the latter, the process of constructing genre knowledge through a member's engagement in a particular discourse community is discussed.

Despite the wide range of definitions and perspectives on genre, the majority of academics have nevertheless defined genre in a way that is relevant and helpful to their perspective. Most genre definitions are lengthy and include several details and further explanations that highlight how this diversity may be observed and understood in various ways, demonstrating the complexity of the term. They really demonstrate the diversity of perspectives on genre that exist within and between academic fields and schools of thought.

The Genre of Research Articles

In academic writing, RA is a genre that serves as a vehicle for communicating and disseminating fresh ideas, data, and insights to the discourse community, or academic community (Flowerdew, 2005; Musa et al., 2015). According to Swales (1990), RA is a written document that is little more than a few thousand words and contains an account of some research that the author(s) conducted. Crucially, for any member of academia—students, instructors, researchers, and faculty members—to be acknowledged as professionals in their fields, they must all exhibit various academic writing abilities and strategies related to producing research papers. Therefore, among academics in the global discourse community, research papers are perhaps the most significant genre. Research publications must also advance a scholar's professional reputation (Swales, 1990). According to Latour and Woolgar (1979), research assistants' main objective is convincing the academic community to accept new information. Additionally, RAs come in a variety of models, each of which has many portions based on the field to which it belongs. For instance, the Introduction-Methods-Results-Discussion (IMRD) framework is used in the majority of RAs (Swales, 1990). However, the IMRD model also includes the Literature Review (LR) in the field of applied linguistics (Jian, 2008).

Genre Studies in Research Articles

Because RAs are crucial in information transfer, English-language research papers have grown in significance in the academic community in recent years. Publicizing written works in the global community (such as journals) required an understanding of move (M) changes in text structure (Fazilatfar & Naseri, 2014). In order to do this, a variety of academic fields used English for Specific Purposes (ESP) genre analysis of RAs studies to investigate the discourse structure of different RA parts as well as linguistic feature usage trends.

For specialized reasons and other disciplines, academics, and specialists in the sphere of English have examined and evaluated the RA parts. Prior studies have looked into RAs in specific fields such as computer science (Posteguillo, 1999), sociology (Brett, 1994), medicine (Nwogu, 1997), and applied linguistics (Pho, 2008b). Numerous studies have examined RA sections, including Introduction (Hopkins & Dudley-Evans, 1988; Ozturk, 2007; Swales, 1990), Abstracts (e.g., Bhatia, 1993; Pho, 2008a), and Discussion (Dudley-Evans, 1994; Fallahi & Erzi, 2003; Holmes, 1997; Ruiying & Allison, 2003). However, the literature review (Kwan, 2006; Kwan, Chan, & Lam, 2012), methods (Bruce, 2008; Lim, 2006), and results (Brett, 1994) parts have received less attention from researchers. Nonetheless, several scholars have looked at each of the Introduction-Method-Result-Discussion (IMRD) RA components (Posteguillo, 1999; Kanoksilapatham, 2005; Pho, 2008a).

3. Method

3.1. Design of the Study

The present study focused on analyzing the abstract sections of research articles within the field of economics using genre analyses. The move structures of RAs were determined by using the genre-based approach. To ensure the selection of appropriate research articles, the framework proposed by Swales (1990) was utilized. This framework facilitated identifying research articles containing distinct sections such as abstract, introduction, method, results, and discussion. Specifically, articles that adhered to this identifiable section structure were included in the final dataset for analysis. To streamline the selection process, the abstracts of the research articles were stored separately, allowing for efficient retrieval and examination.

Corpora were collected from various reputable databases, namely Elsevier, Springer, Sage, Taylor and Francis, and Wiley Online Library, to gather the necessary data for the study. The selection of these databases was motivated by the aim to achieve a comprehensive coverage of relevant literature in the field of economics. The study aimed to capture a diverse range of research published in esteemed journals by including articles from multiple databases.

The abstract section holds paramount importance in academic research articles as it concisely summarizes the study's key aspects. It provides readers with an overview of the research, allowing them to quickly grasp the main points and determine the relevance of the study to their own work. Therefore, understanding the linguistic features and rhetorical strategies employed in abstract writing in economics is crucial for effective scholarly communication.

It is important to note that the sample size of 250 abstracts was determined to strike a balance between feasibility and obtaining sufficient data for robust analysis. While it is not possible to analyze every abstract within the field of finance, considering a substantial number of abstracts allows for comprehensive insights into the embodiment of rhetorical moves within financial research article abstracts.

3.2. Genre-Based Approach

The move structures of RAs were determined by using a genre-based approach. To analyze abstract sections, the RA abstracts were analyzed using Swales' (2004) revised three-move Create-A-Research-Space (CARS) model.

3.2.1. The model of Swales (1990, 2004)

Using Swales' (2004) three-move paradigm, the RA introduction section was examined. The idea of move (M) analysis was first introduced by John Swales in his landmark work (1981, 1990); see Chapter Two for more on the contributions of Swales and his colleagues to this field. Several academics and researchers assessed and changed Swales' model, noting a variety of challenges (Crookes, 1986). Their analysis identified several challenges in differentiating between Move 2: Summarizing Prior Research and Move 1: Establishing the Field.

Thus, the deep three-move model known as the Create-A-Research-Space (CARS) model was created by Swales (1990). RA writers adopted this paradigm's three required steps in RA introductions. The writer sets the stage for the broad issue being covered in the first move (i.e., Move 1 Establishing a Territory), then uses a variety of techniques (e.g., Claiming Centrality, Reviewing Previous Items of Research). In the following phase (Move 2: Establishing a Niche), the author takes one or more actions to develop a niche within the topic area. The author presents the research by occupying the niche in the last move, or Move 3 Occupying the Niche.

Nevertheless, it appeared that more people were using the 1990 Swales version as an analytical tool than the 2004 version. The research tradition that has grown up around the 1990 model may be the cause (Hirano, 2009). However, according to Ozturk (2007), the 2004 version is stronger since it can effectively account for the majority of the drawbacks that some researchers have noted regarding the earlier models (i.e., 1981 and 1990). For this reason, the abstract section was analyzed using Swales' (2004) model in the current study.

Table 1. Swales' (2004) Create-A-Research-Space (CARS) revised model

Move 1 Establishing a territory **Step1 Background**	**Introducing background/situation**
Move 2 Establishing a niche **Step 1 Goal**	Presenting research/ aim
Move 3 Presenting the Present Work	
Step 1 Methodology	Stating methodology/ materials/ subjects/ procedures
Step 2 Results	Displaying results/ findings
Step 3 Conclusion	Discussing conclusions/implications

The instrument utilized in this study to analyze the abstracts of financial research articles is a comprehensive coding scheme developed specifically for this research. The coding scheme was designed to capture and categorize various linguistic features and rhetorical moves present within the abstracts.

3.3. Procedure

Typically, a top-down, bottom-up, or combination of these approaches is used to analyze moves. Pho (2008b) claims that the bottom-up method bases movements on certain language elements (such as signals). In contrast, the top-down method classifies moves according to their intended communication goals. The top-down strategy was used in this work since the communicative purpose perspective was crucial to the analyses of both corpora. While sentences were the most prevalent form in which movements were realized, this research also accepted moves that were realized by structures ranging from several sentences to a bundle. According to Askehave and Swales (2001), a text unit's communicative goal may not always be obvious or it may have two or more purposes within the context.

A meticulous random selection process will be employed to ensure a representative sample of research articles within the financial-economic domain. This process aims to minimize bias and increase the generalizability of the findings by randomly choosing articles from each of the selected databases. By adopting this random selection approach, the study aims to create a sample encompassing a diverse array of research articles, avoiding any systematic biases arising from selective article inclusion.

A specific time frame was established to capture the genre features of recently published research article abstracts in economics. The study will focus on articles published between 2018 and 2022. This time frame allows for analyzing abstracts that reflect current research trends and practices within the field. By limiting the inclusion of articles published within this time frame, the study aims to provide insights into the contemporary characteristics of financial research article abstracts.

In addition to the time frame, the Minimum Informational Footprints (MIFs) of the abstracts will be taken into consideration during the selection process. MIFs refer to the number of abstracts and their word length within a given journal. To ensure diversity and representation, the study will only include articles with MIFs ranging between 1 and 5. This criterion helps avoid over-representation of journals with excessive abstracts or extremely long or short abstracts. By incorporating this criterion, the study aims to create a balanced sample that is not skewed by the characteristics of individual journals.

By applying these selection criteria, the study aims to obtain a well-balanced and diverse sample of research articles. This sample will comprehensively analyze the rhetorical moves and lexical bundles within financial research article abstracts. The inclusion of a representative range of articles enhances the validity and generalizability of the findings, allowing for a more nuanced understanding of the linguistic strategies employed in the abstracts of financial research articles.

3.3.1. Reliability of Move Analysis

Some subjectivity was involved in identifying moves based on function or content, as mentioned in the preceding section. Crookes (1986) highlighted the necessity of obtaining high inter-coder reliability rates by having a second coder examine the motions and stages in the articles in order to address this issue. The level of agreement between the two coders is referred to as inter-coder Reliability. A coder with expertise in applied linguistics move analysis was hired to guarantee the validity of the move analysis. Furthermore, when performing move/steps analysis, an intra-rater reliability was taken into account by randomly selecting three RAs (20%) from each corpus and recoding them two months after the first coding. The capacity of a rater or a measuring system to replicate quantitative or qualitative results under the same experimental conditions is known as intra-rater Reliability.

The inter-rater agreement and percentage agreement for each part were calculated using Cohen's Kappa (1960, 1968) inter-rater agreement, which in this case relates to the inter-coder Reliability. The inter-coder Reliability was statistically calculated using a unique website named "VassarStats" (http://vassarstats.net/index.html), which offered practical and approachable tools for carrying out various statistical computations.

First, the degree of agreement between two sets of dichotomous evaluations is often measured using Cohen's Kappa, an indication of inter-rater Reliability (Cohen, 1960). A precise standard for the degree of agreement was established by Landis and Koch (1977); Kappa can vary from -1.0 to +1.0. Despite its arbitrary nature, the authors suggest that practitioners utilize the arbitrary benchmark scale as a helpful guide. The Landis and Koch (1977) benchmark scale is presented in Table 2.

Table 2. Landis and Koch-Kappa's Benchmark Scale

Kappa Statistic	Strength of Agreement
< 0.0	Poor
0.0 to 0 .20	Slight
0.21 to 0.40	Fair
0.41 to 0.60	Moderate
0.61 to 0.80	Substantial
0.81 to 1.00	Almost Perfect

Second, the Cohen Kappa test automatically calculated the % agreement for every segment. To put it simply, the formula A/(A+D) x 100 may be used to get the % agreement, where A denotes the number of agreements and D is the number of differences between the coder and the researcher. The % agreement is an often-utilized tool due to its ease of interpretation. In the current investigation, obtaining coding reliability for the chosen research articles needed a sufficient agreement rate or 90%. For example, the percentage agreement rate would be 83.3% if the researcher and the coder agreed on 75 of the 90 move units they coded.

4. Results

The goal of the study, as previously stated in the chapters, was to examine the rhetorical structures of English RAs published in international finance journals, with a particular emphasis on the abstract section.

4.1. Moves Structures

In order to determine rhetorical variances, a total of 250 research papers selected from global corpora were examined. In order to conduct the study, the genre-based method was first used to ascertain the RAs' move structures. In other words, the three-move revised Create-A-Research-Space (CARS) model developed by Swales (2004) was used to explore the RA parts in order to evaluate the abstract sections.

The next sections give the findings of the move/pattern cyclicity, structural patterns, and moves/steps frequency in each abstract section of the RAs. In order to make the movements and procedures in the current study clear, a few examples taken from the corpora are also used to support the results.

In order to ascertain whether a certain move in each IMRD was regarded as conventional or optional, the frequency of particular movements in each RA of the corpora was finally computed. The current study constructed a prospective measure of move stability using a 70% cut-off frequency. For a maneuver to be classified as conventional, it must occur between 70% and 100% of the time in the corpus. A maneuver was classified as optional if its frequency in each corpus was less than 70%. Every move found in each component of this study is subject to this criterion. The same standard was also used for any potential new actions or procedures that could emerge while the corpora were being analyzed. The outcomes are displayed in the following section, along with a synopsis of each action or phase.

There are three movements in the abstract section, and each move has a number of steps: Move 1 Establishing a territory, move 2 Establishing a niche, and Move 3 Presenting the Present Work.

4.2. The Frequency of Each Move and Step

Table 3 displays the frequency of steps and moves identified in the corpus. Since all three moves were obviously 100% on the corpora, they were all conventional. The outcomes of every move and the steps involved are described in the subsection that follows.

Table 3. The frequency of moves and steps found in the Abstract section

Moves/Steps	**International corpus N=250**
Move 1 Establishing a territory	**250 (100%)**
Step1 Background	**246(98%)**
Move 2 Establishing a niche	**250 (100%)**
Step 1 Goal	**250 (100%)**
Move 3 Presenting the Present Work	**250 (100%)**
Step 1 Methodology	**236 (94%)**
Step 2 Results	**250 (100%)**
Step 3 Conclusion	**135(97%)**

Move 1: Establishing a Territory

The initial move's goal is to set the stage for the discussion's main subject. After giving some background information on the subject, authors continue to get more detailed. Move 1 was present in all

250 research papers in the corpora with 100% prevalence, as shown in Table 3. The writers typically used the present-simple and present-perfect tenses to establish and demonstrate Move 1. Additionally, a variety of packages, including important, prevalent, commonly, and sharply, were employed to show the generalizability of the issue. Move 1 had the following examples of "recurrent expressions, regardless of their idiomaticity, and regardless of their structural status" (Biber et al., 1999, p. 990), which are indicated by bundles in bold.

1. *I examine corporate green bonds, whose proceeds finance climate-friendly projects. These bonds have become* ***more prevalent*** *over time, especially in industries where the environment is financially material to firm operations.*

2. *We explain when and how staggered difference-in-differences regression estimators,* ***commonly applied*** *to assess the impact of policy changes, are biased. These biases are likely to be relevant for a large portion of research settings in finance, accounting, and law that rely on staggered treatment timing, and can result in Type-I and Type-II errors.*

3. *This paper analyzes the asset pricing and portfolio implications of* ***an important*** *barrier to sustainable investing: uncertainty about the corporate ESG profile.*

4. *This paper studies bank antitrust rules which discontinuously shift bank mergers' competitive impact. The likelihood of mandatory divestiture* ***rises sharply*** *for mergers in markets above a threshold level of concentration, leading to an increase in the number of banks in these markets.*

Move 2: Establishing a Niche

Move 2 deals with illustrating the goal of the study being investigated. The step also allows for the establishment for the demand of the current topic or contribution being reviewed. As seen in Table 3, Move 2 appeared in the corpora with 100% occurrence, indicating that Move 2 was conventional. The step 1 indicating the goal of the study is further discussed below. The authors utilized present-simple and present-perfect tenses in this step. Below are a couple of examples about Step 1.

1. *We* ***develop a novel approach*** *to separate alpha and beta under model misspecification. It comes with formal tests to identify less mis specified models and sharpen the return decomposition of individual funds.*

2. *To understand the effects on the financial sector, we* ***study*** *firms' responses to new internal control requirements. Affected firms make significant investments in ERP and hardware.*

3. *This relationship is confounded empirically by the tendency of risk tolerant people to choose riskier careers and hold riskier portfolios, leading to an upward-biased estimate of the effect of earnings risk on risky assets holdings. We overcome this identification problem* ***by exploiting*** *a discontinuity built into the Danish national university admissions system, which provides quasi-random assignment of similar applicants to programs with different earnings volatility profiles.*

4. *We* ***study whether*** *state-level mandatory business closures implemented in response to the outbreak of the Covid-19 causally affect economic and health outcomes.*

Move 3: Presenting the Present Work

Move 3 describes and explains the present study by involving three steps. According to Table 4, Move 3 appeared in all research articles (100%) and so was considered a conventional move. The occurrences of the three steps of Move 3 are discussed below.

Move 3: Step 1. Announcing Present Research Methodology

This step, which explains the study's technique, was the most common since it was present in practically all research publications published to date. In the corpora, the step was present in 236 (94%) of the study papers. As a result, Step 1 was traditional. In this step, different lexical bundles were used. Step 1 was stated in the simple-past and simple-present tenses.

Examples:

1. *We* ***summarize*** *three alternative estimators developed in the econometrics and applied literature for addressing these biases, including their differences and tradeoffs.*

2. *For identification, we* ***use a regression discontinuity design*** *on a sample of mixed-gender elections in the US House of Representatives. The effect grows over a female representative's tenure and concentrates in female representatives who are on powerful congressional committees.*

3. ***Using plausibly exogenous variations*** *in exposure to these restrictions, we find that they impose substantial losses to firms and workers, the former bearing approximately two thirds of the cost, consistent with firms partially insuring their workers.*

4. ***Our methodology*** *allows us to measure the causal impact of enrolling in a high-volatility program, holding fixed the average program earnings and human capital betas.*

Move 3: Step 2. Presenting Results

Research findings from a study are reported at this step. Out of all the study publications, step 2 was the most frequently discovered (100%) step. The authors presented the study's conclusions to introduce this step. Furthermore, at this step, the present and past simple tenses were employed.

Examples:

1. *We* ***show*** *that entering a program whose enrollees subsequently experience volatile earnings causes students to have more volatile earnings and, ceteris paribus, to hold fewer risky assets and be less likely to participate in the stock market. We calibrate our* ***empirical results*** *to a portfolio choice model with risky labor income that fits our empirical findings well with modest participation costs, myopic behavior, and reasonable levels of risk aversion.*

2. ***Our results illustrate*** *how regulation can directly and indirectly affect technology adoption, which in turn affects noncompliance functions and market structure.*

3. *We* ***show*** *that mandatory business closures have a significant negative causal effect on mortality rates, particularly in areas featuring contact-intensive occupations.*

4. *Changes in the pool of and behavior by government contractors cannot* ***explain the result****.*

Move 3: Step 3. Conclusion

This stage aims to define and clarify a study's conclusions. This step was present in 56% of the dataset's research papers in the worldwide corpus. Consequently, in the international, this stage was optional. Step 3 included the use of both present-simple and present-perfect tenses as well as a few signal phrases, including discuss, help, and results are consistent with.

Examples:

1. *Our findings* ***help*** *reconcile the mixed evidence on the cross-sectional ESG-alpha relation and suggest that ESG uncertainty affects the risk-return trade-off, social impact, and economic welfare.*

2. *Overall,* ***our results are consistent*** *with an interpretation that investors are already demanding compensation for their exposure to carbon emission risk.*

3. *Overall,* ***the findings are consistent*** *with a signaling argument—by issuing green bonds, companies credibly signal their commitment toward the environment.*

4. *We* ***discuss*** *the assumptions under which the health benefits of business closures exceed their associated economic costs.*

3.3. Move Sequences and Cyclicity of the Abstract Section

This part describes the move sequences, move cyclicity (i.e., repeating), and move pattern analysis of the move structure of the Abstract section. First, Table 4 lists the move sequences and move cyclicity that can be found in the Abstract section. As previously mentioned, move cyclicity is the number of times a move occurs in a section. For example, if a move pattern looked like this: M1-M2-M3-M2, then M2 was deemed cyclical since it appeared twice in the move pattern. A sample of the opening, closing, and cyclical moves is shown in Table 4.

Table 4. Sequences of Moves in the Abstract Section

Abstract	Opening Move	Closing Move
M1 Establishing a territory	82%	0
M2 Establishing a niche	15%	35%
M3 Presenting the Work	8%	71%

Table 4 shows that 82% of the corpus's research articles started with Move 1, which was followed by Move 15% and Move 3 (8%). Regarding the conclusion of the Abstract sections, the findings showed that Move 3 was used in (71%) of the cases. Move 2 was also utilized in 5 RAs (35%). Nevertheless, according to the corpus data, Move 3 was mostly used in all RAs (100%) to conclude the Abstract section. Finally, the examination of the dataset's move cyclicity revealed that Move 3 was the most cyclical, followed by Move 2. Move 3 appeared often in the worldwide corpus, as seen in Table 4 Move 2, when it was discovered to appear in the international corpus, was the second most common move. The corpus's least frequent motion was move 1.

The examination of move cyclicity, which results in different move structures, is shown in the following sections. Reorganize the Abstract section's structures. Only move structures that were discovered in at least two research publications were included in the study, as the analysis offers a variety of move structures. This criterion was developed since the move structure in the Abstract section showed favored patterns. Furthermore, the study did not include any move structure that was absent from at least two RAs. The most favored move structures were M1-M2-M3-M2-M3, as Table 5 shows. Additionally, the research showed that most move structures had the usual move structure—M1-M2-M3—proposed by Swales (1990). As a result, this pattern was thought to be highly cyclical.

Table 5. Move structures of the Abstract section

Abstract	Corpus
M1-M2-M3-M2-M3	46%
M1-M3-M2-M3	12%
M1-M2-M3	13%
M1-M2-M3-M2-M3-M2-M3	14%
M1-M2-M3-M2	-

In conclusion, using the previously defined criteria, the three motions were deemed typical in the Abstract parts of both sets of data. The corpus most frequently employed the move pattern that was most favored, which is M1-M2-M3-M2-M3.

5. Discussion

The corpus's Abstract sections generally align with Swales' (2004) approach. In other words, since the three moves—Move 1: Establishing a Territory, Move 2: Establishing a Niche, and Move 3: Presenting the Present Work—occur in every Abstract portion of the corpus, they are conventional. Regarding Move 1, which is "Establishing a Territory," it appears in every part of the Abstract. These findings are consistent with those of prior research that looked at the Abstract section in two other settings: Iran (Khany & Tazik, 2010) and Thailand (Amnuai, 2012). Other fields where Move 1 is frequently observed include civil engineering (Kanoksilapatham, 2015), animal behavior, and biology (Samraj, 2002). This highlights how crucial it is to define a field of study for a topic that is being researched across disciplines. Furthermore, Move 1's frequency of occurrences and the kinds of lexical devices and tenses used in it are comparable to those of previous research. Based on the results, Move 1 should be included in the RAs' Abstract sections.

Move 2 (Establish a Niche) is also present in every Abstract section of the data. These findings are consistent with those reported in (Pho, 2009), where Move 2 is regarded as common in these investigations. In contrast, several research (Ahmad, 1997; Jogthong, 2001– in agricultural science) use Move 2 sporadically. Clearly, defining a purpose is the most prevalent tactic writers employ to carve out a niche in the data set (Swales, 2004; Pho, 2008a). The journal's publishing standards or the writers' writing styles may be to blame for this.

All RA Abstracts included this move, "establishing a niche," which was consistent with findings from several studies evaluated in the literature (Amnuai, 2012; Swales, 2004). Additionally, the majority of the writers preferred to state their research questions and/or hypotheses in the body of their publications after announcing the goals and objectives of their investigations. The authors expressed the goals and objectives of the study. This outcome supported Amnuai's (2012) findings that this Step—stating the goal—is crucial to the global corpus.

Presenting the present work, the third move, was present in every RA Abstracts. This conclusion was consistent with findings from other research that were evaluated in the literature (Ozturk, 2007; Swales, 2004). Step 1—summarizing methods—is widely used in the global corpus. The findings showed that the writers preferred to give an overview of the techniques they used in their research. However, Jalilfar (2010) discovered that this step was more prevalent in the international corpus than the regional one (Iran), which is consistent with the results of the present investigation. "Especially in papers whose principal outcome can be deemed to reside in their methodological innovations, extended definitional discussions of key terms, detailing (and sometimes justifying) the research questions or hypotheses, and announcing the principal outcomes," according to Swales (2004), is when this step should be used, according to his clarification.

In terms of move structures, the corpus's most favored move structures are (M1-M2-M3-M2-M3). The present study's results are in line with other research (Amnuai, 2012; Ozturk, 2007), particularly when it comes to the patterns of movement. According to these investigations, the pattern (M1-M2-M3) is primarily seen in the corpus. The genres in applied linguistics will alter as a result of the external and broader contexts that surround the field, in keeping with Swales' (1990) claim that "the genres are living, and the RA is continually evolving" (p. 110) (Li & Ge, 2009).

Furthermore, the study demonstrates that Move 1 opened and Move 3 closed the bulk of the Abstract sections. A departure from the archetypal patterns suggested by Swales (2004) is seen. In other words, as mentioned above and in Swales' (2004) paradigm, establishing a niche must be filled before filling it. It follows that, despite what some readers may find confusing, it is not advisable to finish an Abstract section with Move 2 (Establishing a Niche) rather than Move 3 (Presenting the Present Work). Furthermore, the reader is likely to wonder why Move 3 (Presenting the present work) was chosen to close the Abstract section rather than Move 2 (Establishing a niche) and its related stages (e.g., marking a gap and adding to what is known). Regarding move cyclicity, Move 3 was the most cyclical, followed by Move 2. This is another finding from the findings. According to earlier research, move 1 is the most cyclical move (Amnuai, 2012; Ozturk, 2007), which contradicts this discovery. This clarified the cause of the great degree of variance in move patterns seen in the corpus.

Conclusion

Investigating the rhetorical structure in research articles, with an emphasis on Abstract sections in English journals of financial-economic sciences, was the main goal of the current study. The main conclusions of this study have shown various data patterns, indicating that there are differences in academic writing. The areas of English for Academic Purposes (EAP) and English for Specific Purposes (ESP) might benefit from the improvement of academic writing via the use of both quantitative corpus data and qualitative rhetorical analysis. Ultimately, this study aims to broaden our grasp of academic writing genre standards and formulaic language, and the results enhance our comprehension of RAs.

References

Ahmad, U. K. (1997). Research article introductions in Malay: Rhetoric in an emerging research community. *Trends in Linguistics Studies and Monographs, 104,* 273– 304.

Amnuai, W. (2012). *A comparative study of English applied linguistics research articles between Thai and Internationally published journals: moves and formulaic sequences*. Unpublished doctoral dissertation, Suranaree University of Technology.

Brett, P. (1994). A genre analysis of the results section of sociology articles. *English for Specific Purposes, 13(1),* 47–59.

Bruce, I. (2008). Cognitive genre structures in Methods sections of research articles: A corpus study. *Journal of English for Academic Purposes, 7*(1), 38–54.

Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and Psychological Measurement, 20,* 37–46.

Cohen, J. (1968). Weighted kappa: Nominal scale agreement provision for scaled disagreement or partial credit. *Psychological bulletin, 70(4*), 213–220.

Crookes, G. (1986). Towards a validated analysis of scientific text structure. *Applied linguistics, 7*(1), 57–70.

Dobakhti, L. (2011). *The discussion section of research articles in applied linguistics: Generic structure and stance features*. (Unpublished doctoral dissertation)., University of Malaya Kuala, Lumpur.

Dudley-Evans, T. (1994). Genre analysis: An approach to text analysis for ESP. In M. Coultard (Ed.), *Advances in written text analysis* (pp. 219–228). London: Routledge.

Fallahi, M. M., & Erzi, M. (2003). Genre analysis in language teaching: An investigation of the structure of the Discussion section of language-teaching-journal articles. *Iranian Journal of Applied Linguistics, 6(*1), 69–81.

Fazilatfar, A. M., & Naseri, Z. S. (2014). Rhetorical moves in applied linguistics articles and their corresponding Iranian writer identity. *Procedia - Social and Behavioral Sciences*, 98, 489–498.

Flowerdew, L. (2004). The argument for using English specialized corpora to understand academic and professional language. In U. Connor & T. A. Upton (Eds.), Discourse in the *professions. Perspectives from corpus linguistics (*pp. 11–33). Amsterdam/Philadelphia: John Benjamins.

Hirano, E. (2009). Research article introductions in English for specific purposes: A comparison between Brazilian Portuguese and English. *English for Specific Purposes, 28(4*), 240–250.

Holmes, R. (1997). Genre analysis, and the social sciences: An investigation of the structure of research article discussion sections in three disciplines. *English for Specific Purposes*, *16*(4), 321–337.

Hopkins, A., & Dudley-Evans, T. (1988). A genre-based investigation of the discussion sections in articles and dissertations. *English for Specific Purposes*, *7(2*), 113– 121.

Hüttner, J., Smit, U., & Mehlmauer-Larcher, B. (2009). ESP teacher education at the interface of theory and practice: Introducing a model of mediated corpus-based genre analysis. *System*, *37(1*), 99–109.

Hyland, K. (2000). Disciplinary discourses: social interactions in academic writing (Michigan classics ed.). Ann Arbor: University of Michigan Press.

Jalilifar, A. (2010). Research article introductions: sub-disciplinary variations in Applied Linguistics. *Journal of Teaching Language Skills*, *2(*2), 29–55.

Jian, H. U. (2008). The macrostructure and rhetorical structures of research articles in linguistics. *Shandong Foreign Language Teaching Journal*, *5*, 37–42.

Jogthong, C. (2001). *Research article introductions in Thai: Genre analysis of academic writing.* (Order No. 3049280). Available from ProQuest Dissertations & Theses Global. (304727260)., West Virginia University.

Kanoksilapatham, B. (2003). *A corpus-based investigation of scientific research articles linking move analysis with multidimensional analysis*. (Order No. 3107368) Available from ProQuest Dissertations & Theses Global. (305328726), Georgetown University, Washington, DC.

Kanoksilapatham, B. (2005). Rhetorical structure of biochemistry research articles. *English for Specific Purposes*, *24*(3), 269–292.

Kanoksilapatham, B. (2015). Distinguishing textual features characterizing structural variation in research articles across three engineering sub-discipline corpora. *English for Specific Purposes*, 37, 74–86.

Kwan, B. S. C. (2006). The schematic structure of literature reviews in doctoral theses of applied linguistics. English for Specific Purposes, 25(1), 30–55.

Kwan, B. S. C., Chan, H., & Lam, C. (2012). Evaluating prior scholarship in literature reviews of research articles: A comparative study of practices in two research paradigms. English for Specific Purposes, 31(3), 188–201.

Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics, 33*, 159–174.

Latour, B., & Woolgar, S. (1979). *Laboratory life: The construction of scientific facts*. Princeton University Press.

Li, L.-J., & Ge, G.-C. (2009). Genre analysis: Structural and linguistic evolution of the English-medium medical research article (1985–2004). *English for Specific Purposes, 28*(2), 93–104.

Lim, J. M. H. (2006). Method sections of management research articles: A pedagogically motivated qualitative study. *English for Specific Purposes, 25(*3), 282–309.

Musa, N. F., Khamis, N., & Zanariah, J. (2015). The structure of method section in engineering research articles. *Asian Social Science, 11*(17), 74–82.

Nwogu, K. N. (1997). The medical research paper: Structure and functions. *English for Specific Purposes, 16(*2), 119–138.

Ozturk, I. (2007). The textual organization of research article introductions in applied linguistics: Variability within a single discipline. *English for Specific Purposes*, *26(1*), 25–38.

Pho, P. D. (2008a). How can learning about the structure of research articles help international students? *Conference proceedings of the 19th ISANA international education conference* (Vol. 2, pp. 1–11). Citeseer.

Pho, P. D. (2008b). Research article abstracts in applied linguistics and educational technology: a study of linguistic realizations of rhetorical structure and authorial stance. *Discourse Studies, 10(2*), 231–250.

Pho, P. D. (2009). An evaluation of three different approaches to the analysis of research article abstracts. *Monash University Linguistics Papers, 6(*2), 11–26.

Posteguillo, S. (1999). The schematic structure of computer science research articles. *English for specific purposes, 18*(2), 139–160.

Ruiying, Y., & Allison, D. (2003). Research articles in applied linguistics: Moving from results to conclusions. *English for Specific Purposes, 22(*4), 365–385.

Samraj, B. (2002). Introductions in research articles: Variations across disciplines. *English for Specific Purposes, 21*(1), 1–17.

Swales, J.(1990).*Genre analysis: English in academic and research settings*. Cambridge University Press.

Swales,J.(2004).*Research genres:explorations and applications*.Cambridge: Cambridge University Press.