

**Genre Analysis of Applied linguistics Research Article Introductions Published in International and Iranian Local Journals**

Seyed Foad Ebrahimi\*

Seyedfoade@gmail.com

Abdollah Mohsenzadeh

Abdollah.mohsenzadeh@gmail.com

*English Department, Shadegan Branch, Islamic Azad University, Shadegan, Iran*

**Abstract**

This study aimed to investigate the realizations of verbs' syntactic and semantic features in moves of applied linguistics research article introductions published in international and Iranian local journals. To this end, a data of 30 research article introductions (15 published in Iranian local journals and 15 in high impact international journals) was selected. The research article introductions were analyzed for the move structures using Swales's CARS (1990) model. The research article introductions were also analyzed for tense, aspect, voice (Syntactic features) and semantic meaning of verbs. The results indicated that simple present and active voice were the predominant tense and voice in both sets of research article introductions. Concerning the semantic meaning of verbs, the results showed that three kinds of semantic meanings of verbs were used more frequently. They are namely *mental*, *activity*, and *existence or relationship* verbs. This study could have implications for novice non-native writers in the Applied Linguistics.

**Keywords:** Research article introduction, local and international journals, genre, applied linguistics

**1. Introduction**

An experimental research article is a genre in which the developmental stages of a scientific experiment are documented. It usually has a fixed format of sections and subsections of introduction, literature review, method, results, discussion and conclusion. Sometimes some of these sections are merged, introduction with literature review, results with discussion and discussion with conclusion (Swales, 1990). This research article mostly follows Swales structure of introduction, method, result and discussion (IMRD) (Jalilifar, 2009). The first section, introduction, provides the anchor point after the title. According to Jalilifar (2009),

this section is written to give information regarding the research in terms of several features. First, it provides the background whereby the researcher presents earlier studies and how the present study contributes to what has been done earlier. Then, there is the rationale by which the researcher shows the importance, reasons and benefits of investigating the study gap which is indicative of lack of existing knowledge that a research will fill. Objectives are also established to clarify the aims of the research which are accompanied usually by delimitations. Here, the researcher displays the limitations of the research to a specific geographical area or to certain aspects of the situation. Finally, assumptions are stated to the conditions, states, and requirements that may affect the conducting of the research. In the last three decades, a number of researchers have studied research article introduction section (RAIs) from one or more disciplines for rhetorical structure and/or linguistic features (Ebrahimi, 2017; Fakhri, 2004; Farnia and Rahimi, 2017; Gledhill, 2000; Hirano, 2009; Loi and Evans, 2010; Martin and Perez, 2014; Ozturk, 2007; Samraj, 2002; Sheldon, 2011;).

Hirano (2009) compared the rhetorical organization of RAIs written in Brazilian Portuguese and English from applied linguistics discipline. She used 20 RAIs extracted from two international Journals namely: "The ESpecialist" and "English for Specific purposes". She selected 10 research articles from each journal that were published in 2004- 2005. For the analysis of rhetorical organization, she relied on Swales' (1990) CARS (Create a Research Space) model. The results showed that RAIs in the ESpecialist do not seem to follow a pattern in the organization of their rhetorical moves even though there was a preference for the use M1-M2-M3 pattern. The writers structurally organized the RAI by establishing a territory through making topic generalizations, giving background information, presenting their current study and stating the structure of the research article. The results also showed that in RAIs from the journal of English for specific purposes, writers follow the CARS model for the rhetorical organizations. The structural pattern of M1-M2-M3 was found in most of the RAIs analyzed.

Ozturk (2007) studied structural organization of RAIs in second language acquisition research and second language writing research, two sub disciplines of applied linguistics. He used 20 RAIs from two established Journal in the discipline of applied linguistics. The data included only empirical research articles. All the analyzed research articles were extracted from 2001 issues excluding special issues. He used CARS model for the analysis. The results showed the majority of researchers in second language acquisition journal preferred to use

the move structure M1-M2-M3. They prefer to first establish the territory in M1, then establish the niche in M2 and end their RAIs with occupying the niche in M3.

In RA introductions from the Journal of second language writing, the results reported some deviation from the move structure proposed by CARS model. Different patterns of moves are reported to be found. He discussed the deviation as it is due to long RAIs. He concluded that the CARS model could show the moves sequences in the short RAIs, deviation from CARS model is expected in long RAIs.

Sheldon (2011) investigated the rhetorical differences in the RAIs written by English L1 and L2 and Spanish L1 writers. She chose 54 RAIs that were all taken from the field of Applied Linguistics. To analyze the data, she used Swales' (1990) CARS model. The results suggested deviation between the three corpora concerning the realizations of moves and steps.

Saz Rubio (2011) investigated the use of metadiscourse markers in the moves of RAIs from the field of Agricultural science. She carried out her study on a data of 28 multi- authored research articles published in 2007-2009 issues of peer reviewed journals from the Agricultural science. The analyzed research articles were written by authors who are native speakers of English or affiliated within English- speaking institutions. She used CARS model to analyze the data for structural organizations of RAIs and Hyland's (2005) taxonomy of metadiscourse to investigate the metadiscourse markers. The results concerning structural structures showed that three moves suggested by Swales (1990) in CARS were realized. The results showed that M1-M2-M3 was used in this order, even though some variations also reported. The results conceding the use of metadiscourse markers showed that interactive metadiscourse markers comprise the majority of the metadiscourse items found in the data. She suggested that findings can be taken as a starting point for elaboration and creation of pedagogical material for the instruction of novice research writers.

Soler – Monereal, Carbonll- Olivares and Gil- Sealmon (2011) investigated the structural organizations of English and Spanish PhD thesis introductions. They carried out their study on a data of 10PhD Spanish theses and 10PhD theses in English. The theses were defended between 1991 and 2005 at American, Australian, British and Canadian Universities. The results suggested that English introductions are more complex as regards the presentation and organization of the information provided. The general results suggested that not all introductions conform fully to the CARS model, although the M1-M2-M3 arrangement is the

structural pattern most generally followed. This is usually combined with other patterns and moves, resulting in frequent cycles and the embedding of moves. The step analysis suggests that the structure of Spanish introductions is mainly motivated by the presentation of background information and the work carried out, as well as the deployment of that information in a sequential and orderly fashion. The English introductions show great concern for the inclusion of background information and a separate step dedicated to the review of previous research but they also tend to stress the writer's own work and its originality and contributions to the field of study.

The literature reviewed here could be summarized as follows: Ozturk (2007) explored the degree of variation in the rhetorical structure of Applied Linguistics RAIs. Hirano (2009) compared the rhetorical structure of RAIs in Brazilian Portuguese and English within a subfield of Applied Linguistics. Sheldon (2011) studied the rhetorical structure of English and Spanish RAIs, as well as RAIs written in English by Spanish-background speakers in the field of applied linguistics. Saz Rubio (2011) explored the use of metadiscourse markers in the moves of RAIs from the field of Agricultural science. Soler et al. (2011) studied the structural organizations of English and Spanish PhD thesis introductions. The reviewed literature clearly indicates that the RAIs were mostly studied for its structural organization and realizations of linguistic features in RAIs have received little attention. Thus, this study intends to shed the light on the realizations of verb (syntactically and semantically) in the moves of RAIs published in Iranian local journals indexed in ISC and published in international journals indexed in Thompson Reuters from the field of Applied Linguistics (AL). Findings of this study could act an empirical guide for the improvement of RAIs writing.

Thus, this study intends to find answer to the following research questions:

1. What are the organizational moves of AL RAIs published in international and Iranian Local journals?
2. Is there any difference between the AL RAIs published in international and Iranian Local journals concerning organizational moves?
3. What kinds of verbs (semantic and syntactic) are used in AL RAIs published in international and Iranian Local journals?

4. Is there any difference between the AL RAIs published in international and Iranian Local journals concerning kinds of verbs (semantic and syntactic)?

### 3. Methodology

#### 3.2 Data Collection Procedure

This study was carried out on a data of 30 RAIs that were collected as follow. The RAIs were published in International and Iranian local journals. Thus, 15 RAIs were extracted from two international journals of "Journal of English for Academic Purposes "and "English for specific purposes". These journals are published in Elsevier and indexed in Thompson and Ruiters. 15 RAIs were extracted from the journal of "Iranian journal of Applied Linguistics". This journal is published in Iran and indexed in ISC (Islamic Science Center). All the RAIs were taken from the RAs that were from 2014 and 2015 issues of the journals. It needs to be mentioned that only RAIs were selected which have no subheadings. This means that RAIs occupies the section between abstract and methodology. The particular features of data are presented in Table 1.

Table 1:

Particular features of data

	Number	Word count	Journal name	Years of Publication	Range of word count
RA Introduction	15	9462	Iranian journal of Applied linguistics	2014-2015	245-1212
RA Introduction	15	12624	Journal of English for Academic Purposes English for specific purposes	2014-2015	332-1831

#### 3.3 Frameworks and Classifications

The data were analyzed based on frameworks and classifications presented below: First, to analyze the data for the organizational moves, this study used Swales' (1990) CARS model. Thus, RAI often begins with a move (Move1; Establishing territory) where the writer establishes the topic of the article. In the second move, writers create a research space (Move2; Establishing a niche), which is then filled (Move3 Occupying the niche) in the third move.

Second, to analyze the data for syntactic features, the tense, aspect and voice of verbs were considered. Tense comprises the three tenses of present, past and future. Aspect consists of simple, progressive and perfect. Voice can be either active or passive.

Third, to analyze the data for the semantic meanings of the main verbs used in RAIs, Biber et al.'s (1999) classification was used. Their classification includes seven semantic domains, as follows:

- Activity verbs which are concerned with what people do (e.g. use, give, make, build, perform, measure)
- Communication verbs involving such communication activities as speaking and writing (e.g. describe, discuss, debate, argue, introduce, suggest)
- Mental verbs describing cognitive states and activities (e.g. know, believe, remember, understand, consider, design, study, investigate), which also include attitudinal or emotional states (e.g. prefer, love, enchant)
- Verbs of existence or relationship denoting a relation or a state exists between entities (e.g. include, represent, define, link, associate, relate, influence)
- Verbs of facilitation or causation indicating a new state of affairs brought about (e.g. cause, allow, require, need, influence)
- Verbs of simple occurrence reporting the occurrence of events (e.g. develop, grow, increase, change)
- Aspectual verbs denoting the stage of progress of events or activities (e.g. keep, continue, hold)

### **3.4 Data Analysis Procedure**

This study went through the following procedures. First, the data was downloaded and saved from the earlier mentioned journals. Second, the RAIs were extracted from the RAs. Third, the RAIs were analyzed for organizational moves using Swales' (1990) framework. Fourth, verbs used in the moves of RAIs were identified and classified in terms of tense, aspect, voice and semantic meanings. Fifth, findings were presented and discussed.

**4. Results**

In this section, the results of data analysis are presented in Table 2-4. Table 2 presents the results concerning the organizational moves of two sets of AL RAIs.

Table 2.

*Organizational moves of AL RAIs*

Structure	RAIs published in International journals	RAIs published in Iranian local journals
M1+M2+M3	6 (%40)	11 (%75)
M1+M3	5 (%32)	2 (%13)
M1+M2+M1+M3	1(%7)	1 (%7)
M1+M3+M2+M3	1(%7)	-
M1+M3+M1+M3	1(%7)	-
M1+M3+M2+M3+M2+M3	1(%7)	-
M1+M2+M1+M2+M1+M3	-	1(%7)
Total	15 (%100)	15 (%100)

Table 3 presents the frequencies and percentages of the realizations of tenses, voices and aspects of the used verbs in moves of two sets of AL RAIs.

Table 3.

*Frequencies and percentage of tense, aspects and voice in moves of RAIs*

		RAI Published in Iranian local journals			RAI written by Native writers		
		Move1	Move2	Move3	Move1	Move2	Move3
Tense	Past	47 (18%)	14 (25%)	20 (57%)	76 (21%)	4 (12%)	5 (13%)
	Present	197 (76%)	38 (69%)	12 (34%)	229 (74%)	30 (83%)	30 (79%)
	Future	16 (6%)	3 (6%)	3 (9%)	14 (5%)	2 (5%)	3 (8%)
Aspect	Simple	225 (87%)	49 (89%)	34 (97%)	249 (81%)	28 (78%)	38 (100%)
	Perfect	35 (13%)	6 (11%)	1 (3%)	70 (19%)	8 (22%)	-----
Voice	Active	236 (91%)	48 (87%)	31 (89%)	278 (90%)	31 (86%)	34 (89%)
	Passive	24 (9%)	7 (13%)	4 (11%)	31 (10%)	5 (14%)	4 (11%)
Total		260	55	35	309	36	38

Table 4 presents the frequencies and percentages of the semantic meanings of verbs used in moves of two sets of AL RAIs.

Table 4.

*Frequencies and percentage of semantic meanings of verbs in moves of RAIs*

Semantic meaning	RAI written by Non-native writers			RAI written by Native writers		
	Move 1	Move 2	Move 3	Move 1	Move 2	Move 3
	Frequency (Present)	Frequency (Present)	Frequency (Present)	Frequency (Percent)	Frequency (Percent)	Frequency (Percent)
Activity	27 (16%)	6 (19%)	5 (18%)	34 (14.5%)	5 (22%)	6 (23%)
Communication verbs	19 (11%)	8 (25%)	1 (3.5%)	34 (14.5%)	2 (8.5%)	4 (15.5%)
Mental verb	48 (28.5%)	11 (34%)	14 (52%)	83 (35.5%)	11 (48%)	9 (34.5%)
Verbs of existence relationship	37 (22%)	3 (9.5%)	2 (7.5%)	47 (20.5%)	3 (13%)	5 (19.5%)
Verbs of facilitation or causation	21 (12.5%)	1 (3%)	2 (7.5%)	18 (7.5%)	2 (8.5%)	2 (7.5%)
Verb of simple occurrence reporting	12 (7.5%)	3 (9.5%)	2 (7.5%)	16 (7%)	--	--
Aspectual verbs	4 (2.5%)	--	1 (4%)	1 (0.5%)	--	--
Total	168 (100%)	32 (100%)	27 (100%)	233 (100%)	23 (100%)	26 (100%)

The above results that are stated in a form of Tables are discussed according to the research questions stated in introduction sections.

## 5. Discussion

The results obtained concerning the organizational moves of AL RAIs published in international and Iranian local journals are presented (in Table 2) and discussed to answer research question one and two.

1. What are the structural organizations of RAIs written in English by native and Persian nonnative writers?
2. Is there any difference between the RAIs written in English by native and Persian nonnative writers concerning structural organization?

A closer look at the results presented in Table 2, variations between two sets of RAIs concerning the move patterns are reported. Writers of international RAIs used seven move



patterns while writers of RAIs published in Iranian local journals preferred to use four move patterns. The results of this study could be in line with Hirano (2009).

The most frequent move pattern in both sets of RAIs is M1+M2+M3. This result is greater than finding presented by Hirano (2009) and close to findings of Ozturk (2007). The results in Table 2 also indicated that writers of RAIs published in international journals are more interest to arrange their RAIs using M1+M2+M3 pattern. This result could be due to two reasons. One is that most of RAs published in Iranian local journals are theses-driven, thus RAI of such RAs are the summary of first three chapters of theses. Second is that writers of RAIs published in Iranian local journals feel more secure when stick to the move pattern suggested by Swales (1990). They could be ensuring that nothing is missed and all necessary information is mentioned in RAIs.

The second move pattern that is common in the two sets of RAIs is M1+M3 pattern. This pattern was used greater by writers of RAIs published in international journals compared with writers of RAIs published in Iranian local journal. Lack of move 2 in RAI is also reported to be found in RAIs analyzed by Hirano (2009). Lack of move 2 in RAI was also reported to be found more in RAIs developed by non-native writers in studies conducted by Hirano (2009) and Ozturk (2007).

Five other move patterns are used by both groups of writers that could show that writers of RAIs published in international journals have used a greater variety of patterns. These patterns might suggest that these writers felt the necessity to do cycle of moves to clearly state the necessary information in the RAI.

Generally, from the results stated in Table 2, it could be said that writers of RAIs published in international journals feel more free to structure the RAIs in a way to provide the necessary information. Thus, if presenting the necessary information requires a cycle of move patterns, they use moves in a pattern that helps them to be sure about presentations of required information. In other sets of RAIs, writers seem to prefer sticking to the move pattern suggested by Swales (1990). They present the moves in the ordinary order of moving from move 1 to move 3. They also drop move 2 in RAI mostly in the case that there is a literature review section followed introduction.

The data was analyzed for the syntactic and semantic features of the verbs realized in moves of two sets of RAIs and the results are presented in Table 3 and 4 to provide answer to research questions 3 and 4.

3. What kinds of verbs (semantic and syntactic) are used in AL RAIs published in international and Iranian Local journals?

4. Is there any difference between the AL RAIs published in international and Iranian Local journals concerning kinds of verbs (semantic and syntactic)?

The results in Table 3 could clearly indicate similarity in treating present tense in the three moves of the two sets of AL RAIs. This similarity could be due to the fact that in the three moves of AL RAIs there are steps such as making topic generalizations, indicating the research gap, outlining purposes, outlining principal findings and implications, and indicating the research article structure that impose the use of such a tense. (Examples 1–6).

Example 1: the study of academic discourse, or the language of the academy, is central to the development of academic literacy as it models the diverse linguistic patterns valued in educational context, particularly that of tertiary institutions. (International Journal)

Example 2: the current research investigates the use of evaluative language in a data of doctoral discussions written by L1 Chinese and L1 English writers. (International Journal)

Example 3: the article is organized as follow. (International Journal)

Example 4: the current study has implications for the comparison of oral production and (the more commonly researched) written production, for understanding the sequence of development, and for planning EAP instruction and curriculum design. (International Journal)

Example5: As in many countries, teaching English for specific purposes (ESP) has a marginal status in Iranian tertiary education. (Iranian local Journal)

Example 6: this study investigates how Iranian scholars revise their manuscript by comparing the transitivity system of PS and AP versions of their manuscripts (Iranian local Journal)

The second common tense in both sets of RAIs is past tense. This tense was received similar attention in move one. This might suggest that in two sets of RAIs, writers shed the light on the literature as an obligatory step in development of RAIs (Example 7)

Example 7: Following the UWL, Coxhead (2000) developed the new well-known Academic Word List (AWL) of 570 word families, whose frequency accounted for approximately 10% of tokens in academic texts. (International Journal)

This tense was treated significantly different in move 2 and 3. The greater use of this tense in RAIs published in Iranian local journals might suggest that Iranian writers prefer mostly to seek the gap in literature and present the aim of their study in past tense (Example 8). The difference in the use of past tense might be sourced from the variety of optional steps in writing RAIs that sets the writers free to select which step to include and which one to exclude.

Example 8: Some of these studies have provided an analytical description of the detailed steps employed in developing students' circumlocution strategies. (Iranian local Journal)

Future tense was received somewhat similar attention in both sets of RAIs. It seems that it is not a norm to use such a tense in the RAIs. This might be discussed based on the fact that most of writers treat the RA as an already finished project thus they prefer to refer to the project using present or past tenses.

Concerning aspects, it seems that present is the favorite aspect in both sets of RAIs. It seems that such an aspect is imposed by the move and steps of writing RAIs as in writing RAIs, writers treat RAIs as a report of done project. Perfect aspect received different attention in both sets of RAIs. It seems that writers of RAIs published in international journals use such aspect to convince editors and reviewers that the investigated topic has been the concern of researchers over a period of time (Example 9).

Example 9: However, few studies have compared the linguistic features of academic writing with those of popular writing, which is viewed as “rhetorical transformation” of academic writing (Swales, 1990). (International Journal)

Concerning voice of the used verbs, the results in Table 3 indicate that in both sets of RAIs, active voice was preferred in all three moves over passive voice. This could be due to the fact that the whole responsibility of the information presented in the RAI is to the literature and writers feel free to use active voice.

According to Table 4, in both sets of RAIs and in the three moves, mental verbs were used more common than other verbs. Such a use of mental verbs might be due to the rhetorical functions of RAI moves and steps. In both corpora, these kinds of verbs were used for instance to report earlier studies and state the aim of the study (Examples 10–13). The frequencies of mental verbs in both sets of RAIs were less than what has been reported in the findings of Zhang (2015).

Example 10: As regards non-linguistics impediments, Canagarajah (1996) identified several “non-discursive requirements” that interfere in publication and classified them into three distinctive groups; material, financial, and social. (International Journal)

Example 11: This paper aims to work out a register-specific meaning classification system which takes account of both semantic and pragmatic meaning. (International Journal)

Example 12: Bhatia (1993) studied the move structure of job application letters to confirm that writers tend to use similar patterns of move structure. (Iranian local Journal)

Example 13: a second question addressed in this study related to the effects of this type of instruction on stage increase in terms of recognition versus production tasks. (Iranian local Journal)

Another verb that has received noticeable attention in moves of both sets of RAIs was activity verbs. A closer look could indicate that this verb was used to serves functions among which is to report the process of earlier studies cited in the literature (Example 14-15).

Example 14: For example, Xue and Nation (1984) compiled the university word list (UWL) of 836 word families from Campion and Elley (1971), Praninskas (1972), Lynn (1973) and Ghadessy (1979). (International Journal)

Example 15: In fact, people try to orient their behavior and the way of doing things over different conditions. (Iranian local Journal)

The other verb in list is verbs of existence or relationship that were used by both groups of writers to present a) the relationship between entities (Examples 16–17), b) facts concerning entities (Examples 18–19), and c) definition of entities (Examples 20–21).

Examples16: In a sentence with subject it-extraposition, the main clause expresses the stance of the writer. (International Journal)

Example 17: The concept of dynamic assessment originated with Reuven Feuerstein (1980), who believed in the facilitative and mediating role of the instructor (Schneider & Ganschow, 2000). (Iranian local Journal)

Example 18: The Hong Kong data contained more markers of certainty, whereas the UK data contained more markers of probability and tentativeness. (International Journal)

Example 19: Their usual problem lacks appropriate L2 words in their vocabulary repertoire to express their meanings. (Iranian local Journal)

Example 20: Grabe (2008, p.220) describes such readers as “strategic” as they “automatically and routinely apply combinations of effective and appropriate strategies depending on reader goals, reading task, and strategic processing abilities”. (International Journal)

Example 21: Martin (1999) defines genre as “a staged, goal-oriented, purposeful activityin which speakers engage as members of our culture” (p. 25) (Iranian local Journal)

Communicative verbs (Examples 22–23) received different attentions in both sets of RAIs. The difference could be attributed to including different optional steps such as communicating earlier findings in developing RAIs.

Example 22: Hinkel (2003) notes that a group of Asian student writers used notably more amplifiers and emphatics in their argumentative essays than did their L1 English counterparts. (International Journal)

Example 23: Brown and Hudson (1998), however, argued that to speak of alternative assessment is counterproductive because some may imply that it can act Asian excuse to refrain from responsible test construction. (Iranian local Journal)

Other types of verbs also received little attention, which suggests that such verbs could not be considered as a norm in RAIs.

## **6. Conclusion**

This study investigated the semantic and syntactic features of verbs used in the RAIs of Applied Linguistics RAs published in International and Iranian local journals. The results concerning syntactic structure indicated that in both groups of RAIs, the simple present was the predominant tense. This appears to be because writers present facts, define entities, state aims and outline purposes in RAIs; thus, the use of this tense is motivated by the rhetorical functions of moves and steps of RAI. The results suggested differences between the corpora regarding two other tenses that received noticeable attention. These differences can be attributed to the differing language backgrounds of the writers. In RAIs published in Iranian local journals, they were extracted from RAs mostly as master's theses driven. In such RAIs, writers tend to cite earlier studies and more frequently use the simple past tense. In RAIs published in international journals, the writers prefer to signify and claim centrality; they add their study to the continuum of studies conducted during recent decades by using the present perfect tense. To conclude, writers need to be aware that tenses can help editors and reviewers to judge the skill and knowledge of the writer, and they can play a pivotal role in the realizations of moves and steps within the RAI.

Regarding voice, the active was predominant, which may be expected given that it is the preferred tone in academic writing. This is especially evident in the RAIs, where writers have

to claim the centrality, significance and importance of the study; this requires creating structures where the subject is the performer of actions. Such structures are the norm in academic writing, and this needs to be highlighted for novice writers.

Concerning the semantic meaning of verbs, three kinds of verbs were used especially frequently: mental, activity, and existence or relationship verbs. These kinds of verbs are helpful in realizing the steps and moves of RAIs; thus, writers need to be aware that such verbs play pivotal roles in highlighting this process. It can be concluded that the syntactic and semantic structure of verbs is highly influenced by and related to the realizations of steps and moves of RAIs.

This study intended to highlight the possible differences concerning realizations of verbs in moves of Applied Linguistics RAIs published in international and Iranian local journals. The results stated and discussed could highlight the importance of including information concerning the issue studied in this study while teaching writing RAIs. Where the differences between two sets were great, the necessity of taking novice non-native writers' attention seems to act upon greater chance of RA publications. In addition, the results of this study could act as a clear guideline for novice non-native writers while developing the RAI sections of their RAs.

## References

- Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English* (Vol. 2). MIT Press.
- Cataldo, V. D., Gibbons, D. L., Pérez-Soler, R., & Quintás-Cardama, A. (2011). Treatment of non-small-cell lung cancer with erlotinib or gefitinib. *New England Journal of Medicine*, 364(10), 947-955.
- Del Saz Rubio, M. M. (2011). A pragmatic approach to the macro-structure and metadiscoursal features of research article introductions in the field of Agricultural Sciences. *English for Specific Purposes*, 30(4), 258-271.
- Ebrahimi, S. F. (2017). "The overall aim of this work is ...." Functional analysis of grammatical subject in research article introductions across four disciplines. *Discourse and Interaction*, 10 (1), 5-30.

- Fakhri, A. (2004). Rhetorical properties of Arabic research article introductions. *Journal of Pragmatics*, 36(6), 1119-1138
- Farnia, M., & Rahimi, S. (2017). Comparative generic analysis of introductions of English and Persian dentistry research articles. *Research in English language pedagogy*, 5(1), 27-40.
- Gledhill, C. (2000). The communicative purpose of collocation in research article introductions. *English for Specific Purposes*, 19(2), 115-135.
- 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.
- Jalilifar, A. R. (2009). *Research article in Applied Linguistics: A gender-based writing guide*. Ahwaz: Shahid Chamran University Press.
- Loi, C. K., & Evans, M. S. (2010). Cultural differences in the organization of research article introductions from the field of educational psychology: English and Chinese. *Journal of Pragmatics*, 42(10), 2814-2825.
- Martín, P., & Pérez, I. K. L. (2014). Convincing peers of the value of one's research: A genre analysis of rhetorical promotion in academic texts. *English for Specific Purposes*, 34, 1-13.
- Ozturk, I. (2007). The textual organisation of research article introductions in applied linguistics: Variability within a single discipline. *English for Specific Purposes*, 26(1), 25-38.
- Samraj, B. (2002). Introductions in research articles: Variations across disciplines. *English for specific purposes*, 21(1), 1-17.
- Sheldon, E. (2011). Rhetorical differences in RA introductions written by English L1 and L2 and Castilian Spanish L1 writers. *Journal of English for Academic Purposes*, 10(4), 238-251.



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

Zhang, G. (2015). It is suggested that... or it is better to...? Forms and meanings of subject it-extrapolation in academic and popular writing. *Journal of English for Academic Purposes*, 20, 1-13.